

Master's Degree in School Counseling

2022-2023

PROGRAM DESCRIPTION AND HANDBOOK



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Department of Psychology

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Preface

The purpose of the student handbook is to support students admitted to and enrolled in the Master of Education (M.Ed.) School Counselor Education program at Utah State University (USU). This handbook serves as a resource to support students along their graduate school journey and answer commonly asked questions at varying points within a student's degree program. Students are asked to read through this handbook *thoroughly*, and if there may be questions after consulting this handbook, students are welcome to ask when they have them or schedule a time to meet with a program individual such as the School Counselor Education Program Graduate Program Coordinator (GPC), [Kelli Palma](#), or the Graduate Program Advisor, [Meg Campbell](#), the Graduate Program Director, [Jessie Koltz](#), or course faculty or instructor(s). This handbook serves as a student's primary source of information relating to the School Counselor Education graduate program at USU.

Important information about the School Counselor Education program handbook:

1. We have consolidated important information relating to the graduate program in School Counselor Education, the Department of Psychology, and Utah State University requirements. There may be information that has been missed due to the extensive amount of information on the university webpage relating to university graduate student resources. Please reach out to the program coordinator or director with suggestions regarding helpful information to be added to the handbook.
2. It is the responsibility of each individual student to maintain their own student record file with copies of important or required materials as referenced within the student handbook or by the Graduate Program Coordinator relating to their graduate training. Specific graduate forms will be required by either the graduate program or the university to support phases of the student's graduate degree and graduation requirements.

ABOUT UTAH STATE UNIVERSITY

Utah State University (USU or Utah State) was founded March 8, 1888 and is Utah's public land- and space-grant university (Utah State University, 2022). USU is ranked #2 in public universities in the United States (Washington Monthly, 2020), serves nearly 28,000 students in Logan, Utah, and is Utah's largest public residential campus. USU is accredited by the Northwest Commission on Colleges and Universities (Utah State University, 2022). Noelle E. Cockett was appointed as USU's 16th president in October of 2016 (Utah State University, 2022).

Utah State University's main campus is in Logan, Utah, where there are also several regional campuses statewide. Its Carnegie classification is RU/H, a research university with high research activity. There are eight colleges and schools that encompass Utah State University with over 240-degree options. There are multiple graduate programs at USU that have been ranked within the top one hundred programs across the United States. USU has been recognized as having some of the best online programs in the nation, ranking 23rd. In 1927, Utah State University started a school of education which currently has eight academic departments. The School Counselor Education master's program is housed within the Department of Psychology within the Emma Eccles Jones College of Education and Human Services.

The Logan Area

Utah State University is situated in beautiful Cache County within the city of Logan in northern Utah (Wikipedia, 2022). Logan's 2020 population was 52,778 and is expected to double by the year 2050 (Wikipedia, 2022). Logan's elevation is 4,534 ft (1,382 m) where Mt. Logan rises to an elevation of 9,710 ft (2,960 m) (Wikipedia, 2022). The city of Logan is forty-seven miles north of Ogden on the Logan River, is eighty-two miles north of Salt Lake City and is about a 5-hour drive south from Yellowstone National Park (Wikipedia, 2022). Cache Valley and surrounding areas have many activities to engage in, especially if you are an outdoor enthusiast.

From Logan, it is a short one-hour drive to four ski resorts situated in the Wasatch Mountain Range and a two-minute drive to Logan Canyon where you can access Beaver Mountain Ski Resort, and Bear Lake. The weather in Logan is considered humid, with warm and dry summers and cold winters where you can expect snow. Within the city of Logan there is free public transportation for Logan campus, Logan City, and the greater Cache Valley area, where the city and surrounding areas are bike-friendly with designated bike lanes. There is a small local zoo to visit in Logan's Willow Park, which includes monkeys, bobcats, and bald eagles! The Cache Valley Fairgrounds have annual events such as demolition derbies, the Cache County Fair, rodeos, and concerts.

If you are interested in arts and culture, there are many opportunities to engage in local events, such as the Utah Festival Opera, concerts and theatre events at the Ellen Eccles Theatre, community "Gallery Walks" presented by the Cache Valley Center for the Arts, and a vendor owned farmer's market on Saturdays from May to October (Wikipedia, 2022). Some companies located in and around the greater Logan area include ICON/iFit Health and Fitness, USU's Space Dynamics Laboratory, Gossner Foods, Camp Chef, Altra Zero Drop Footwear, and S&S Worldwide to name a few (Wikipedia, 2022).

The University

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture and by serving the public through learning, discovery, and engagement (Utah State University, 2022). There are a total of eight statewide campuses in the Utah State University system located in [Blanding](#), [Brigham City](#), [Eastern](#), [Moab](#), [Salt Lake City](#), [Southwest](#), [Tooele](#), and [Uintah Basin](#) (Utah State University, 2022). There are also a total of 23 Statewide Education Centers that support USU students utilizing the Internet Video Conference (IVC) system and USU's [Extension](#) Programs (Utah State University, 2022). USU serves all of Utah's 29 counties and includes the Ogden Botanical Center, Thanksgiving Point, and Utah Botanical Center (Utah State University, 2022).

The College of Education and Human Services

The Emma Eccles Jones College of Education and Human Services offers preparation programs for prospective teachers, school counselors, administrators, mental health professionals, and supervisors in education (Utah State University, 2022). It also provides preparation for professionals in human services areas and corporate settings. The Emma Eccles Jones College of Education and Human Services is the largest college at Utah State University having 5,590 students in 2021 (Utah State University, 2022). The College is comprised of eight departments: Communicative Disorders and Deaf Education, Human Development and Family Studies, Instructional Technology and Learning Sciences, Kinesiology and Health Science, Nursing, Psychology, the School of Teacher Education and Leadership, and Special Education and Rehabilitation. The current dean of the College of Education is Dean [Al Smith](#) and the department head for the Department of Psychology is [Scott Bates](#).

PART I: PROGRAM FOUNDATION (HISTORY)

The School Counselor Education Program is housed in USU's Department of Psychology. The department graduates about 130 bachelor's-level and an additional 50-60 graduate students across their MEd and PhD programs each year (Utah State University, 2022). The Department of Psychology offers nine graduate programs, including a Master of Education in School Counselor Education and PhDs in the following eight areas: Behavior Analysis, Brain and Cognition, Combined Clinical/Counseling/School, Combined Clinical/Counseling, Neuroscience, Quantitative Psychology, School Psychology, and Socio-behavioral Epidemiology.

USU's master's degree program in School Counselor Education was offered exclusively as an on-campus program until 1997. In 1997, the Utah State Board of Education (USBE) recognized the critical shortage of school counselors in rural areas of Utah. To meet those needs, USU's Psychology department faculty worked with USU's Department of Regional Campus and Distance Education to adjust the on-campus School Counselor Education program to facilitate a part-time, evening design offered using two formats in alternating years. The two formats historically worked in the following way: 1) during odd-numbered years the program utilized the Utah Educational Network (UEN), featuring a live, two-way, interactive video broadcast (IVC) to twelve to sixteen sites (selection of sites varied from year-to-year based upon students' locations) across the state of Utah; 2) during even-numbered years the program was offered in Kaysville, Utah, located in Davis County, just North of Salt Lake City, utilizing face-to-face instructorship until 2022. Instructors and curriculum have historically been the same for each of the two formats. Through the cooperative efforts of USU's Departments of Psychology and Regional Campus and Distance Education (RCDE), the program has been offered each year since that time to students in both urban and rural areas across the State. During the winter of 2021-2022, program staff, instructors, and faculty worked alongside department personnel to provide informative data that supported the adaptation of the program to be offered annually via a [Web-Based format](#) (Utah State University, 2022). The change to a Web-Based format allows the program to continue the long tradition of offering education to both urban and rural areas across the State.

Graduates of the School Counselor Education program are working as school counselors in public and private schools in at least two-thirds of Utah's school districts. USU's School Counselor Education program has achieved the vision of having professional school counselors available to serve the needs of Utah's children and youth located across the state of Utah. Covid-19 required the School Counselor Education program to work within a hybrid format where all students were allowed to utilize the Zoom platform during the Spring and Fall 2020 semesters as well as the Spring, Summer, and Fall 2021 semesters. USU returned to instruction as usual starting in the Spring of 2022, where the final Kaysville in-person cohort of the School Counselor Education program was able to meet for live instruction at the Kaysville-Davis County USU Extension Center. The cohort met in-person for classes during the Spring and Summer 2022 semester prior to completing their final course, internship, via Zoom, during the 2022-23 academic year.

Utah State's Department of Psychology has a nationally accredited master's degree program for School Counselor Education. The M.Ed. program is designed to prepare students for professional licensure in school counseling and job opportunities in K-12 school counseling positions. Students are trained in subjects including behavior and education assessment and intervention, ethical and professional standards, individual and group counseling, career development, college and career readiness, and counseling skills. Students receive hands-on experience through practicum and internship experiences in private, public, or charter K-12 school settings during their final year and a half of the program.

Beginning Fall 2022, the program will be offered across the state of Utah via a web-based live, interactive, hybrid format with classes offered via Zoom, broadcast, or as an online asynchronous course. Broadcast centers are available across the state of Utah at 32 USU sites to incoming students. Broadcast centers vary annually based upon the geographic location of accepted students.

The USU School Counselor Education program is designed to meet the needs of traditional and non-traditional students with part-time evening programming. Following coursework, students are required to complete a 600-hour internship in a K-12 school setting.

Accreditation

Utah State University is governed by the State Board of Regents and has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1924. The NWCCU is "an independent, non-profit membership organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) as the regional authority on educational quality and institutional effectiveness of higher education institutions" (Northwest Commission on Colleges and Universities, 2022). The School Counselor Education program is fully accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) and is approved by the Utah State Office of Education and some other states for school counseling licensure.

Program Mission Statement

The mission of Utah State University's School Counselor Education Master's Program is to ensure school counselors-in-training are educated on ethically appropriate interventions, supported by quality instruction, and trained within school counseling settings to be prepared to serve Utah's youth in K-12 educational environments as licensed school counselors.

Program Vision Statement

The vision of the School Counselor Education Master's Program at Utah State University is to train aspiring professional school counselors to serve the diverse needs of children and youth located across the state of Utah.

