NEVADA STATE UNIVERSITY
SCHOOL PSYCHOLOGY
PATHWAY PROGRAM



SCHOOL PSYCHOLOGY PROGRAM HANDBOOK

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School Psychology Education Specialist Ed.S.

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All content subject to change

History

The Education Specialist graduate program in school psychology was initially proposed during the 2019-2020 school year. Stakeholders from the Nevada State Board of Education, the Nevada Association of School Psychologists, and the Clark County School District were introduced to the Nevada State School of Education after the Nevada Department of Education was awarded a federal school-based mental health grant.

Nevada received a $10 million dollar School-based Mental Health Providers grant from the U.S. Department of Education to extend over a five-year time period. Sub-awardees could be

provided to Nevada System of Higher Education Institutes with efforts targeting the recruitment, training, and re-specialization of school-based mental health providers. Given the recent momentum to address student mental health with the passage of Senate Bill 89 and the establishment of a 1:500 ratio for school psychologists by the Nevada State Board of Education, this seemed an opportune time to establish a school psychology pipeline to systemically address the workforce demand in Nevada.

Nevada State School of Education applied for a subgrant and was awarded $931,688 over five years to establish career pathways for school-based mental health providers. These funds serve as the seed money and support the initial development of the Education Specialist (Ed.S.) School Psychology graduate program following the ARTERY Pipeline Framework for School Psychologists (Dockweiler, 2019). The Ed.S. is the industry standard entry-level degree to practice school psychology. The National Association of School Psychologists recognizes the Ed.S. as the standard for its graduate training programs who earn the distinction as a NASP approved program.

Stakeholders were brought together to continue to build on the implementation steps necessary to bring the pipeline and Ed.S. to fruition. Establishing the pipeline is necessary to ensure that a consistent flow of students is funneling into the school psychology program. The pipeline also intentionally recruits students from our local communities to increase diversity in the workforce and to support retention as these students are likely to return to their home communities. Key partners in the work who have contributed to, and who are supporting the work include the Nevada Department of Education, the Clark County School District, the Nevada Association of School Psychologists, and the National Association of School Psychologists.

In 2023, Nevada State received a second grant to support its efforts in developing more school psychologists. Approximately $1.2 million was awarded by the U.S. Department of Education Mental Health Service Providers Demonstration grant for the ARTERY Pipeline Project (Dockweiler, 2022). This project builds on the efforts undertaken to create a pipeline of providers and to incentivize applicants through scholarships and stipends. An additional $1.3 million in federal funds was awarded through the U.S. Department of Health and Human Services, SAMHSA, to start the Psychoeducational Mental Health Clinic at Nevada State (Dockweiler & Kaufman, 2022). This project serves as a training site for our Ed.S. students and as a community resource for families seeking mental health evaluations.

In the fall of 2024, the inaugural cohort of Ed.S. students begin their studies and lead the way for future generations of Nevada State University school psychology alumni.

PROGRAM DESIGN

The Ed.S. of School Psychology prepares candidates for careers as licensed, certified school psychologists. The program provides candidates with an interdisciplinary curriculum integrating school psychology, legal and policy considerations, consultation, diversity issues, special education, and direct experience in practicum and internship settings. The program leads to an

Education Specialist Ed.S. degree in School Psychology. The Ed.S. is a 63-credit program and provides the requisite training required to become a licensed school psychologist in the state of Nevada. The program entails three years of study with the final year being a full-time field placement internship. This program is currently full-time only. Upon successful completion of the program and passing the Praxis exam, the candidate will be able to submit a portfolio to become a Nationally Certified School Psychologist (NCSP).

In the first year of study, candidates take a courses in psychological foundations, educational foundations and assessment, data-based decision making, research and statistics, development, consultation, and exceptionality areas. The second year of study focuses on advanced coursework in the practice of school psychology, including courses in assessment, systems implementation, intervention, and problem-solving skills. This practicum is a supervised field-based experience spread across two semesters and is distinct from, and prior to, the full-time internship. The third year of study is devoted to the comprehensive internship (1200-hour, full academic year) experience conducted on a full-time basis under appropriate supervision in accordance with NASP standards. Candidates will have the opportunity to engage in activities reflective of the full scope and function of the school psychologist role.

PROGRAM PHILOSOPHY

Consistent with the scientist practitioner model of training, the School Psychology Program at Nevada State University combines a strong theoretical framework with empirically based research to inform candidates' work with children and families. The framework, merging systems thinking and a dynamic understanding of personality development, provides a template that guides case formulation, decision making and intervention design. Our emphasis on child and family strengths, resiliency, social justice, and cultural context are cornerstones of our philosophy.

Upon graduation from our program candidates will be able to think critically, optimistically and passionately about what they will bring to the children, families and communities they serve. Candidates will embrace the role of systems change agent, problem solver, and child advocate.

The curriculum is designed to foster the development of this analytical approach and bolster the skills necessary for its application in the school setting. Course material can be broadly broken down into the following content areas that inform the development of program goals.

- Evidence-based practice
- Cognitive, academic, and social-emotional behavioral development
- Ethical, legal and professional practice
- Diversity issues as they inform thinking and practice
- Systems level understanding

PROGRAM GOALS

Our goal is to provide training and field experiences that align with the 10 Practice Domains established by the National Association of School Psychologists. These 10 NASP Practice Domains include:

1. Data-based Decision Making
2. Consultation and Collaboration
3. Academic Interventions and Instructional Supports
4. Mental and Behavioral Health Services and Interventions
5. School-wide Practices to Promote Learning
6. Services to Promote Safe and Supportive Schools
7. Family, School, and Community Collaboration
8. Equitable Practices for Diverse Student Populations
9. Research and Evidence-based Practice
10. Legal, Ethical, and Professional Practice

APPLICATION TO THE PROGRAM

In order to successfully apply to the School Psychology program, the following must be submitted via the Nevada State University online application portal.

- Provide a thoughtfully written personal statement. Prompts can be found on the Ed.S. in School Psychology website.

- Current resume.
- Share contact information for three (3) individuals who can provide letters of recommendation. Letters of recommendation must be received by January 31st.
- Have an approximate GPA of 3.0.
- Have obtained a bachelor's degree from an accredited institution
- The School Psychology program faculty and staff conduct several rounds of applicant reviews before inviting qualified candidates for in-person interviews. If the applicant qualifies, they will be invited for an in-person interview with the program faculty and staff.
- Candidates will receive notification of the review committee's decision via the email address provided on their program application. Candidates must notify the program of their decision to accept or decline admission no later than April 15th. Deferrals of admission may be considered in accordance with Nevada State University policies.

Transfer Credit

Transfer credit is allowed. Per the Nevada State University Graduate Policies, Section I.C:

Two-thirds of the minimum credits required for the specific degree program must be earned in approved courses offered by Nevada State. Remaining credits may consist of approved credits transferred from other regionally accredited institutions. Individual programs with discipline-specific accreditations will review transferred credits to ensure they meet disciplinary accreditation requirements.

