



## Ed.S. in School Psychology Program Handbook (2025-2026)

### Welcome

Welcome to the only nationally accredited School Psychology program in Nevada! We are working to meet the critical need for school psychologists in Nevada and nationally. You will find that school psychology is a stimulating and rewarding field. We are glad that you have chosen UNLV for your education and training. Feel free to contact us ([school psychology faculty](#)) for any questions, or just to chat!

### Mission Statement

The School Psychology program prepares school psychologists who serve diverse populations, enhance wellness, and promote social justice for individuals, families, schools, and communities as scientist-practitioners, scholars, advocates, and leaders.

Training in school psychology at UNLV is rooted in a Cultural Ecological framework of school psychology practice and the scientist-practitioner model of psychological training. The *Cultural Ecological* framework emphasizes the diversity of our global society and the multiple layers of interactions that must be in view to ethically serve all children. The programs are responsive to the diverse needs of the Las Vegas and Southern Nevada communities. The *scientist-practitioner* model emphasizes the interplay between psychological science/research and real-world practice wherein each informs the other to produce relevant research and high-quality practice.

Training is developmental and rigorous, adhering to both training standards espoused by the National Association of School Psychologists (NASP) for Nationally Certified School Psychologists (NCSP). *The Ed.S. program is fully accredited by NASP, and graduates are eligible for state and national certifications in school psychology.* Overall, the program seeks to develop school psychologists at the specialist level who have the competencies to apply psychological principles to (a) **promote** healthy development in school and (b) **ameliorate** various cognitive, academic, and psychosocial challenges for all children, families, schools, and communities in an increasingly diverse and global society.

### Commitment to Individual and Cultural Diversity

The School Psychology program's commitment to understanding and responding to human diversity is articulated throughout all aspects of the program. Human diversity is recognized as a *strength that is valued and respected*. The Cultural-Ecological framework permeates all aspects of training and reflects respect and understanding of cultural and individual diversity. We strive to maintain non-discriminatory policies and avoid actions restricting program access or completion on grounds irrelevant to success as a graduate student or School Psychologist.

### Program History

School Psychology has a long history in the UNLV College of Education. The Ed.S. program began in 1989 in the Department of Special Education and was housed in the Department of Educational Psychology/Department of Educational Psychology (EPY) and Higher Education (EPHE) from 2003 to 2017. In 2017, the program faculty joined the newly formed Department of Counselor Education, School Psychology, and Human Services (CSH), but the original program remained in EPHE until its eventual closure. This original program was NASP Approved from 1991 until its closure. Upon moving to CSH in 2017, the current program launched, and students began being admitted. We are grateful to our previous department (EPHE) and administration who supported the old program. We are most grateful to the following list of school psychology faculty who have contributed to both programs over their history:

***Program Coordinators:***

Dr. Paul Jones (2005 to 2013)  
Dr. Scott Loe (2013 to 2017).  
Dr. Samuel Song (2017 to 2023)  
Dr. Scott Loe (2023 to present)

***Field Experience Coordinator:***

Dr. Katherine Lee (2017 to present)

***Core Faculty:***

Dr. Joe Crank (1989 to 2014)  
Dr. Paul Jones (1991 to 2013)  
Dr. Sherri Strawser (1989 to 2002)  
Dr. Scott Loe (2003 to present)  
Dr. Kathleen Krach (2008 to 2010 and 2024 to present)  
Dr. Tara Raines 2011 to 2014  
Dr. Katherine Lee (2015 to present)  
Dr. Samuel Song (2016 to 2023)  
Dr. Patrice Leverett (2017 to 2023)

**Purpose**

This handbook provides program-specific information not found in the [UNLV Graduate Catalog](#). Students are responsible for understanding and following the policies and procedures delineated in this document and the [UNLV Graduate Catalog](#), as well as the Nevada State Higher Education (NSHE) Code, UNLV Bylaws, and the UNLV Student Conduct Code. Policy questions should be directed to the Graduate College: [valarie.burke@unlv.edu](mailto:valarie.burke@unlv.edu) or [gradassociatedean@unlv.edu](mailto:gradassociatedean@unlv.edu).

**Department Graduate Faculty**

[The UNLV Graduate Catalog](#) lists the graduate faculty. Faculty must hold graduate faculty status to be involved in graduate education at UNLV. For up-to-date information regarding graduate faculty status in your department, visit the [Graduate Faculty Status web page](#).

**Program Information**

Education Specialist (Ed.S.) in School Psychology  
([Graduate Catalogue - Ed.S. Program Information](#))

## Contact Information

Department of Counselor Education, School Psychology, and Human Services (CSH)

### *Department Chair*

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### *Ph.D. Program Coordinator & Graduate Coordinator*

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## Goals, Objectives, and Competency Domains

The Ed.S. in School Psychology is Accredited by the National Association of School Psychologists (NASP) and meets standards set forth by the Nevada Department of Education (NDOE). Students meet school psychology credential standards by completing at least 66 semester hours beyond the bachelor's degree of required and elective graduate-level coursework, including 1,200 hours of approved supervised internship. Completion of this program enables the student to apply for state licensure as a school psychologist in Nevada and the opportunity to gain national certification as a Nationally Certified School Psychologist (NCSP).

### *Domain 1: Data-Based Decision Making*

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

### *Domain 2: Consultation and Collaboration*

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

***Domain 3: Academic Interventions and Instructional Supports***

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

***Domain 4: Mental and Behavioral Health Services and Interventions***

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

***Domain 5: School-Wide Practices to Promote Learning***

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

***Domain 6: Services to Promote Safe and Supportive Schools***

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

***Domain 7: Family, School, and Community Collaboration***

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

***Domain 8: Equitable Practices for Diverse Student Populations***

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

***Domain 9: Research and Evidence-Based Practice***

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

***Domain 10: Legal, Ethical, and Professional Practice:***

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

**Program Requirements**

Program requirements regarding [admission, coursework, and culminating experience](#) are found in the [graduate catalog](#).

**This Handbook is effective Fall 2025**

**Ed.S. Curriculum: Transfer Credits*****Program Curriculum Committee for Transfer Credits and Course Substitutions***

The program abides by the [UNLV Graduate Credit Toward Degree Policy](#). Course credit hours that fulfill requirements for a completed degree program at UNLV or elsewhere may not be used toward the Ed.S. in School Psychology. However, upon approval from the program curriculum committee, students can apply up to 15 graduate semester hours to their Program of Study (POS). Credit hours must either be part of an uncompleted graduate program or taken as a graduate-non-degree seeking student. Prior transferable coursework must cover the breadth of scientific psychology and the current body of knowledge specific to each content area for it to satisfy program requirements. Course substitutions and credit transfers are outlined in the [Graduate Catalog](#).

***Program Curriculum Committee Review Procedure***

Develop a proposed POS with their advisor's support in the first year's fall semester. Submit the proposed POS, course syllabi, and additional requested documentation, such as assignment guides, to the Program Coordinator (Dr. Loe). The program curriculum committee reviews all submitted materials. Reviewers will include a faculty member with expertise in the relevant content areas (e.g., cognitive assessment, statistics). Course substitutions may be approved, approved pending satisfactory completion of additional competency assessments (e.g., video of cognitive test administration), or denied.

## Field-based Experiences

Supervised practice of professional psychology through sequenced, approved practicum and internship experiences is an essential component of the school psychology training program. Required field practicum experiences begin during year one and continue throughout the program. Experiences are sequential, graded in complexity (see Field Experiences Handbook for clarification), and occur across multiple settings to facilitate development within each competency domain.

### *Availability for Practicum Activities*

Supervised practicum activities must often be scheduled during regular business hours to ensure students have access to an appropriate breadth of training opportunities and supervision. Students must be available for practicum activities and supervision scheduled by their field supervisors and course instructors. Students who demonstrate a pattern of non-participation in scheduled activities due to conflicts with outside commitments may be considered for academic probation. These experiences and policies are described below (specific details may be obtained by emailing the Field Experience Coordinator, Dr. Lee: [katherine.lee@unlv.edu](mailto:katherine.lee@unlv.edu)):

### *Year One: First-Year Practicum*

During the first year of study (Year One), students complete two semesters of practicum to learn about schools as a context for child development and service delivery by interviewing, shadowing, and observing a school psychologist in a public school. A total of 40 practicum hours are required for the school year (20 hours each semester).