Program Description

The School Counselor Education program consists of 6-semesters of course work where students engage in a total of 48 to 60-credit hours of courses that are typically three-credit hours per course. During the first year and a half, school counselors-in-training complete 14 required three-credit courses along with a 150-hour practicum, which is offered during the spring of the second

year, where 60 hours of practicum are required to be direct services with students in the school setting. During the fall and spring of the third year in the program, students must complete a 600-hour internship in a school setting where 240-hours of internship experience must be direct service hours. Direct service hours include meeting with students 1:1, in a small group, or leading guidance-lessons. Students are given the opportunity to enroll in elective courses within PSY (Psychology), SPER (Special Education and Rehabilitation counseling), or Animal, Dairy, and Veterinary Sciences (ADVS).

Program Faculty

The School Counselor Education program currently has one full-time tenured track faculty member for the 2022-2023 year, Dr. Jessie Koltz. Dr. Koltz is currently the Program Director for the School Counselor Education program and has been in this role from August 2021 to the present. Dr. Koltz's teaching load includes:

- PSY 6330: Principles of Psychological Measurement and Test Theory
- PSY 6350: Introduction to Theories of Intervention in Psychology
- PSY 6370: Practicum in School Counseling
- PSY 6130: Evidence-Based Practice: School Intervention
- PSY 6250: Internship

Dr. Koltz will also be a secondary faculty supervisor for practicum and internship students who will be in elementary settings during the fall and spring semesters. She also offers an independent research course, PSY 6910, for students who are interested in collaborating with her on her research.

Dr. Koltz earned her PhD from the University of Nevada, Reno in Counselor Education and Supervision in 2021, graduated from Penn State University with an M.Ed. in Counselor Education and Supervision in 2013 and earned her undergraduate degree from the State University of New York at Buffalo in Psychology and Early Childhood Education in 2011 while competing as a division one swimmer. Dr. Koltz is a Nationally Certified Counselor (NCC), Nationally Certified School Counselor (NCSC), Licensed School Counselor (LSC), and an Associate Clinical Mental Health Counselor (ACMHC). She has eight years of experience as a licensed school counselor in various K-12 settings in VA, CA, and NV. She serves as the director of research and publications for the non-profit Mindful SEAD (social emotional academic development), as the president and CEO of the non-profit Mindful Health Initiative (MHI) and serves as committee chair for the Utah School Counselor Association (USCA) legislative committee. She is passionate about the outdoors and has supported adventure-based counseling experiences with MHI over the past 4 years.

Program Staff

The School Counselor Education program staff are the key to our success as a program. They provide prospective, incoming, and current students with program advisement, organize courses, and program experiential components, and coordinate special events.

Kelli Palma received her M.Ed. in School Counseling from USU in 2022 and currently serves as a Graduate Program Coordinator (GPC) for the School Counselor Education program. She enjoys traveling, cycling, hiking, and spending time with her family when she is not advising and coordinating for the program. Her email address is Kelli.Palma@usu.edu

Megan Campbell received her M.Ed. in School Counseling from USU in 2020 and currently serves as a Graduate Program Advisor for the School Counselor Education program. She enjoys trail running and adventuring with her three kids when she is not working. Her email address is Meg.Campbell@usu.edu.

Communication Procedures

Communication procedures within the School Counselor Education Program and Department of Psychology recommend speaking directly with the person who is needed to communicate with to resolve an issue, talk about a concern relating directly to that person and the student, or relating to the course effected. You are responsible to support your own communication pathway, starting with speaking with the person you are directly working with in that situation.

Graduate student representatives are a key individual to get to know within your cohort. These identified students within this leadership role may have insight and clarification to a concern you may have relating to a course, your program of study, or an individual employed within the program such as an instructor, staff, or faculty member.

Program instructors help support graduate students while they are in a specific course. Graduate students should reach out to their direct instructor relating to a course-specific question or concern.

Program staff help support graduate students prior to admission into the program through exit of the program. They are also a direct line of communication and support for students while they are in the program. Program staff should be the first individual a student reaches out to with any program of study related concern or inquiry.

Program faculty help support graduate students while they are in their master's program through an advisory and consulting role. Faculty overseeing program students in an individual advisory or consulting role should be the next in line of communication after speaking with program staff if interactions are not conclusive and the student needs more assistance.

The program director is the individual a student should connect with if there is a concern with a faculty, instructor, or staff member. Students would reach out to speak with the director about their concern to try to resolve the issue after trying to communicate with the faculty, instructor, or staff member themselves.

The department head is next in line after communication with the above parties is unsuccessful or needs to be supported in more detail. All parties should be contacted and communicated with via a phone call, Zoom, or in-person meeting prior to connection with the department head. If communication is not resolved after communication with the department head, students can

reference the policy section of this handbook to identify the individual with whom they should be in contact with next.

At the university level, individuals such as the USU Student Association Graduate Student Senator, Vice President for Student Affairs, or someone within the School of Graduate Studies would be the next line of communication to clarify or help resolve any issues that were unsuccessful once the above communication procedures are followed.

PART II: PROGRAM OBJECTIVES, KEY PERFORMANCE INDICATORS, STUDENT DISPOSITIONS, AND STUDENT/PROGRAM ASSESSMENT PROCESS

School Counseling Program Objectives

Program Objective #1: Dispositions appropriate to the counseling field are assessed throughout the student's program, from admission to exit and graduation. Students are expected to fulfill and meet or exceed expectations in all areas of dispositions.

Program Objective #2: Ethical practice is upheld and practiced by each graduate student while in the program to meet expectations of skills. PSY 6460: Ethical, Legal, and Professional Issues in School Counseling provides instruction in the areas of professional school counselor identity, foundations of school counseling, and contextual dimensions of school counseling, ethics, law, and professional issues.

Program Objective #3: Social and cultural diversity is understood and practiced by each graduate student while in the program to meet expectations of skills. Psychology 6290: Diversity Issues in Treatment and Assessment presents instruction aimed at providing students with an understanding of the cultural context of relationships, issues, and trends in a multi-cultural and diverse society. Factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious, and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities will all be explored.

Program Objective #4: Human growth and development is understood and practiced by each graduate student to meet expectations of skills. Psychology 6530: Developmental Psychology – Lifespan addresses issues of human growth and development through instruction aimed at providing the student with an understanding of the nature and needs of individuals at all developmental levels.

Program Objective #5: Career development and college and career readiness is understood and practiced by each graduate student to meet expectations of skills. Psychology 6610: College and Career Readiness for School and Psychology 6260: Career Development presents instruction aimed at providing students with an understanding of career development and related life factors.

Program Objective #6: Counseling and helping relationships are understood and practiced by each graduate student while in the program to meet expectations of skills. Psychology 6240: Comprehensive School Counseling Programs provides instruction in comprehensive counseling and guidance program development, professional school counselor identity, and coordination of counseling program components as they relate to the total school community.

Program Objective #7: Group counseling and group work are understood and practiced by each graduate student while in the program to meet expectations of skills. Psychology 6420: Group Counseling in the Schools presents instruction aimed at providing students with an understanding of both theoretical and experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.

Program Objective #8: Assessment and testing in school counseling and school environments are understood and practiced by each graduate student while in the program to meet expectations of skills. Psychology 6330: Principles of Psychological Measurement and Test Theory presents instruction aimed at providing the student with an understanding of individual and group approaches to assessment and evaluation.

Program Objective #9: Research and program evaluation in school counseling and school environments are understood and practiced by each graduate student while in the program to meet expectations of skills. Psychology 6390: Program Evaluation in the Schools is designed to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Program Objective #10: Counseling theories in school counseling and mental health are understood and practiced by each graduate student while in the program to meet expectations of skills. Psychology 6350: Introduction to Theories of Intervention in Psychology provides instruction aimed at developing an understanding of interviewing and counseling skills.

Program Objective #11: Evidence-based practice and school-based interventions in school counseling are understood and practiced by each graduate student while in the program to meet expectations of skills. Psychology 6130: Evidence-Based Practice: School Intervention focuses primarily on the behavioral and cognitive behavioral treatment of common childhood disorders. Students are trained to develop and implement empirically supported treatments for mild childhood and adolescent disorders.

Program Objective #12: Consultation in the school and community settings are understood and practiced by each graduate student while in the program to meet expectations of skills. Psychology 6340: Consultation in the Schools is designed to provide students with a general framework for understanding and practicing consultation and to apply the theoretical material to case studies.

Program Objective #13: Collaborative classroom instruction in school counseling and school environments are understood and practiced by each graduate student while in the program to meet expectations of skills. Psychology 6580: Collaborative Classroom Instruction, Leadership, and Professional Issues is designed to support active experiential practice of collaboration and classroom instruction within the school environment, along with exposing and supporting students with leadership skills and common professional issues within school systems.

Program Objective #14: A 150-hour practicum in a K-12 school counseling setting must be completed by each graduate student while in the program to meet program requirements. Psychology 6370: Practicum in School Counseling is designed to be an integrative experience where students will spend an average of ten hours per week in school counseling practicum experiences. Students are to draw upon all the didactic instruction they have received in the program to date and supported with site and secondary supervision to support their practicum experience. Application of theory, skills and knowledge of comprehensive guidance systems will be expected. Students will be exposed to several theories and professional activities associated with comprehensive guidance programs in schools.

Program Objective #15: A 600-hour internship experience in a K-12 school counseling setting must be completed by each graduate student while in the program to meet program requirements. Psychology 6250: Internship is designed to be an experiential opportunity for students to practice all the skills, theories, and applications learned within their program of study while actively engaging in a school counseling intern role within a K-12 school setting while under site and secondary supervision.

Key Performance Indicators

Key Performance Indicators (KPI's) are measured throughout a student's time within the school counseling program and assessed by instructors, program faculty and staff to ensure competencies and skills are met by students. KPI assignments are uploaded by the student to their Box Portfolio throughout their program of study where the program staff ensures students have a comprehensive portfolio of KPI documentation completed by their internship semester.

KPI's within the school counseling program are inclusive of the following:

PSY 6130: Evidence-Based Practice: School Intervention: Comprehensive portfolio of evidence-based interventions.

PSY 6240: Comprehensive and Systemic School Counseling Programs: Final group project to demonstrate understanding of the program components necessary to design, implement, and evaluate a comprehensive and systemic school counseling program.

PSY 6250: Internship: Mid and end-of semester site and secondary supervisor evaluations and PDCA-R evaluations.

PSY 6260: Career Development: Personal theory assignment.

PSY 6290: Diversity Issues in Treatment and Assessment: Book reflection assignment.

PSY 6330: Principles of Psychological Measurement and test theory: Final exam .pdf including final exam grade of a B or higher.

PSY 6340: Consultation in the Schools: Capstone project.

PSY 6350: Introduction to Theories of Intervention in Psychology: Final theory paper assignment including grade of a B or higher.