1. To meet accreditation or licensure requirements, individual programs may limit how old transfer credits may be at the time of admission and/or may require proficiency exams or other demonstrations of proficiency to accept transfer credits.
2. Individual programs with discipline-specific accreditations may require transfer credits to have been earned under current accreditation standards.

Further, according to Section XIV:

> Students may include in a graduate degree program a maximum of twelve (12) graduate semester credits completed before admission to graduate studies at NS. These credits must be from a regionally accredited university, approved by the department for inclusion in a degree program, no more than six (6) years old at the time of program completion, and not part of an undergraduate degree. Students must have earned a B- or above on any transferred coursework. Any exception to this policy must be approved by the program graduate director or coordinator. Appeals are made in writing by the student by completing an Exception to Policy form.

PROGRAM PARTNERSHIPS

School psychology students complete a practicum experience each semester in the second year of the program. There may be an opportunity for students to complete part of their hours at the Psychoeducational Mental Health Clinic and the Early Childhood Education Center located in the Christenson Education Building at the Nevada State University campus. As part of their practicum experience, students are required to complete a minimum of 200 hours in a traditional school setting with no more than 40 hours that can be completed in alternative settings.

Clark County School District

The Nevada State School Psychology Program has a strong partnership with the Clark County School District's (CCSD) Psychological Services Department. Through this partnership, students gain critical hand-on, practical experiences across the 10 NASP Practice Domains. Given the size of the school district, the breadth and depth of experiences is vast, and students are

encouraged to take advantage of the many diverse opportunities and learning environments in which to engage. The partnership with CCSD has also been formalized through the ARTERY Mental Health Service Providers Demonstration grant (2022) including the scholarships and stipends available to students for completing their field experiences in the CCSD.

Psychoeducational Mental Health Clinic at Nevada State

The Psychoeducational Mental Health Clinic provides evaluation for a range of behavioral health disorders. It currently offers evaluations to support both special education eligibility and psychological/medical diagnoses. Our clinic is a training site for future mental health providers. While not an exhaustive list, the conditions that may be evaluated include:

- ADHD (Attention-deficit/hyperactivity disorder)
- Anxiety
- Autism spectrum disorders
- Behavioral health disorders
- Depression
- Developmental disorders
- Learning and cognitive disorders

Early Childhood Educational Center at Nevada State

The Early Childhood Education Center (ECEC) is an inclusive preschool program that serves children 3-5 years old, in mixed-age classrooms. The ECEC is committed to supporting the School of Education as we prepare pre-service teachers to become exceptional educators. The ECEC serves as a collaborative lab school providing quality field, clinical and research experiences for a variety of programs and disciplines that further the field of early childhood education. We provide a holistic environment where our focus is on creating an inclusive environment for children to explore, investigate and create in order to learn about themselves, their peers and the world around them. We create an instructional foundation which focuses on social emotional learning and language, literacy and communication. Our intentional focus on phonological awareness and oral language prepares children to be confident learners and lays the foundation for academic success.

Partnership Goals and Objectives

Candidates will have the opportunity to engage in a wide range of activities. This may vary depending on particular programs and initiatives that are underway in the Clark County School District, the Early Childhood Education Center, and the Psychoeducational Mental Health Clinic. Every year students will have the opportunity to conduct evaluations, conduct observations, provide individual and/or group counseling, collaborate with families, and gain an understanding of the complex systems (i.e. schools, mental health facilities) that must work together to best support children and families.

Alignment to the NASP Practice Domains

Practicum students and interns will gain experience working with clients with a broad range of mental health challenges and diagnosis. Students will provide individual and/or group counseling over the course of the year (NASP Domain 4).

- Students engaged in field experiences will collaborate with families, help to develop strategies to work with their children, and/or to provide support to families (NASP Domain 7).
- They will gain an understanding of the continuum of care of mental health and educational services. They will experience how schools and mental health settings must collaborate to support children and families (NASP Domain 5).
- They will have the opportunity to work with diverse clients (race, culture, religion, sexual orientation, gender identity, and children with clinical high need – e.g. autism spectrum). They will develop an understanding of equitable practices to ensure that children and families receive the support they require (NASP Domain 8).

COURSE ALIGNMENT WITH NASP DOMAINS

The Nevada State University School Psychology program is guided by the NASP standards for training and field placement. The program is constructed to ensure that our candidates gain knowledge and skill in each of the core areas of professional practice. By the program's end, candidates will be prepared to deliver a full range of services to children, families, and schools.

The course array that makes up the program aligns with the various NASP Domains of School Psychology Training and Practice. The narrative below is a description of each domain.

1. **Data-Based Decision-Making and Accountability**: School psychologists have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. 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 use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.
2. **Consultation and Collaboration**: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used 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 with others during design, implementation, and evaluation of services and programs.
3. **Academic Interventions and Instructional Supports:** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human

learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

4. **Mental and Behavioral Health Services and Interventions:** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidenced-based supported strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services to support socialization, learning, and mental health.
5. **School Wide Practices to Promote Learning:** School psychologists have knowledge of school and system structure, organization and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop/implement practices and strategies to create and maintain effective and supportive learning environments for children and others.
6. **Services to Promote Safe and Supportive Schools:** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention and empirically supported strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response and recovery.
7. **Family, School, and Community Collaboration:** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.
8. **Equitable Practices for Diverse Student Populations:** School psychologists have knowledge of individual differences, abilities, disabilities and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual and roles differences; and empirically supported strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, familiar and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.

9. **Research and Evidence Based Practice:** School psychologists have knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
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 demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, depend-ability, and technology skills

COURSE SEQUENCE

The courses and field experiences listed below constitute your program for the Education Specialist (Ed.S.) in School Psychology.

Semester	Course Number	Course Name
Year 1 – Fall	SPP 710	Methods of Educational Research
Year 1 – Fall	SPP 713	Advanced Child and Adolescent Development
Year 1 – Fall	SPP 718	Roles and Functions of School Psychology
Year 1 – Fall	SPP 716	Family-School Partnerships in School Psychology
Year 1 - Spring	SPP 734	Legal, Ethical, and Professional Issues in School Psychology
Year 1 – Spring	SPP 722	Academic Assessments by School Psychologists
Year 1 – Spring	SPP 724	Theories and Methods of Counseling
Year 1 – Spring	SPP 725	Foundations of Special Education
Year 1 – Summer	SPP 730	MTSS for Academic Interventions and Supports
Year 1 – Summer	SPP 712	Cultural Ecological Model in School Psychology
Year 1 – Summer	SPP 733	School Psychology in the Digital Age
Year 2 - Fall	SPP 740 I	Practicum in School Psychology
Year 2 – Fall	SPP 745	Foundations of High- and Low-Incidence Disabilities
Year 2 – Fall	SPP 742	Assessment of Intelligence by School Psychologists
Year 2 – Fall	SPP 744	Evidence-Based Interventions to Promote Mental Health

Year 2 – Spring	SPP 740 II	Practicum in School Psychology
Year 2 – Spring	SPP 750	Crisis Prevention and Intervention for Children and Youth
Year 2 – Spring	SPP 758	Child and Adolescent Psychopathology
Year 2 – Spring	SPP 754	Social, Emotional, and Behavioral Assessment by School Psychologists
Year 3 – Fall	SPP 760 I	Internship in School Psychology
Year 3 – Spring	SPP 760 II	Internship in School Psychology

COURSE DESCRIPTIONS

SPP 710 Methods of Research (3 credits)

Early entry graduate level survey of research methods with emphasis on comprehension of educational research literature. Includes scientific method, locating and summarizing published research, sampling, measurement, statistics, research design, and critique of published research.