### *Year Two: Intermediate Practicum*

Students are required to complete a comprehensive school psychology practicum with an associated seminar as part of the Year 2 coursework. These take place in local schools and the UNLV PRACTICE (i.e., Partnership for Research, Assessment, Counseling, Therapy, and Innovative Clinical Education ;<https://www.unlv.edu/thepractice>). The content of this practicum is extensive, covering several NASP domains. The work is intensive, requiring between 14 – 16 hours of supervised professional practice each week (a minimum of 400 practicum hours total is required for the year). These hours must be completed during concurrent fall and spring semesters. Six credits of the course EPP 762 (School Psychology Intermediate Practicum) are required for the year (three credits per semester)

### **Prerequisites for Intermediate Practicum:**

- Satisfactory completion of all foundational first-year course work (EPP760, EPP735, EPP786, EPP761, EPP710, EPP763, EPP715) or approval by the Program Coordinator, Field Experience Coordinator, and program faculty (e.g., part-time students only).
- Signing up and attending the Practicum Orientation in the spring of the first year.
- Approval for Intermediate Practicum by program faculty during the annual review process. Students who attend part-time typically take two years to complete the first-year coursework and take a practicum in the third year.

### *Year Two: Child Advocacy Practicum*

The child advocacy practicum is an interdisciplinary one-semester practicum completed concurrently with the Intermediate Practicum. Students learn about law practice, special education law, and child advocacy. Students work as part of a multidisciplinary team within the Thomas & Mack Legal Clinic under the supervision of the school psychology program and Thomas & Mack Legal Clinic faculty. Enrollment in EPP 745 (Legal Clinic on Law, Ethics, and Advocacy) is required during the semester in which the practicum is completed.

**Year Three: Internship.**

Students must obtain instructor approval, complete all assignments, any program improvement plans and be removed from academic probation before beginning the internship.

The UNLV school psychology program complies with the NASP requirements for internship. The required internship is two semesters, full-time, in a school setting. A minimum of 1200 internship hours must be documented over the two-semester academic year for a Spring Three graduation. During the internship, the student is supervised by an approved certified or licensed school psychologist assigned by the school district, and at least two hours of direct supervision are given each week. All required NASP competencies are assessed and evaluated for attainment during the internship year.

Enrollment in EPP 769 (School Psychology Internship) is required each semester the internship is completed. Online class meetings with the university supervisor are required frequently over the first semester and less frequently during the second semester. During these class meetings, interns learn from CCSD Psychological Services coordinators. Students are also expected to share new evaluation instruments, procedures, new knowledge, their experiences, and any difficulties they have experienced during these meetings. In our internship, school district personnel, as well as the university instructor, provide course lectures during these meetings. In addition, internship activities are recorded by students in their narrative daily logs and the activities checklist. The university and site supervisors formally evaluate the intern each semester.

**Advising**

Upon admittance to the School Psychology Program, Ed.S. students are assigned an advisor. The advisor helps develop their program of study. Graduate credits are accumulated by completing courses, including didactic courses, seminars, practicum, and internship, with a grade of B or better.

Students may change advisors at any time. If you wish to change advisors, speak to your current advisor first to begin the process, and ask the Program Coordinator any questions.

**Degree Program Benchmarks**

Students must complete several project milestones that evaluate progression in knowledge, skills, and competencies.

*Note: See the Field Experiences Handbook for minimum supervisor performance rating requirements related to each Benchmark/Assessment and how to handle inconsistencies or insufficient information.*

**Assessment 1. National Examination of Content Knowledge.**

UNLV students must take and pass the Praxis Examination before starting the internship year. It can be retaken during the internship if needed but is required before completion of the Ed.S. program.

**Assessment 2. Practicum Evaluations of Skills and Knowledge.**

Assessment in a practicum that demonstrates students can effectively plan the professional responsibilities required of a school psychologist.

**Assessment 3. Intern Evaluation by Site Supervisor.**

All interns are formally and comprehensively evaluated by their supervising site psychologist at least once each semester.

**Assessment 4. Intern Evaluation by University Supervisor.**

The university intern instructor or Field Experience Coordinator evaluates interns on-site each spring semester to document progress with required activities. Students must also submit an internship portfolio documenting the attainment of required competencies, which the program faculty evaluates.



**Assessment 5. Assessment of Impact on Student Learning Environments.**

Interns must complete two case studies. One case must document a learning/academic outcome, and the other must be a behavior case outcome.

**Program Timeline**

1. Students demonstrate an aptitude for the UNLV school psychology program through multiple indicators, including performance in undergraduate or graduate academic programs, positive references, and admissions interviews.
2. Students must earn a grade of B or better in all courses before enrolling in the internship. Courses falling below this standard must be repeated until a grade of B or better is obtained.
3. Practicum completion is a significant accomplishment and program milestone. All Practicum experiences are closely supervised and evaluated. Students receive frequent individual and group supervision throughout their practicum experiences. Field and clinic supervisors provide feedback and support for individual cases. Group supervision allows students to receive feedback from university instructors and learn from other's experiences.
4. Interns are evaluated throughout the internship and must complete all requirements successfully to graduate and gain institutional recommendation for the school psychologist license. UNLV requires the site-based intern supervisors to provide at least two hours of supervision each week. In practice, interns receive much more frequent supervision. Each intern is evaluated individually via the Intern Evaluation (Appendix B) Form twice each year. Grades are based on student accomplishment and are derived from consultation between the LEA site supervisor and the UNLV supervisor. Interns who fail to satisfactorily complete all required internship requirements by the end of the academic year may be permitted to continue the internship if the program faculty and site supervisors determine that an extended internship would benefit the intern and result in successful completion.
5. To graduate, students must pass a culminating examination required by the Graduate College. To fulfill this requirement, the School Psychologist Praxis examination (5403) must be taken prior to the start of internship (August) and passed by the end of the first semester of internship (December) .

**Sample Full-Time Course Sequence<sup>a,b</sup>**

Officially approved course and program requirements are outlined in the [Graduate Catalog](#) Year 1, Fall Semester

Course	Name	Credits
ESP XXX	Elective in Academic Interventions (reading, writing, math)	3 cr.
EPP 777	Families and Family Engagement from a School Psych Perspective	3 cr.
EPP 710	Assessment of Intelligence by School Psychologists	3 cr.
EPP 786	First Year Practicum	1 cr.
EPP 761	Role & Function of the School Psychologist in a Global Society	3 cr.
<b>TOTAL SEMESTER HOURS</b>		<b>13 cr.</b>

**Year 1, Spring Semester**

Course	Name	Credits
EPP 715	Behavioral & Personality Assessment & Interventions	3 cr.
EPP 786	First Year Practicum	1 cr.
EPP 763	Psychoeducational Academic/Diagnostic Assessment - achievement	3 cr.
EPP 735	EBIs to Promote Mental Health	3 cr.
EPP 760	Cultural Ecological Model in School Psychology	3 cr.
<b>TOTAL SEMESTER HOURS</b>		<b>13 cr.</b>



*Year 1, Summer Term*

Course	Name	Credits
EPP 772	Seminar in Psych Science and Integration (Devel-Social; Sum 3)	3 cr.
EPP 772	Seminar in Psych Science and Integration (Cognitive-Affect; Sum 2)	3 cr.
EPP 730	Consultation Theory & Skills	3 cr.
EPP 770	Systems Change, Leadership, & Advocacy in Schools	3 cr.

EPP 777 Families (or take in fall)

**TOTAL SEMESTER HOURS 12 cr.**

*Year 2, Fall Semester*

Course	Name	Credits
EPP 775	Crisis	3 cr.
EPP 745 or Elective <sup>c,d</sup>	Legal Clinic on Law, Ethics, & Advocacy (or Elective)	3 cr.
EPP 762	School Psychology Intermediate Practicum	3 cr.
Elective	(e.g., research/neuropsych/counseling/intervention)	3 cr.