PSY 6370: Practicum in School Counseling: Mid and end-of semester site and secondary supervisor evaluations and PDCA-R evaluations.

PSY 6390: Program Evaluation in the Schools: Models and Guidelines: Final project.

PSY 6420: Group Counseling in the Schools: Group presentation .pdf including presentation grade of a B or higher.

PSY 6460: Legal, Ethical and Transition Issues in School Counseling: Understanding and active practice of the ASCA Ethical code. Students must ensure that there are a total of three PDCA-R evaluations by the end of the first semester of internship filled out and uploaded into each student's Box folder by faculty, instructors, staff, site, and/or secondary supervisors to fulfill this requirement.

[PSY 6530: Developmental Psychology: Lifespan](#): Personal development paper .pdf including final paper and project grade of a B or higher.

[PSY 6580: Collaborative Classroom Instruction, Leadership and Professional Topics](#): Complete a lesson plan and lead a classroom psychoeducational lesson during the semester while in practicum placement.

[PSY 6610: College and Career Readiness for School Counselors](#): Passing and uploading final exam with a grade of B or higher.

Student Dispositions

As indicated in Program Objective #1, students are assessed at admission and checked at various times throughout their program of study in the School Counselor Education program to determine their demonstration of the following student dispositions. The dispositions below are agreed upon by the Utah State University Department of Psychology school counseling faculty, instructors, and staff as representing dispositions that are desirable in counselors-in-training because they will serve the students well in the education and professional counseling fields.

Conscientiousness – The ability to plan, deliberate, persevere, and demonstrate evidence of self-discipline, a strong sense of responsibility, and a preference toward planning.

Cooperativeness – Behaviors that suggest cooperation, such as collaborating well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; displaying a general exposition of helpful behaviors; and demonstrates being collaborative in nature.

Coping and Self-Care – Engages in appropriate levels of self-care. Identifies and responds appropriately to personal stress, burnout, situational impairment, loss, trauma, medical issues, and crisis. Uses positive coping and stress management mechanisms.

Critical Thinking – Demonstrates fairness in behavior toward others. Flexibility in problem solving and a willingness to abandon nonproductive strategies. Demonstrates the ability to analyze and synthesize.

Cultural Sensitivity – Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity; awareness of one's own heritage and the impact on others.

Emotional Stability – Ability to control negative emotions (such as anger and anxiety) and adopt a generally positive perspective; effective management of psychological dysfunction and/or excessive emotional reactions that could potentially interfere with professional functioning.

Honesty – Academic honesty; reliable and truthful in dealings with others; engenders public trust.

Interpersonal Skills – Engagement with the external world; capacity to interact effectively with others; energy in interpersonal relationships, and warmth. Capacity to demonstrate state extroversion. Ability to deal appropriately with conflict.

Legal, Ethical, and Professional – Integration of professionalism and ethical standards into day-to-day behavior. Behavior conveys the ability to judge the rightness or wrongness of actions and act upon the judgment. Except in rare circumstances, the ability to abide by and follow rules, policies, and laws.

Moral Reasoning – Behaviors that convey the ability to judge the rightness or wrongness of actions and act upon the decision. Abiding by and following rules, policies, and laws.

Openness – Tolerance for ambiguity; tolerance for the culture and lifestyle differences of others; imaginative; curious; open to new experiences; intellectually interested and engaged.

Self-Awareness – A conscious knowledge of one’s own traits, character, motive patterns, emotions, and behavior; evidenced by depth of self-understanding.

Student/Program Assessment Process

The dispositions above are assessed at various established points throughout the program identified here as “gate” checks:

- **Gate 1: Admissions**
 - Student self-assessment and understanding of PDCA-R process at orientation prior to first semester of the first year of the program
- **Gate 2: Completion of first year of coursework**
 - Assessed systemically by first-year program instructors and faculty, before the first semester of the second year of the program
- **Gate 3: Completion of Practicum (PSY 6370)**
 - Student self-assessment before practicum is due two weeks after the start of the practicum during the second year of the program
 - Site and secondary supervisor evaluations of student at mid- and end of semester are due by the final day of the student’s practicum semester
- **Gate 4: Completion of first semester Internship (PSY 6250)/Program Exit**
 - Student self-assessment before internship is due two weeks after the start of the internship during the third year of the program
 - Site and secondary supervisor evaluations of student at both mid- and end of internship semester(s) are due by the final day of the student’s internship experience

Students will be given feedback on their performance on the above dispositions as well as KPIs at Gates 2-4 from program faculty, or instructors immediately after each gate has been completed. Students must be rated by program faculty, staff, and/or instructors as “**Meeting Expectations**” (a score of 3 out of 5) across all dispositional areas on their most recent performance evaluation from instructors, supervisors, and/or program faculty members. Students who receive a rating of “Below Expectation” ratings will be considered on a case-by-case basis by the School Counselor Education program faculty to determine readiness for practicum or internship placement and/or the need for remediation prior to applying for practicum, internship, or licensure.

In addition, when issues in any of the above identified dispositions occur between gates, program faculty, instructors, and/or staff will file a PDCA – RI form (Professional Dispositions

Competency Assessment Revised Incident Report form), or also called a “Red/Yellow/Blue/Green form,” on the student, identifying which disposition is of concern. This process initiates a faculty meeting to discuss the individual student and determine if the student needs additional support, remediation, suspension, or dismissal from the program.

The PDCA – RI (Revised Incident) Report from a program faculty, instructor, or staff member includes the following procedures. The individual making the report will identify the student’s name, date of filing, name of individual filing the report, and date of incident being reported. The reporting individual will:

- (1) Check the box most closely associated with the disposition(s) related to the feedback they wish to offer, where more than one disposition box may be checked.
- (2) Check the level of concern (R/Y/G/B) in the box on the far right of the report using the key (outlined below).
- (3) On the third page of the PDCA-RI, the individual will write a detailed explanation of the incident or situation leading to the filing of the PDCA-RI; being as specific as possible, using behavioral terms.
- (4) Record the recommended action, such as a remediation plan, in the space provided; and,
- (5) If a group decision occurred, record the decision of the group in the space provided.

Note: If this form becomes part of the student’s academic file, per FERPA requirements, students may have legal access to this record.

Blue: An incident or situation has led the person filing the report to want to recognize a student as needing **evident observable support** or standing out from their cohort peers. A **Blue** signifies that additional **faculty support or encouragement** is needed.

Green: The person filing has **some concerns** of the student, but they do not believe the situation warrants remediation or gatekeeping strategies. A **Green** signifies that additional awareness of student concerns is needed from other program faculty, supervisors, and/or staff members.

Yellow: The person filing has **concerns** and is **recommending remediation** of the student. A **Yellow** signifies that program faculty must meet to discuss and come to an agreement on an appropriate remediation for the student at the earliest opportunity.

Red: The person filing has **very strong concerns** and is recommending **gatekeeping (suspension or dismissal)**, with or without remediation (but with due process). A **Red** signifies that all program faculty, including but not limited to program department head and/or college dean, are made aware of the situation, commence a meeting, and include legal services, the student, and or other authorities where appropriate to determine a proper outcome.

While some identified concerns may require a program response that results in remediation and procedures communicated to support the student with the dispositional concern, other concerns may require immediate student suspension or dismissal without remediation. These areas are outlined within Utah State University's Graduate School Policies and Procedures. The purpose of the identified gate checks is to give students early and ongoing feedback, as well as to provide the counseling faculty, instructors, and staff with a process to screen the counseling profession, per the ethical requirements of the American Counseling Association, American School Counselor Association, and Utah School Counselor Association.

PART III: STUDENT EXPECTATIONS, REQUIREMENTS, AND POLICIES

Student Expectations

1. Be aware of and actively follow the [ASCA Code of Ethics](#).
2. Develop a self-designed program of growth and development based off the professional disposition competency assessment revised (PDCA-R) self-assessment at orientation where the graduate student becomes aware of areas of growth and improvement relating to their own professional dispositions in the counseling field that will be assessed by program faculty and site and secondary supervisors throughout the program, which could include:
 - a. Actively seeking out personal or professional learning opportunities such as attending workshops, seminars, or other personal or professional growth opportunities.
 - b. Being open to program faculty, instructors, or advisors offering formal or informal suggestions. Students ARE EXPECTED to be dedicated to their own personal and professional growth.
3. Have a respect for cultural differences.
4. Understand and adhere to program attendance policies, which include the following:
 - a. Students are expected to regularly attend classes and field experiences (such as pre-practicum, practicum, and internship) without missing more than 20% of each course.
 - b. This includes missing no more than one unexcused absence from class during a seven-week summer semester session and no more than three unexcused classes during fall or spring semester sessions.
 - c. If a student misses more than the previously mentioned classes, they risk failing the class and having to retake it the following year. Additionally, they risk having to implement a remediation plan established by program individuals.
5. Seek out and communicate in a professional manner with faculty, instructors, advisors, or supervisors when conflict occurs.
 - a. Avoid pulling other students into conflicts.
 - b. Openness to seek out peer-to-peer support when needed; where examples could include reaching out to a student advisory board member(s), graduate advisor(s), teaching assistant(s).
 - c. Reach out to the GPC or Program Director to support areas of need.
6. Knowledge and adherence to policies of the School Counselor Education Student Handbook.
7. Knowledge and adherence to policies and procedures of the University and School of Graduate Studies.
8. Professional dress and attire while in the field and during professional networking events such as university sponsored events, conferences, and interviews.

9. Meeting deadlines, completing forms on time, submitting documents to student Box Portfolios on time and making advisement appointments when in need of assistance. Faculty, instructors, or advisors are **not** responsible for students missing deadlines.

Requirements

Each semester there *may* be a variation of course modalities where there could be one asynchronous class, one Zoom class, and one in-person component that are all required for students to attend. If a class is asynchronous, students are required to fulfill all obligations of the course at the pace intended by the course instructor. If classes are held via Zoom, students are required to engage in class discussions, have their cameras on, engage in breakout rooms with peers, and unmute to support classroom conversations. Students are required to attend all in-person components of the program unless there is a family or medical emergency that is communicated to the program coordinator and director at their earliest opportunity.

