Bouvé College of Health Sciences
Department of Applied Psychology

DOCTORAL PROGRAM IN
SCHOOL PSYCHOLOGY

Master of Science (MS) and Doctor of Philosophy (PhD)

STUDENT HANDBOOK
2018 – 2019

www.schoolpsychology.neu.edu

Program Director: Amy Briesch, PhD, NCSP
Accreditation:

Northeastern University's School Psychology PhD Program is fully accredited by the National Association of School Psychologists (NASP) and the Commission on Accreditation of the American Psychological Association (APA).

The next APA accreditation site visit will be held in 2020. Questions related to the program’s APA accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002
Phone: (202) 336-5979/E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation
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INTRODUCTION
The Doctoral Program in School Psychology is housed in the Department of Applied Psychology in the Bouvé College of Health Sciences, at Northeastern University in Boston, MA. Northeastern University is a private, nonsectarian, urban university that is strongly committed to practice-oriented education, and excellence in research and scholarship. Northeastern University is accredited by the New England Association of Schools and Colleges, Inc., which is one of the six regional accreditation bodies of the Council of Post-Secondary Accreditation (COPA). Graduate students at Northeastern are part of a large student population in the greater Boston area. Within a 25-mile radius of Northeastern's campus are more than 50 degree granting institutions. While studying at Northeastern, students will discover that part of the adventure of completing graduate work is exploring the cultural, educational, historical, and recreational offerings of the city.

OVERVIEW OF THE PROGRAM
The Doctoral Program in School Psychology is a full-time program that prepares the next generation of leaders in the field. Doctoral level school psychologists conduct research, teach, supervise students and professionals, consult with school systems, teachers and families, and provide direct services to children. School psychologists also play a central role in planning and evaluating school-based educational and health promotion programs. Northeastern’s doctoral program includes all components of the MS/CAGS in School Psychology in addition to a major focus on research and additional fieldwork experiences.

The doctoral program espouses a scientist-practitioner training model, as set forth by the American Psychological Association (APA). The program is fully accredited by the APA and National Association of School Psychologists (NASP). It is designed for students to meet state and national certification requirements for school psychology and pursue state licensure for psychologists. The program emphasizes applied research related to the education, development, and health promotion of children, and scientifically-based practice in urban schools, community centers, and hospitals. The program has three principal themes and five major training goals, which are described below.

Three principal themes:
1. Promotion of the educational and developmental success and the mental and physical health of children.
2. The reciprocal influence of science and practice in multicultural and urban contexts.
3. Development of leadership skills in research and practice.

Five major training goals:
1. To produce graduates with understanding of the basic areas of psychology.
2. To produce graduates who are competent in research and scholarship.
3. To produce graduates who use a systematic, problem-solving approach in the practice of psychology.
4. To produce graduates with awareness, sensitivity and skills in working with diverse individuals, groups, and communities, who represent various cultural and personal backgrounds and characteristics defined broadly.
5. To produce graduates with the knowledge and skills to engage in professional behavior that is ethically and legally appropriate.
The program competencies that are associated with each goal are described in Appendix A2.

Students in this program are trained to meet both APA and NASP standards. As in Northeastern’s NASP approved MS/CAGS program in school psychology, the doctoral program is designed to produce school psychologists who have a strong foundation across the following domains of school psychology training and practice as delineated by NASP:

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Safe and Effective Learning Environment
- Preventive and Early Intervention; Crisis Response
- Family–School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

The doctoral program consists of 104 semester hour credits, a 75-hour pre-practicum, a 200-hour supervised practicum experience, two 600-hour supervised advanced fieldwork experiences, a mentored research project, a comprehensive portfolio examination, a dissertation, and a one-year pre-doctoral internship. Students in the program typically earn an MS in School Psychology after completing 33 credits. This generally occurs after the first calendar year (fall, spring, and summer) in the program. They can receive their CAGS in school psychology after completing the fourth year of program requirements [i.e., coursework, practicum, and 1200 hours of advanced fieldwork (600 hours in a school setting)]. Those entering the program with a master’s degree should consult with their advisor to discuss the program of study requirements. A minimum of 50 credits is required for students entering with advanced standing.
PROGRAM PHILOSOPHY

The program faculty strongly value five concepts that have influenced the development of the doctoral program in important ways. These include (1) schools as a mechanism for promoting social justice; (2) the importance of an urban, multicultural focus in training the next generation of leaders in the field; (3) the critical role that schools and families can serve as facilitators of children’s healthy development; (4) a commitment to prepare students to become leaders in research and practice; and (5) interdisciplinary learning opportunities.

Schools as a Mechanism for Promoting Social Justice
Massachusetts features prominently in the history of American public education. Horace Mann’s work in educational reform is particularly noteworthy. Mann successfully promoted the idea of a secular public funded education available to all children and believed that quality education was essential to a stable republic. He saw public schools as a vehicle to equalize opportunity for all children and for social advancement. Unfortunately, public schools now tend to magnify differences in opportunity for wealthy and lower income children due to a disproportionate allocation of resources. Although Brown v. Board of Education (1954) sought to integrate schools by race, problems related to disproportion and segregation remain. A guiding principle that permeates our doctoral program is the idea of building the capacity of public schools to realize the vision of our Massachusetts forefather Horace Mann. We see this as our focus in social justice to build the capacity of local schools (through our practice) and all schools (through the dissemination of our research and outreach activities) to serve as catalysts and facilitators of social and economic advancement by preparing all students to meet the challenges they will face as adults.