SPP 713 Advanced Child and Adolescent Development (3 credits)

This course provides an overview of child and adolescent development from early childhood through adolescence. Emphasis is placed on understanding developmental processes across cognitive, social-emotional, and behavioral domains, as well as the influence of environmental and contextual factors. Students will explore how developmental knowledge can be applied to support learning, behavior, and overall functioning in educational and related settings.

SPP 718 Roles and Functions of School Psychology (3 credits)

This course is designed for prospective school psychologists. The course covers an in-depth survey of the field of school psychology, its history, and ethical consideration. It provides an introduction to local and national perspectives and issues, opportunities to develop and hone critical thinking skills after reading school psychology publications/articles, and opportunities to interact with practicing school psychologists.

SPP 716 Family-School Partnership in School Psychology (3 credits)

This course will prepare school psychologists for how to build and sustain family-school-community relationships. Students will learn various techniques and reasons for outreach to families while developing an appreciation and understanding of families from diverse backgrounds. Child development and a variety of factors that influence school psychology roles, functions, and practice will be highlighted according to goals for effective family involvement and engagement.

SPP 725 Foundations of Special Education (3 credits)

This course provides an overview of the structure and implementation of special education in school settings. Emphasis is placed on the procedures, systems, and legal requirements that guide

special education services, including referral, evaluation, eligibility, and Individualized Education Program (IEP) development. Students will examine the roles of multidisciplinary teams, compliance requirements, and service delivery models. The course focuses on how special education operates in practice and prepares students to effectively navigate and participate in special education processes within schools.

SPP 722 Psychoeducational Assessment and Diagnostic Assessment (3 credits)

This course introduces psychoeducational academic and diagnostic assessment to students. Administration, scoring, and interpretation of various assessment tools will be practiced. Effective assessment following standardized procedures will be emphasized. Subsequently, emphasis will be made on using academic data acquired to begin developing and implementing academic supports at all tiers of service delivery. Pre-requisite(s): SPP 710

SPP 724 Theories and Methods of Counseling (3 credits)

This course provides an overview of the foundations of collaboration models, research-based interventions, and skills for use in culturally diverse schools and communities.

SPP 734 Legal, Ethical, and Professional Practice (3 credits)

This course will explore school psychologist voice and its role within the profession and for students. Professional practice, ethical responsibilities and legal consideration are explored relative to advocacy for individual students and groups of students. How to build coalition, communicate effectively, and understand the policy landscape will begin to shape students understanding about how to use communication as an advocacy tool within their professional practice.

SPP 712 Cultural Ecological Model in School Psychology (3 credits)

This course will help school psychology professionals in school-wide educational settings (as well as other settings) to have a knowledge base for working more effectively with children and adults of varying cultural backgrounds. The course will provide students with the opportunity to develop a multicultural awareness as they explore the impact of an increasingly diverse society in the United States and student learning. Emphasis will be placed on gaining self-awareness around issues of cultural diversity as well as expanding one's knowledge base in the area. Also, translating awareness of cultural diversity through ethical practices at all levels of the cultural-ecological model will be emphasized.

SPP 730 MTSS for Academic Interventions and Supports (3 credits)

Advanced graduate level survey of research methods with emphasis on comprehension and critique of educational research literature. Evidence based practices and case studies will be explored relative to school-wide practices and targeted supports for students. Pre-requisite(s): SPP 710

SPP 733 School Psychology in the Digital Age (3 credits)

This course explores the role of technology in school psychology practice. Students will examine how digital tools are used to support assessment, intervention, communication, and service delivery in school settings. The course also considers ethical, legal, and professional responsibilities related to technology use, including emerging considerations such as artificial intelligence. Emphasis is placed on understanding how technology can be used to support student learning, behavior, and mental health within school environments.

SPP 740 Practicum in School Psychology (3 credits)

This course offers students supervised practice with children in the school and/or clinical setting. Students will engage with staff and students to promote school-wide learning and well-being practices. Pre-requisite(s): Consent of the instructor

SPP 742 Assessment of Intelligence by School Psychologists (3 credits)

Assessment of intelligence and cognitive abilities are a core component of many psychological evaluations. This course is designed to cover the underlying theory, administration, scoring, interpretation, and evaluation of commonly used tests of intelligence and cognitive abilities. This course will provide students with the knowledge and skills needed to perform clinical assessments of cognitive functioning in children, adolescents, and adults. Pre-requisite(s): SPP 710

SPP 744 Evidence-Based Interventions to Promote Mental Health (3 credits)

The purpose of this course is to a) understand evidence-based interventions and practices that promote mental health for use in the schools, across all tiers but primarily at Tier 2 within multi-tiered systems of support; b) gain skills in delivering these interventions within small groups or classrooms; c) apply the cultural ecological framework to the conceptualization of students difficulties; and d) develop self-awareness of one's clinical skills delivering these strategies..

SPP 745 Foundations of High- and Low-Incidence Disabilities (3 credits)

This course provides an overview of high- and low-incidence disabilities in children and adolescents, with an emphasis on characteristics, etiology, and educational impact. Students will examine disability categories within federal and state guidelines and explore how these conditions affect academic, social-emotional, and behavioral functioning. The course highlights the role of school psychologists in identification, service delivery, and collaboration across educational settings. Emphasis is placed on understanding diverse learner needs and applying foundational knowledge to support assessment, intervention, and inclusive practices.

SPP 740 Practicum in School Psychology (3 credits)

This course offers students supervised practice with children in the school and/or clinical setting. Students will engage with staff and students to promote school-wide learning and well-being practices. Pre-requisite(s): Consent of the instructor

SPP 750 Crisis Prevention and Intervention for Children and Youth (3 credits)

The purpose of this course is to (a) understand the role of school psychologists in providing evidence-based crisis prevention and intervention in schools within a multi-tiered system of support; (b) gain skills in delivering these interventions with individual students and groups of students; (c) apply the cultural ecological framework to the conceptualization of students difficulties; (d) assess trauma and risk in students; (e) develop self-awareness of one's clinical skills delivering these strategies, and strategies for self-care.

SPP 758 Child and Adolescent Psychopathology (3 credits)

This course focuses on the identification and understanding of psychological disorders in children and adolescents, with an emphasis on symptoms, diagnostic considerations, and presentation in school settings. Students will examine major categories of childhood psychopathology, including internalizing, externalizing, neurodevelopmental, and trauma-related disorders. The course emphasizes how mental health concerns impact functioning in educational environments and the role of school psychologists in recognizing and responding to student needs.