Exit Criteria for Graduation from the Program

1. Completion of all required coursework with a B or higher grade in each area:
 - Students who earn one or more C grades (or below) in a course may be at risk of dismissal from the program.
2. A passing grade (on a Pass/Fail scale) in both practicum and internship with a GPA of a 3.0, and completion of practicum and internship hours are required to graduate from the counseling program.
 - Practicum: 150 hours in a K-12 school setting where 60 are direct service hours
 - Internship: 600 hours in a K-12 school setting where 240 are direct service hours
3. Passing all Key Performance Indicators (KPIs) with an expected target of a B or higher grade.
4. Ensuring PDCA–R dispositional requirements that are measured at each gate check of the student’s program are “Meeting Expectation” or higher:
 - Unresolved “red” on a PDCA–RI form filed by faculty, instructors, or advising members are in alignment with CACREP standards.
 - If a student does not meet expectations of KPIs, course or experiential requirements, they will receive a remediation opportunity and will be asked to retake the course to meet expectations or risk suspension or dismissal from the program.
5. Passing the state mandated Praxis exam in Professional School Counseling (5422) is a requirement to exit the school counselor education program at USU. A score of 164 or higher is required for passing.
6. Membership in a professional organization:
 - Students are required to have either a USCA and/or ASCA student/new professional membership by the second year of the program and while applying for their state professional school counselor educator licensure.
 - Students are expected to upload their proof of membership in their Portfolio.
7. Associate Educator Licensure for School Counselor (K-12):

- Students are required to obtain their Associate Educator License (AEL) for School Counselors (K-12) prior to the start of PSY 6250: Internship. Students apply for the AEL upon successful completion of PSY 6370: Practicum in School Counseling. In order to successfully meet application processing times, students must apply by the first day of the summer semester of their second year.

The following three areas are *optional* for students to participate in:

1. *Professional organization contribution (optional)*. While in the program students can contribute to a professional organization. Please plan to collaborate and communicate with the GPC or Program Director for further information before the start of your second year of the program. This could be upheld by any of the following:
 - Serving on a USCA or ASCA committee.
 - Serving as a student advocate while at the USCA or ASCA annual conference.
 - Serving as a student representative at USCA or ASCA annual conference.
 - Completing and submitting a school counseling related publication in collaboration with a faculty member or another professional.
 - Co-publication of a manuscript or article with a faculty member, peer, or another professional.
 - Acceptance of a proposal and plan to present at nation, state, or university level conference with either a poster, panel or educational presentation session with a peer, faculty member, or another professional.
2. *Recommendation (optional) to engage in individual counseling while enrolled in the program*. This will help support learning outcomes as a client and experience counseling from the client's perspective.
3. *Involvement in a student research project or research paper (optional)*
 - This is offered under PSY 6910: Independent Research for 3-credits a semester, under the supervision of a full-time program faculty member.
 - Students are **not required** to do this for the 2022 cohort, but it is optional.
 - Please schedule a meeting with Dr. Jessica Koltz [here](#) to discuss your interest in this research opportunity under her supervision.

Forms

As a graduate student at Utah State University, you will be required to fill out a few forms throughout your time as a student. Most of these forms are internal within the graduate program and Department of Psychology but some may come directly from the School of Graduate Studies. The GPC will provide details about these forms during group advisement sessions. Group advisement sessions happen once per semester throughout the duration of the program.

The School Counselor Education program is currently a Plan C/Professional program; however, we are moving toward a Plan B/A program. For detailed information about plan requirements, please visit USU's School of Graduate Studies website: <https://gradschool.usu.edu>.

Program Personnel Drop-in Hours

Faculty and staff who are involved within the School Counselor Education program will establish weekly Zoom drop-in hours where they are available to all students without the need to schedule a time to meet one-on-one. At the beginning of each new semester, program faculty and staff will share their personal Zoom room links along with their designated times they are available weekly throughout the semester with students actively enrolled in the School Counseling Program at USU.

**Please be advised that communication relating to the program will be communicated through your USU email address or through your cohort's Program Advisement Canvas course.*

Professional Counseling Organizations

Students are required to sign up for the local state counseling organization, Utah School Counselor Association (USCA) during the fall semester of the second year of their program, *prior to practicum*. Information can be found on the organization's website [here](http://www.utschoolcounselor.org/): <http://www.utschoolcounselor.org/>. Membership is expected to be renewed as the graduate student is involved in and completes their internship during the fall and spring semester in the third year of the program. *A lapse in membership is not acceptable during your internship year.*

As a member of USCA, you receive a variety of benefits inclusive of a half-price discount to attend the annual USCA conference, which is typically held during the fall semester. USCA membership allows you to be involved in professional development, mentoring, advocacy efforts, and allows members to recognize professionals in the field of school counseling throughout the state with annual awards.

The American School Counselor association (ASCA) is a national organization that students are welcome to have membership with but is not a required organization for involvement in the program. The ASCA website: <https://www.schoolcounselor.org/> provides a variety of resources, training opportunities, current news, and much more to professionals and students associated with the organization.

Opportunities for Professional Involvement

There are several opportunities for professional involvement as you complete and are engaged in your graduate program. Please plan to collaborate and communicate with your faculty advisor, GPC, or director for further information before the start of your second year of the program if you are interested in participating in any of the following professional activities. Appropriate graduate student activities include but are not limited to the following:

- Serving on a USCA or ASCA committee
- Serving as a student advocate while at the USCA or ASCA annual conference
- Serving as a student representative at USCA or ASCA annual conference
- Completing and submitting a school counseling related publication in collaboration with a faculty member or another professional
- Co-publication of a manuscript or article with a faculty member, peer, or another professional

- Acceptance of a proposal and plan to present at nation, state, or university level conference with either a poster, panel or educational presentation session with a peer, faculty member, or another professional
- Being a part of the USU School of Graduate Studies (committee member, etc.)
- Being an active student advisory board member for the School Counselor Education program
- Supporting a professional interest area within the students' community, such as supporting a non-profit, collaborating, or leading professional learning opportunities within a school site or LEA, involvement in state-wide mental health or school-related collaboratives, and other appropriate activities

**Please consult with program personnel if you are interested in brainstorming your own ideas for professional involvement during your graduate program.*

Policies

While there are many unique policies specific to each higher education unit, students can view Utah State University's Student Conduct and Community Standards policies by following this link: <https://www.usu.edu/student-conduct/>

**The following information shared below relates to department and/or program specific policies for accepted students to adhere to and be aware of.*

Attendance

Students are expected to regularly attend classes and field experiences (i.e., pre-practicum, practicum, and internship) without missing more than 20% of each course. This includes missing no more than one unexcused absence from class during a 7-week summer semester session, and no more than three unexcused classes during fall or spring semester sessions. If a student misses more than the previously mentioned classes, they risk failing the class and having to retake it the following year.

Matriculation Policies

Per the school of graduate studies, after admission graduate students must maintain certain enrollment and certain academic standards. Please reference the School of Graduate Studies [Graduate Catalog](#) for specific details on continuous enrollment and leave of absence policies.

Policy for Retention, Remediation, and Dismissal

Continuing with adhering to the ethical guidelines of the American School Counselor Association and [state school counseling law and policy](#), the USU School Counselor Education program faculty are ethically mandated to screen the profession from students who show inadequate student competence or display dispositional issues. *Please reference the section of this handbook on gate checks for further information on screening throughout the graduate program.* In some cases, students will be invited to remediate issues that have been identified while in their graduate program of study. However, if the faculty and department deem that remediation is unlikely to be successful, the identified student may be suspended or dismissed from the program for academic, dispositional, or field work-related problems. In these situations,

students have due process available to them. *See the School Counselor Education student handbook section on appeals.*

Reasons for and Notification of Dismissal

The student's program, department, and the School of Graduate Studies monitor the progress of graduate students. For continued participation in a graduate program, a student must complete requirements as required by the program.

Graduate students within the School Counselor Education Program are expected to get through their program in 2.5 to 3 academic years, where 85% of program coursework should be completed by the end of the second year in the program. The ongoing review of a student's progress consider several factors, including:

- (1) The demonstrated ability to develop a professional school counseling identity through active involvement of program components, and ongoing reflection of the student's personal counseling theory and orientation
- (2) Ongoing advocacy efforts by the student where they are taking appropriate and ethical action to support their self or others within whom they are working with in relation to the field of counseling within experiential components, such as seeking out supervision or consultation from mentors, supporting populations that they are working with for the best opportunity to enhance the individual, the individual's family, and/or their community, and ongoing educational pursuits and development around personal and professional growth areas
- (3) Satisfactory performance on all experiential and supervisory evaluations
- (4) A satisfactory GPA where course grades are at a B or higher
- (5) And other necessary program requirements

Satisfactory progress also involves maintaining appropriate and satisfactory professional dispositions, standards, ethics, and integrity that are expected in the student's discipline (USU General Catalog).

The Department of Psychology has established and strives to maintain high standards in all programs. In keeping with this goal, graduate students are expected to maintain:

1. High academic standards of achievement
2. Consistent and timely progress towards the completion of degree requirements
3. And high standards of personal conduct and behavior that will reflect positively upon the Department and the counseling profession

To assist in maintaining such standards, any one or more of the factors listed below will result in a student being considered for dismissal.

1. Possessing a grade point average of less than 3.0 in USU graduate courses (matriculated or provisional) during any semester
2. Any of the following: (a) conduct unbecoming a professional school counselor (see ASCA guidelines); or (b) failure to comply with departmental, college, and university regulations or procedures

3. Failure of any experiential component (pre-practicum, practicum, internship) or unsatisfactory supervision evaluations.
4. Academic dishonesty or misconduct including cheating, falsification of information, and plagiarism.

Procedures for Dismissing a Student from a Graduate Program in Psychology

The following procedures are used by the Department of Psychology and School Counselor Education Program:

1. The School Counselor Education Program faculty and instructors would convene as appropriate (e.g., via a PDCA-R meeting) to vote to recommend dismissal of a graduate student. Programs must ensure they are recommending dismissal of a student for reasons outlined in the appropriate program handbook and/or as stated in university policies. Program committees must also ensure due process is upheld for the student in any dismissal procedures.
2. Per university policies, the dismissed student retains the right to appeal the dismissal.

Course Scheduling

Please consult the program core requirements found in this handbook and on the program website located at <https://psychology.usu.edu/graduate/professional-school-counselor/core-requirements-schedule>. You will be expected to take program courses as they are offered. The School Counselor Education program is sequential, with courses building upon one another. If you skip a course, you may not be able to take succeeding courses until you successfully complete the courses that are required as a pre-requisite for the next course. Please contact Kelli Palma at kelli.palma@usu.edu or (435) 797-1466 if you have any reason to want to change your course schedule.

Leave of Absence

If there are unforeseen circumstances that arise throughout your graduate program, please reach out to Kelli Palma to inform her of your need to fill out a graduate student leave of absence form prior to the start of the semester, if possible. We never know when something may come up that needs some greater attention from us where you may need to request a leave of absence within the middle of a semester; this is completely fine and can be supported. Please reach out to Kelli.

