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M.Ed. in School Counseling
Department of Psychology

Student Handbook: Program Description and Manual

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Preface

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The purpose of the student handbook is to support students admitted to and enrolled in the Master of Education (M.Ed.) in School Counseling 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 must read through this handbook thoroughly, and if there may be questions after consulting this handbook, students should ask when they have them or schedule a time to meet with a program individual such as the School Counseling Graduate Program Coordinator (GPC), the Graduate Program Practicum and Internship Coordinator, the Graduate Program Director, or course faculty or instructor(s). This handbook serves as a student's primary source of information relating to the School Counseling graduate program at USU.

Important information about this School Counseling Student Handbook:

1. We have consolidated important information relating to the graduate program in School Counseling, 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 director with suggestions regarding helpful information to be added to the handbook.
 - Important information and resources can be found on the following website pertaining to the School of Graduate Studies at USU:
<https://gradschool.usu.edu/handbooks/student-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 M.Ed. in School Counseling's 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.

The University reserves all rights afforded to it under applicable law. Nothing in this handbook related to policies, procedures, and practices of the University or the University's governing institutions shall be read to offer or constitute a legal agreement or be subject to legal jurisdiction of the law courts of any kind. The University's policies, procedures, and practices are subject to change at any time.

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1. ABOUT UTAH STATE UNIVERSITY

Founded in 1888, Utah State University is Utah's premier land-grant, public service university. As an R1 research institution, Utah State is dedicated to advancing knowledge and serving the public good through innovative research and scholarly activities that are grounded in reciprocal engagement with local, regional, and global communities. USU prepares students to be active, civically engaged leaders who are prepared to address critical societal challenges. Dedicated to providing a high-quality and affordable education, USU remains a leader in research, discovery, and public impact.

USU enrolls 28,900 students, both online and in person at locations throughout the state. Utah State's 30 locations include a main campus in Logan, Utah, residential campuses in Price and Blanding, and six additional statewide campuses, along with education centers serving every county. USU Online educates students from all 50 states and 55 countries. For over 25 years, USU Extension has served and engaged Utahns in all of Utah's counties.

2. PROGRAM FOUNDATION (HISTORY)

The School Counseling Program is housed in USU's Department of Psychology. USU's master's degree program in School Counseling 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 Counseling 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 Counseling program are working as school counselors in public and private schools in at least two-thirds of Utah's school districts. USU's School Counseling 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 Counseling 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 face-to-face, in-person cohort of the School Counseling program were 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 supervision, via Zoom, during the 2022-23 academic year. The final group of the traditional IVC, statewide cohort met face-to-face during the summer of 2023, finishing their program requirements with internship supervision over Zoom during the Fall of 2023 and Spring of 2024 semesters.

Utah State's Department of Psychology has a nationally accredited master's degree program for School Counseling. The M.Ed. program is designed to prepare students for professional licensure in school counseling and job opportunities in K-12 school counseling positions within the state of Utah. 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.

Starting during the Fall of 2022, the program has been 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 Counseling 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.

2.A. 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 Counseling program is fully accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) and is approved by the Utah State Board of Education for school counseling licensure.

2.B. Program Mission Statement

The mission of Utah State University's School Counseling 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.

2.C. Program Vision Statement

The vision of the School Counseling 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.

3. 2025-2026 PROGRAM INFORMATION

3.A. Program Description

The School Counseling program consists of 8-semesters of course work where students engage in a total of 48 to 51-credit hours of courses that are typically three-credit hours per course. Utah State's Department of Psychology homes a master's degree program for School Counseling that is nationally accredited by AAQEP. This 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 behavioral and educational assessment and intervention, ethical and professional standards, individual, group, and classroom counseling interventions, and college and career readiness.

School counselors-in-training complete 14 required three-credit courses along with a 100-hour practicum, which is offered during the spring of the second year, where 40 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.

The School Counseling program is currently a Plan C/Professional program where our program is only offered to support a professional degree option that does not require a thesis or paper to graduate. For detailed information about plan requirements, please visit USU's School of Graduate Studies website: <https://gradschool.usu.edu/academics/index>

3.B. Required Coursework

The M.Ed. in School Counseling at USU requires successful completion of all required coursework with a B- or better grades throughout the current 48-credit hour program (2025) as well as a pre-requisite. Courses within the program of study for the School Counseling 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 6290: Diversity Issues in Treatment and Assessment](#)
4. [PSY 6330: Principles of Psychological Measurement and test theory](#)
5. [PSY 6340: Consultation in the Schools](#)
6. [PSY 6350: Introduction to Theories of Intervention in Psychology](#)
7. [PSY 6390: Program Evaluation in the Schools: Models and Guidelines](#)
8. [PSY 6420: Group Counseling in the Schools](#)
9. [PSY 6460: Legal, Ethical and Transition Issues in School Counseling](#)
10. [PSY 6530: Developmental Psychology: Lifespan](#)
11. [PSY 6580: Collaborative Classroom Instruction, Leadership and Professional Topics](#)
12. [PSY 6610: College and Career Readiness for School Counselors](#)
13. [PSY 6770: Pre-Practicum: Counseling Skills & Techniques](#)
14. [PSY 6775: Practicum in School Counseling](#)

Students are also required to have a total of 6 credits of [PSY 6780: Internship](#) to complete program requirements and to fulfill 48 total credit hours of course work.

USU implemented new instructional formats beginning during the Summer 2023 semester. We encourage students to familiarize themselves with these various course delivery methods here: <https://www.usu.edu/registrar/scheduling/deliverymethods>.

At this time, there are not required elective courses. Please consult with the Program Director or your program faculty for further information on courses that may interest you as the availability of these may change by semester. Students should work closely with the faculty and program personnel 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 program director and coordinator 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:

- PSY 6910: Independent Research with program faculty (1-3 cr.)
 - o This course could be offered based on the availability of the professor to support student involvement in research with one of your full-time faculty.
 - o Research with faculty could be related to their current research for the semester. This could involve active involvement in an area school district to support data collection and/or interventions. Responsibilities include meeting with the faculty mentor weekly for 1-1.5 hours weekly 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.

3.C. Course Delivery

Our program uses the Virtual and Online delivery methods. Each course will be delivered in the method that is deemed a best fit for course content and student learning. Students will be informed of a course's delivery method at least one semester in advance of the course.

Virtual classes are taught via Zoom with pre-scheduled meeting times. When students attend class via Zoom, they attend from a distraction free zone and have their cameras turned on. All associated program policies, including technology requirements, must be adhered to.

Online classes are taught asynchronously where students will access learning materials, activities, and engage regularly with the instructor and other students in Canvas.

Students are welcome to utilize the Wi-Fi and common areas of the multiple USU campuses and extension sites across the state when using Zoom; however, please remember to use headphones in common areas as a courtesy to any other students who may be using those common areas. If students want to reserve specific space at a local campus/center, they may call the site to see if any rooms are available for reservation. Contact information for the statewide locations can be found here: <https://statewide.usu.edu/locations/index>.

3.D. Program Faculty

The School Counseling program currently has two full-time tenured track faculty members as of the Fall 2025 semester: Dr. Taewon Kim, and Dr. Anjanette Todd.

Dr. Anjanette Todd anjanette.todd@usu.edu (Program Director, Core Faculty Member), is currently the Program Director for the School Counseling program and has been in this role from July 2025 to the present. Dr. Todd's teaching load includes:

- PSY 6530 Developmental Psychology: Lifespan
- PSY 6775: Practicum in School Counseling Secondary Supervisor
- PSY 6780: Internship Secondary Supervisor
- PSY 6580: Collaborative Classroom Instruction, Leadership, and Professional Topics

Dr. Todd earned her PhD from the University of South Florida and her M.Ed./Ed.S. from the University of Florida where she was a practicing school counselor for 18 years in the elementary, middle, and high school settings between her degrees. Dr. Todd has been employed previously as an assistant professor at the University of Texas, El Paso for 7 years within their Counselor Education Program.

Dr. Todd is a core faculty member for our M.Ed. in School Counseling Program at USU and will support courses within the program along with being a secondary faculty supervisor for internship and practicum students during the fall and spring semesters. Dr. Todd is an active member of ACES, ASCA, RMSCA. Dr. Todd is a trained teacher in Mindful Self-Compassion through the Center for Mindful Self-Compassion and in Mindfulness-Based Stress Reduction (MBSR) through Brown University Center for Mindfulness. With a rich background in school counseling along with her interest in school counselor education and mindfulness, she has contributed to the field through publications, presentations, research, and teaching within the areas of school counseling.

Dr. Taewon Kim tae.kim@usu.edu (Program Practicum and Internship Coordinator, Core Faculty Member), has been an assistant professor within the department and program, supporting the M.Ed. in School counseling program directly as a professor starting in the Fall of 2023. Dr. Kim will be the Practicum and Internship Coordinator for the M.Ed. in School Counseling program starting in the Fall of 2024. His current teaching load includes:

- PSY 6060: Statistics in School Counseling
- PSY 6290: Diversity Issues in Treatment & Assessment
- PSY 6420: Group Counseling in the Schools
- PSY 6770: Pre-Practicum Counseling Skills
- PSY 6775: Practicum in School Counseling
- PSY 6780: Internship

Dr. Kim is the Program Practicum and Internship Coordinator starting in this role during the Fall of 2024 to the present and works closely with the program director and GPC to support practicum and internship coordination, placements, curriculum, supervision training and

experiences. Dr. Kim is also a secondary faculty supervisor for internship and practicum students during the fall and spring semesters.