SPP 754 Social, Emotional, and Behavioral Assessment by School Psychologists (3 credits)

Social, emotional, and behavioral assessments are a core component of most psychological evaluations. This course is designed to cover the underlying theory, administration, scoring, interpretation, and evaluation of commonly used tests of social, emotional, and behavioral functioning. Analysis of findings to include recommended interventions is included. This course will provide students with the knowledge and skills needed to perform clinical assessments of social, emotional, and behavioral functioning in children, adolescents, and adults. The class will include a variety of learning opportunities to help students achieve proficiency in ethical and responsible testing practices. Pre-requisite(s): SPP 710

SPP 760 Internship in School Psychology (3 credits)

This course will provide students with a supervised school-based experience as a school psychologist intern. Interns will learn from a licensed school-psychologist skills across the 10 NASP Practice Domains, principally those that permeate all aspects of service delivery and that align with the Nevada Evaluation Performance Framework (NEPF) for School Psychologists: data-based decision making, consultation and collaboration, academic interventions and instructional supports. Pre-requisite(s): SPP 740 and Consent of the instructor.

SPP 760 Internship in School Psychology (3 credits)

This course will provide students with a supervised school-based experience as a school psychologist intern. Interns will learn from a licensed school-psychologist skills across the 10 NASP Practice Domains, principally those that permeate all aspects of service delivery and that align with the Nevada Evaluation Performance Framework (NEPF) for School Psychologists: data-based

decision making, consultation and collaboration, academic interventions and instructional supports. Pre-requisite(s): SPP 740 and Consent of the instructor.

PROCESS FOR OBTAINING FIELD SITE

Each candidate will be doing their practicum and internship within the same school district. The practicum will begin the second semester of their second year of study, and the full-time internship will occur during the candidate's third year of study.

The School Psychology program has established strong relationships within the state, principally the Clark County School District (CCSD). Given the federal Mental Health Service Providers Demonstration grant (2022) awarded to Nevada State University, in collaboration with CCSD, to support the School Psychology program, the candidates in cohorts one and two will be placed at field sites within the Clark County School District. Placements for Practicum and Internship will be facilitated by the Psychological Services Department within CCSD and program faculty.

At the end of the Practicum and each of the two semesters of Internship, the candidate is expected to complete a portfolio, which will contain professional work samples, summary of hours, and essays reflecting their goals and progress. In addition, a log will be kept documenting days and hours spent at the site. Logs, which are the responsibility of the candidate, must be signed by the supervisor and submitted to the course instructor monthly. Practicum candidates are required to log their required number of hours experience each semester, while interns are required a minimum of 600 hours experience each semester. Credit for the practicum placement is dependent on timely submission of signed logs.

Candidates are reminded that this is a professional placement. Attire and behavior must reflect your status as a professional in training, as well as a representative of Nevada State University and the School Psychology program.

While participating at the site, the candidate is expected to have experiences that will allow them to achieve a developmentally appropriate, proficient level of competency in the following ten domains of practice:

1. Data-based decision making
2. Consultation and collaboration
3. Intervention and instructional support
4. Interventions and mental health services
5. School-wide practices to promote learning
6. Services to promote safe and supportive schools
7. Family school and community collaboration
8. Equitable practices for diverse student populations
9. Research and evidence-based practice
10. Legal, ethical, and professional practice

PRACTICUM EXPERIENCE

Basic Criteria for Practicum

- Students complete the required number of hours each semester (250 hours total, 125 hours in the Fall, 125 hours in the Spring) in the field placement to gain exposure and experiences considered meaningful for the school psychologist in training.
- Supervision MUST be provided by a licensed, credentialed School Psychologist.
- Assignments may include elementary or secondary schools and closely correlate with particular practicum course requirements. All practicum experiences are distinct from, and occur prior to, the internship.
- Practicum experience will occur in the fall and spring semesters of the second year of the Program. Practicum experience will be of sufficient length of time to provide students with comprehensive understanding of range of psychological service delivery and opportunity for initial practice of scientist practitioner model for service delivery.
- All first year coursework in the school psychology program will have been completed prior to practicum enrollment (SPP 710, SPP 713, SPP 714, SPP 715, SPP 722, SPP 724, SPP 725, SPP 734, SPP 712, SPP 730, and SPP 733).
- All students must meet eligibility for practicum according to CCSD Human Resources Department.
- Students must demonstrate professional dispositions suitable for a practicum and have no reported issues in this regard.
- All students work collaboratively with their instructor and the field supervisor to assure that candidates are involved in a wide variety of field experiences and that they are having success in attaining of a range of school psychologist skills. Communication and problem solving takes place through field visits, emails, phone calls and the completion of practicum evaluation forms, which are completed by the field supervisor at the end of each semester of internship.

Candidate Expectations

Practicum students will be expected to engage in professional activities that foster the development of a range of school psychologist's skills. Practicum students will engage in the following activities:

- Conduct intellectual, achievement, and socio-emotional/ behavioral assessments with children across age-and grade-levels;
- Conduct systematic direct observations of children in classroom settings to gather information that will contribute to intervention design and implementation;
- Participate in teacher and parent conferences;
- Write and submit psychoeducational reports or components of psychoeducational reports
- Document observation of assessment, counseling, and alternate child contacts;

- Become involved with children in special education settings (resource room; self-contained classroom); in addition to their work in general education classrooms;
- Participate in the student intervention support process, such as multi-tiered systems of support meetings, intervention design, and/progress monitoring review sessions;
- Participate at Multi-Disciplinary Leadership Team, eligibility, and IEP team meetings;
- Collaborate relative to and/or conduct individual counseling of referred children;
- Participate in group counseling, parent training, staff training, and related group experiences;
- Be knowledgeable of and consent to follow the ethical and professional guidelines for School Psychology practice as dictated by the National Association of School Psychologists Ethical Guidelines;
- Learn and follow established school district policies;
- Complete the portfolio and/or assignment(s) outlined in the course syllabus.

Practicum students will be evaluated in the following domains:

1. Data-based decision making
2. Consultation and collaboration
3. Intervention and instructional support
4. Interventions and mental health services
5. School-wide practices to promote learning
6. Services to promote safe and supportive schools
7. Family school and community collaboration
8. Equitable practices for diverse student populations
9. Research and evidence-based practice
10. Legal, ethical, and professional practice

Work samples demonstrating the application of skills will be outlined by the instructor in of the practicum course. Practicum students will be expected to maintain confidentiality and must be certain that all samples of work do not contain identifying information.

Practicum students will also be evaluated on NASP domains 1, 2, 3, and 4 by their field supervisor using the designated evaluation form provided by the instructor for the practicum course.

INTERNSHIP EXPERIENCE

Basic Criteria for Internship

- The candidate is required to complete a 1,200 hour (across two semesters) internship experience in collaboration with an approved school district. The internship will address the development and refinement of foundation skills in assessment, learning theory, consultation, and behavioral and educational intervention practice areas across all NASP

domains of training. Candidates enrolled in internships will be working full time, Monday through Friday, across the 2 semesters.