Graduation vs. Licensure

Students completing all program requirements for the M.Ed. in School Counselor Education Program at USU still need to go through the USBE approval process for state licensure. The Utah State Board of Education sets the licensure requirements for professional school counselors in the state of Utah.

Students must apply for their Professional Educator License during the final semester of internship. Applicants for a Professional Educator License in School Counseling for the state of Utah who have attended an institution in-state and who are not licensed in school counseling must meet the following requirements:

- Earn a minimum of a master's degree in school counseling from an accredited institution in Utah
- Pass the Praxis 5421 Test with a score of 164 or higher
- Receive a recommendation for licensure from the university in which the program was completed. A recommendation from an in-state program qualifies candidates to receive the College and Career Readiness Certificate upon licensure based on adherence to [R277-921-3: Incorporation of College and Career Readiness Certificate Program Standards Document](#)

The Utah State Board of Education (USBE) sets the licensure requirements for professional school counselors in the state of Utah. Upon successful completion of all USU School Counselor Education program requirements, students will be recommended to USBE for a Professional Educator License in School Counseling (K-12).

Disclosure of Educational Requirements for Licensure by State

USU's MEd program in School Counselor Education adheres to the training standards of the American School Counselor Association (ASCA) and is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Given the varied and changing requirements across jurisdictions, we have not determined and cannot assure that graduates will meet all requirements for licensure in all states or territories. Students are encouraged to become familiar with relevant state licensing laws and discuss their curricular plan with the program faculty or staff.

This program meets requirements in Utah.

USU has not determined if the program meets requirements in other states and territories: AK, AL, AR, AS, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MP, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UM, VA, VI, VT, WA, WI, WV, WY.

Licensure and Certification

During the 2021-2022 academic year there were 177 school counseling candidates enrolled within the master's program, including eighty-four graduates. The Praxis School Counselor II Exam is a graduation requirement for all students. Students must take and pass the exam at or above the Utah cutoff score of 164. Taking and passing the Praxis is also required for students to earn their Utah Professional Educator License upon graduation. All students are expected to share a copy of their official score report with program personnel, where it is saved in each student's Box Portfolio.

Upon graduation from the School Counselor Education Program, you will be able to apply for employment in K-12 educational settings. The degree is also beneficial in other related counseling fields such as college advising positions, however, this master's program does not provide all of the developmentally appropriate experiences and/or training to work with student populations in tertiary institutions or different mental health fields.

Endorsement Policy

Upon graduation from the program and after completing all program requirements with the passing of all required coursework with a B or higher, successfully passing the required

practicum and internship hours with satisfactory reports from both site and secondary supervisors, students are expected to take and successfully pass the state mandated Praxis exam in school counseling (5422) exam. The program will recommend a student for a Professional Educator Licensure in School Counseling (K-12) once all previously mentioned requirements are met.

Program faculty will recommend a student for positions in K-12 school counseling settings to support appropriate credentialing and/or workplace employment. Endorsements are supported by program faculty based on student suitability and maintaining appropriate dispositional assessments.

The school counseling program will not recommend you for a license or positions in the workplace for which they feel you are not suited or are not well qualified. Students are encouraged to individually seek out any full-time program faculty members of their choice for writing position references. Please give the faculty adequate notice and information on the position to which you are making application.

See [USBE licensure board website](https://www.schools.utah.gov/prevention/schoolcounselingprograms/licensing) for instructions on licensure recommendations:
<https://www.schools.utah.gov/prevention/schoolcounselingprograms/licensing>

Academic and Grade Appeal Policy

Information relating to academic record adjustment, academic appeals, and refund petitions can be found by following this link: <https://www.usu.edu/registrar/records/update/petition/>

Academic Honesty/Integrity Policy

Information on Utah State University's Academic Honesty and Integrity can be found by following this link:

<https://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=academic+dishonesty&returnto=search>

Academic Standards Policy

Information on academic standards can be found by following this link:

https://catalog.usu.edu/preview_entity.php?catoid=35&ent_oid=3513#Graduate_General_Regulations

Required and Available Trainings

All incoming graduate students are required to take an online sexual assault prevention course during their first semester at USU. A link to that course can be found here:

<https://equity.usu.edu/trainings/student-prevention>

There is also an array of technical training opportunities for students, faculty, and supervisors at USU. The USU Academic Success Center (<https://www.usu.edu/asc/>) provides a wide range of learning support resources both online and in person through annual workshops, online tutorials, and training. Students may access additional technology-related resources through the Disability Resource Center (<https://www.usu.edu/drc/>) and through the USU Writing Center (<https://writing.usu.edu>). Other opportunities for trainings and events can be found [here](#).

Sanctions for Violation of Academic Integrity or Standards

At USU, maintaining the highest standards of academic honesty and research ethics are essential at the graduate level. Students are expected to present original, scholarly work in preparation for future professional or academic roles.

“Academic dishonesty is defined in The Code of Policies and Procedures for Students at Utah State University (revised September 2009) Article VI, Section 1 to include cheating, falsification of information, and plagiarism. Violations of the above policy will subject the offender to the University disciplinary procedures as outlined in Article VI, Section 3 of the student Code” (School of Graduate Studies, 2022, section E.2.).

Standards for Graduate Student Assistantships and Additional Work During Graduate Training

The following standards should be noted for any graduate-level teaching or research assistantship or defined “school counseling” related work duties while in the School Counselor Education program:

1. Graduate programs should inform graduate student applicants of the rigorous nature of graduate training and suggest realistic expectations regarding additional work (e.g., students might have difficulty progressing in the program if their assistantships and/or employment require more than 20 hours per week). The criteria of "progress" for part-time matriculated graduate students are defined by the university and should be adhered to. *Student assistantship agreements beyond 20 hours per week must be approved by the Program Director of training and department head.*
2. The department of psychology is obligated to monitor the assistantships in which graduate students are placed in order to secure fair and relevant assignments, require adequate supervision, and guard against exploitation of student labor.
3. Assistantship supervisors are obligated to provide a clear job description that specifies tasks and responsibilities, total hours per week of work (10, 15, 20), length (semester, summer session) of assignment with starting and ending dates, time-off/semester-breaks policy, hours of weekly supervision/meetings, qualifications of applicants, and amount of funding.
4. Students-in-training must not represent themselves as school counselors by their statements, their roles, or the nature of their work until they are fully licensed upon graduation from the School Counselor Education program. When students are engaged in work that is school counseling in nature (particularly in the professional specialties of an educational setting, within their practicum or internship placements), *they must be directly supervised by an appropriately licensed or certified school counselor with three or more years of school counseling experience.* In those (rare) cases where a student is certified to work in areas of human services (e.g., school psychology, social work, family counseling, psychiatric nursing, etc.), the student must carefully limit their work to the confinement of that certification. Students should disclose the nature of any "school counseling work" (and the level of supervision) to their advisor and/or the director of their graduate program for approval.

PART IV: PRACTICUM AND INTERNSHIP

Students must enroll in and successfully pass PSY 6370: Practicum in School Counseling with a total of three credit hours, and PSY 6250: Internship in School Counseling with a total of 6 credit hours, to complete program requirements for graduation and to apply for professional licensure as a school counselor in the state of Utah.

Practicum in School Counseling

Students must enroll in PSY 6370: Practicum in School Counseling during the spring semester of their second year in the program. While enrolled in the three-credit course, students will also be expected to complete 150 hours of practicum within a K-12 school setting under the supervision of an experienced school counselor at their site during school hours in conjunction with a secondary supervisor who will support the student weekly in a group setting during the class time. Site and secondary supervisors will be discussed in more detail in the following sections.

The purpose of a practicum in school counseling is to allow students to engage in the diverse activities associated with the Comprehensive Counseling and Guidance Program (CCGP). Activities may include planning, developing, and implementing new CCGP activities and other guidance tasks needed by the school. It is important to clearly specify students' major activities and tasks. Some activities might occur in condensed blocks or time periods, while others should be listed in terms of the average number of hours per week you will be involved in each activity. Collaborate with your school-based supervisor in developing the *goals* and *objectives* for your practicum.

USU's Professional School Counselor Education Program expectations for practicum students:

- **Initiative and responsibility.** Practicum students should be looking for opportunities to enhance the school's Comprehensive Guidance program and be willing to share in the work of doing so. With minimal prompting, practicum students should show a willingness to expend effort necessary to assess students' needs and execute activities and programs that meet those needs.
- **Responsiveness to feedback.** We are also interested in the degree to which students are open and willing to listen to constructive criticism about their work and expect them to follow through on such criticism without excuses and/or defensive explanation.
- **Professional Identity.** Students are expected to write, speak, and perform in ways that establish a firm foundation of professionalism. Our students' everyday behavior in the role of school counselor should establish a reputation of competence and professionalism with teachers, administrators, parents, and students.
- **Ethical Behavior.** We expect that our students to base all decisions on strong ethical principles and engage in empirically-based best practices for school counselors.

The goals for practicum will be based on the four components of the delivery system outlined by the Utah Model, where The Utah Model is called the College and Career Readiness School Counseling Program Model: (1) school guidance curriculum, (2) individual student planning, (3) responsive services, and (4) system support. Use these components to identify two goals in each of the four component areas, and then specify in measurable terms, behavioral objectives that

will lead toward achieving the goal, along with the estimated time commitment. Student goals should follow the “see one, do one, teach one” model and must also include an element of evaluation and feedback from your primary site supervisor or secondary group supervisor.

In collaboration with your site supervisor, practicum students must establish two goals for each of the four delivery system components established by the Utah Model. Note: Students may use the sample goal listed below if they wish; however, it is not required. Please set up other goals with your site supervisor similar to the example goal provided below at the time of your practicum semester.

Sample Goal – Responsive Services:

Objectives:

1. Sit in on 1-2 meetings involving a family (i.e., student, parent/guardian), school counselor and teacher. OBSERVE the school counselor in the setting. Debrief with the counselor following the meeting.
2. Assist the school counselor in developing and implementing a behavioral intervention for the specific problem behavior.
3. Lead a behavioral or conflict resolution meeting involving a family (i.e., student & parent/guardian), school counselor and teacher (optional) while your school counseling supervisor observes.
4. Meet with the school counseling supervisor to debrief and receive feedback.

Utah Model Components:

1. *Collaborative Classroom Instruction:* Classroom instruction, interdisciplinary curriculum, group activities, parent workshops and instruction.
2. *Plan for College and Career Readiness:* Individual or small group appraisal, individual or small group advisement, including individual and/or small group SEPS or SEOPS, developmentally appropriate career development activities.
3. *Systemic Approach to Dropout Prevention with Social/Emotional Support* Consultation/collaboration and small group counseling, crisis counseling/response, referrals, peer facilitation.
4. *Systemic Program Management:* Professional development, consultation, collaboration and teaming, program management and operation.