Dr. Kim earned his PhD from University of Central Florida in Counselor Education and Supervision in 2023, graduated from Seoul National University (SNU), located in Seoul, Republic of Korea with an M.A. in School Counseling in 2014 and earned his undergraduate degree from Seoul National University (SNU), with a dual degree in Education and Psychology in 2012.

Dr. Kim is an active member of ACA, AARC, AMCD, ASCA, ACES, KCA, and KCPA. Dr. Kim is a licensed Counseling Specialist in the Korean Counseling Association (KCA). He has three years of experience as a military counseling officer and company commander during his service in the Republic of Korea Air Force (ROKAF), where he has also been a certified counselor and counseling supervisor in the Republic of Korea. With a strong interest in multiculturalism and the influence of relational factors in counseling, he has continually contributed to the field through his writing and teaching at the dynamic intersection of these topics.

3.E. Program Staff

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

Graduate Program Coordinator, Meghan Campbell meg.campbell@usu.edu received her M.Ed. in School Counseling from USU in 2020 and currently serves as a Graduate Program Coordinator (GPC) for the School Counseling program. She enjoys trail running and adventuring with her three kids when she is not working.

3.F. Program Student Engagement and Advisory Board (SEAB) Representatives

The School Counseling Program includes student representatives who serve on the Student Engagement and Advisory Board (SEAB). The SEAB provides a voice for students by sharing their ideas, feedback, and needs with program faculty. In addition, the board helps foster community and connection within each cohort by organizing meaningful activities and events throughout the program. The SEAB meets monthly from August through April with the Program Director to discuss value-adding contributions in advancing USU's School Counseling master's program mission. As a student, you are encouraged to connect and get to know your peers represented on the SEAB. There is one assigned Student Advisory Board member representative that supports Dr. Todd's bi-annual meetings with the program's Stakeholder Committee.

3.G. Box Portfolios

Box is a cloud service that allows USU students, staff, and faculty to store and share files online. To access Box, you need to use your network credentials or your Box.com account. USU provides a Box account to all current students, staff and faculty for file storage and collaboration. Graduating Students can request their account be converted to a personal account. [How can I keep my Box account after graduation FAQ](#). For support contact the IT Service Desk at 435.797.4357

The M.Ed. in School Counseling program requires students to upload documents to their Box Portfolios periodically throughout your training program. Documents required to be uploaded will be communicated from the program relating to Key Performance Indicator items from coursework or experiential components, items needed to support licensing and graduation.

3.H. Instructional Environment

Beginning fall 2022, USU's master's program in School Counseling has restructured the program delivery to be offered as a web-based format. This change in delivery has allowed 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 Counseling program intends 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 if you need support with what USU Extension Center is closest to you.

Admitted School Counseling program students are encouraged 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, semesterly and residency requirements will all 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 article relating to the move to a web-based program here: <https://psychology.usu.edu/news/school-counselor-education-program>, 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.”

You can reference program related information on our program webpage here: <https://psychology.usu.edu/news/school-counselor-education-program.php>

4. PROGRAM OBJECTIVES, KEY PERFORMANCE INDICATORS, STUDENT DISPOSITIONS, AND STUDENT/PROGRAM ASSESSMENT PROCESS

4.A. School Counseling Program Objectives

This section provides insight into important program objectives that the M.Ed. in School Counseling Program at Utah State University adhere to throughout a graduate student's master's program.

Program Objective #1: Dispositions appropriate to the counseling field are assessed throughout the student's program, from admission to exit and graduation through the Professional Disposition Competency Assessment – Revised (PDCA-R), and the Professional Disposition Competency Assessment Revised Admissions (PDCA-RA) assessments. 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. There are many opportunities for students to learn about the [ASCA Ethical Standards for School Counselors](#), but PSY 6460: Ethical, Legal, and Professional Issues in School Counseling provides direct 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 multicultural 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 expected to be explored.

Program Objective #4: Human growth and development are understood and practiced by each graduate student to meet expectations of skills. Psychology 6530: Developmental Psychology 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 are understood and practiced by each graduate student to meet expectations of skills. Psychology 6610: College and Career Readiness for School Counselors presents instruction aimed at providing students with an understanding of career development and related life factors.

Program Objective #6: Counseling and helping relationships, specifically relating to the school counseling role, 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. Students delve into evidence-based methods suitable for both prevention and intervention, providing a holistic grasp of school counseling practices. Psychology 6770: Pre-Practicum Counseling Skills and Techniques builds upon the role of

school counselor by emphasizing the acquisition of counseling skills and practical application of counseling techniques prior to enrollment in practicum experiences.

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 through discussion and understanding of school counseling models and guidelines for conducting ethical, valid, and reliable evaluation studies in the schools.

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 and PSY 6770: Pre-Practicum Counseling Skills provide an instruction and experiential components aimed at developing and understanding a theoretical orientation in counseling and practice with 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 through supporting students with the preparation to design and implement evidence-based intervention in K-12 school populations.

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. Students will learn to create positive collaborative efforts between school professionals, students, parents, community organizations and health care providers, including mental health professionals.

Program Objective #13: Collaborative classroom instruction and leadership 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. This course 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: Counseling skills and techniques in school counseling are understood and practiced by each graduate student while in the program to meet expectations of skills. PSY 6770: Pre-Practicum Counseling Skills is designed to provide foundational instruction and experiential learning aimed at developing students' ability to apply counseling methods effectively. In addition to classroom-based instruction, students engage in mock counseling and simulated group sessions modeled after school settings, allowing them to practice techniques in a supportive, supervised environment. These experiential components prepare students to integrate theory with practice, receive constructive feedback, and build the professional readiness necessary for success in practicum and internship placements.

Program Objective #15: A 100-hour practicum in a K-12 school counseling setting must be completed by each graduate student while in the program to meet program requirements. PSY 6775: Practicum in School Counseling is designed to be an integrative experience where students will spend an average of seven 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 #16: 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. PSY 6780: Internship in School Counseling is designed to be an experiential opportunity for students to practice all the skills, theories, and interventions learned within their program of study while actively engaging in a school counseling intern role within a K-12 school setting while under site supervision of a practicing, licensed school counselor and secondary faculty supervision. Students will spend an average of 20-40 hours per week in school counseling internship experiences.

4.B. 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.

Students are expected to have a grade of B- or higher in all of their courses throughout their graduate program. Practicum and Internship are assessed on a Pass/Fail assessment and all students are expected to pass both practicum and internship courses to move forward with program requirements and be recommended for licensure.

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 KPI requirements within the program prior to graduation.

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.

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

PSY 6330: Principles of Psychological Measurement and test theory: Final exam.

PSY 6340: Consultation in the Schools: Capstone project.

PSY 6350: Introduction to Theories of Intervention in Psychology: Final theory paper.

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

PSY 6420: Group Counseling in the Schools: Group presentation.

PSY 6460: Legal, Ethical and Transition Issues in School Counseling: Final exam or project.

PSY 6530: Developmental Psychology: Lifespan: Personal development paper.

PSY 6580: Collaborative Classroom Instruction, Leadership and Professional Topics: Final exam

PSY 6610: College and Career Readiness for School Counselors: Final exam.

PSY 6770: Pre-Practicum Counseling Skills: Passing course and meeting competencies to support dispositions appropriate to the counseling field with learned counseling skills.

PSY 6775: Practicum in School Counseling: Final case study report along with mid and end-of semester site and secondary supervisor evaluations, including PDCA-R assessment(s).

PSY 6780: Internship: Mid and end-of-semester site and secondary supervisor evaluations, including PDCA-R assessment(s).

4.C. 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 Counseling program to determine their demonstration of the dispositions appropriate to the counseling field. The dispositions below are agreed upon by the Utah State University Department of Psychology M.Ed. in School Counseling core 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 – Engaging in appropriate levels of self-care. Identifying and responding appropriately to personal stress, burnout, situational impairment, loss, trauma, medical issues, and crisis. Using positive coping and stress management mechanisms.

Critical Thinking – Demonstrating fairness in behavior toward others. Flexibility in problem solving and a willingness to abandon nonproductive strategies. Demonstrating 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.

Should students have concerns that they may have a medical diagnosis or disability that might impair their ability to perform under the above-described expectations, or any other program expectations, they should reach out to USU's Disability Resource Center to learn if they qualify for accommodations.

4.D. Student/Program Assessment Process

The dispositions above are assessed at various established points throughout the program identified here as “gate” checks. This assessment process is referred to as the Professional Dispositions Competency Assessment, Revised (PDCA-R) process.

Gate 1: Admissions/Orientation

- Faculty and staff assessment of each student through PDCA-R Admissions process at group and/or individual interviews.
- Student self-assessment (Fall Year 1) and understanding of PDCA-R process at orientation.

Gate 2: Completion of first year of coursework

- Student self-assessment (Fall Year 2) and understanding of PDCA-R process after first year of coursework prior to the second semester of the second year of the program.
- Passing Pre-Practicum serves as a Gate 2 check, allowing students to progress to year 2 of the program where they will enter K-12 school sites.
- Progress Review Form: An initial faculty review will occur during the first semester of year two in the program.

Gate 3: Completion of Practicum (PSY 6775)

- Site and secondary supervisor evaluations for practicum experience at end of semester are due by the final day of the student's practicum semester.
- Verification of good standing enrollment issued when student has maintained a B- or better with no dispositional concerns, OR a sufficient remediation plan is in place to pursue Associate Educator License required for Internship.