- Supervision MUST be provided by a licensed, certified School Psychologist and adhere to all NASP guidelines regarding internship supervision.
- The internship is a culminating experience during which the intern begins to function independently, as competencies in assessment, intervention, and consultation increase. During the internship, socialization into a variety of situations representative of school psychology practice may occur. Candidates are expected to be involved in a variety of settings within and throughout the placement. Candidates should take advantage of this time to be exposed to as vast of experiences as possible.
- During internship, the candidate is required to successfully complete a series of intended learning outcomes across all domains of school psychology training and practice consistent with NASP standards. All candidates will participate in a full range of supervised school psychology practice across developmental levels and maximizing exposure to diverse populations and experiences.
- All students work collaboratively with their course instructor and the field supervisor to ensure that candidates are involved in a wide variety of field experiences and that they are having success in attaining of a range of school psychologist skills. Communication and problem solving takes place through field visits, emails, phone calls and the completion of intern evaluation forms, which are completed by the field supervisor at the end of each semester of internship.
- All internship students must review the Ed.S. in School Psychology Internship Handbook and sign an acknowledgment confirming that they have received, reviewed, and understand its contents.
- All internship students must complete and submit an Internship Agreement signed by the student, their internship supervisor(s), and the NSU School Psychology Program Coordinator. The Internship Agreement can be found in the NSU Internship Handbook.

Candidate Expectations

- Candidates may register for internship upon advisement, satisfactory completion of practicum and all required courses in the School Psychology Program (minus the 6 internship credits derived from SPP 760).
- Students must demonstrate professional dispositions suitable for an intern and have no reported issues in this regard.
- The internship start date will be worked out between the site supervisor, primary faculty, and the candidate within the timely established in the syllabus. The concluding date for university credit hours, however, will be the end date of the Spring semester, unless hourly requirements have not been met. Interns would be expected to continue at their placements during semester breaks and follow the school district schedule.
- At the beginning of the internship, the candidate will complete an internship plan in which they indicate their personal goals, experiences they wish to have, and how they will exhibit their foundational and functional competencies. This plan will be evaluated

at the beginning of the second semester to assess if any new goals need to be added or if initial goals are being met or need to be modified.

- The National Association of School Psychologists (which sets out program accreditation standards) requires that the specialist level internship be a 1200-hour experience. Missed internship time must be made up based on an agreed upon arrangement between the supervisor, primary faculty, and candidate. Excessive absences will be addressed with the supervisor, primary faculty, and candidate, which may lead to an extended internship.
- A log will be kept documenting days and hours spent at the internship site. Logs, which are the responsibility of the candidate, must be signed by site supervisors and submitted to the course instructor on a monthly basis. Credit for the internship is dependent on timely submission of signed logs.
- Candidates will also attend a regular seminar class, providing additional supervision, case problem-solving and case presentations, as well as introduction to new material. Hours attending class do not count towards total internship experience; however, attendance to class is required.
- All internship students must take the Praxis School Psychology exam (#5403) as a graduation requirement. Although students are not required to earn a passing score, they must complete the exam within the designated timeframe. **Official Praxis exam scores must be received by the Ed.S. in School Psychology Program Coordinator no later than April 15th of each spring semester.**
- Students must designate Nevada State University as a score recipient to ensure the Program Coordinator receives official documentation confirming exam completion, regardless of the outcome. Students must also include their final exam results, including overall and subtest scores, in their internship portfolio. Failure to complete the exam within the designated timeframe will result in a failing grade for the semester.
- Over the course of two semesters, the candidate must complete a portfolio, a tool used to exhibit their proficiency in the ten domains of practice. Specific format and content of the portfolio will be provided by the instructor for the internship course.
- The primary function of the portfolio is to provide evidence of skill attainment in all NASP domains of training.

Positive impact on student learning:

- Candidates present a range of artifacts to reflect their skills in each professional area. Case studies, intervention plans and outcomes, assessment reports, etc. are all included as primary evidence of professional skills as outlined in the course syllabus. Candidates are also required to reflect and share specific evidence of their skill development in each domain of training and provide supporting evidence from their supervisor ratings and positive impact surveys from their consumers as support of their skill attainment.
- Candidates are evaluated regarding their skill development by the internship instructor as outlined within the course syllabus.
- Internship field supervisors rate the level of skill development across all domains of training and development of professional qualities as outlined in the course syllabus.

- Candidates are required to provide evidence of their level of positive impact on student learning. Behavioral and academic case studies reflect the candidates' level of effectiveness in impacting the educational outcomes for their students.

Candidate will be required to:

a. Conduct intellectual, achievement, and socio-emotional behavioral assessments with children across age-and grade-levels.
b. Conduct systematic direct observations of children in classroom settings.
c. Consult with teachers and families about children's educational and emotional needs.
d. Write and submit psychoeducational reports, counseling and/or intervention treatment plans and other child-based assessments and interventions.
e. Involve themselves with children in special education settings (resource room; self-contained classroom) in addition to working in general education classrooms.
f. Participate and facilitate at Multi-Disciplinary Leadership Team and eligibility meetings.
g. Consult on referred children, develop intervention plans, and confer with primary supervisor on each case on an ongoing basis.
h. Participate and facilitate staff training, family training, and related group experiences.
i. Collaborate on the development intervention plans for academic and social-emotional-behavioral problems.
j. Be knowledgeable of and consent to follow the ethical and professional guidelines for School Psychology practice as dictated by the National Association of School Psychologists Professional Conduct Manual.
k. Learn and follow established school district policy enhancing probability of positive internship experience and contributing to district service goals.
l. Participate with various systems-wide prevention plans in the school district.
m. Learn about the district's crisis response plans. In the event of a crisis, guided by the field supervisor's judgment, the candidate may become involved in crisis intervention.
n. Become familiar with technology used in the practice of school psychology.
o. Internship experience will meet all NASP Training and Practice Standards.

GRADES

Students are expected to complete 63 credits of classes in the Ed.S. degree with a minimum 3.0 average overall. All candidates will receive letter grades at the end of the course consistent with academic policies and procedures. Grades are assigned as follows:

Graduate Grading Policies

A, the highest grade, is given for work of exceptional quality. Each credit earned with a grade of "A" carries 4.0 grade points.

A-, carries 3.7 grade points for each credit earned.

B+, carries 3.3 grade points for each credit earned.

B, is awarded for minimum expectation for graduate school. Each credit earned with a grade of "B" caries 3.0 grade points.

B-, carries 2.7 grade points for each credit earned.

C+, carries 2.3 grade points for each credit earned.

C, represents below-expectation for graduate school. Each credit earned with a grade of C carries 2.0 grade points.

C-, carries 1.7 grade points for each credit earned. "C-" is the lowest passing grade for graduate credit that is allowed. The student's accomplishment is deficient of minimum expectations.

F, represents failure. No credit or grade points are earned with a grade of "F." Failed courses count as credits attempted.

S/U, indicates satisfactory or unsatisfactory performance.

AD, indicates audit and is given when a student registers in a course for no credit and no grade.

W, signifies that a course has been dropped or that a student has withdrawn from the university with passing grades. The grade of "W" is not included in the grade-point average. Students who withdraw from the university after 60 percent of the course instruction has occurred and are not passing, receive a grade of "F."