Internship in School Counseling

Students must enroll in PSY 6250: Internship in School Counseling during the fall or the fall and spring semester of their third year in the program. While enrolled in the two semesters of the two three-credit courses, totaling 6-credits of internship experience, students will also be expected to complete 600 hours of school counseling internship within a K-12 school setting under the supervision of an experienced school counselor at their site during school hours in conjunction with a secondary supervisor who will support the student weekly in a group setting during the class time. Site and secondary supervisors will be discussed in more detail in the following sections.

An internship is defined by the 2016 CACREP standards as “a distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives” (p. 46). The purpose of an internship in school counseling is to allow students to further engage in the diverse activities associated with the Comprehensive Counseling and Guidance Program (CCGP). Activities may include planning, developing, and implementing new CCGP activities and other guidance tasks needed by the school. It is important to clearly specify students’ major activities and tasks. Some activities might occur in condensed blocks or time periods, while others should be listed in terms of the average number of hours per week you will be involved in each activity. Collaborate with your school-based supervisor in developing the *goals* and *objectives* for your internship.

Below are the requirements for the internship course while completing your internship hour requirements.

Each student must be present for weekly course conversations and be an active participant.

USU’s Professional School Counselor Education Program expectations for internship students are identified here:

- Prior to beginning this course students should have located an internship placement in a school setting and negotiated a contract with the school counselor/supervisor during the first week of site involvement.
- Students will be provided a letter of introduction for their supervisor that outlines a mandatory site supervisor training course that **ALL** site (primary) supervisors must complete before the student can start logging internship hours.
- Students will also be provided a contract form, an hourly time log (to be completed daily), a cover sheet for the log (to be completed at the end of the semester), and a student evaluation form for the school site supervisor to complete at the middle and end of each of the two semesters.
- **Students need to discuss with their site supervisor, and/or other appropriate school administrators, the goals, and purposes of this internship experience before beginning in the school setting.** More specifically, students must inform the school site supervisor that your USU secondary supervisors expect you to spend an average of 20-30 hours per week in the school setting.

It should be noted that the school site supervisor must be a Licensed School Counselor with three or more years of experience.

Student Learning Objectives/Standards. Upon completion of PSY 6250: Internship, students will be able to demonstrate understanding of:

- Basic counseling skills and competencies to advocate for school counseling roles
- Theory-based interventions to advocate for all students
- Systemic dropout prevention
- Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

- The role and process of the professional school counselor advocating on behalf of the profession
- Strategies for personal and professional self-evaluation and implications for practice
- Self-care strategies appropriate to the counselor role
- Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- Counselor characteristics and behaviors that influence the counseling process
- Essential interviewing, counseling, and case conceptualization skills
- Suicide prevention models and strategies
- Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

Course Requirements

- Completion of the **required 600 internship clock-hours** within the school setting placement, where all students are expected to complete **240 direct counseling hours** (inclusive of individual, group, or psychoeducational/classroom counseling with students).
- Completion of the **Internship Contract**.
- Completion of monthly **Internship Log of Hours**.
- Completion of final (containing all months and final totals) **Internship Log of Hours and Log Cover Sheet** at the end of the internship experience (December or May).
- Completion of the **Supervisor Evaluation** by the **school site supervisor** of the student's performance while at the school site of both of the below evaluations at mid-term and at the end of each semester while enrolled in internship.
 - PDCA-R
 - Internship evaluation
- Weekly **class attendance**, with class being held over Zoom from 4:30-7pm.
- Participation of in-class ideas during internship times.

Documentation requirements for internship are inclusive of the following:

- Internship contract
- Internship hour log with cover sheet
- Intern site and secondary supervisor evaluation at mid- and end-of both semesters
- Intern site and secondary supervisor PDCA-R evaluation at mid- and end-of both semesters

Expectations of School Counseling Practicum and Internship

School counselors and school-counselors-in-training provide activities and services to students and for students during employment or graduate training. Delivery of school counseling services consists of two categories: *direct and indirect student services*. Utah State University school counseling practicum students are expected to complete a total of 60 hours of direct services while in their practicum placement, while internship students are expected to complete 240 hours of direct student services while in their internship placement, where they are practicing these

direct hours under the supervision of their site supervisor during both practicum and internship semesters.

As stated within the Utah State Board of Education *College and Career Readiness School Counseling Program Model* (2020, p. 78):

“Direct student services are in-person interactions between school counselors and students. Through the direct services of classroom instruction, career literacy, dropout prevention, social and emotional supports, and individual student planning, school counselors help students develop knowledge, attitudes, and skills to enhance academic achievement and college and career readiness.

Indirect student services are services provided on behalf of students as a result of effective program implementation and school counselor’s interactions with others. Through indirect services of program management, advocacy and outreach, collaboration, consultation, and referral, school counselors enhance student achievement and promote equity and access for all students” (Utah State Board of Education, 2020, p. 78).

It is important that students are engaged and participating in the lecture and supervision throughout the duration of each class to support practice and experiences to bring into their practicum and internship sites weekly. The materials that are being covered during the lectures in both practicum and internship support and reinforce information and materials presented during supervision group times. Input and discussion during the lecture times are vital; often the instructor will be discussing materials during the lecture and/or group supervision times that students are unfamiliar with and/or have not yet had the opportunity to utilize in their counseling practice.

The structure of both practicum (PSY 6370) and internship (PSY 6250) courses is such that there is a lecture during the first hour of class time during the weekly course meeting during the assigned semester(s) the course is offered, followed by an hour and a half of group supervision time with students, where each weekly semester class totals two and a half hours. Following lecture times in each of the semester long classes, there is an hour and half set aside weekly for all students to participate in secondary group supervision for the purpose of discussing the student’s weekly case studies, concerns, or other pertinent assignments or site related instances in need of additional supervision consultation or support. Each student is required to meet weekly for the entire 2.5 hours of lecture and supervision times in both practicum and internship along with completing their required hours at a K-12 school site throughout the semester in which that course is offered. Completion of 150 total hours of practicum and 600 total hours of internship are required to successfully pass and fulfill requirements of the graduate program.

“School counselor supervision involves the continued personal and professional development of currently practicing school counselors and school-counselors-in-training regarding the knowledge and skills needed for providing effective school counseling programs” (ASCA, 2021, para. 7).

During group supervision, students are expected to present case studies that reflect the work that they are currently doing in their practicum or internship. Group supervision will purposely be capped at 12-15 students per group to support students working through at least four case studies per student per semester during group supervision time. Students are asked to come prepared with a case study each week to reflect on and share with their supervision group. Students will be asked to present a case study formally within their practicum and internship groups at least four times a semester. Most secondary supervision groups will be able to get through 3-4 case studies a week, taking about 20-30 minutes of time per case conceptualization. Students can ask their secondary group supervisor to share a difficult case study to present to the group if they are in need during a week they are not formally tasked to share. There is rarely enough time for secondary supervision groups to get through more than four case studies per week.

Both site and secondary group supervisors will assess student skills and competencies in counseling through live or recorded (video and/or audio) direct school counseling service sessions during practicum and internship semesters. The primary role for group and site supervisors during each course is to provide group and individual supervision to pre-service professionals in training within their practicum or internship semesters while enrolled in the School Counselor Education program. It is very helpful for students to share with both their secondary and site supervisors the practicum or internship course materials so that they understand what the students are expected to learn and complete during the semester.

The School Counselor Education program and all pre-service school counseling programs across the state of Utah adhere to the [2016 CACREP Standards](#). The following standards are referenced from *Section 3: Professional Practice*, inclusive of experiential components in practicum and internship, providing graduate students with the opportunity to support an application of theory and the development of counseling skills while under supervision. Both practicum and internship experiences provide opportunities for graduate students to counsel clients who represent the ethnic and demographic diversity of their community while in their training program. The following standards apply to entry-level programs and are referenced here in the student handbook to support thorough understanding of requirements that *all* pre-service school counseling training programs in the state of Utah adhere to:

H. Practicum students have weekly interaction with supervisors *that average one hour per week of individual and/or triadic supervision* throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) *a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.*

I. Practicum students participate in *an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum.* Group supervision must be provided by a counselor education program faculty member or a student (doctoral) supervisor who is under the supervision of a counselor education program faculty member.

L. Internship students have *weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship*, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student (doctoral) supervisor who is under the supervision of a counselor education program faculty member.

M. Internship students participate in *an average of 1½ hours per week of group supervision on a regular schedule throughout the internship*. Group supervision must be provided by a counselor education program faculty member or a student (doctoral) supervisor who is under the supervision of a counselor education program faculty member.

N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Site Supervisors

The Department of Psychology at Utah State University greatly appreciates the site supervisors who serve as a student's practicum or internship Site Supervisor. Counselors-in-training are mandated to have a practicing, professional school counselor with three or more years of experience to support students in their practicum and internship placements with meaningful assistance in their course and experiential goals and activities. Site supervisors are expected to provide weekly supervision to the counselor-in-training through active guidance and supporting direction throughout the student's practicum or internship experience. Individual supervision is where students receive one-on-one supervision with their site supervisor at their site during a weekly uninterrupted time that works for both the supervisor and the student learner. Triadic supervision may also be appropriate if there is more than one student completing their practicum or internship requirements at a school site, where up to two students meet with their site supervisor at the same uninterrupted time to discuss critical supervision of student services by the counselor-in-training.

Students in counselor education training programs are required to be supervised in both primary (individual or triadic) and secondary (group) supervision by a licensed school counselor, school counselor educator with three or more years of experience while enrolled in their practicum and internship placements.

The School Counselor Education program asks that practicum and internship site supervisors do the following:

1. Discuss goals with the student using the practicum/internship contract which the student will provide the first week.
2. Expose the Practicum/Internship student to a wide range of Comprehensive Guidance activities, including the four main components of (1) Responsive Services, (2) Individual Planning, (3) Guidance Curriculum, and (4) System Support.
 - a. For example, if the site Comprehensive Guidance program is at a year where it is under the United States Office of Education's required Interim or Formal Performance Review, the Practicum/Internship student will highly benefit from close involvement in preparation for this review.
3. Complete the practicum/internship student evaluation at mid- and at the end of each semester the student is placed in that setting. The practicum/internship student will provide the site supervisor with this document at the beginning of the semester so that they are familiar with it.
4. Provide approximately *one hour of face-to-face supervision for every 15 hours of practicum/internship experience*. It is important that students receive regular feedback about their work, addressing areas in which they are excelling and areas in which additional skills are needed. This time should be scheduled as uninterrupted time for the student to regularly meet with their site supervisor.