Gate 4: Completion of Internship (PSY 6780) and Program Exit

- Student self-assessment (Fall Year 3) after the start of the internship semester during the third year of the program.
- Site and secondary supervisor evaluations of student at end of internship semester(s) are due by the final day of the student's internship experience or before the student's program exit.
- Successful completion of internship II marks the end of the MEd in School Counseling Program of Study and students are recommended for graduation.

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. Students must be rated by program faculty, instructors, and/or site supervisors 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 “Below Expectation” ratings will be considered on a case-by-case basis by the School Counseling program core faculty to determine readiness for practicum or internship placement and/or the need for remediation prior to applying for practicum, internship, or being recommended for licensure before their exit from the program.

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), 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) form 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: This form will become part of the student’s academic file, and per FERPA requirements, the students may access 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 **suspension or dismissal**, with or without remediation (but with due process). In such instances, the program faculty, including but not limited to the program department head, hold a committee meeting to vote whether to **recommend suspension or dismissal**. Such committees **must ensure** they recommend the dismissal of a student for reasons outlined in this handbook and/or stated in

university policies. Where suspension or dismissal is recommended, the procedure outlined by the university for suspending or dismissing students must be followed.

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. 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.

5. STUDENT EXPECTATIONS, REQUIREMENTS, AND POLICIES

5.A. Responsibilities of Students

As members of the academic community at Utah State University, students share responsibility for USU's growth and continued well-being, as well as for maintaining an environment which encourages free inquiry and expression. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as stated by their instructors or program faculty or staff, and to complete all academic exercises with integrity. All interactions with faculty, staff, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. These responsibilities are the foundation of the University's Standards of Conduct. The University seeks to vest students with primary oversight of these responsibilities through their participation in hearings boards.

5.B. Student Expectations

1. Be aware of and actively follow the [ASCA Code of Ethics](#).
2. Self-assesses dispositions at orientation using the professional disposition competency assessment-revised (PDCA-R). 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 conferences, workshops, seminars, or other personal or professional growth opportunities.
 - b. Being open to program faculty, supervisors, instructors, or advisors offering formal or informal feedback. 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 attend all required classes and field experiences (such as pre-practicum, practicum, and internship). Please notify the instructor prior to any absence. See USU excused absence policy for further details:
<https://usu.catalog.prod.coursedog.com/pages/ddegmmJJjuNj8fKzSwaP>

- b. This includes having no more than two unexcused absences from class during a fourteen-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 Program Director, GPC, or program faculty to support areas of need.
 6. Knowledge and adherence to policies within this School Counseling Student Handbook.
 7. Knowledge and adherence to policies and procedures of the University and School of Graduate Studies.
 8. Knowledge and adherence to policies and Utah State Board of Education regulations and regulatory rules relating to associate licensure and professionalism while employed at an experiential site.
 9. Professional dress and attire while in the field during practicum or internship placements and during professional networking events such as university sponsored events, conferences, and interviews.
 10. 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, supervisors, program coordinators or advisors are **not** responsible for students missing deadlines.
 11. Communication with program personnel regarding interactions with law enforcement within 12 hours of incident. Charges other than traffic citations are necessary to report to the program director or department head at your earliest convenience.
 12. Once a student is placed within their practicum or internship site, reporting any criminal charges against the individual higher than a traffic stop to the Practicum and Internship Coordinator and secondary and site supervisors. This communication is required to determine whether your practicum or internship requirements can continue under the placement partner's (LEA/district/school site) standards.

5.C. Communication Procedures/Academic Grievance Procedures

Communication procedures within the School Counseling Program and Department of Psychology recommend speaking directly with the person who you need to communicate with to resolve the issue and talk about the concern directly to that person. This could be communication relating to an individual concern for yourself (the student) with an instructor, faculty member, or supervisor, or this could be relating to a course that is of concern to you. The graduate student is responsible to support their own communication pathway, starting with speaking with the person you are directly working with in that situation.

Please reference the following communication pathway to support your needs along your graduate journey:

- (1) *Course instructors* help support graduate students while they are in a specific course and are key to supporting students' needs within their specific courses. Graduate students should reach out to their direct instructor or supervisor (secondary) relating to any course-specific question or concern.
- (2) *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 individuals a student reaches out to with any program of study related concerns or inquiries.
- (3) *Program core faculty* support graduate students throughout their master's program by serving in an advisory and consultative role. When additional guidance is needed, or when communication with program staff does not fully resolve a matter, students are encouraged to reach out to the core faculty members as the next point of contact for further assistance.
- (4) *The program director* is the individual a student should connect with if there is a concern after speaking with a faculty member, instructor, supervisor, 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, supervisor, or staff member themselves.
- (5) *The department head* would be the next person that the director would recommend the graduate student to reach out to if 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 the School of Graduate Studies 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 an individual 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. Students who feel they have been unfairly treated may file an academic grievance through the channels described within the Conduct, Student Standards section of USU's General Catalog: <https://www.usu.edu/student-conduct/student-code/article5>

An instructor has full autonomy to evaluate a student's academic performance in a course. Accordingly, a decision by a Grievance Board is limited. A Grievance Board has neither the expertise nor the authority to substitute its judgment for that of the instructor's concerning the evaluation of a student's academic performance. The University administration would override an instructor's evaluation only in an extremely limited circumstance, where the occurrence or incident relating to an academic grievance would result in the instructor being disciplined and sanctioned under Section 400 of the Utah State University Policy Manual.

5.D. Student Class Requirements

Each semester there *may* be a variation of course modalities where there could be an asynchronous class, a Zoom class, and/or in-person components 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 and be an active participant in their own and the group's learning. Students are required to participate in this course from a consistently private space to ensure confidentiality, as this is a fundamental expectation in school counseling practice. To further protect the privacy of all counseling-related discussions, students are strongly advised to use earphones or headphones, which help prevent unintended breaches by minimizing the possibility of conversations being overheard. In addition, for both safety and professionalism, students must not participate in any course-related activities while driving; all engagement should take place in a secure, stationary environment where full attention can be maintained.

In-Person Components

The school counseling program will host in-person experiences once per semester. Typically, these are going to be held at the beginning of the semester as well as during the summer, so students are able to interact with peers and their instructors for that semester. Information relating to where and when these experiences will be offered will be communicated one semester in advance.

5.E. Graduation Requirements and Procedures

Exit criteria for graduation from the program require the following to be met:

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 will need to retake the course and be on a remediation plan.
2. A passing grade (on a Pass/Fail scale) in pre-practicum, practicum, and internship with a grades in all coursework at a B- or above, and completion of practicum and internship hours are required to graduate from the counseling program.
 - Practicum: 100 hours in a K-12 school setting where 40 are direct service hours
 - Internship: 600 hours in a K-12 school settings 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, supervisor(s), instructor(s), 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 and/or follow the remediation plan 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 Counseling program at USU. A score of 164 or higher is required for passing.

6. Membership in a professional organization:
 - Students are required to have an ASCA student membership before starting the program and must renew their membership annually until graduation.
 - Students are expected to upload their proof of membership to their Box Portfolio (see Canvas advising assignment).
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 the PSY 6775 Practicum in School Counseling course.
 - In order to successfully meet application processing times, students must apply by deadlines shared in Canvas advising (Fall year 2).

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 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 or being a part of a USCA or ASCA committee or affinity group.
 - 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 a national, state, or university level conference with either a poster, panel or educational presentation session with a peer, faculty member, or another professional.
2. *Recommendation to engage in individual counseling while enrolled in the program (optional)*.
 - This could 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 1 to up to 3-credits per semester, under the supervision of a full-time core program faculty member.
 - Students are not required to do this, but it is optional.
 - Please schedule a meeting with the program faculty who support PSY 6910 each semester to discuss your interest in this research opportunity under their supervision.

5.F. Student 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.

5.G. Program Personnel Office Hours

Faculty and staff who are involved within the School Counseling program will establish weekly office hours (through Zoom) where students can schedule an appointment to meet with their instructor, as needed.

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

5.H. Professional Counseling Organizations

Students are required to sign up to join the national counseling organization as a student member, The American School Counselor Association (ASCA) prior to the fall semester of the first year of their program. The American School Counselor association (ASCA) is a national organization that students will acquire a vast array of information and resources from throughout their graduate courses. 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.

Students are welcome to sign up for the local state counseling organization, Utah School Counseling Association, but this is not a requirement for our program. You can find information on the website here: <http://www.utschoolcounselor.org/>. 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.

Membership is expected to be renewed as the graduate student is involved in and completes their coursework, practicum, and internship. A lapse in membership is not acceptable during your time enrolled in the program.

5.I. Policies

While there are many unique policies specific to each higher education unit, including this one, all USU students must follow Utah State University's Student Conduct and Community Standards. This can be accessed 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.*

5.J. 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. Please reference the School of Graduate Studies Student Handbook: <https://gradschool.usu.edu/handbooks/student-handbook>.

5.K. 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 Counseling 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.

What is due process?

In the context of graduate school, due process refers to a course of legal proceedings that ensures fair and equitable treatment for students. It includes the right to notice and a fair hearing prior to the administration of disciplinary actions such as suspension or expulsion (Person, 2021). Due process in graduate school refers to the fair procedures and rights that graduate students are entitled to when facing disciplinary actions, academic disputes, or other significant decisions that could affect their academic progress or status. The process of any disciplinary action is documented, and students will be able to have access to information regarding how decisions are made and what evidence is considered.