**TOTAL SEMESTER HOURS 12 cr.**

*Year 2, Spring Semester*

Course	Name	Credits
EPP 745 or Elective <sup>c,d</sup>	Legal Clinic on Law, Ethics, & Advocacy (or Elective)	3 cr.
EPP 762	School Psychology: Intermediate Practicum	3 cr.
EPP 764	School Psychology Seminar: Advanced Ethical Decision Making	1 cr.
EPY 702	Methods of Research	3 cr.

**TOTAL SEMESTER HOURS 10 cr.**

*Year 2, Summer Term*

- Finish summer courses and electives. Study for the Praxis II School Psychology Exam.
- the School Psychologist Praxis examination (5403) must be taken prior to the start of internship (August) and passed by the end of the first semester of internship (December) and passed during the internship.

*Year 3, Fall Semester*

Course	Name	Credits
EPP 769	School Psychology Internship	3 cr.

**TOTAL SEMESTER HOURS 3 cr.**

*Year 3, Spring Semester*

Course	Name	Credits
EPP 769	School Psychology Internship	3 cr.

**TOTAL SEMESTER HOURS 3 cr.**

**TOTAL PROGRAM HOURS 66 cr.**

### Notes for the Sample Full-Time Course Sequence

- a. The School Psychology faculty must approve substitutions before enrollment for any required course.
- b. All courses must be passed with a grade of B or above.
- c. EPP 745 (Legal Clinic on Law, Ethics, & Advocacy) is only required for 1 semester during year 2. An elective can be taken in the semester EPP 745 is not taken.
- d. Availability of elective courses varies. Elective courses can be selected from the following areas and must be approved by your advisor before registering.
  - Neuropsychology and preschool course
  - Any course in Educational Psychology (students interested in doctoral studies take an additional research course)
  - Any course in the Special Education program (ESP)
  - Any course in the Counseling program (CED)
  - Any course in the Educational Policy and Leadership program.
- e. The Praxis II School Psychology exam (5403) is required to be passed before the internship year, spring semester.

### Professional Code of Ethics/Discipline Guidelines

UNLV Graduate College's policy regarding academic integrity can be found in the [graduate catalog](#).

#### Professionalism

Professional dispositions and behaviors are expected of students as soon as they begin the program (see Annual Reviews below and Appendix). Professional and ethical conduct is expected during all on and off-campus, program-related activities. Students are expected to comply with the ethical standards of the National Association of School Psychologists and are expected to familiarize themselves with the information available at the links below:

- [Ethical Principles of Psychologists and Code of Conduct](#)
- [NASP 2020 Professional Standards](#)

Failure to adhere to professional and/or ethical conduct can result in an Improvement Plan and academic probation (see Ongoing Student Progression and Annual Reviews below).

## Technical Standards

Earning an Ed.S. degree in School Psychology requires mastery of a coherent body of knowledge and skills. School psychology students must acquire substantial competence in psychology and school psychology as specified in the NASP 2020 Standards; they must relate appropriately to clients/patients, fellow students, faculty and staff members, and other education and healthcare professionals. Cognitive, behavioral, emotional, intellectual, and communication skills are required to practice effectively. They are essential to completing the School Psychology program and protect the health and safety of clients/patients, fellow students, faculty and staff members, and other education and healthcare providers.

We are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some students, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. To complete our program successfully, all graduate students must work effectively and ethically with any client placed in their care. School Psychology develops professional competencies and ethical guidelines for the benefit and protection of the public. Consequently, students are not permitted to deny services to any client population or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

## AI Policy

Artificial Intelligence (AI) is Allowed for Certain Assignments: In some course, the use of Generative AI (GenAI) tools is permitted for select assignments only. Assignments allowing for AI will be clearly marked and guidelines on how to appropriately use GenAI will be provided. For all other tasks, reliance on GenAI is strongly discouraged. This approach allows you to explore the capabilities of AI tools under controlled conditions while ensuring that learning outcomes are met. Any misuse of GenAI outside the specified assignments will be treated as academic misconduct that could result in dismissal from the program.

## Annual Review Procedures

### Annual Mandatory Individual Development Plan (IDP)

Each winter break and early spring term, graduate students must complete the Graduate Student Individual Development Plan (IDP) form [Formerly known as the Student Annual Review]. The review covers the prior calendar year assesses student progress, and it establishes reasonable goals for the year ahead.

Faculty Advisors/Graduate Coordinators can provide feedback on each student's submitted IDP and provide an acknowledgment that they have reviewed the IDP.

Reported student data are shared with students' graduate coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do to progress successfully through their programs promptly.

Graduating students are also required to complete the IDP form to record their achievements since the data is also used to track metrics related to the annual productivity of all students.

## Program Review

The program conducts a *Program Annual Student Review* at the end of the spring term each academic year to ensure that all students are making adequate progress in the program. Students receive a feedback letter from the Program Coordinator that reflects the overall feedback of the school psychology faculty. Criteria for satisfactory progress is detailed in the Annual Student Review document, Technical Standards and Student Expectations (Appendix A); and, generally, assess whether students are:

1. Meeting minimal levels of achievement in coursework and program requirements (i.e., clinical practice, research, graduate assistantships)
2. Meeting adequate progress in the program (timeline and review points)
3. Meeting adequate standards for professional dispositions and behaviors in the program

Before the end of each academic year (e.g., May 1), students submit a Program Annual Student Review form (see Appendix C) documenting progress in the program and a self-evaluation of professional dispositions and behaviors. This process ensures that students are involved in their own evaluation and promotes their own professional development. Other UNLV faculty who are assigned a school psychology student as a graduate assistant or have instructed them are also asked to evaluate the student's competencies, professional dispositions, and behaviors (Appendix B). In addition, all faculty chairing a doctoral committee of a school psychology student are asked to update the school psychology core faculty regarding the student's progress in the program (e.g., timelines for completing the Plan of Study, the comprehensive exams, and the doctoral dissertation).

All the data are then reviewed by the program coordinator, advisor, and program faculty to ensure that the student is making timely progress through the program and to identify any areas of special need. Students with concerns in one or more of the criteria for satisfactory progress are asked to meet with their advisor to create an improvement plan (see below description of Improvement Plan for details) and recommended to be placed on probation with the Graduate College.

For the program to *monitor ongoing student progression*, student concerns are discussed on an ongoing basis at program faculty meetings for the purpose of consultation (i.e., at least monthly and at the end of each semester). If a significant concern arises in which one or more of the criteria for satisfactory progress in the program is not being met by a student, a more formal review is triggered by faculty and the student may be placed on an *Improvement Plan* and recommended to be placed on probation with the Graduate College.

## Improvement Plan

When an Improvement Plan is developed for a student, the student is also placed on Academic Probation at the university level simultaneously (see Probation and Separation in the [Graduate Catalog](#)) and/or referred to the Student Rights and Responsibilities office. Students can be removed from academic probation upon satisfactorily meeting all Performance Goals as indicated in the Progress Review.

An Improvement Plan for remediation is developed jointly by the advisor and the student, approved by the program faculty and the program coordinator, and includes components:

1. Program Expectations
  - a. The Program Expectations are aligned with professional standards and describe specific expectations relevant to the student's difficulties.
2. Performance Goals
  - a. The Performance Goals list student activities/behaviors necessary to meet program expectations aligned to professional standards.
3. Evaluation Plan
  - a. The Evaluation Plan contains the methods and metrics to evaluate progress toward performance goals. Typically, methods and metrics may include, but not be limited to, faculty review of data supporting behavioral improvement across courses, faculty, administrators, staff, and supervisors (see Appendices for Annual Review and field experience evaluations) and documented informal feedback.
4. Timeline.
  - a. The timeline will include:

- b. An Improvement Plan end date, scheduled by the end of the semester in which the plan is implemented.
  - c. A schedule for appropriate progress reviews/meetings.
- 5. Summative Review
  - a. The Summative Review occurs between the Improvement Plan end date and the beginning of the following semester. It summarizes information obtained through the Evaluation Plan and outlines progress related to each Performance Goal. Progress will be rated as:
    - i. *Satisfactory*: Evaluation data indicates that the student consistently displays the activities/behaviors described in the performance goal.
    - ii. *Unsatisfactory*: Evaluation data indicates that the student needs to consistently display the activities/behaviors described in the performance goal.
- 6. Program Recommendation
  - a. The Program Recommendation is made between the Improvement Plan's end date and the beginning of the following semester. It is based on results from the Progress Review and will include one of the following:
    - i. *Satisfactory Completion*: Results in a recommendation to remove Academic Probation.
    - ii. *Unsatisfactory Completion*: Results in a recommendation for continued academic probation and possible separation from the School Psychology Program.