We request that site supervisors be candid and direct in their supervisory feedback with their practicum/internship student. Practicum and internship each have course work and expectations on top of the required hours that are expected to be completed. Supervision should be held during the time the student is at the site supervisor's school at a regularly agreed upon time for both the site supervisor and the student. These courses are the primary mechanisms the School Counselor Education program has for identifying any problems that might surface for students (e.g., interpersonal skills, work habits, judgment). Site supervisors are the key to providing developmentally appropriate supervision of students-in-training on an ongoing basis throughout the semester of practicum or internship involvement. Where appropriate, program personnel need to quickly put in place remedial efforts with students who exhibit problems while in their practicum or internship placements. Site supervisors are expected to have constant and readily available contact with the course instructor, GPC, or Program Director if they should have any questions or concerns at any time during the student's practicum or internship placements at their school site under their supervision.

As a counselor-in-training, students must complete 150 hours in their identified school practicum site during the practicum course and 600 hours in their school internship site during the internship course. Students will have a school site supervisor and should approach site supervisors as the first individual at their direct site for direction and support relating to their supervision during practicum and internship semesters. Even though a student's school site supervisor may be busy and may not have the time to dialog in depth about cases with their student, it is necessary that students in both practicum and internship receive 1-hour of direct individual or triadic supervision with their site supervisor for every 15-hours at their practicum or internship placement.

Off-site primary supervisors while enrolled in internship. Across the state of Utah there are some Local Education Authorities (LEAs) that may not have a fully licensed school counselor at all their school sites within the district. There are times when an off-site primary supervisor may be needed if a student does not have an on-site practicing school counselor at their school setting during their internship placement. If this is the case you fall into while applying for internship opportunities while approaching your third year of your graduate program, please contact your GPC, Kelli Palma, at your earliest convenience.

There are certain requirements put in place from the School Counselor Education program that the internship student's school counseling off-site supervisor must adhere to. The off-site supervisor must be at the same level as where the student is working as an intern. The internship student must complete 20%, or 120 hours, of the required 600 hours at the off-site supervisor's school observing and participating in the off-site supervisor in critical direct school counseling roles (e.g., group counseling, PCCRs, individual counseling, class presentations). The internship student will spend approximately one hour per week across the semester and throughout the duration of completing their internship hours discussing supervision needs and support with the off-site primary supervisor. Supervision meeting times should fulfill the requirement of having an hour of uninterrupted face-to-face supervision for every 15 hours of internship hours completed. The internship student will have consistent email and phone access to the off-site primary supervisor and will receive a response within 1 –2 hours. Students must also have consistent, ready access to, and support from the internship school site principal during their internship placement.

Secondary Supervisors

During practicum and internship, school-counselors in training must have on average an hour and a half of group supervision time with a secondary School Counselor Education faculty supervisor. During secondary group supervision times it is preferred that students bring forth and present quality practicum or internship case conceptualizations during group discussions rather than going for quantity when presenting cases during secondary supervision times. Faculty or community secondary supervisors are selected based on knowledge, skills, and experiences as a school counselor at the level they are assigned to lead and supervise.

The role a professional has as a secondary supervisor is similar to that of facilitating and supervising any other pre-service training program group. Secondary supervisors are there to help students work through issues and cases that come up at their school site during practicum or internship semesters. Supervisors support students with consultation and feedback, supporting students in their training programs through secondary supervisory discussions. Secondary supervisors support their group weekly to allow for students to get through 3-4 cases that are approximately 15-25 minutes per case. Supervisors' wisdom in helping the group learn and grow in their experiences is indispensable. It is expected that the student presenting the case will take the lead in sharing and discussing their case; however, students will often need a supervisor to guide them through the case studies. Supervisors are expected to be aware of the case studies to be presented each week. Students can help bring this awareness to their secondary group supervisor by sharing via email or Canvas communication the case study they are expecting to

present during the week they are scheduled. It is expected that students receive the group's feedback in a professional manner during the week they present their case. The case study format includes expectations of the student to write about the feedback that they have received within the group environment. Students will submit their case studies on Canvas for grading by their secondary supervisor throughout the semester. As with any good group, the supervisor will set ground rules and remind students about group expectations every week.

Weekly secondary group supervision times are valuable and necessary to provide students a chance to discuss common concerns or needs within their site that either are not immediately addressed within their sites or were identified after the student left their site during the day of group supervision and was unable to discuss the need with their primary supervisor.

Confidentiality is of utmost importance during secondary group supervision. Real student names are never to ever be used within course case studies. If confidentiality is broken, please report this to the course instructor immediately. Students risk possible course failure in such a situation. At the end of each course, the secondary supervisor leading your group will be asked to evaluate the student group members.

Using Non-School Counselor Employment Toward Practicum or Internship Hours

Under very limited circumstances, students may use a non-school counselor employment toward some or all of their practicum or internship hours. These situations are addressed on a case-by-case basis and require approval from the Program Director and Program Coordinator.

The following criteria must be met for the position to be considered:

1. The position is in a K-12 public or private school setting.
2. The position is housed within the school counseling department.
3. The position is under the direction of the head school counselor/counseling department.
4. There is a licensed school counselor with three or more years of experience who is willing to function as practicum/internship supervisor.
5. 75-100% of the job responsibilities fall under a school counselor's roles and responsibilities (as outlined in the Utah and ASCA models).

If these criteria are met, program personnel will assess how many of the required practicum or internship hours can be filled through the role. The assessment is based on the recommended distribution of total school counselor time as outlined in [Appendix C, Figure 7.3 of the Utah Model](#) (USBE, 2020).

When students are completing a portion of their practicum or internship in a non-school counseling position, it is vital that clear communication happens among all stakeholders (student, practicum/internship supervisor, job supervisor, school administration, Program Director, and Program Coordinator). Upon approval from program personnel, the student will be responsible for completing an Hour Approval Form that must be signed by the student, the job supervisor, the job site principal, and the school counseling supervisor.

If the student requires two practicum or internship sites to complete their required hours, they must have a supervisor at the second location. Both supervisors must agree to work in

conjunction with one another to provide support and growth opportunities for the student. A collaborative relationship among all parties is imperative to student success.

Instructional Environment

Beginning fall 2022, USU's master's program in School Counselor Education will restructure the program delivery to be offered as a web-based format. This change in delivery will allow potential students from across the state of Utah and beyond Utah's borders to access the program through a web broadcast format, which will utilize Zoom and asynchronous online courses. The School Counselor Education program will intend to utilize USU's statewide IVC broadcast sites where appropriate throughout the program coursework. USU's IVC sites are open to students if an at-home learning option is unavailable to them. Please contact your GPC, Kelli Palma, if you need support with what USU Extension Center is closest to you.

Admitted School Counselor Education program students are required to attend all in-person opportunities to support connections with their cohort members. Such opportunities include orientation prior to the start of the program, new cohort orientation times during each cohort's second and third year of the program, summer learning course intensives or residency requirements which will be communicated at least one semester prior to the start of the semester where the occurrence will take place, and during students' completion of both practicum and internship experiences at a K-12 school setting.

You can read more about the recent article about the move to a web-based program [here](#), where department personnel state the following:

“Professional School Counselors play a special role in our school systems,” said Dr. Scott Bates, Psychology department head. “It is a role that is more important than ever, given the challenges facing our nation’s youth. The program at USU has a long history of fantastic success; we train incredible people to be astonishing school counselors. The changes that are coming will bring this program to more people, reach more places, and ultimately help more students.”

Dr. Jessica Koltz, director of the professional school counselor education program, shared Bates’s enthusiasm. “We are excited about moving to a web-based format,” she said. “It is a great opportunity for Utah State University school counselors in training, as well as the state of Utah.”

You can reference program related information on our program webpage here:

<https://psychology.usu.edu/news/school-counselor-education-program.php>

LEAs Across the State

There are various educational settings to [investigate](#) to support your practicum or internship experiences while enrolled as a graduate student in the Counselor Education Program at USU. Discovering what district or state LEA you are interested in to explore employment opportunities can be referenced [here](#).

PART V: 2022-2023 Program Information

Program Instructors

There are currently ten instructors within the School Counselor Education program that support the program in one or two classes as a course instructor, co-instructor, or secondary supervisor.

Terra Bingham co-teaches PSY 6330: Principles of Psychological Measurement and Test Theory with Dr. Koltz during the fall semester of the first year of the program. Terra currently is a practicing school counselor in Davis School District. She received her master's in school counseling from the University of Alaska. Terra will also be a secondary supervisor during the PSY 6370: Practicum in School Counseling semester in Weber School District and has been a practicing school counselor for nine years. She enjoys spending time with her husband, three kids, and their dog when she is not teaching or working. Her email address is Terra.Bingham@usu.edu.

Kathy Bitner teaches PSY 6260: Career Development during the first summer session of the program and PSY 6580: Collaborative Classroom Instruction, Leadership and Professional Topics during the spring semester of the second year of the program. Dr. Bitner also co-teaches PSY 6460: Legal, Ethical, and Transition Issues in School Counseling with Megan Mueller during the Fall 2022 semester. Dr. Bitner received her Ph.D. from Brigham Young University in 2005 and is currently a practicing school counselor in Canyons School District. She enjoys being outdoors, reading a good book, and hanging out with family and friends when she is not teaching or working. Her email address is Kathy.Bitner@usu.edu.

Christopher Chapman co-teaches PSY 6460: Group Counseling in the Schools as a co-instructor with Dr. Hannan during the first summer session in the program and also teaches PSY 6290: Diversity Issues in Treatment and Assessment during the fall semester of the second year of the program. Dr. Chapman received his Ph.D. in Clinical Psychology from BYU in 2010. Dr. Chapman is currently a practicing clinical psychologist at CAPS (Counseling and Psychological Services) at USU's main campus in Logan, UT. He enjoys backpacking, skiing, and reading books when he is not teaching or working. His email address is Chris.Chapman@usu.edu

Tammy Egbert co-teaches PSY 6530: Developmental Psychology: Lifespan with Tammy Egbert during the first semester of the first year of the program. Tammy will also be a secondary supervisor for PSY 6370: Practicum for the Spring 2023 semester. Tammy is a practicing school counselor in _____ School District (in her ____ year?). Tammy received her M.Ed. in School Counseling from ____ in (year). She enjoys _____ when she is not teaching or working. Her email address is Tammy.Egbert@usu.edu.