I, is a neutral mark and represents incomplete. An "I" is given when a student is performing passing work, but for some uncontrollable reason cannot complete the course requirements during the instructional period. "I" mark is excluded from grade-point average computation. Nonattendance, poor performance or requests to repeat the course are unacceptable reasons for issuance of the "I" mark. When the student's request for an incomplete mark is deemed acceptable, the instructor must indicate the specific work necessary to complete the course. Marks of "I" are automatically changed to "F" if they are not made up by the last day of the next regular semester. Students may not graduate with an outstanding incomplete mark issued under this policy. The extension of an incomplete mark for one semester must be requested and approved by the instructor. The instructor will need to notify the Office of the Registrar, at least two weeks before the end of the semester in which the approved "I" mark expires. Students may make up incomplete marks by completing outstanding course requirements before the end of the next regular semester. The requirements must be submitted to the student's instructor, who reports the final grade and acquires the approval of the Academic Director. The written approvals must appear on the Grade Change Form before the form can be filed with the Office of the Registrar.

NR, signifies that an instructor has failed to assign a grade to a student's course work. This grade is assigned by the Office of the Registrar until the proper grade is determined. Students may not graduate with grades of "NR" on their record. All grades of "NR" must be resolved by the last day of the following semester. Unresolved grades of "NR" become grades of "F."

Academic Standing

All graduate students must maintain a cumulative graduate GPA of 3.0. If a student's GPA drops below 3.0, the student will be placed on probation or dismissed. Only SPP courses will count toward the requisite GPA.

Probation

Students whose cumulative graduate GPA is below a 3.0 will be placed on academic probation for one semester. If they fail to raise their cumulative GPA to 3.0 by the end of one semester, they are dismissed from their graduate program. Students must be aware that courses are offered only once a year in sequence, and therefore an individual degree plan would need to be revised with their advisor.

Low Course Grade

If a course grade of B- or lower is obtained, regardless of probation status, then the following will occur. A grade of B-in an academic class will result in the student needing to retake the course. A course may not be retaken more than 1 time. Thus 2 attempts at a course with outcome of low course grade will result in dismissal from the program.

Unsatisfactory Practicum Grades

If a grade of "U" is given in a practicum rotation, the student may not continue into the next practicum sequence. Any removal from a practicum due to below expectation performance, ethical issues, or site policy infractions, may cause an automatic "U". The student will have one term to repeat the practicum, either at the same or a different site location. If a second "U" is given, the student will be removed from the program.

When candidates repeat courses for the purpose of raising grades, the credits will be counted once in the total number of credits required for their degrees. The prior grades are replaced by R's.

Grade disputes – Candidates who believe their grades are incorrect or unfair should first discuss the matter at issue with the faculty member who is the party to the grievance. If no resolution of the grievance was achieved, then the candidate must request, in writing, a meeting with the chair of the department (or chair designee) and the faculty member who is party to the grievance. The candidate must request this meeting within one semester following the last day of the semester within which the grievance occurred. The meeting will be set by the department chair (or designee) for within two weeks of receiving the written request. If no resolution is achieved in this second step, the candidate may make a request for a formal hearing by the Academic Grievance Committee. The request must be in writing and presented to the committee chair. Within two weeks of them receiving the written request, a meeting between the candidate, faculty member, and department chair will be held. The candidate should review the Graduate Catalog for a more detailed discussion about this process.

STUDENT EVALUATION

Programs which train professional psychologists must recognize the importance of personal and professional competencies, in addition to traditional academic skills. Interpersonal effectiveness is essential for practice as a professional psychologist. Candidates who wish to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. As candidates progress toward completion of their professional education programs, they must demonstrate evidence to professors through course work, field and clinical experiences, and interpersonal interactions that they are developing professionally. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one's success as a professional. Development of acceptable levels of performance in each of the performance categories is an expectation of all candidates prior to completion of the school psychology program.

While throughout the program the candidate will continually receive feedback as to their professional skills and there will be points during the program in which formal evaluation will take place.

If a candidate is exhibiting difficulty in one or more professional competency area, the candidate will be alerted in order to allow development of a remedial plan (e.g., Student Improvement Plan). If a candidate considers the assessment to be inaccurate, they may ask for a review of the assessment by the Chair of the department (or the designee) in which the candidate is enrolled. If the Chair (or the designee) has referred the candidate for review, then the candidate may request a review from the Dean.

STUDENT IMPROVEMENT PLAN

The Ed.S. in School Psychology Program at Nevada State University expects all students to demonstrate satisfactory academic performance, professional dispositions, ethical behavior, and competency in the knowledge and skills necessary for the practice of school psychology. The program recognizes that students may encounter challenges during their graduate training and is committed to providing appropriate support and opportunities for improvement.

When concerns arise regarding a student's academic performance, professional behavior, ethical conduct, practicum or internship performance, or progress toward program competencies, the School Psychology Program may initiate a Student Improvement Plan (SIP).

The purpose of an SIP is to formally identify areas of concern, establish clear expectations for improvement, and provide students with a structured opportunity to demonstrate progress toward meeting program standards. An SIP serves as both a supportive intervention and a formal record of the student's progress.

When the School Psychology Program determines that an SIP is necessary, the following procedures will occur:

1. Identification of Concerns: Program faculty, course instructors, or practicum/internship supervisors may identify concerns related to a student's academic performance, professional dispositions, ethical behavior, or field-based competencies.

2. Student Meeting: The Program Coordinator and/or designated faculty members will meet with the student to discuss the identified concerns, review relevant information, and provide the student with an opportunity to share their perspective.

3. Development of the SIP: The Program Coordinator and/or designated faculty members will develop a written improvement plan (can be found in Appendix ?) that outlines:

    - Specific areas of concern and expected standards of performance.
    - Measurable goals and actions the student must complete.
    - Resources, support, or additional training available to assist the student.
    - A timeline for completing the identified requirements.
    - Methods for monitoring and evaluating progress.
    - Potential consequences if the student does not demonstrate satisfactory improvement.

4. Implementation and Monitoring: The student is responsible for actively participating in the improvement process and completing all requirements outlined in the SIP. The Program Coordinator and/or designated faculty members will monitor progress and provide feedback throughout the designated improvement period. When applicable, practicum or internship supervisors may participate in monitoring and evaluating the student's progress.

5. Review of Progress: At the conclusion of the designated improvement period, the Program Coordinator and/or designated faculty members will review the student's progress and determine whether the student has successfully met the expectations outlined in the SIP.

Following the review, the School Psychology Program may determine that:

- Satisfactory Improvement: The student has successfully met the requirements of the SIP and may continue in the program without additional corrective action.

- Continued Improvement Needed: The student has demonstrated progress but has not fully met the established expectations. The program may extend or revise the SIP, as appropriate.

- Unsatisfactory Improvement: The student has not demonstrated sufficient progress or has failed to comply with the SIP requirements. Additional actions may include restrictions on practicum or internship participation, delays in program progression, or a recommendation for dismissal from the program, consistent with university policies and procedures.