### Probation and Separation

See the Probation and Separation in the [Graduate Catalog](#) for more information on how the program determines program separation.

In determining whether students' performance and behavior require remediation, the program faculty consider these definitions (see Appendix A also for technical standards and student expectations):

1. *Definition of Problematic Behavior*: When a student's behavior, attitude, or characteristic which, while of concern and requiring remediation, is perceived not to be unexpected nor excessive for professionals in training.
  - a. Performance anxiety, discomfort with clients of diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.
2. *Definition of Impairment*: Impairment is defined as the interference in professional functioning which is reflected in one or more of the following ways:
  - a. An inability and/or unwillingness to acquire and integrate academic/professional standards into one's repertoire of academic/professional behaviors.
  - b. An inability to acquire academic/professional skills to reach an acceptable level of competency.
  - c. An inability to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.
3. *When do problematic behaviors become identified as impairments?* Although it is a professional judgment as to when a student's behavior becomes more serious (i.e., impaired) rather than just problematic, problems typically become identified as impairments when they include one or more of the following characteristics:
  - a. The student does not acknowledge, understand, or address the problem when it is identified.
  - b. The problem is more than merely a reflection of a skill deficit that can be remediated by academic or didactic training.
  - c. The quality of services delivered by the student are significantly and negatively affected.
  - d. The problem is wider than one area of academic/professional functioning.
  - e. The problem requires a disproportionate amount of attention by faculty/training personnel.
  - f. The trainee's behavior does not change due to feedback, remediation efforts, and/or time. The problematic behavior can potentially have ethical or legal ramifications if not addressed.
  - g. The student's behavior negatively affects the public view of the department.

*NOTE: This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act (ADA). In cases where an ADA impairment is identified or suspected, the affected student would be directed to the University's Disability Resource Center to document the impairment and access the appropriate accommodations.*

## Student Grievance and Resolutions

The Graduate College has formal grievance policies in place to ensure that a student's rights are protected. The steps begin with the expectation that there will first be an attempt to resolve the issue with the individual most directly involved. When that is not possible or ineffective, students are encouraged to seek assistance through the following chain: advisor, program coordinator, department chair, college dean, and then, if necessary, the Graduate College. [Graduate Student Appeals & Legal Issues Committee](#)

*Storage of Complaints/Grievances.* All complaints or grievances will be stored in the chairperson's office in a locked filing cabinet. Therefore, access to complaints/grievances is limited by two locks—the office door and the locked filing cabinet. No one is allowed access to the file unless he/she has permission from the chairperson.

Additional Program Information

## Student Life

All students are encouraged to participate actively *in a community of scholars and scientist-practitioners*. The graduate student club for school psychology is called the Student Affiliates of School Psychology (SASP), a university-approved club with Dr. Lee as their faculty advisor. Joining SASP is an excellent way to get to know students and become active in the program. They hold a variety of events and socials.

The program holds a fall orientation for new and returning students and an Annual End-of-Year Celebration in spring.

Students are also strongly encouraged to submit proposals for presentations at national and regional professional conferences. Both the college and the Graduate & Professional Student Association (GPSA) provide mentoring and venues for campus presentations of your research. The department and the GPSA also provide travel support to attend conferences for your presentations.

## Student Rights

The School Psychology program seeks to provide an environment that values human dignity and adheres to the university non-discrimination policies and procedures found here: [Policy Against Discrimination and Sexual Harassment - Complaint Procedure](#)

## Financial Support

UNLV financial support for graduate students can be found here: [UNLV Financing](#)

The program and department are committed to providing Graduate Teaching Assistantships to all doctoral students for at least four years subject to state funding availability. After four years, students may apply for additional GAs throughout the college and university. Updated details regarding how to apply and benefits are available here: [UNLV GA](#)

Updated cost of tuition and fees can be found here: [Tuition and Fees](#)

## Professional Resources

- The graduate student club for school psychology called SASP
  - <http://saspunlv.weebly.com/>
  - <https://www.facebook.com/SASPUNLV/>
- Instagram: saspunlv
- The NVASP (the Nevada Association of School Psychologists). NVASP embodies a unified community that advances opportunities for School Psychologists across the state.
  - <http://nvasp.org>.
- National associations NASP, Division 16 of APA, and APA:
  - <http://www.nasponline.org/>
  - <https://apadivision16.org/>
  - <http://www.apa.org/>
- The International School Psychology Association (ISPA):
  - <https://www.ispaweb.org/>

## Student Awards

### Cultural Ecological Student of the Year

This award is presented to one Ed.S. student and/or one Ph.D. student each year who excels in “the area that we say we do,” the cultural, ecological framework. Students must meet the following criteria:

- Students should embody the program values (diversity, social justice, advocacy, leadership);
- Students should, therefore, positively influence the program in this regard (diversity, social justice, advocacy, leadership); and,

Students should demonstrate exceptionality in the cultural-ecological framework in their practice, research, and service.

### Student Community Leader Award (nominated by students)

The program seeks nominations for the **Student Community Leadership Award**. We will honor and recognize a student who elevates the program's culture and climate. Someone who is a 'role model' and 'peer mentor'. Someone who you turn to for support and is willing to support you.

## University Resources

### The Graduate Academy: Innovative Leadership, Professional, and Career Development

The goal of the Graduate Academy is to serve as a virtual resource providing support and many professional opportunities to UNLV graduate students. The Academy offers information about events and services such as graduate certificate programs, workshops, training sessions and career services. You can follow Academy activities via social media or look for regular updates on the website.

### Alumni Engagement

With an alumni base 150,000+ strong, the UNLV Alumni Engagement offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

### Commencement Office

Located in the UNLV Office of the Registrar, the [commencement office](#) is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College. It is the students' responsibility to ensure they apply for [graduation on time](#) and submit all required forms to the Graduate College. Questions regarding thesis/dissertation should be directed to the Graduate College [Student Services Team](#) and questions regarding required forms should be directed to the Graduate College [RPC Team](#).



### **Office of Diversity Initiatives**

The vision of the [Office of Diversity Initiatives](#) is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for UNLV's diversity mission: *to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment*. This Office also handles UNLV Title IX questions, inquiries, and reporting.

### **Disability Resource Center (DRC)**

The [DRC](#) is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

### **Office of International Student and Scholars Services**

[International Students and Scholars \(ISSS\)](#) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

### **The Care Center**

The [Care Center](#) is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women's Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

### **The Intersection**

[The Intersection](#) is a one-stop resource for UNLV's highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, the Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers. Here, all members of campus can discuss their differences, discover their similarities, and build a shared sense of belonging.

### **UNLV Libraries**

[UNLV Libraries](#) has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

### **Graduate & Professional Student Association (GPSA)**

The [Graduate & Professional Student Association](#) serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA maintains the Graduate Student Commons located in the Lied Library room 2141 and Gateway Building PDAC Room. The facility a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.

### **Office of Student Rights and Responsibilities**

The [Office of Student Rights & Responsibilities](#) is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Rights & Responsibilities collaborates with the UNLV community to provide an inclusive system through enforcement of the *UNLV Student Code of Conduct* by:

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and
- Striving to uphold the values and ethics that advance the common good.

### **Military and Veteran Services Center**

The [Military and Veteran Service Center](#) is staffed with veterans and veteran education benefits-experienced staff to assist more than 1,800 veterans, dependents, active duty service members, National Guard members, and reservists attending UNLV. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

#### **The Financial Aid & Scholarships Office**

The [Financial Aid & Scholarships Office](#) supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

#### **Writing Center**

This is a free service to UNLV students to help you with any writing project, from papers to creative writing, to resumes, and we can work with you at any stage of the writing process. The center can help you brainstorm, make an outline, work on your drafts, or just be a soundboard for your ideas. The center staff can assist you in person, or via the [Online Writing Lab \(OWL\)](#) page.