Due process starts when your advisor or a panel believes that you may need to be suspended or removed from the program you are enrolled in. This includes (1) fair notice, stating that students should be informed of any issues or allegations against them in a timely and clear manner. This includes being made aware of the specific charges or concerns and the evidence supporting them. This next step supports (2) an opportunity to respond, where students have the right to present their side of the story. This usually involves a chance to address the allegations or issues, provide evidence, and argue their case. Within this program, you are asked to respond in writing within ten days. This is then reviewed by a larger group to support making the decision, which is called an (3) impartial review. This is where decisions should be made by an unbiased party or committee to ensure that the process is fair and not influenced by personal biases or conflicts of interest. You have the opportunity to rebut this action by requesting a hearing. This is the (4) right to appeal, where students often have the right to appeal decisions that they believe are unfair or incorrect. The appeal process typically involves a review by a higher authority or an additional committee.

Due process is crucial in maintaining a fair and just academic environment, ensuring that students are treated equitably and have a clear path to address grievances or disputes. This handbook follows the institution's policies and procedures where graduate student policies and procedures can be referenced in the School of Graduate Studies.

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 outlined and required by the program.

Graduate students within the School Counseling Program are expected to get through their program in three 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 with 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 a B- 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, policies, 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

If cause arises under the standards set forth in a student's Graduate Program Handbook, the leadership of the Program/Specialization must convene its faculty for a vote to recommend the dismissal of a doctoral student. Such committees must ensure they recommend dismissal for reasons outlined in the appropriate Program/Specialization handbook and/or as stated in university policies. Program committees must also ensure due process in any dismissal procedures.

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

1. The appropriate School Counseling Program faculty and instructors and the Department Head would convene as appropriate (e.g., following a filed PDCA-RI report and accompanied 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. If the appropriate faculty, instructors, and Department Head vote to recommend dismissal (or suspension) the Program Director will forward the recommendation for dismissal (or suspension), including the reasons for the dismissal (or suspension), to the Senior Vice Provost of Graduate Studies and to the student subject to potential dismissal (or suspension).
3. The student shall have 10 business days from the day they received the recommendation for dismissal (or suspension) to prepare and submit a written response providing evidence that (1) the reasons outlined for their dismissal (or suspension) are not supported by evidence and/or (2) the policies relied upon by those who voted to recommend dismissal have not been properly applied. Please note that any allegations of discrimination based on a student's membership in a legally protected class should be referred to the Office of Equity for analysis and potential investigation.
4. Within 10 business days of receiving a student's response to a recommendation for dismissal, the Vice Provost of Graduate studies, in consultation with the Dean over the Department, will issue a decision regarding whether the student will be dismissed (or suspended). That decision will be final, and non-appealable.

Note that a dismissal under these procedures would preclude a student from requesting a transfer to another Specialization area within the Department. If a transfer may be appropriate, it should be explored on a case-by-case basis prior to a recommendation for dismissal.

5.L. Course Scheduling

Please consult the program core requirements found in this handbook and on the program website located at <https://cehs.usu.edu/psychology/masters/core-requirements-and-schedule>. You will be expected to take program courses as they are offered. The School Counseling 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.

5.M. Leave of Absence

If there are unforeseen circumstances that arise throughout your graduate program, please reach out to your graduate program coordinator to inform them 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 the GPC.

All coursework and degree requirements for the master's program must be completed within **six years** of starting the program.

Students who take a break from the program and complete a leave of absence form have up to two years (of continuous leave) to return.

If a student takes a **leave of absence**, please note:

- You will **no longer be part of your original cohort**, which means your planned course sequence and graduation timeline may be impacted.

- Course offerings **are not guaranteed** each semester, so you may encounter scheduling challenges when returning. For example, a required course may not be available during your return semester, and you may need to wait until it is offered again, potentially the following academic year.

***We strongly encourage students to speak with their program advisor before making decisions about taking time away from the program.

5.N. Withdraw Policy

Students will need to go through the following process:

1. Notify the program.
2. Send a written communication to the School of Graduate Studies registrar.

If you need to withdraw before the last add drop date (please reference <https://www.usu.edu/registrar/registration/deadlines>), you must be aware of the University's tuition policy on the last day to drop courses before payment is required.

Clarification on Leave of Absence vs. Withdrawing

Please communicate with the graduate program coordinator after referring to the following webpages at USU for more information on the differences between taking a leave of absence (LOA) and withdrawing from the program:

<https://www.usu.edu/able/nol/>

<https://gradschool.usu.edu/resources/all-forms/leave-of-absence>

As mentioned within these resources, “a leave of absence, during which you are not required to register for graduate credits, may be granted under the following circumstances:

- (1) Illness, required military service, or other extenuating circumstances
- (2) Lack of availability of courses on an approved Program of Study at a regional campus or via Distance Education
- (3) An approved Program of Study that is based primarily on summer semester courses” (<https://gradschool.usu.edu/resources/all-forms/leave-of-absence>, para. 2).

“If you are completely withdrawing from your graduate program, please email gradforms@usu.edu with your name and A-number. The School of Graduate Studies will process your request and contact you when your file has been closed” (<https://gradschool.usu.edu/resources/all-forms/leave-of-absence>, para. 5).

5.O. Graduation vs. Licensure

Students completing all program requirements for the M.Ed. in School Counseling 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 5422 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 here: <https://www.schools.utah.gov/file/4bcac191-b805-4a70-a68c-7b7a532fdc84>

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 Counseling program requirements, students will be recommended to USBE for a Professional Educator License in School Counseling (K-12).

5.P. Disclosure of Educational Requirements for Licensure by State

USU's MEd program in School Counseling 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.

5.Q. Licensure and Certification

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 prior to being recommended for licensure and graduation from the program, where it will be saved in each student's Box Portfolio.

Upon graduation from the School Counseling 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, the USU M.Ed. in School Counseling master's program does not provide developmentally appropriate experiences and/or training to work with student populations in tertiary institutions or other mental health fields.

5.R. 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 an application.

See the USBE licensure board website for instructions on licensure recommendations:

<https://www.schools.utah.gov/prevention/schoolcounselingprograms/licensing>

5.S. Academic Record Adjustment

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/>

5.T. Academic Honesty/Integrity Policy

Information on Utah State University's Academic Honesty and Integrity can be found by following this link: <https://www.usu.edu/student-conduct/student-code/article6>

5.U. Academic Standing Policy

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

<https://usu.catalog.acalog.com/content.php?catoid=40&navoid=30670>

5.V. 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: <https://gradschool.usu.edu/trainings-events/>

5.W. 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.).

5.X. 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 Counseling 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 Counseling 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.

Assistantships: Selection, Evaluation, and Standards

M.Ed. students are not guaranteed an assistantship. If there are assistantships available within the department, the program director will make an announcement for students to apply.

There are four types of assistantships:

- **Graduate instructor (GI):** With a graduate instructor position, individuals must have graduated with their M.Ed. to be able to apply to teach for the department as an instructor of record for a course. Teaching positions are not guaranteed and are subject to the department's instructional needs. Graduate students must have completed PSY6930 or an equivalent course/experience to teach. Individuals who wish to teach can improve their chances by applying for teaching assistantships (TAs) for courses they want to teach. A

GI must be the instructor of record. Graduate Instructor positions are awarded through the Department of Psychology and based on an as needed basis by the program director.

- Graduate teaching assistant (GTA): A graduate student assigned to assist one or more faculty or a senior graduate student with instruction and grading. TAs are generally assigned to work either two half-time (10 hours/week) or one full-time (20 hours/week) position. A GTA may lecture in a course occasionally, tutor students, or assist in some other teaching capacity, such as teaching a lab or recitation session under faculty supervision—the Department of Psychology awards Graduate Teaching Assistantships.
- Graduate research assistant (GRA): A graduate student assigned to work under faculty guidance on one or more research projects. Graduate RA positions are paid for by research funds allocated to a specific faculty member.

Standards.

The department has written standards for research, teaching, instructor, and clinical assistantships.

GRA should track their hours and tasks completed during those hours. If a GRA notices they are consistently under or over their hours, they should notify the supervising faculty member immediately.

Students on assistantships may not exceed the hours they are assigned over the semester (although they may work over their weekly assignments in some weeks). Students should not work significantly fewer than their assigned hours over the semester (although they may work fewer hours in some weeks).

Selection.

Matching graduate students to assistantships is essential for our students and our entire operation. Each spring, mentors and students meet to discuss preferences and professional goals related to assistantships for the following academic year (Fall, Spring). The department head requests feedback, and a draft plan is generated and reviewed by faculty. Once positions are finalized, students are notified.

Evaluation.

Graduate students with assistantships are evaluated by their assistantship supervisor every term using the department's online evaluation system. There are a few exceptions:

- Students who are teaching as instructors of record are evaluated by student course evaluations (IDEA).
- Students on clinical assistantships are evaluated by their placement sites.
- Students serving as TAs for other graduate students will not be evaluated.

Graduate students with teaching or research assistantships are evaluated for overall performance on a five-point scale from *far exceeding expectations* to *far short of expectations*. The expected level of function for RAs/TAs is *Meets Expectations*. Graduate students on assistantships are also rated on specific skills: (1) Prompt, efficient, and accurate completion of assigned tasks, (2) Professional and ethical behavior in all assigned tasks and duties, (3) Responsiveness to feedback, (4) Cooperation with supervisor and other assistants, (5) Ability to work independently (as appropriate to task and training). Open-ended feedback is also requested.

The feedback is sent to students and their chairs and archived in their box folders. Students may respond to the feedback; responses are also archived.