Students who receive an SIP are expected to actively participate in the improvement process, maintain communication with designated faculty members, attend required meetings, and demonstrate progress toward the established goals. Students will receive a copy of their SIP and will be asked to sign an acknowledgment confirming receipt and review of the plan. A student's signature does not necessarily indicate agreement with the concerns identified.

The implementation of an SIP does not guarantee continued enrollment in the School Psychology Program. Serious ethical violations, professional misconduct, or other significant concerns may warrant immediate action, including removal from a field placement or dismissal proceedings, in accordance with university policies. The School Psychology Program may take such action without first implementing an SIP when the nature or severity of the concern warrants it.

The program will maintain documentation of the SIP, associated meetings, progress evaluations, and final outcomes in accordance with applicable university policies. Students may seek review of decisions through established university grievance or appeal procedures.

APPLICATION TO GRADUATE

Graduation Information and Application Process for the Graduate Degree: To qualify for graduation, students must complete all requirements for the graduate degree by the official graduation date listed in the academic calendar. Graduation is not automatic upon the completion of requirements. Students who intend to graduate must take the initiative and should follow the key steps listed in IX.B and IX.C of the graduate student policies handbook. While students are ultimately “responsible for completing all degree requirements, assistance is available through faculty advisement and the Office of the Registrar.

Application for Graduation: The Application for Graduation entitles students to an official graduation evaluation of progress toward meeting graduate degree requirements. Students qualifying for graduation by the designated graduation date may participate in the annual commencement ceremony. Commencement participation does not constitute proof of the successful completion of degree requirements. The Application for Graduation is available from the Office of the Registrar. Application deadlines are published in the academic calendar. Failure to meet the deadline for the term in which a student wishes to graduate may delay their graduation.

FINANCIAL AID INFORMATION

While the basic responsibility for financing education lies with the candidates, scholarships, loans, and/or assistantships can supplement resources. The amount of aid available through the program is limited. Financial aid awards are contingent upon candidates’ maintaining good academic standing and satisfactory academic progress. For further information about financial aid opportunities, please contact the Nevada State University Financial Aid Office.

DELAY OF PROGRESS/DISMISSAL FROM PROGRAM

The school psychology program is a professional training program. As noted in the above subsections, grades and professional conduct are vital to continuation through the program and development as a school psychologist. It is also understood that sometimes situations arise that may present a candidate with a need to temporarily pause their programming. In such extreme cases, a Leave of Absence may be granted.

Ethical Guideline Adherence

Candidates are expected to follow the professional and ethical standards as outlined in NASP's *The Professional Standards: Principles for Professional Ethics.* Due to the developmental and sequential nature of the program curriculum, a grade lower than a B or a course withdrawal would delay progress in the program by a minimum of one semester. See the Nevada State University Graduate Policies for additional information about disqualification procedures.

Throughout enrollment, each candidate must adhere to the ethical code and principles of NASP. Candidates are also expected to follow the standards of professional behavior as outlined in the School of Education dispositions. Any ethical/professional behavior breaches are the responsibility of the candidate and cannot be faulted on other forces, such as but not limited to medical, familial, or life stressor situation. Unresolved issues could impact a candidate's ability to move forward in the field placement sequence.

In cases of ethical violation, the candidate can be immediately dismissed from the program.

Leave of Absence Request

In cases of extreme need, students may request a temporary Leave of Absence (LOA) from the program. Such requests must be submitted via the graduate program LOA request process to the program Chair (or the designee) for review and approval. LOAs can be granted for up to one year with no option for an extension beyond the one year. LOA requests are not guaranteed to be granted. Students are encouraged to communicate regularly with the program Chair (or the designee) relative to any situational issues they may be facing.

COURSE AND ACADEMIC POLICIES

- Attendance – Candidates are expected to attend all classes. Because class is once a week, attendance is essential for the synthesis of information. Candidate should only miss class for significant medical or family emergency and notify their instructor(s) of any absences before class. It is the responsibility of the candidate to complete all work missed if absent and adhere to the same timelines that are expected for other candidates. Attendance expectations are set by faculty and must be followed, or candidates risk receiving a lower grade.

- Email – Candidates are expected to check their Canvas account and Nevada State University email address on a regular basis. Outside of office hours and planned meetings, email will be the primary method of communication used for group and individual contact.
- Cell Phones/Tablets/Laptops – Technology use during class must be for bona fide research and course purposes.
- Professional Behavior – Candidates are expected to present themselves in a professional manner and interact with the faculty and their colleagues in like manner. This includes attendance in class, as well as within the assigned practicum and internship placements. Candidates are reminded that they are representatives of both the field of school psychology, as well as of Nevada State University.
- Academic Honesty – Candidates should be aware that their first responsibility as candidates is to be academically honest. The faculty expect that candidates will not resort to cheating, plagiarism, or any other form of academic dishonesty. A grade of F may be given in a course for plagiarism and/or dishonesty on any assignment, paper, or examination. Please refer to the Nevada State University Graduate Policies for a more detailed discussion.
- American Psychological Association Style for Papers – Candidates are required to use APA format for all papers handed in. The most current version must be used.

STUDENT SERVICES AND RESOURCES

Nevada State University provides academic and student-centered services to support and enhance graduate candidates' experiences during their stay on campus. Services are provided through the day and evening, week and weekends to accommodate busy schedules. Candidates are strongly encouraged to utilize the services. Below is a list of services that may be used by candidates within the School Psychology program.

- Academic Advising Center
- Academic Success Center
- Writing Center
- Student CARE Team
- Financial Aid Office
- Mental Health Counseling
- NSU Graduate Policies
- School Psychology Program Handbook
- Ed.S. School Psychology Canvas Page
- SOE Canvas Page
- Ed.S. School Psychology Webpage
- Nevada Department of Education
- National Association of School Psychologists

The Academic Resources page has various academic resources including the academic calendar; disability accommodations; library guides; plagiarism, copyright, and citation information; and veteran concerns.

You can contact Academic Advising at 702-992-2160 or at studentsuccess@nevadastate.edu.

Emergency CARE Services: If you are struggling with hunger, unstable housing, safety, mental health worries or ANY other concerns, contact the Emergency CARE team. Together, they can help meet those needs. Email: studentwellness@nevadastate.edu, at 702.992.2514, or at https://nevadastate.edu/studentwellnes

STUDENT GRIEVANCE

Complaint Procedures for the School Psychology program must comply with the Nevada State University Graduate Catalog

OTHER CAMPUS INFORMATION AND RESOURCES

- Parking – Nevada State University offers free parking. Candidates may park in any parking lot, in any open spot, at any time.
- Technology Resources – Nevada State University offers a variety of computer lab resources for candidate use. All computer labs have access to laser printers and a wireless network.
- School of Education – The Education office staff are a tremendous resource for all candidates. Located on the first floor of the Christenson Education Building Room 138, the school psychology administrative assistant will either provide or find an answer out for the candidate regarding campus issues. Located on the second floor of the Christenson Education Building is the main education administrative office and is an additional resource for students.