### **University Policies and Procedures**

Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the following websites:

- [Academic Integrity](#)
- [Activation for Military Service](#)
- [Change of Address](#)
- [FERPA/Privacy Rights](#)
- [Health Insurance - Mandatory](#)
- [Jean Clery Campus Safety and Security Report](#)
- [Proof of Immunization](#)
- [Policies and Procedures on the Protection of Research Subjects](#)
- [Rebelmail Policy](#)
- [Student Conduct Code](#)
- [Student Computer Use Policy](#)
- [Title IX](#)

UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV's Title IX Coordinator Michelle Sposito.

The Title IX Coordinator can be reached through the [online reporting form](#), by email at [titleixcoordinator@unlv.edu](mailto:titleixcoordinator@unlv.edu), by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the [Graduate Catalog](#):

- [Academic Calendar](#)
- [Academic Policies](#)
- [Admission and Registration Information](#)
- [Degree Progression Policies & Procedures](#)

In addition, the [Graduate College website](#) contains additional information regarding policies and procedures.

*Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.*

## Handbook Information

### Last revised   Revised by   Changes summary

May 2020	Sam Song	Created and updated separate EdS handbook from historical versions.
April 2021	Sam Song	Updated new NASP standards. Faculty vote results: 4/1/2021, 4y-0n
July 2022	Sam Song	Updated supervisor evaluation form and accessibility.
July 2023	Sam Song	Updated policies and program coordinator roles.
Sept 2023	Scott Loe	Updated Faculty Information and revised “Program Curriculum Committee for Transfer Credits and Course Substitutions” to clarify policies regarding transfer credits and course substitutions based on NASP Accreditation review.
March 2024	Scott Loe	Updated Requirements for the 2024-2025 Academic Year. (Faculty Vote 3/26/2024, 4y-0n)
Sept 2024	Scott Loe	Added AI policy statement (Faculty Vote 9/17/24, 4y-0n)
March 2025	Scott Loe	Text clean-up. Appendices revised to reflect new assessments (Faculty Vote 3/24/25 4y-0n)

## **APPENDIX A**

### Technical Standards & Student Expectations

## The University of Nevada, Las Vegas School Psychology Programs Technical Standards

In addition to required academic achievement and proficiency, the Technical Standards described below set forth non-academic qualifications the School Psychology program considers essential for the successful completion of its curriculum. Therefore, to be admitted to, to successfully progress through, to be approved for internship, and subsequent graduation from the School Psychology programs, applicants for admission and current students in the School Psychology programs must satisfy these Technical Standards. Students who are unable to meet these standards may be recommended for remediation or may be terminated from the program, consistent with policies articulated in the School Psychology Program Handbook.

### *Attitudinal, Behavioral, Interpersonal, and Emotional Attributes*

School psychology students must be able to relate in a non-discriminatory manner to clients/patients, fellow students, faculty and staff members, and other professionals with honesty, integrity, and dedication. They must understand and use the power, special privileges, and trust inherent in the psychologist-client/patient relationship for the client/patient's benefit and to know and avoid the behaviors that constitute misuse of this power. School psychology students must demonstrate the capacity to reason critically and deliberately about the social and ethical questions that define psychologists' roles. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making. In research teams, doctoral students must demonstrate the ability to interact appropriately with research participants, other students, and faculty and staff members. Doctoral students must collaborate well with others on joint projects (e.g., effectively accept and provide input).

A school psychology student must be of sufficient emotional health to utilize their intellectual ability fully, exercise good judgment, complete client/patient care responsibilities promptly, and relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an inter-professional team is essential. The school psychology student must display this emotional health despite multiple and varied academic, teaching, and research responsibilities, in addition to clinical training expectations. School psychology students must be able to modify behavior in response to constructive criticism. They must be open to examining personal attitudes, perceptions, and stereotypes (especially those that may negatively impact client/patient care and professional relationships). School psychology students must be able to take responsibility for their behavior, which includes being open to feedback from their supervisors, academic instructors, and research advisors. School psychology students must be open and empathic with others and show respect for different viewpoints, perspectives, and opinions. They must strive to work collaboratively with others in the classroom, laboratory, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage and contain emotions in academic and professional settings). As an essential part of conducting research or clinical practice, doctoral students effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to and appropriate when receiving feedback). School psychology students must be able to advocate for their own needs in the workplace without being inappropriately aggressive. They must also seek the resources and build the relationships needed to advance in their academic or professional career.

The study and ongoing practice of school psychology often involves taxing workloads and appropriate management of stressful situations. A school psychology student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy.

### *Intellectual Skills*

School psychology students must possess a range of intellectual skills that allow them to master the broad and complex body of knowledge that comprises school psychology education. School psychology doctoral students must be able to critically evaluate their own and others' research, including the ability to identify limitations in the research literature or design of a specific study, to critique a manuscript as an ad hoc reviewer, and to "make psychological sense" of their data. They must be able to use theory to inform the conceptualization, design, and interpretation of research.

Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research areas, appropriately discuss this literature in individual and group lab meetings and integrate their understanding into scientific writing and presentations. They must further demonstrate an ability to generate novel hypotheses and to design a study that follows from those hypotheses.

School psychology students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Because the practice of psychology is governed by the ethical principles stated in the current APA Ethics Code, NASP Ethics Code, and by current state and federal laws, including the Nevada Psychology Code, a school psychology student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the School Psychology Program.

### ***Communication Skills***

School psychology students must be able to ask effective questions, receive answers perceptively, record information about clients/patients, and provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied practicum settings, and other members of the health care team. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, affects, and body language). Mastery of both written and spoken English is required, although applications from students with hearing and speech disabilities will be given full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

### ***Commitment to Non-Discrimination***

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities based on age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

A school psychology student with a diagnosed disability may participate in the School Psychology Programs, with or without reasonable accommodations, so long as the student can satisfy the requirements of the School Psychology Programs (EdS and Ph.D.), including these Technical Standards. Students who seek reasonable accommodations for disabilities must contact the University's Disability Resource Center (DRC). The Office will determine a student's eligibility for and recommend appropriate accommodations and services.

## Student Expectations

Students are expected to act professionally. Expectations for professional behavior should be discerned by consulting guidelines from professional ethical codes, the university student code of conduct, the department, the program handbook, and course syllabi. In addition to the evaluation forms found in this appendix, some of the more relevant behavioral expectations are outlined here for clarity:

### *Expectations when working with your faculty, administrators, staff, and supervisors:*

- Students are expected to respond promptly to faculty requests and adhere to specific time-sensitive deadlines established by program faculty.
- Students will meet regularly with their advisors (at least once per semester), taking responsibility for scheduling meetings as needed. Students should query advisors about their preference for minimum meeting frequency. Failure to maintain regularly scheduled meetings with one's advisor typically results in delayed completion of milestones and insufficient professional development. As such, ongoing, regular engagement with one's advisor is considered essential to professional development.
- Students will come to meetings with an agenda and any documents for review.
- Students will take notes during advising meetings and follow through with identified tasks promptly.
- Students will cancel/reschedule meetings promptly when unprepared to meet (e.g., when failing to make progress on previously agreed-upon tasks).
- Students will engage in proactive problem-solving, attempting to find answers and solutions. That said, students will ask questions and request assistance when needed.
- Students will let the advisor know when additional supports are needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, and study skills training).
- Students will consult their advisors before deviating from the recommended course and milestone sequence for any Ph.D. track. Students are ultimately responsible for their own decisions and meeting all degree and program requirements proactively, but advisors assist them in understanding alternatives.