5.Y. University Email

USU provides an official A#@usu.edu email account to all students for use during their academic career. The university uses this address to send important communications to students. It is the responsibility of all students to check their email accounts on a regular basis. Students will be considered officially notified when university representatives send correspondence to their official email account, and they will be held accountable accordingly.

USU email accounts are automatically created after students register for their first class and will be active and accessible until approximately three years after their last completed class.

Note: students can request an email alias (e.g., First.Last@usu.edu). Directions can be found here: https://usu.service-now.com/aggies?id=kb_article_view&sysparm_article=KB0010119

Source: <https://catalog.usu.edu/content.php?catoid=39&navoid=30001>

5.Z. Time Limits and Course Revalidation

The [School of Graduate Studies Catalog](#) outlines time limits and requirements for "revalidating" courses after a specified number of years: eight years from enrollment. The psychology department imposes an additional criterion: students may not revalidate courses older than ten years, and these courses must be retaken.

Courses no longer offered can be revalidated following the Psychology Department's policy on Independent Research and Independent Study. PSY7900 (Independent Study) and PSY7910 (Independent Research) must be revalidated according to the Psychology Department's policy on Independent Research and Independent Study.

It is also important to note that, per the School of Graduate Studies Catalog: "Work experience cannot be substituted for out-of-date coursework or used for revalidation, except where that work experience can be documented to have involved the use of current knowledge and application of material currently covered in the coursework."

Process

Graduate students must have a complete supervisory committee to revalidate courses. To request the revalidation of courses, students must follow a formal process outlined below:

- Working with the Program's Graduate Program Coordinator, the student compiles a list of courses requiring revalidation and collaborates with the committee to create a revalidation plan. Courses can be revalidated in many ways, such as an examination or required reading/writing. A review of current syllabi for the course to be revalidated and consultation with the current instructor is expected.
- Once the plan is finalized, it is submitted for approval: first to the student's Program/Specialization, then to the department head, and finally to the Vice Provost of Graduate Studies.
- The supervisory committee evaluates the outcome of the approved revalidation plan, which must be completed before the degree is awarded.

5.AA. Independent Research and Independent Study

Independent study and independent research are courses designed to allow students to pursue specialized topics of interest in psychology that may not be covered in regular coursework. The procedures for enrolling in PSY6910 are as follows:

1. The student and the faculty member supervising the independent study or research create a plan that specifies what will be accomplished, how it will be accomplished, and the criteria for assigning a grade.
2. The student submits a request form (these requests will be archived in the students' Box folder upon approval)
3. A section of PSY6910 is set up, with the approved supervisor as the instructor of record.
4. The student enrolls.

Grades must be submitted by the faculty member supervising the courses based on criteria established in the written plan. The student is responsible for scheduling timely meetings to ensure that the required work is supervised and evaluated, and the faculty member is responsible for providing supervision and evaluation as specified in the plan.

5.BB. Program of Study

The Program of Study is a contract between you, your committee and the School of Graduate Studies outlining which courses you will take to meet the School of Graduate Studies requirements and complete your degree Program. Instructions for creating and submitting your program of study will be communicated in advisement.

Source: <https://gradschool.usu.edu/resources/all-forms/Program-of-study>

6. PRACTICUM AND INTERNSHIP

6.A. Practicum and Internship Overview

Students are required to successfully complete PSY 6775: Practicum in School Counseling (3 credit hours) and PSY 6780: Internship in School Counseling (6 credit hours) to fulfill program requirements for graduation and to be eligible to apply for professional licensure as a school counselor in the state of Utah.

Please be advised that all practicum and internship directives and guidelines will be issued jointly by the Practicum and Internship Coordinator and the course instructor at the commencement of each academic semester. Throughout the program semesters, students must remain attentive to all official communications from the Practicum and Internship Coordinator and fully participate in all mandatory advisement sessions to remain in compliance with program requirements and to successfully complete practicum and internship preparations and obligations. Strict adherence to all instructions is required, and students are expected to promptly review and respond to any correspondence regarding these requirements to ensure the quality and continuity of their practicum and internship experiences.

The program reserves the right to modify policies and procedures as deemed necessary, with any such changes communicated through official channels. It is the responsibility of each student to comply with all instructions, including any subsequent amendments, for the duration of the program. Compliance with these guidelines is essential to maintaining program standards and achieving successful completion of practicum and internship requirements.

1) Practicum in School Counseling (PSY 6775)

Practicum enrollment takes place during the spring semester of the second year in the program. While enrolled in this three-credit course, students must complete a minimum of 100 hours of supervised practicum experience within a K–12 school setting. These hours must be conducted during school hours under the supervision of an experienced school counselor at the site, in conjunction with weekly group supervision provided by a secondary supervisor during scheduled class sessions. Details regarding site and secondary supervisors will be outlined in the following sections.

The practicum provides students with opportunities to engage in a range of activities consistent with the Utah K–12 Comprehensive School Counseling Program Model. These activities may include planning, developing, and implementing guidance lessons, counseling interventions, and other school counseling tasks. It is essential that students' major activities and responsibilities are clearly specified in consultation with their supervisors.

2) Internship in School Counseling (PSY 6780)

Internship enrollment occurs during the fall and spring semesters of the third year in the program. Students must complete both Internship I (fall semester, 3 credits) and Internship II (spring semester, 3 credits), for a total of 6 credit hours of internship experience. Successful completion of Internship I is required before progressing to Internship II.

Students are required to complete a total of 600 hours of internship experience within a K–12 educational setting. These hours must be accrued under the direct supervision of a qualified and experienced school counselor during regular school hours. In addition, students must participate in weekly group supervision sessions facilitated by program faculty during scheduled class periods. Each student is required to attend weekly course meetings and group supervision sessions throughout both semesters of the internship (typically 15 weeks per semester, with variations based on the academic calendar). Active participation in these sessions, combined with successful completion of the required 600 internship hours, is necessary to meet program requirements. Site and secondary supervision roles will be discussed in more detail in the following sections.

6.B. Prerequisites for Enrollment in Practicum and Internship Courses

The following prerequisites must be met prior to the commencement of each field-based course. All requirements are subject to verification by the Practicum and Internship Coordinator and the Program Director. Failure to meet these conditions by the designated deadlines may result in delayed placement or removal from the course.

1. Prerequisites for Practicum

- 1) Submission of a valid and current AEL (Associate Educator License) or Current Professional Educator License to the program in timely manner.
- 2) Successful completion of the all-previous courses with a grade of *B-*, or above.
- 3) Successful completion of the Pre-Practicum course with a grade of *Pass*.
- 4) Securing an approved practicum site by the due date designated by the program.
- 5) No outstanding concerns or unresolved issues, as determined by the program core faculty; A formal approval process will be conducted by the faculty members to review all students prior to their registration for Practicum.
- 6) If any of the above requirements are not met, the student will be required by the program to withdraw from the course, even after registration.

2. Prerequisites for Internship I

- Successful completion of the Practicum course with a grade of *Pass*.
- Securing an approved internship site by the due date designated by the program.
- Practicum Approval Form by the Program; Successful completion of Practicum with formal approval from all of the following stakeholders: 1) Practicum and Internship Coordinator, and 2) Program Director
- If any of the above requirements are not met, the student will be required by the program to withdraw from the course, even after registration.

3. Prerequisites for Internship II

- Successful completion of the Internship I course with a grade of *Pass*.
- Securing an approved internship site by the due date designated by the program

- Successful completion of Internship I with formal approval from all of the following stakeholders: 1) Practicum and Internship Coordinator, and 2) Program Director
- If any of the above requirements are not met, the student will be required by the program to withdraw from the course, even after registration.

6.C. Students of Concern in the Transition into Practicum and Internship I & II

At various points of program progression, a student may be designated as a *student of concern*. This designation may occur when a student is preparing to transition into the Practicum course from prior academic coursework, when moving from Practicum to Internship I, or from Internship I to Internship II. A student may be identified as a student of concern due to deficiencies in professional readiness, counseling skill application, ethical conduct, or other core competencies essential for effective and responsible field-based performance.

When such concerns are present, the program shall initiate a structured process designed both to support the student's professional growth and to safeguard the integrity of subsequent field experiences. This process will be carried out in alignment with the PDCA-RI framework, as outlined in the Student Handbook (see the above referenced section). Through this process, the program seeks to balance support for student development with the responsibility to uphold high standards of professional preparation, thereby ensuring that field-based experiences remain ethically sound, educationally meaningful, and professionally responsible.

1. Procedural Steps:

- 1) **Identification of Concern:** Concerns may be raised by course instructors, site supervisors, secondary supervisors, or other faculty members based on observed behaviors, performance evaluations, or ethical considerations.
- 2) **Faculty Review and Consultation:** The Program Director will convene a review process in consultation with the student's course instructor, site supervisor (if applicable), secondary supervisor, and relevant core faculty members. Additional stakeholders may be included as appropriate.
- 3) **Development of Remediation Plan:** If concerns are substantiated, a formal Remediation Plan will be developed under the PDCA-RI process. The plan will clearly identify areas of deficiency, outline measurable goals for improvement, and specify timelines and expectations. Please see the *Possible Outcomes* section below for actions that may result from the remediation process.
- 4) **Monitoring and Follow-Up:** Progress toward remediation will be systematically monitored through follow-up meetings and evaluations involving the Program Director, instructors, and supervisors.

2. Possible Outcomes:

- 1) **Repeat of Previous Course:** The student may be required to retake prior coursework (e.g., foundational courses leading into Practicum, Practicum itself, or Internship I and/or II) in order to address the identified deficiencies.