USE OF ARTIFICIAL INTELLIGENCE

Instructors within the School Psychology Program will determine the appropriate use of Artificial Intelligence (AI) within each of their courses. In accordance with Nevada State University's guidance on AI use, instructors will select one of the following AI use levels in their courses. Students are expected to follow the designated level of use in each class enrolled. Below are the four options instructors may select.

Use prohibited

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Bard) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Use only with prior permission

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Bard) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. Students are responsible for ensuring the accuracy of any information provided by an AI tool.

Use only with acknowledgement

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Bard) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT version 4 (ChatGPT-4) should include a citation such as:

- "ChatGPT-4. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/"
- Material generated using other tools should follow a similar citation convention.

Students are responsible for ensuring the accuracy of any information provided by an AI tool.

Use is freely permitted with no acknowledgement

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Bart) on assignments in this course; no special documentation or citation is required. Students are responsible for ensuring the accuracy of any information provided by an AI tool.

TECHNOLOGICAL AND SOCIAL MEDIA PROTECTIONS

- Candidates should not 'friend' clients (students/family members - current or past) and do not allow clients (students/family members - current or past) to 'friend' them.
- Candidates should not use instant messaging on websites (i.e. X, Facebook, Instagram) to contact clients (students/family members) or respond to clients (students/family members) who may have contacted them. These sites are not secure.
- Candidates should be familiar with the privacy controls on social networking and media sites and ensure that the general public cannot see details of their personal life that they would regularly share with immediate friends and family.
- Candidates should only use professional (i.e. university or work) email addresses to communicate with clients.
- Candidates use all email communication with clients in a professional nature and not involve personal discussions and/or disclosures

Sample Response to Social Networking Requests from Clients

> "I do not accept friend requests from current or former clients (students/family members). This is especially true on Facebook, X, and all other social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk about it."

- Candidates speak respectfully about the School Psychology program, practicum/internship, and/or their employees or clients. Candidates do not engage in behavior or language that will reflect negatively on the program or the practicum/internship site. The Program encourages students to write knowledgeably and accurately, using appropriate professionalism.
- Candidates may be legally liable for anything written or presented online. The use of unfounded or derogatory statements or misrepresentations is not viewed favorably by the School Psychology program or practicum/internship site can result in disciplinary action, which may include termination of the program or practicum/internship. It is important to know that anything published on the web is NOT confidential. Candidates can be disciplined for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Candidates can be involved in a lawsuit by any individual or organization that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous, or creating a hostile work environment.

EMPLOYMENT DURING COURSE OF STUDY

The program faculty recognizes and understands the financial issues often facing candidates. Balancing the academic courseload with financial pressures can make this challenging. As a full-time graduate student, working full time is quite difficult and often impossible during the third year of study, which is during the 1200-hour full time internship. Should a candidate consider full-time employment outside the internship, they are encouraged to discuss a plan of action with their faculty advisor.

PROFESSIONAL ASSOCIATIONS

As leaders in their communities, school psychologists and candidates are often engaged in professional organizations. Within the state of Nevada, students are encouraged to participate with the Nevada Association of School Psychologists (NVASP, https://nvasp.org/) At the national level, students can participate in a variety of communities through the National Association of

School Psychologists (https://communities.nasponline.org/). Specifically, the Graduate Student Community may be of interest to candidates.

TEXTBOOK LOAN POLICY

Below are the requirements for students who check out textbooks as part of the school psychology program.

- Only currently enrolled graduate students in good standing are eligible to borrow textbooks.
- Students must complete a Textbook Loan Agreement Form before borrowing any textbooks.
- Textbooks can be borrowed for one semester and must be returned on the designated return day of the semester. Please review the signed textbook loan agreement for specific dates. Extensions may be granted on a case-by-case basis, subject to availability and demand.
- Students must handle textbooks with care and avoid any actions that may damage or deface them.
- Students are responsible for any loss or damage to the textbooks while in their possession.
- Student must report any lost or damaged textbooks immediately.
- Non-compliance with this policy may result in suspension of textbook borrowing privileges and other disciplinary actions as deemed appropriate by the university, including a hold on student accounts.

TECHNOLOGY LOAN POLICY

Below are the requirements for students who borrow technology and electronic equipment as part of the Ed.S. in School Psychology Program at Nevada State University.

- Only currently enrolled graduate students in good standing are eligible to borrow university-owned technology and equipment.
- Students must complete and sign a Technology Loan Agreement Form before borrowing any equipment.
- Technology and equipment may include, but are not limited to, iPads, laptops, assessment devices, chargers, cases, and other program-related accessories.
- Students may borrow technology for the designated loan period outlined in their signed Technology Loan Agreement. Students must return all equipment and accompanying accessories by the specified return date. Extensions may be granted on a case-by-case basis, subject to availability and program needs.
- Students must handle all technology and equipment with care and take reasonable precautions to prevent damage, theft, or loss.

- Students may only use borrowed technology for educational purposes directly related to the School Psychology Program. Students may not loan, transfer, or share university-owned equipment with other individuals.
- Students are responsible for any loss, theft, or damage to technology and equipment while in their possession.
- Students must immediately report any lost, stolen, damaged, or malfunctioning equipment to the School Psychology Program Coordinator.
- **Students who damage or break university-owned technology or equipment while it is in their possession will not receive a replacement device or item.** The School Psychology Program will not provide additional loaned equipment to replace damaged or broken items. Students remain responsible for meeting all program, course, and assessment requirements, regardless of the availability of replacement equipment.
- Students must return all borrowed technology, including chargers, cases, and other accessories, in the same condition in which they received it, excluding normal wear and tear.
- Students may not attempt to repair, modify, or replace university-owned technology without prior authorization.
- Failure to return borrowed equipment by the designated deadline may affect future borrowing privileges.
- Non-compliance with this policy may result in suspension of technology borrowing privileges, financial responsibility for lost or damaged equipment, and other actions deemed appropriate by the university, including a hold on student accounts, in accordance with applicable university policies.

Handbook Acknowledgment of Receipt and Understanding

By signing below, I acknowledge that I have received and reviewed the Nevada State University Ed.S. in School Psychology Program Handbook.

I understand that the handbook outlines the program's academic requirements, policies, procedures, professional expectations, and responsibilities. I understand that I am responsible for familiarizing myself with and adhering to the policies, procedures, and expectations outlined in the handbook throughout my enrollment in the Ed.S. in School Psychology Program.

I acknowledge that the School Psychology Program may revise or update policies and procedures as necessary and that the program will communicate applicable changes to students.

I understand that failure to comply with program expectations may result in corrective action, delays in program progression, or dismissal from the program, consistent with applicable university policies and procedures.

I also understand that I may contact the School Psychology Program Coordinator if I have questions or need clarification regarding any information contained in the handbook.

By signing below, I confirm that I have received, reviewed, and understand the contents of the Ed.S. in School Psychology Program Handbook and agree to comply with the policies and expectations outlined within it.

Student Name (Printed): _____

Student Signature: _____

Date: _____

Cohort: _____

Students must sign and submit this acknowledgment to the Ed.S. in School Psychology Program Coordinator. The program will retain the signed acknowledgment as part of the student's program records.