### *Expectations when working with your advisor and research mentor:*

- Students will meet regularly with their advisors (at least once per semester), taking responsibility for scheduling meetings as needed. Students should query advisors about their preference for minimum meeting frequency. Failure to maintain regularly scheduled meetings with one's advisor typically results in delayed completion of milestones and insufficient scholarly development. As such, ongoing, regular engagement with one's advisor is considered essential to professional development.
- Students will come to meetings with an agenda and any documents for review.
- Students will take notes during advising meetings and follow through with identified tasks promptly.
- Students will cancel/reschedule meetings in a timely manner when unprepared to meet (e.g., when failing to make progress on previously agreed-upon tasks).
- Students will engage in proactive problem-solving, attempting to find answers and solutions. That said, students will ask questions and request assistance when needed.
- Students will let the advisor know when additional supports are needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, and study skills training).
- Students will consult their advisors before deviating from the recommended course and milestone sequence. Students are ultimately responsible for their own decisions and meeting all degree and program requirements, but advisors assist them in understanding alternatives.
- Students will complete several drafts of a manuscript before advancing to exam/defense, and often several drafts of each element of a project (i.e., a section of a manuscript). We expect students to welcome and use the feedback provided in a process of continuous improvement.
- Students will obtain advisor approval for presentations, publications, and any extracurricular, volunteer, or paid activities that are psychological in nature while enrolled in the Program.



- Students will take primary intellectual leadership on required research projects. This means students should identify project topics, research questions, methods, and analyses. While advisors supervise and provide feedback, students will engage in the necessary self-study to plan and carry out research plans. Students should not rely on advisors to plan their studies.
- Students will plan for advisor review time when preparing the thesis documents. Unless otherwise noted, students should allow 3 weeks for each draft review and should incorporate an allowance for 8 to 15 iterations in timelines.

***Professional Behaviors in Research/Research Group:***

- In addition to the one-on-one mentorship provided by the student's advisor, students will participate in Research Group until the internship. Students are expected to engage in Research Group as an opportunity to learn about various research areas and subtopics, apply what they've learned elsewhere in their preparation, help others improve their work, and create accountability. Failure to consistently attend, actively participate, or complete tasks/assignments promptly is a basis for a determination of poor standing within the program and may result in remediation.
- Students may participate in more than one research group (or receive mentoring from more than one faculty member). Students should discuss this with their advisor first and consider whether they have enough time in their schedule to allow for multiple meaningful research experiences.
- Students will commit themselves to making timely progress in their required research activities. Students will schedule regular meetings with their advisor. When unavoidable obstacles are expected, the student will consult with the advisor to plan accordingly. Progress in required research activities needed to graduate (i.e., research projects) should take priority over other research activities.
- Students will learn and master APA style. All required research manuscripts, and, unless otherwise specified, class papers, should be written in APA style. This applies to all manuscript elements, organization and headings, writing style, grammar and usage, nonbiased language, mechanics, tables and figures, and citations and references. We expect students will read thoroughly the current edition of the APA Publication Manual and refer to it regularly when preparing papers.
- Students will obtain advisor approval for all research activities including presentations and publications, even when the advisor is not a coauthor since the student completes such professional activities as an affiliate of the university and program.
- Students will not make unreasonable requests of faculty, instructors, or staff, such as requesting modifications to assignments or requirements or requesting exceptions if not related to legitimate absences. For exceptions to timelines for research requirements, the student must experience protracted legitimate absences or delays attributable to unavoidable external factors (e.g., delays in site approval for research, participant attrition, faculty absences/travel).
- The university requires that all research involving human subjects be cleared through proper channels. The student and the student's advisor must submit research proposals to the University Institutional Review Board (IRB) which must approve all research proposals, even those using existing data. Students must receive approval for any independent research, including papers. Students are responsible for ensuring sufficient time to process this paperwork (1 to 2 months depending on exempt, expedited, or full review). Students are strongly encouraged to review IRB guidance materials.

## **APPENDIX B**

### Supervisor Evaluation Forms

## EdS Practicum & Internship Evaluation

### Intro

Thank you for supervising our School Psychology trainees! As part of their training, we must receive your honest feedback on the student's developing competencies, knowledge, and skills, as well as areas of concern you have in their development.

Please rate the student compared to other school psychologists-in-training with the **same level of training experience**.

Practicum and Internship Goals:

- 1) To demonstrate the ability to integrate school psychology knowledge and skills in providing a broad range of school psychology services;
- 2) To work with diverse populations, a range of problems, and different types of human service programs, using varied intervention methodologies;
- 3) To acquire new knowledge and skills related to providing a broad range of school psychology services.

Thank you!

Dr. Katherine Lee

UNLV School Psychology Field Experience Coordinator

### Instructions for Ratings of Professional Dispositions

**Directions:**

Rate the student compared to other school psychologists-in-training *with the same level of training experience*

- 0 – Not observed at the expected training level (e.g., practicum, intern)
- 1 – Unable to perform under supervision at the expected training level (e.g., practicum, intern)  
(should be considered for formal remediation)
- 2 – Needs extensive / significant supervision at the expected training level (e.g., practicum, intern) (should be targeted for additional supervision beyond the required amount)
- 3 – Needs regular supervision at the expected training level (e.g., practicum, intern) (needs only the required amount of supervision)
- 4 – Exceeds expectations towards independence (competent for independent work although still attends required supervision)

#	Definition	Rating 1-4
<b>Procedural</b>		
PD1	Adheres to legal standard and district procedures.	
PD2	Takes initiative and takes appropriate action when needed without prompting.	
PD3	Accurately and efficiently document key tasks (e.g., caseload).	
PD4	Thorough and careful in the performance of a task or part of a task.	
PD5	Exercises good judgment when acting independently.	
PD6	Active efforts to influence events rather than passive acceptance.	
PD7	Tackles problems or issues without awaiting instructions.	
<b>Social Interactions</b>		
SI1	Display appropriate social interactions with clients and stakeholders.	
SI2	Demonstrate sensitivity to issues of diversity, equity, and inclusion.	
SI3	Communicates tactfully with parents, teachers, and staff	
SI4	Demonstrate ability to work effectively in groups or teams.	
SI5	Demonstrate professional work behavior in and outside of the classroom.	
SI6	React sensitively, with empathy and sincerity in consideration of other's needs.	
SI7	Non-verbal and receptive (listening) communication is appropriate	
SI8	Maintain composure and effective performance while under pressure and/or opposition	
<b>Supervision</b>		
SU1	Demonstrate the ability to receive, integrate and use feedback effectively.	
SU2	Display confidence; asserts him or herself when appropriate.	
SU3	Approach supervision in an open and collaborative manner	
SU4	Ask questions or seek clarification when additional information is needed	
SU5	Incorporate new ideas and critical feedback	
SU6	Exercise good judgment in seeking help.	
SU7	Reflect on their own knowledge, skills, and dispositions.	
<b>Activity Management</b>		
AM1	Able to create and maintain a personal and professional schedule.	
AM2	Demonstrates appropriate work boundaries.	
AM3	Make good use of time and works full day	
AM4	On time for meetings and updates supervisor of whereabouts.	

AM5	Demonstrates competence in timely administration, scoring, and report writing	
AM6	Is reliable; arrives on time to work, does not use excessive leave	
AM7	Demonstrate positive coping strategies with personal and professional challenges	

## Instructions for Ratings of Domains

### Directions:

Rate the student compared to other school psychologists-in-training *with the same level of training experience*

- 0 – Not observed at the expected training level (e.g., practicum, intern)
- 1 – Unable to perform under supervision at the expected training level (e.g., practicum, intern) (should be considered for formal remediation)
- 2 – Needs extensive / significant supervision at the expected training level (e.g., practicum, intern) (should be targeted for additional supervision beyond the required amount)
- 3 – Needs regular supervision at the expected training level (e.g., practicum, intern) (needs only the required amount of supervision)
- 4 – Exceeds expectations towards independence (competent for independent work although still attends required supervision)

### Key to Acronyms:

IEP = Individualized Education Plan  
MDT = Multidisciplinary Team  
MTSS = Multi-tiered Systems of Support  
RIOT = Records, Interviews, Observations, and Tests.  
SEB = Social, Emotional, Behavioral  
T1, T2 = Tiers of the MTSS model

## Expectations for Interns

### End of Fall:

No more than 2 ratings of 1-2 in any given domain  
Any “not observed” = plan for experience

### End of Spring:

No “not observed”  
No ratings of 1 or 2.