- 2) **Additional Developmental Requirements:** The student may be assigned supplemental training, reflective assignments, or skill-building activities as determined appropriate by program faculty.
- 3) **Conditional Advancement:** The student may be permitted to advance conditionally into Practicum, Internship I, or Internship II on the requirement that they demonstrate full compliance with the established Remediation Plan under the PDCA-RI process. The student must demonstrate satisfactory progress toward the remediation requirements during the conditionally accepted course in the subsequent semester. Their performance will be formally monitored by the Program Director in consultation with the course instructor, site supervisor, and other relevant faculty. Failure to demonstrate compliance will result in additional remediation, course repetition, delay of progression, or other actions, alternative determinations (see below) as determined by program faculty and administration.
- 4) **Alternative Determinations:** In circumstances where remediation or conditional advancement is not sufficient, other actions deemed necessary by program faculty and administration may be implemented in accordance with program policies and professional standards; These actions may include, but are not limited to, removal from the current field placement, delay of further progression in the program, placement on academic or professional probation, or dismissal from the program.

6.D. Requirements for School Counseling Practicum and Internship

1. Practicum/Internship Service Hour Requirements

School counselors and school-counselors-in-training provide activities and services to students and for students during employment or graduate training. Successful program completion necessitates the fulfillment of 100 total supervised hours during the practicum experience and 600 total supervised hours during the internship experience. These hour requirements represent mandatory benchmarks for satisfactory course completion and eligibility for graduation from the school counseling program. Delivery of school counseling services consists of two categories: *direct and indirect student services*, as stated within the Utah State Board of Education Utah K-12 Comprehensive School Counseling Program: A technical Assistant Document (2024, pp. 13-14):

“Direct Student Services are interactions between school counselors and students. Through the direct services of collaborative classroom instruction, career literacy, dropout prevention with responsive services and supports, and individual student planning, school counselors help students with academic and learning development; life and career development; multicultural, global, and civic development; and health and wellness development.

Indirect student services are services provided on behalf of students as part of effective program implementation and school counselors' interactions with others. Through indirect services such as program management, advocacy and outreach, collaboration, consultation, and referral, school counselors enhance student achievement and promote equity and opportunity for all students.”

Practicum and internship hours are restricted to the official USU semester dates, commencing on the first day of the semester and concluding with the end-of-semester review meeting. Hours completed outside of this designated range are not permitted and will not be counted toward program requirements. Students are further required to complete all program documentation, obtain necessary approvals, and fulfill all mandatory trainings prior to the commencement of hour collection. The end-of-semester review meeting constitutes the formal termination of the practicum or internship experience, and any hours accrued beyond this point are invalid.

- 1) **Direct Service Hour Requirements:** Utah State University school counseling practicum students are required to complete a minimum of 40 hours of direct service delivery during their practicum placement experience. Direct service hours encompass face-to-face counseling interactions with students, including individual counseling sessions, group counseling interventions, classroom guidance presentations, and psychoeducational activities that involve direct student engagement and interaction. All direct service hours must be completed under the immediate supervision and oversight of the designated site supervisor during both practicum and internship semester enrollments, ensuring appropriate professional guidance and adherence to established counseling standards and practices.

Internship students must fulfill a requirement of 240 hours of direct student services throughout their internship placement period. Students are required to complete half of their total direct service hours (120 hours) during Internship I to ensure consistent and equitable learning experiences across all program participants. To accommodate scheduling flexibility, students may complete up to 130 direct service hours during Internship I, with a maximum of 10 excess hours being applied toward Internship II requirements. However, excess hours exceeding the 10-hour maximum will not be counted toward future semester requirements and will not contribute to program completion. Also, completion of fewer than 120 hours during Internship I will not satisfy the expected direct service hour requirement for that semester. This structured distribution requirement ensures that all students receive comparable professional development opportunities and maintain consistent academic progression throughout both Internship I and Internship II experiences.

- 2) **Indirect Service Hour Requirements:** Utah State University school counseling students may complete indirect service hours during their practicum placement experience. Throughout the total 100 practicum hours, students must complete a minimum of 40 direct service hours, and the remaining hours may consist of indirect service activities and other supervised school counseling indirect service hour activities.

During the internship experience, students may complete indirect service hours throughout their placement period. Throughout the total 600-hour internship experience, students must complete a minimum of 240 direct service hours, and the remaining hours may consist of indirect service activities and other supervised school counseling indirect service activities. To accommodate scheduling flexibility while maintaining consistent academic progression, during Internship I, students may complete up to 10 excess indirect hours beyond the required semester distribution, with these excess hours being applied toward Internship II requirements. However, excess hours exceeding the 10-hour maximum will not be counted toward future semester requirements and will not contribute to program completion. This

policy ensures equitable pacing across all students while providing reasonable flexibility for varying site schedules and learning opportunities.

For the practicum, students must complete a total of at least 100 hours, which must include a minimum of 40 direct service hours. The remaining hours are required to be fulfilled through indirect service activities. In practice, if a student completes only the minimum 40 direct hours, then the residual 60 hours must be completed through indirect service. If a student exceeds the minimum 40 direct hours, the number of indirect hours may be proportionally reduced, provided the student still meets the overall 100-hour requirement. Using the 60-hour scenario as an example, approximately 15 hours are met through weekly site supervision (1 hour per week across the 15-week semester), and another 22.5 hours are fulfilled through secondary group supervision provided by the university supervisor (1.5 hours per week across 15 weeks). Together, site and secondary supervision account for about 37.5 indirect hours, with the remaining indirect hours satisfied through additional professional activities within the school counseling program.

For the internship, students are required to complete a total of 600 hours, which must include a minimum of 240 direct service hours. The remaining hours are required to be fulfilled through indirect service. If a student completes exactly 240 direct hours, then the residual 360 hours must be indirect. As with practicum, students who exceed the minimum direct hours will have a proportionally smaller number of indirect hours, so long as the 600-hour total is met. Using the 360-hour example, approximately 15 hours are fulfilled through site supervision (1 hour per week for 15 weeks) and 22.5 hours are fulfilled through secondary group supervision (1.5 hours per week for 15 weeks). This accounts for about 37.5 indirect hours, with the remainder—up to 322.5 hours—fulfilled through other required indirect professional activities.

This above breakdown does not limit the number of direct or indirect service hours students may accrue. All service hours remain subject to the expectations and requirements established by the assigned school site and site supervisor. Students must fully adhere to the site agreement, remaining present, engaged, and accountable throughout the practicum or internship placement. These expectations ensure alignment with both program standards and site-specific professional practices.

2. Practicum/Internship Learning Objectives

Upon completion of PSY 6775: Practicum in School Counseling and PSY 6780: Internship in School Counseling, students will be able to demonstrate understanding of:

- 1) Basic counseling skills and competencies to advocate for school counseling roles
- 2) Theory-based interventions to advocate for all students
- 3) Systemic dropout prevention
- 4) Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 5) The role and process of the professional school counselor advocating on behalf of the profession
- 6) Strategies for personal and professional self-evaluation and implications for practice

- 7) Self-care strategies appropriate to the counselor role
- 8) Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- 9) Counselor characteristics and behaviors that influence the counseling process
- 10) Essential interviewing, counseling, and case conceptualization skills
- 11) Suicide prevention models and strategies
- 12) Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 13) Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 14) Development of professional school counseling resume and professional school counseling career interview skills

3. Goal Settings for Practicum and Internship Courses

The above practicum/internship objectives will be operationalized and systematically cultivated in alignment with the following four components of the delivery system outlined in the Utah K-12 Comprehensive School Counseling Program Model:

- 1) Plan for College and Career Readiness;
- 2) Collaborative Classroom Instruction;
- 3) Dropout Prevention and Responsive Services and Supports;
- 4) Systemic Program Management.

Students must develop a minimum of four SMART goals in collaboration with their site supervisor to guide their Practicum/Internship experience. Each goal should be Specific, Measurable, Achievable, Relevant, and Time-Bound, with three to four behavioral objectives written in clear, observable terms that include both learning and practice components, as well as formal mechanisms for supervisor evaluation and feedback. Goals must align with the practicum site's mission, support the student's professional development and career aspirations, and address the four components of the Utah K-12 Comprehensive School Counseling Program Model, with at least one goal in each area. Goals should be documented in professional language and reviewed regularly with supervisors to monitor progress, make adjustments, and ensure a meaningful practicum experience that benefits both the student and the placement site.

4. Practicum and Internship Requirements and Expectations

The following guidelines provide a formal introduction to the key requirements of the practicum and internship experiences in the Professional School Counseling Program at Utah State University. These requirements represent only a summary of critical obligations. Comprehensive and detailed information will be distributed prior to the start of each semester and further reviewed at the commencement of the course. Students are expected to adhere to these requirements with the highest degree of diligence and professionalism, maintaining vigilant attention to all program directives. Please note that assignments, requirements, or supervisory expectations may be modified, added, or removed at the discretion of the program to ensure alignment with professional standards and accreditation requirements.

1) Participation and Attendance Requirements

Students are required to attend all scheduled secondary supervision sessions on a weekly basis throughout both practicum and internship semesters. Concurrently, they must complete their required field-based experience hours at their assigned K–12 school site for the entire duration of the semester. Attendance, punctuality, and active involvement in both academic and site-based components are mandatory and non-negotiable program requirements.