Torilyn Gillett teaches PSY 6390: Program Evaluation in the Schools: Models and Guidelines during the spring semester of the first year of the program and will continue to teach PSY 6460: Legal, Ethical and Transition Issues in School Counseling during the fall semester of the second year of the program. Tori currently is going to school for her Ed.D. in Educational Leadership and Policy at the University of Utah and is expected to graduate in 2024. Tori is currently an assistant principal at Murray High School in Murray School District. Previously, she worked as a school counselor for eight years and School Counseling Program Specialist for Canyons School

District for eight years. Tori enjoys winter sports and enjoying the air conditioning in the hot months when she is not studying or working. Her email address is Torilyn.Gillett@usu.edu

Corinne Hannan co-teaches the PSY 6420 course, Group Counseling in the Schools, with Dr. Chapman. Dr. Hannan received her Ph.D. from Brigham Young University in 2006. She currently works in her own private practice and as an associate professor at BYU. She enjoys nature therapy when she is not teaching or working. Her email address is Corinne.Hannan@usu.edu.

Kim Hererra teaches PSY 6240: Comprehensive and Systemic School Counseling Programs during the spring semester of the first year of the program, along with PSY 6610: College and Career Readiness for School Counselors during the second summer session in the second year of the program. Kim recently stepped down in her role at the state office as the School Counseling Program Specialist at USBE in the summer of 2021. Kim received her M.Ed. in school counseling from the University of Phoenix in 2004 and is currently the Director of Student Services and Counseling at Tooele Technical College. Kim has been in the educational system for twenty-two years, where she has been a practicing school counselor for eighteen of those years. She enjoys traveling, hiking, eating at good restaurants, and spending time with family and friends when she is not teaching or working. Her email address is Kim.Herrera@usu.edu.

Carrie Madden co-teaches PSY 6530: Developmental Psychology: Lifespan with Tammy Egbert during the first semester of the first year of the program. Carrie is a Senior Lecturer and serves as a full-time instructor for the department of psychology at USU. She was trained and licensed as a school psychologist in the past but has been a full-time university instructor for most of her career. This will be her twelfth year of teaching at USU where she has taught a variety of courses including Lifespan Development, Educational Psychology, Adolescent Development, and Orientation to the Psychology Major. She is also the department liaison for concurrent enrollment high school instructors. She enjoys hiking, pickleball, baking, and reading when she is not teaching or working. Her email address is Carrie.Madden@usu.edu

Danny Lundell co-teaches PSY 6240: Comprehensive and Systemic School Counseling Programs during the spring semester of the first year of the program with Kim Hererra. Danny received his M.Ed. in school counseling from the University of Phoenix in 2002 and is currently the Social Emotional Learning Specialist with Nebo School District. Danny has been in the educational system for 21 years, where he has been a practicing school counselor 18 of those years. He enjoys traveling, gardening, swimming, and creating memories with his loved ones when he is not teaching or working. His email address is Danny.Lundell@usu.edu.

Megan Mueller co-teaches PSY 6460: Legal, Ethical and Transition Issues in School Counseling during the fall 2022 semester with Dr. Bitner. She will also be a secondary supervisor during the PSY 6370: Practicum in School Counseling semester in Weber School District and a secondary supervisor for PSY 6250: Internship in School Counseling during the third year of the program. Megan received her MS from USU in Psychology. She has been a practicing school counselor in Box Elder school district for twenty-six years. She enjoys camping, reading and being with her three grandkids when she is not teaching or working. Her email address is Megan.Mueller@usu.edu.

Tom Wiltbank teaches PSY 6340: Consultation in the Schools during the second summer session of the second year of the program. Tom received his M.Ed. in School Counseling from Brigham Young University in 1995 and has been a practicing school counselor in Alpine School District for twenty-seven years. He enjoys being with his family and visiting national parks when he is not teaching or working. His email address is Tom.Wiltbank@usu.edu.

Program Student Advisory Board Representatives

The School Counselor Education program currently has four student representatives that make up the Student Advisory Board (SAB). The mission of the SAB is to function as a voice and a conduit for students' thoughts, ideas, and needs with program personnel. The SAB meets monthly from August through May with the Program Director and program staff to discuss value-adding contributions in advancing USU's School Counselor Education master's program mission. As a student, you are encouraged to connect and get to know your peers represented on the SAB.

Sydney Bowman is currently entering her second year in the program where she will be enrolling in three classes which include Diversity Issues in Treatment and Assessment and Legal, Ethical, and Transition Issues in School Counseling, and will be taking the elective offered through SPER: Effective Practices with Culturally and Linguistically Diverse Populations. While in graduate school she serves on the Parent Teacher Association (PTA) and Community Council at her children's school and works as an Instructional Assistant and after school tutor. She enjoys spending time with her husband and kids, traveling, and woodworking in her free time. Her email address is Sydney.Bowman@usu.edu.

Lindsey Harris is currently entering her second year in the program where she will be enrolling in two classes, Diversity Issues in Treatment and Assessment and Legal, Ethical and Transition Issues in School Counseling during the fall 2022 semester. Lindsey will also be serving as a teaching assistant (TA) for PSY 1010. She enjoys playing pickleball, teaching yoga, and eating tacos in her free time. Her email address is Lindsey.Harris@usu.edu.

Heidi Pitkin is currently entering her third year in the program where she will be completing her internship in both elementary and secondary K-12 settings. She enjoys crafting with her Cricut, doing her nails, reading, camping (and most outdoor activities), learning interesting new facts, and spending time with friends and her husband, in her free time. Her email address is Heidi.Pitkin@usu.edu.

Madison Thomas is currently entering her second year in the program where she will be enrolling in two classes during the fall semester: Diversity Issues in Treatment and Assessment and Legal, Ethical and Transition Issues in School Counseling. She works as an Academic Advisor for Exploratory undergraduate students at USU Logan. She enjoys snowboarding and backpacking in her free time. Her email address is M.Thomas@usu.edu.

If you are interested in serving on the Student Advisory Board for the 2022-2023 academic year, please fill out [this form](#) no later than August 31, 2022.

Assigned Advisors

As a graduate student at Utah State University, you will have a graduate program advisor, coordinator, or director support you throughout your time within your program.

For the 2022 cohort Kelli Palma, the GPC, Meg Campbell, the graduate program advisor, and Jessie Koltz, the Program Director, are available to you as students throughout your program of study. Please reach out to any of them with questions or concerns as you progress through your graduate program.

Program personnel email contact information:

Meg.Campbell@usu.edu Graduate Program Advisor

Kelli.Palma@usu.edu Graduate Program Coordinator

Jessica.Koltz@usu.edu Program Director

Required Coursework

The M.Ed. in School Counselor Education at USU requires successful completion of all required coursework with a 3.0 GPA throughout the 48-credit hour program. Courses within the program of study for the School Counselor Education master's degree include the following 14, 3-credit courses:

1. [PSY 6130: Evidence-Based Practice: School Intervention](#)
2. [PSY 6240: Comprehensive and Systemic School Counseling Programs](#)
3. [PSY 6260: Career Development](#)
4. [PSY 6290: Diversity Issues in Treatment and Assessment](#)
5. [PSY 6330: Principles of Psychological Measurement and test theory](#)
6. [PSY 6340: Consultation in the Schools](#)
7. [PSY 6350: Introduction to Theories of Intervention in Psychology](#)
8. [PSY 6370: Practicum in School Counseling](#)
9. [PSY 6390: Program Evaluation in the Schools: Models and Guidelines](#)
10. [PSY 6420: Group Counseling in the Schools](#)
11. [PSY 6460: Legal, Ethical and Transition Issues in School Counseling](#)
12. [PSY 6530: Developmental Psychology: Lifespan](#)
13. [PSY 6580: Collaborative Classroom Instruction, Leadership and Professional Topics](#)
14. [PSY 6610: College and Career Readiness for School Counselors](#)

*Students are also required to have a total of 6 credits of [PSY 6250: Internship](#) to complete program requirements and to fulfill 48 total credit hours of course work.

Additional courses are offered for students as elective courses. Please consult with the GPC for further information on courses that may interest you. Students should work closely with the GPC in selecting electives that best help them meet their professional goals. Some electives are not

offered every year or semester, so developing a plan with the GPC to support when you will enroll in specific courses is important to help plan your program of study. Students are *not* required to enroll in electives, but the following courses have been chosen as those that are available if a student is interested in enrolling in one or more of them.

Department of Psychology (PSY) Courses:

- Fall 2022/Spring 2023/Summer 2024
 - o PSY 6910: Independent Research with Dr. Jessica Koltz
 - Involvement in research with Dr. Koltz relating to adventure-based counseling. This would involve active involvement in an area school district to support data collection and interventions relating to adventure-based counseling while integrating mindfulness with youth populations. Responsibilities include meeting with Dr. Koltz weekly for 1-1.5 hours to support the project at a set time that works for the group or individual students' and researcher's schedules along with the additional time spent involved in research on the ground.

Department of Special Education and Rehabilitation Counseling (SPER) Courses:

- Fall 2022:
 - o SPED 6300: Effective Practices with Culturally and Linguistically Diverse Populations (3 cr.)
 - Students will learn evidence-based evaluation and intervention practices with culturally and linguistically diverse (CLD) populations. Bilingual development, working with CLD families and the impact of culture on development will also be covered.
 - o SPED 6770: Coaching and Systems Change (3 cr.)
 - This course will give students the skills to facilitate effective academic and behavior support across each tier of need in the school. Students will ascertain strategies in the assessment and intervention of schools, learn to create effective teaming and meeting structures to better support all students, and methods to provide support for individual teachers in their classrooms through evidence-based coaching and walkthrough practices.
 - o SPED 6720: Educational Applications of Behavior Analysis (3 cr.)
 - Expands students' understanding of behavior analysis, as well as their ability to apply behavior analysis to practical situations.

Department of Animal, Dairy, & Veterinary Sciences (ADVS) Courses:

- Fall 2022:
 - o ADVS 5900: Conceptualizing the Human-Animal Bond (3 cr.)
 - This course is an interdisciplinary examination of human-animal interactions and the human-animal bond. Topics include historical foundations, theoretical orientations, psychological and physiological

benefits of companion animals, the roles animals have with various special and multicultural populations, and animal welfare.

- Spring 2023:
 - o ADVS 5910: Animal-Assisted Interventions and Special Populations (3 cr.)
 - This course reviews theories of animal-assisted interventions (AAI) and specific therapeutic techniques as they apply to various special populations. Animal selection, program outcomes, and best practice approaches for developing and evaluating AAI programs are also covered.

References

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