#	Definition	Rating
<b>1</b>	<b>Data-Based Decision Making</b>	<b>0, 1-4</b>
1.1	Conduct appropriate assessments for eligibility purposes	
1.2	Collect and Interpret (r)ecord data.	
1.3	Collect and Interpret (i)nterview data.	
1.4	Collect and Interpret (o)bservation data.	
1.5	Collect and Interpret (t)est data.	
1.6	Analyze, and interpret progress monitoring data.	
1.7	Support teachers in collecting, analyzing, and interpreting MTSS data.	
1.8	Design and implement MTSS fidelity procedures as part of case study.	
1.9	Use psychometrically sound data collection methods (e.g., reliable, valid, and normatively appropriate).	
1.10	Use tech resources (e.g., AIMSweb, Fastbridge, Excel, etc.) for data collection and decision-making.	
1.11	Use a structured problem-solving framework as a basis for all activities (e.g., use and test hypotheses as to reasons for child's issues, link those hypotheses to appropriate interventions, and use appropriate data collection tools to evaluate these interventions).	
1.12	Consider ecological / systems factors in decision making.	
1.13	Use hypotheses and information to develop an assessment plan.	
1.14	Use culturally / linguistically competent assessment practices.	
1.15	Communicate assessment data in writing (e.g., reports include all legally required components, answer the refer questions, and are helpful in team decision making)	
1.16	Communicate assessment data verbally (e.g., MDT / IEP meetings)	
<b>2</b>	<b>Consultation and Collaboration</b>	<b>0, 1-4</b>
2.1	Use consultative problem-solving strategies for MTSS.	
2.2	Effectively communicate (verbally and in writing) to parents, teachers, and staff.	
2.3	Consider all views when using consultation and collaboration techniques.	
2.4	Facilitate communication and collaboration among parents, teachers, and staff.	
2.5	Participate in teams to promote positive outcomes.	
2.6	Consult and collaborate in a cross-disciplinary (e.g., PT, OT, SLP) manner.	
2.7	Collaborate with parents and teachers to promote academic attainment.	
2.8	Collaborate with parents and teachers to promote mental health.	
2.9	Seek acceptance and evaluate the readiness of teachers for interventions	
2.10	Track teacher fidelity of use of interventions.	
2.11	Apply psychological and educational principles of effective collaboration.	
<b>3</b>	<b>Academic Interventions and Instructional Supports</b>	<b>0, 1-4</b>
3.1	Use RIOT data to inform evidence-based academic strategies.	
3.2	Promote interventions / accommodations that are individual to the learner.	
3.3	Collaborate to appropriately enact MTSS procedures at T2 and T3.	
3.4	Identify empirically based academic interventions.	
3.5	Implement empirically based academic interventions (in case study).	
3.6	Collaborate on empirically based academic interventions.	
3.7	Share empirically supported academic recommendations at team meetings.	
3.8	Consider biological, cultural, and social influence on academic skills.	
3.9	Document all aspects of academic intervention (e.g., plan, data, outcome).	
3.10	Link student-need data to empirically supported academic interventions.	



<b>4</b>	<b>Mental and Behavioral Health Services and Interventions</b>	<b>0, 1-4</b>
4.1	Recognize risk and protective factor data to consult on SEB interventions.	
4.2	Integrate SEB and academic services to meet needs	
4.3	Approach cases from a trauma informed lens.	
4.4	Use data to evaluate implementation and outcomes of SEB intervention effectiveness (e.g., individual, classroom, or school-wide)	
4.5	Use behavior analysis techniques for individuals and systems.	
4.6	Identify empirically based SEB interventions.	
4.7	Implement empirically based SEB interventions (in case study).	
4.8	Collaborate on empirically based SEB interventions	
4.9	Consider biological, cultural, & social influence on mental health / behavior.	
4.10	Share empirically supported SEB recommendations with parents and teachers.	
4.11	Document all aspects of SEB intervention (e.g., plan, data, outcome).	
4.12	Link student-need data to empirically supported SEB interventions.	
<b>5</b>	<b>School-Wide Practices to Promote Learning</b>	<b>0, 1-4</b>
5.1	Use evidence-based strategies for collaborating on practices and policies.	
5.2	Provide professional development to parents, teachers, and/or staff.	
5.3	Apply research-based practice when working to promote supportive environments.	
5.4	Process information from organizational planning (e.g., attend PTO, school organization teams, board meetings, or meetings with leadership.	
5.5	Use evidence-based strategies for student transitions (e.g., grade levels, general education to special education, teacher changes, etc.). please further define	
5.6	Participate in screening procedures for academic and behavior support (e.g., T1 screening, preschool screening, SAEBERS, etc.).	
5.7	Collaborate with others to maintain MTSS at a systems level.	
5.8	Coordinate / refer for services with external agencies.	
5.9	Coordinate services with other school-based service providers	
<b>6</b>	<b>Services to Promote Safe and Supportive Schools</b>	<b>0, 1-4</b>
6.1	Foster positive school climate through good parent and teacher relationships.	
6.2	Collaborate with teachers and/or school teams to identify resilience factors in children.	
6.3	Advocate for policies that promote safe and inclusive schools.	
6.4	Screen, consult, and identify risk for learning and mental health.	
6.5	Identify prevention programs for safe schools (e.g., anger management, empathy training, etc.).	
6.6	Participate in school crisis response teams directly and indirectly.	
6.7	Identify school safety assessments and locate / understand safety (crisis response) plans.	
6.8	Collaborate training in teacher, staff, and parent recognition of and response to crisis.	
6.9	Collaborate with others in response to school crises and / or threats.	
6.10	Collaborate with counselors, parents, and social workers to provide mental health and crisis services.	
<b>7</b>	<b>Family, School, and Community Collaboration</b>	<b>0, 1-4</b>
7.1	Acknowledge and respect diversity in families during meetings.	
7.2	Advocate and/or promote school-community partnerships.	
7.3	Promote positive parenting and home interventions.	

7.4	Collaborate with parents and/or community for youth living in nontraditional settings (e.g., migrant, foster care, etc.).	
7.5	Identify community services and programs for children and families.	
7.6	Address individual student's / family's needs to ensure school engagement.	
7.7	Advocate for parental involvement at school, community, or state levels.	
7.8	Integrate research when providing school and family services.	

<b>8</b>	<b>Equitable Practices for Diverse Student Populations</b>	<b>0, 1-4</b>
8.1	Design and implement interventions in a culturally competent manner.	
8.2	Consider individual differences when collaborating with others.	
8.3	Use inclusive language and handle ability differences with sensitivity.	
8.4	Employ a strengths-based approach with English learners.	
8.5	Aware of the impact of their own cultural beliefs on professional actions.	
8.6	Promote equity and social justice in educational programs and services.	
8.7	Sensitive to the needs of individuals with diverse sexual orientation / genders	
8.8	Promote empirically supported practices across socioeconomic statuses.	
8.9	Sensitive to the needs of those from different religious and/or ethnic groups	
<b>9</b>	<b>Research and Evidence-Based Practice</b>	<b>0, 1-4</b>
9.1	Advocate for evidence-based educational practices.	
9.2	Apply evidence-basis for all aspects of school-based intervention plans.	
9.3	Evaluate, select, and interpret evidence-based system-wide (T1) strategies.	
9.5	Explain measurement findings with parents and teachers at meetings.	
9.6	Incorporate school-wide statistics when considering (Tier 1) needs.	
9.7	Apply established techniques when evaluating programs at child, classroom, or school levels.	
9.8	Apply established techniques when implementing programs at child, classroom, or school levels.	

<b>10</b>	<b>Legal, Ethical, and Professional Practice</b>	<b>0, 1-4</b>
10.1	Adhere to ethical, professional, and legal standards and regulations.	
10.2	Engage in effective, collaborative, and ethical professional relationships.	
10.3	Seek and use professional supervision, peer consultation, and mentoring.	
10.4	Provide peer consultation and mentoring when asked.	
10.5	Legally / ethically access, evaluate, and use technology.	
10.6	Advocate for teachers, parents, and staff to follow education legislation and regulations.	
10.7	Promote child welfare by working with Child Protective Services (CPS; when applicable)	
10.8	Collect, evaluate, and document intervention and outcome data.	
10.9	Engage in professional development / continuing education.	
10.10	Consider contemporary professional practice and organizational principles.	
10.11	Advocate for school psychologists to work in roles across professional domains.	