During group supervision, students are expected to present case studies derived from their current practicum or internship activities. Each group supervision section will be deliberately capped at approximately 12–15 students to allow for in-depth discussion and processing of case material. Students must prepare a case study each week for reflection and discussion, and each student will be assigned formal case presentation dates according to a predetermined schedule. Typically, supervision groups will process two to three case studies per week, with each case requiring approximately 20–30 minutes for thorough review. Students not formally scheduled may request to present urgent or complex cases at the discretion of their supervisor. These structured presentations foster collaborative problem-solving and ensure that students consistently engage with diverse casework experiences.

Students are required to demonstrate sustained engagement and meaningful participation in all components of practicum and internship courses, including discussion-based activities, supervision meetings, and seminar-style lectures. Active participation is essential to ensure the effective integration of theoretical knowledge with the practical application of counseling strategies in school-based settings. Students are expected to approach each weekly meeting prepared to contribute substantively, reflect on their professional growth, and engage collaboratively with peers and supervisors.

The curriculum materials provided in practicum and internship courses are designed to reinforce, extend, and contextualize the information addressed in supervision meetings. During lecture and supervision sessions, secondary supervisors frequently introduce theoretical frameworks, intervention models, and professional practices that may be unfamiliar or that extend beyond the student's immediate counseling experience. In these instances, consistent and active engagement enables students to critically analyze new material, explore applications, and enhance their professional identity. For this reason, participation is regarded as a central requirement of the learning process and a cornerstone of professional development.

2) Assessment and Competency Requirements

The systematic evaluation of student performance is a fundamental feature of practicum and internship training. Students are evaluated continuously on both assignments and the demonstration of counseling skills. Site supervisors and secondary supervisors jointly conduct these evaluations, ensuring that students meet the program's expectations for professional counseling competencies. Assessments include structured observations, reviews of student work, and evaluations of critical assignments that reflect both academic and applied dimensions of counseling practice.

The program also maintains formal communication protocols with supervisors to ensure consistent monitoring of student progress. This dual-evaluation system ensures that students receive comprehensive feedback from both academic and field-based perspectives. Successful

completion of these assessments is a prerequisite for progression in the program and constitutes a formal component of the recommendation process for professional licensure. As such, students are expected to approach all assignments and evaluations with the utmost seriousness, recognizing that these assessments carry long-term implications for professional advancement.

The Professional Disposition and Counseling Assessment-Revised (PDCA-R) serves as the ongoing evaluative criteria used throughout the entirety of the program, including during the practicum and internship phases. This framework provides a continuous measure of students' professional dispositions, counseling skills, and ethical practice. Students are expected to approach all assignments and evaluations with the utmost seriousness, recognizing that PDCA-R ratings and related assessments carry long-term implications for program progression and future professional advancement.

3) Case Study Presentations

Case study presentation is a core element of practicum and internship training. Students must prepare case studies that accurately and comprehensively represent their ongoing counseling work. These presentations serve as opportunities for students to demonstrate counseling skills, reflect critically on practice, and receive feedback from both peers and supervisors. Secondary supervisors will provide explicit guidance regarding the format, scope, and evaluation criteria for case studies at the start of each semester.

Students will be formally assigned specific case presentation dates to ensure equity and balanced participation. Each case study must be presented in a professional format, supported by evidence-based conceptualization and counseling interventions. Students are encouraged to utilize these presentations as an opportunity to showcase growth, receive constructive feedback, and develop advanced case conceptualization skills. In instances where students encounter urgent or particularly complex cases, secondary supervisors may approve additional unscheduled presentations to address immediate professional development needs. This process reflects the program's commitment to both structured learning and responsive training.

4) Supervision of Recorded Sessions

The observation and assessment of live or recorded counseling sessions represent an essential component of practicum and internship evaluation. Both site supervisors and secondary supervisors are responsible for systematically reviewing counseling sessions to evaluate the student's competency in professional practice. Recordings may include video or audio documentation of direct counseling services provided to students within the school setting. These observations ensure that students are evaluated on authentic performance, facilitate targeted feedback, and confirm competency development in accordance with professional standards.

Students are required to complete a Recording Presentation as part of the evaluation process. This presentation provides an opportunity for students to demonstrate counseling competencies, reflect on their own professional growth, and receive structured feedback from supervisors. The Recording Presentation is considered a critical benchmark within the practicum and internship sequence, reinforcing accountability to professional standards and ensuring readiness for continued progression in the program.

5) Completion of All Required Assignments

All assignments associated with practicum and internship courses must be completed in full and submitted in accordance with established deadlines. These assignments include, but are not limited to, reflective journals, self-assessments, supervision documentation, time logs, case studies, and final evaluations. Timely and thorough completion of all assignments is regarded as evidence of professional responsibility and accountability.

Assignments serve multiple purposes within the program, including the reinforcement of theoretical knowledge, documentation of field-based practice, and demonstration of professional competencies. Students who fail to complete assignments on time or in accordance with program standards risk receiving an incomplete grade or being deemed ineligible for continuation in the program. Accordingly, students must approach all assignments with diligence, professionalism, and attention to detail, recognizing their essential role in the overall training process and in the demonstration of readiness for professional practice.

6.E. Site Supervisor / Secondary Supervisor

Students enrolled in counselor education training programs are required to engage in two distinct forms of supervision throughout their practicum and internship experiences. Primary supervision (site supervision conducted on an individual or triadic basis) must be provided by a licensed school counselor who possesses a minimum of two years of full-time professional experience in the school counseling field. Secondary supervision (group supervision conducted in a group format) must be facilitated by a school counselor educator affiliated with the university program.

To maintain the integrity and quality of the supervision process, the program stipulates that the designated primary supervisor must serve as the on-site school counselor at the placement location. Off-site individuals are not permitted to fulfill this role. This requirement ensures that counselor trainees receive direct, contextually relevant, and developmentally appropriate supervision that is embedded within the daily operations of the school environment. The restriction against off-site primary supervision is intended to safeguard both the educational value and professional accountability of the practicum and internship placements, thereby supporting the program's commitment to providing students with high-quality, practice-based training experiences.

1. Site Supervisor

Professional Qualifications and Experience: Site supervisors serve as the primary mentors for counselors-in-training during their practicum and internship placements. The site supervisor must be a licensed school counselor with a minimum of two years of post-licensure professional experience in school counseling. Supervisors must hold a current, active license in accordance with state regulations and must demonstrate competence in delivering comprehensive school counseling services within a K–12 educational environment. This qualification ensures that supervisors have sufficient professional maturity and expertise to provide meaningful guidance and support to students as they develop their counseling skills and professional competencies.

Before supervision begins, site supervisors are required to participate in the USU School Counseling Site Supervisor Training, which is scheduled and facilitated by the practicum and internship coordinator prior to the start of each semester. Each practicum and internship student's designated site supervisor will receive a formal letter of introduction from the program, outlining mandatory training requirements. Site supervisors are required to complete the USU School Counseling Site Supervisor Training, scheduled by the practicum and internship coordinator, prior to the start of the semester. Students are not authorized to begin logging hours until their site supervisor has successfully completed this training.

Supervision Structure and Methodology: Site supervisors are required to provide weekly supervision to counselors-in-training through active guidance and continuous support throughout the duration of the student's practicum or internship experience. The supervision structure is designed to accommodate different placement scenarios while maintaining consistent quality and frequency of supervisory contact.

Individual supervision represents the primary supervisory modality, wherein students receive individualized one-on-one supervision with their site supervisor during a weekly uninterrupted session scheduled at mutually convenient times. This individualized approach allows for personalized feedback, case-specific guidance, and tailored professional development opportunities that address each student's unique learning needs and goals.

When multiple students are completing their practicum or internship requirements at the same school site, triadic supervision may be implemented as an appropriate alternative. In this model, up to two students meet simultaneously with their site supervisor during scheduled uninterrupted sessions to engage in critical supervision discussions regarding student services provided by the counselors-in-training. This approach promotes peer learning while maintaining the integrity of supervisory oversight.

Supervision Ratio and Time Requirements: The supervision structure operates on a clearly defined ratio system to ensure adequate supervisory support. Site supervisors must provide approximately one hour of face-to-face supervision for every week of practicum or internship experience completed by the student. This ratio ensures that students receive regular, consistent feedback regarding their performance, with specific attention paid to areas of excellence and areas requiring additional skill development.

Documentation and Evaluation Responsibilities: Site supervisors maintain comprehensive documentation responsibilities throughout the supervision period. They must complete formal student evaluations at both mid-semester and end-of-semester intervals for each placement period. Students are responsible for providing evaluation documents to site supervisors at the beginning of each semester to ensure familiarity with evaluation criteria and expectations. Additionally, site supervisors collaborate with students to establish and review goals using practicum and internship forms provided by students during the first week of the semester. This goal-setting process ensures alignment between academic requirements, professional development objectives, and site-specific learning opportunities.

Communication and Problem Resolution Protocols: Site supervisors are expected to maintain constant and readily available contact with course instructors, Practicum & Internship Coordinators, or Program Directors regarding any questions or concerns that arise during student placements. This communication protocol ensures immediate access to academic support and

enables rapid implementation of remedial efforts when students exhibit performance concerns related to interpersonal skills, work habits, or professional judgment. The supervision experience serves as a primary mechanism for identifying potential problems that may impact student success. Site supervisors play a crucial role in providing developmentally appropriate supervision and ensuring that any concerns are addressed promptly through collaboration with academic program personnel.

4. Secondary Supervisor

Role Definition and Purpose: Secondary supervisors fulfill a complementary yet distinct role in the supervision structure, providing group-based supervision that supplements the individual or triadic supervision received from site supervisors. These secondary supervisors are typically School Counseling faculty members who bring academic expertise and theoretical knowledge to the supervision process, creating a bridge between classroom learning and field experience.

Group Supervision Structure and Time Requirements: During practicum and internship experiences, school counselors-in-training must participate in one and a half hours of group supervision time with their secondary supervisor each week. This group supervision model provides opportunities for collaborative learning, peer feedback, and exposure to diverse cases and intervention approaches.

The group supervision format encourages students to present quality case conceptualizations rather than focusing on quantity during presentation sessions. This emphasis on depth over breadth ensures that students engage in meaningful analysis and reflection regarding their counseling work and professional development.

Supervision Methodology: Secondary supervisors function utilizes their expertise in fostering group learning and professional growth to guide supervision sessions. Their role is indispensable to the success of secondary group supervision, as they bring specialized knowledge in group dynamics, case consultation, and professional development processes. While students presenting cases are expected to take leadership roles in sharing and discussing their work, secondary supervisors provide vital guidance and facilitation as needed. They are responsible for maintaining group focus, ensuring productive discussions, and helping students integrate feedback into their professional practice.

Case Presentation and Documentation Requirements: Secondary supervisors are expected to maintain familiarity with cases scheduled for presentation each designated week. To support this requirement, students must inform their secondary group supervisor of planned case presentations via email or Canvas communication systems prior to their assigned presentation week. This advance notification allows supervisors to prepare appropriate guidance and facilitate meaningful discussions.

Students are required to receive and respond to group feedback in a professional manner, demonstrating their ability to integrate constructive criticism and peer suggestions into their developing practice approach. The case study process requires students to incorporate feedback received during group discussions into their written case study submissions, which must be submitted via Canvas for grading by the secondary supervisor throughout the semester.

Group Management and Professional Standards: Secondary supervisors bear responsibility for establishing and maintaining group ground rules that promote professional behavior, respectful communication, and productive learning environments. They must remind students of group expectations each week to ensure consistent adherence to professional standards and ethical guidelines.

Maintaining confidentiality during supervision sessions represents a paramount concern that secondary supervisors must address continuously. Real student names must never be used in any course-related case studies, and any breach of confidentiality must be reported to both supervisors & program director immediately. Such violations may result in course failure, emphasizing the critical importance of maintaining ethical standards throughout the supervision process.

Assessment and Evaluation Responsibilities: At the conclusion of each course, secondary supervisors complete comprehensive evaluations of each student in their supervision group. These evaluations assess students' professional development, case conceptualization skills, group participation, and overall readiness for continued advancement in their training program. Secondary group supervision sessions serve as essential components of the practicum and internship experience, providing structured opportunities for students to discuss concerns or needs that arise at their sites. These sessions are particularly valuable for addressing issues that may not be immediately addressable on-site or that are identified after students have left their placement sites on supervision days.

Integration with Site Supervision: The secondary supervision model is designed to complement and enhance the supervision provided by site supervisors, creating a comprehensive support system that addresses both practical field experience needs and theoretical knowledge integration. This dual supervision approach ensures that students receive well-rounded guidance that prepares them for independent professional practice while maintaining high standards of ethical conduct and counseling competence.

6.F. Expectations for Practicum/Internship Students

The Professional School Counseling Program at Utah State University holds practicum and internship students to the highest standards of professional preparation. The following expectations establish the responsibilities and commitments required of all students prior to and during their field-based training experiences. Compliance with these expectations is mandatory for continued enrollment and successful completion of practicum and internship courses.

The expectations outlined in this document are intended to provide a structured framework to guide the professional conduct and responsibilities of practicum and internship students; however, they are not exhaustive. All students are required to remain in full compliance with the detailed expectations, policies, and procedures established by the School Counseling Program, the Department of Psychology, and Utah State University. In addition, students must adhere to all requirements and protocols determined by their assigned school site and Local Education Agency (LEA), as well as to the broader ethical, legal, and professional standards set forth at the state and national levels for the practice of school counseling.

These compliance obligations extend beyond the items listed herein and encompass any additional directives or standards that may reasonably be expected of school counseling

professionals. Failure to meet or maintain these compliance requirements may result in disciplinary action, up to and including removal from the practicum or internship placement, delayed program progression, or other consequences as determined by program and university policy.

1. Initiative and Responsibility

Practicum and internship students are expected to demonstrate initiative by actively seeking opportunities to contribute to and enhance their assigned school's Comprehensive School Counseling Program. Students must show consistent responsibility in identifying student needs, developing appropriate interventions, and engaging in the planning, implementation, and evaluation of program activities. These efforts should be undertaken with minimal prompting from supervisors, thereby demonstrating professional maturity, autonomy, and readiness to assume the responsibilities of a school counselor.

2. Responsiveness to Feedback

Students are required to remain consistently open and receptive to professional feedback provided by site supervisors, secondary supervisors, and other educational professionals. Constructive criticism must be accepted with professionalism, without defensiveness or justification. Students are expected to thoughtfully integrate feedback into their practice and to demonstrate a commitment to reflective learning, professional growth, and continuous improvement.

3. Professional Identity

At all times, students must conduct themselves in a manner that reflects the professional identity of a school counselor. Communication, behavior, and performance should convey competence, credibility, and professionalism in interactions with teachers, administrators, parents, and students. Students are expected to embody the values and standards of the counseling profession, thereby establishing trust and demonstrating their readiness for professional practice.

4. Ethical Behavior

Students must adhere to the highest ethical standards as outlined by the American School Counselor Association (ASCA) Ethical Standards for School Counselors and other relevant professional codes of conduct. All professional actions, decisions, and interventions must be guided by strong ethical principles and informed by empirically based best practices in school counseling. Any conduct inconsistent with these standards may result in removal from the practicum or internship placement.

5. Internship and Practicum Placement Approval

Prior to enrollment in practicum or internship courses, students must secure an approved placement in a K–12 school setting. Placements must be arranged in full compliance with program-established deadlines and procedures. Students are responsible for notifying the program of their secured placement and for obtaining formal written approval before engaging in any field-based activities. Students who fail to meet deadlines or obtain approval will not be permitted to begin their practicum or internship and may be delayed in program progression.

6. Initial Site Supervisor Meeting

By the conclusion of the first week of the semester, each student must conduct an in-person meeting with their designated site supervisor. The purpose of this meeting is to review all program expectations, course requirements, and professional responsibilities. Students must document this meeting and submit verification to the program as evidence of compliance.

7. Required Documentation

Students are responsible for maintaining accurate, timely, and complete program documentation throughout their practicum or internship experience. Required documentation includes:

- The official practicum or internship placement approval form.
- A daily time log, updated consistently throughout the semester to reflect direct and indirect service hours.
- A semester-end time log cover sheet, submitted at the conclusion of the semester to verify total accumulated hours.
- A student evaluation form, completed by the site supervisor at designated intervals, specifically at the Mid-Semester Review (MSR) and the End-of-Semester Review (ESR).

Failure to maintain accurate documentation may result in loss of credit for accumulated hours and could jeopardize course completion.

8. Supervision Requirements

Students must coordinate with supervisors to ensure that all required triadic supervision sessions are scheduled and completed in accordance with program policy. While the Mid-Semester Review (MSR) meeting is optional and may be requested by either the site supervisor or the secondary supervisor, the End-of-Semester Review (ESR) triadic meeting is mandatory for all students. The ESR must be scheduled, conducted, and formally documented to verify compliance with accreditation and program standards.

9. Internship Expectations and Time Commitments

Before beginning any field-based activities, students are required to meet with their site supervisor and, when applicable, other school administrators to establish the goals, objectives, and purposes of the practicum or internship. Students must clearly communicate the program's minimum expectations, which stipulate that practicum students devote an average of 7–8 hours per week and internship students devote an average of 20–25 hours per week to their school site; These figures are provided as general program guidelines; however, students are ultimately required to adhere to the specific contract, schedule, and expectations established by their school site. Compliance with the site's requirements is essential to maintaining professional integrity, honoring the placement agreement, and ensuring alignment with district, LEA, and program standards.

6.G. Alignment with State, National, and Institutional Standards

The Utah State University School Counseling Program is guided by the professional standards and competencies established by the Utah State Board of Education (USBE), which define the essential knowledge, skills, and dispositions required of school counselors to serve effectively in K–12 educational settings across the state. In close alignment with these statewide expectations,

the program also adheres to the 2024 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards, which provide a nationally recognized framework for counselor education and assure that candidates are trained according to rigorous academic, ethical, and professional benchmarks. Beyond these core standards, the program endeavors to uphold the Association for Advancing Quality in Educator Preparation (AAQEP) accreditation standards, the comprehensive best practices advanced through the American School Counselor Association (ASCA) National Model, and the professional expectations set forth by the Utah School Counselor Association (USCA). Furthermore, the program is anchored in Utah State University's IDEA evaluation criteria. Taken together, these overlapping standards and evaluative frameworks ensure that the program operates with integrity, accountability, and a continuous improvement orientation, while preparing school counselors who are capable of meeting the academic, career, and social-emotional needs of all students in a diverse and evolving educational landscape.

LEAs Across the State

There are various educational settings to reach out to (<https://www.utah.gov/education/>) for support with your practicum and 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:

<https://www.utah.gov/local/>.



M.Ed. in School Counseling Program Student Handbook Signature Page

My signature below indicates that I have accessed, read, understand, and will follow the requirements and information within this handbook.

Print Name

Signature

Date

Please download and submit this page to your Box Portfolio signed and dated by the first day of your first semester in the M.Ed. in School Counseling program at Utah State University. The program will keep this signed document on file.

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