**Additional Feedback:** Please provide any additional information you think would be helpful for the training program to know.

\* Individual districts may add additional items.

## **APPENDIX C**

Annual Reviews:

Program Annual Review Rubric & Student Self-Evaluation

## Faculty Rating, Annual Student Review

### Start of Block: Default Question Block

Faculty will rate students using the student-completed Annual Review form. These ratings represent consensus ratings by program faculty.

Q1 Name of Student Reviewed and degree program:

Q8 This student is meeting minimum acceptable levels in coursework

Above average (1)

Average (2)

Below average (3)

Q9 This student is meeting program benchmarks and requirements

Above average (1)

Average (2)

Below average (3)

Q11 This student is meeting program expectations on professional dispositions and behaviors at minimum acceptable levels

Above average (1)

Average (2)

Below average (3)

Q12 This student is meeting program expectations on professional practice and clinical skills at minimum acceptable levels

Above average (1)

Average (2)

Below average (3)

Q10 This student is meeting program expectations in research skills at minimum acceptable levels

Above average (1)

Average (2)

Below average (3)

Q13 Please explain any concerns here from above:

Q2 Summative Academic Evaluation: based on student annual review form and other relevant data, this student is:

in good standing in the school psychology program (1)

is not in good standing in the school psychology program (2)

is a student about whom the faculty have academic concerns (3)

Q3 If this student was not rated in good standing, please describe the concerns below:

Q4 If this student was not rated in good standing, please describe the recommendations below:

Q5 Summative Professional Practice Evaluation: based on student annual review form and other relevant data, this student is:

is ready for the next professional training sequence (intermediate practicum, advanced practicum, internship) (1)

is not ready to begin the next professional training sequence (2)

Q6 If this student was not rated in good standing, please describe the concerns below:

Q7 If this student was not rated in good standing, please describe the recommendations below:

End of Block: Default Question Block

## School Psych Annual Review

### Program Student Annual Review - Self-Reflection and Assessment:

Consistent with the APA Committee on Accreditation's (CoA) Guidelines and Principles and the NASP training standards, each student will be provided with written feedback about his/her status in the program on an annual basis. Students should complete the following self-assessment about this current academic year (fall to spring) by May 6th. All program faculty will review the student's progress based on this form and other relevant data; and written feedback will be provided in the form of a letter via email. Students may set up an individual conference with the student's advisor by the beginning of the fall semester for additional feedback. See Program Handbook for details.

Please fill out this survey in its entirety. An incomplete survey may inhibit your program progression in a timely manner.

Q2 Name

Q3 Which degree program are you in this academic year (fall to spring)?

EdS (4)

Q4 When did you start the program? State term and year (e.g., fall 2019).

Fall (4)

Spring (5)

Summer (6)

What Year? (8)

Q5 Who is your academic advisor?

Dr. Lee (1)

Dr. Loe (2)

Dr. Krach (3)

Q6 Who is mentoring you in research?

Dr. Lee (1)

Dr. Loe (2)

Dr. Krach (3)

Other (5)

Q7 Have you met with your academic advisor at least once this academic year to discuss your academic progress or plans? If not, please explain why.

Yes (2)

No (3)

Q8 What year in the program are you in (e.g., "first-year EdS")? EdS is a three-year degree. PhD is a five-year degree.

Q9 Did you attend school full-time this academic year (fall to spring)? If not, please explain why.

Q10 If you are an EdS student, indicate which program tasks and milestones you have completed thus far in the program. Drag items from left to the appropriate box on the right.

Completed	In Progress	Not Yet Required
Attended Practicum Orientation (4)		
Finger printing for CCSD (7)		
Secured a practicum site for next year (11)		
Completed my Committee form w/Grad College (17)		
Secured an internship site for next year (12)		
Applied for internship (10)		
Passed the Praxis (13)		
Completed Portfolio (15)		
Study form w/Grad College (14)		
Applied for Graduation w/Grad College (8)		

Q12 Do you believe that you are on track to graduate on time? If not, please explain why.

Q13 List any courses in which you have earned a B- or lower:

Q14 List any courses in which you have an Incomplete and your status of completing them (please list full course # and name):

Q15 Please upload an unofficial Transcript from UNLV that shows your School Psychology coursework to date. Go to MyUNLV.

Q16 Please upload a current Curriculum Vitae (CV) be sure to include activities in these areas if relevant: Professional Experience (employment), Research Experience, Clinical Experience, Teaching Experience, and Service.

If you only have a resume, please revise it to a CV format, as you will need it later for internship applications.

Q17 How many professional presentations (research etc.) did you make at professional conferences this academic year (national or local settings)? Be sure to include these in your CV.

Q18 How many publications did you author or co-author this academic year? Be sure to include these in your CV.

Q19 To which Professional Organizations are you a member? APA, NASP, NVASP, etc. Be sure to list these on your CV.

Q20 Did you receive any honors or awards this year? If so, how many. Be sure to list these on your CV.

Q21 Did you receive funding for your school in the form of a Graduate Assistantship? List the position and the benefits (# of tuition credits, amount of stipend, etc.).

Q22 If you were on internship, were you paid? List your internship site and how much pay you received.

**End of Block: Annual Review**



## Start of Block: Professional Dispositions

Rate yourself.

Instructions for Ratings of Professional Dispositions		
<b>Directions:</b> Rate yourself compared to other school psychologists-in-training <i>with the same level of training experience</i> Unmet (1) Improvement (2) Met (3) Exceeds expectations (4)		
#	Definition	Rating 1-4
<b>Procedural</b>		
PD1	Adheres to legal standard and district procedures.	
PD2	Takes initiative and takes appropriate action when needed without prompting.	
PD3	Accurately and efficiently document key tasks (e.g., caseload).	
PD4	Thorough and careful in the performance of a task or part of a task.	
PD5	Exercises good judgment when acting independently.	
PD6	Active efforts to influence events rather than passive acceptance.	
PD7	Tackles problems or issues without awaiting instructions.	
<b>Social Interactions</b>		
SI1	Display appropriate social interactions with clients and stakeholders.	
SI2	Demonstrate sensitivity to issues of diversity, equity, and inclusion.	
SI3	Communicates tactfully with parents, teachers, and staff	
SI4	Demonstrate ability to work effectively in groups or teams.	
SI5	Demonstrate professional work behavior in and outside of the classroom.	
SI6	React sensitively, with empathy and sincerity in consideration of other's needs.	
SI7	Non-verbal and receptive (listening) communication is appropriate	
SI8	Maintain composure and effective performance while under pressure and/or opposition	
<b>Supervision</b>		
SU1	Demonstrate the ability to receive, integrate and use feedback effectively.	
SU2	Display confidence; asserts him or herself when appropriate.	
SU3	Approach supervision in an open and collaborative manner	
SU4	Ask questions or seek clarification when additional information is needed	
SU5	Incorporate new ideas and critical feedback	
SU6	Exercise good judgment in seeking help.	
SU7	Reflect on their own knowledge, skills, and dispositions.	
<b>Activity Management</b>		
AM1	Able to create and maintain a personal and professional schedule.	
AM2	Demonstrates appropriate work boundaries.	
AM3	Make good use of time and works full day	
AM4	On time for meetings and updates supervisor of whereabouts.	
AM5	Demonstrates competence in timely administration, scoring, and report writing	
AM6	Is reliable; arrives on time to work, does not use excessive leave	
AM7	Demonstrate positive coping strategies with personal and professional challenges	

Q30 Write any comments about these professional dispositions

Q31 Identify at least one Professional Goal for Growth in each of these areas: academic work, research, clinical practice, and professional dispositions/behaviors:

Q32 Please sign below. Thank you for your feedback!

**End of Block: Professional Dispositions**