Urban, Multicultural Focus
The United States has become increasingly multicultural with schools serving children from ethnically, racially, and linguistically diverse families. Urban schools serve particularly high concentrations of children from ethnically diverse and economically disadvantaged backgrounds. Thus, urban schools have great potential to enhance key protective factors (academic success and positive social behavior) and buffer the effects of risk factors. Unfortunately, under-resourced urban schools themselves face challenges not equally shared by their counterparts in wealthier communities. Urban schools face higher rates of both student and teacher absenteeism and lower availability of resources, and teachers in urban schools spend more time managing student misbehavior than do teachers in rural and suburban schools. Northeastern University is located in the heart of Boston. Our program’s training and research activities are contextualized in the urban Boston metropolitan area. It is important for students to acquire urban school-based experiences with children and families from diverse cultural and linguistic backgrounds throughout their time in the program. Students develop multicultural competencies through coursework and fieldwork experiences. The faculty encourages students to seek out high quality, supervised fieldwork placements in urban settings and assists students in finding these placements through relationships that faculty members have developed with local institutions. We believe that by providing our students with the skills and experiences they need to be successful in this urban environment, we can provide them with a unique set of skills that include making the most out of limited resources and thinking creatively about how to solve problems in any setting. Two courses (Understanding Culture and Diversity--CAEP 6203 and Advanced
Multicultural Psychology-- CAEP 6394) focus on multicultural competencies. Additionally, a multicultural perspective is embedded throughout the curriculum.

**Schools and Families as Facilitators of Healthy Development**
Bronfenbrenner’s (1979) social-ecological model emphasizes multiple factors that influence individuals’ developmental trajectories. Within this model, schools and families are each prominent systems that influence children’s development, and the relationships between these systems are critical. The potential for schools and families to serve as health-promoting systems that buffer children from risk factors that may otherwise get in the way of their developmental success is a core belief among the school psychology faculty. The doctoral program in school psychology emphasizes a public health model, including tiered levels of prevention and intervention for entire populations, smaller at-risk groups, and individual children. The public health model of service delivery is integrated into coursework and fieldwork and is a theme in faculty-led research.

**Preparing Students for Leadership in Research and Practice**
The program faculty values the importance of faculty mentorship and modeling (Shapiro & Blom-Hoffman, 2004) as variables that facilitate the development of students’ success as future leaders in the field. Students work closely with faculty as they learn to apply research methods to design studies that aim to solve important problems that get in the way of children’s healthy development. At the same time, they are taught to draw on their practice-based experiences in field sites to design socially important research studies that serve to advance children’s developmental success. The program faculty strives to be accessible and enjoys mentoring and advising students. Each student is assigned a mentor/advisor by the Program Director prior to beginning the program based on student and faculty mutual interest. Students are able to change advisors as they progress through their program and are encouraged to seek mentoring from multiple core faculty members. The student-centered environment is evident in the number of faculty and student collaborations on research projects, published journal articles and book chapters, and presentations at state and national conferences.

Students develop skills in research and practice through intensive training that is guided by a developmentally sequenced curriculum that includes coursework, fieldwork, and applied research projects. School psychology faculty members are active researchers and leaders in the field at state and national levels. They serve to provide models for leadership and a context for the research-to-practice connection. Students are provided with opportunities to assist faculty members in these activities.

Northeastern’s school psychology students have a strong professional identity and social conscience. The Department has a very active SASP (Student Affiliated in School Psychology) chapter, which is part of Division 16 of the APA. This student group plans educational workshops, conferences, and social activities. Over the years, alumni have also assumed leadership roles in state and national organizations. In addition, they consider themselves advocates for the needs of children.
SEQUENCED TRAINING IN RESEARCH AND PRACTICE

*Sequenced Research Training.*

Research training is organized by competencies (see Appendix A2) and consists of 21 semester hours of coursework, including the following courses and requirements: A minimum of three semesters of participation on a research team (1 credit per semester), Research, Evaluation and Data Analysis, Intermediate Statistics, Advanced Psychometric Principles, Advanced Research and Data Analysis, Doctoral Seminar in Program Planning and Evaluation, and Philosophy of Science in Psychology. Beginning in their first semester, students join a faculty-led research team. Students participate on a research team for at least three consecutive semesters and progressively assume more advanced leadership roles on the team as they develop their research skills. This experience includes supervising more junior doctoral students and master’s level students on research projects. Student research competencies, including the Mentored Research Project (see Appendices D1 and D2), are evaluated as part of the comprehensive portfolio examination and culminate with the dissertation. Doctoral students are expected to present at a minimum of one national conference during their time in the program and produce a written report of their research that is suitable for publication in APA format.

Northeastern’s six core school psychology faculty members are engaged in active programs of community-based research with doctoral students that focus on the promotion of children’s healthy physical, social-emotional and academic development. Each faculty member’s line of research is connected with the program’s social justice mission and focuses on identifying ways to support the healthy development of those children most vulnerable in our society. For example, Dr. Jessica Hoffman’s research focuses on school-based strategies to promote children’s healthy eating and physical activity behaviors; Dr. Robert Volpe’s research focuses on the promotion of early literacy skills among very young children; Dr. Amy Briesch’s work involves the design of self-management interventions used to promote academic and social-emotional success of groups of students in classrooms; Dr. Chieh Li’s research focuses on the roles culture plays in assessment and intervention and mindfulness for students’ wellbeing in urban schools; Dr. Lou Kruger and Dr. Chieh Li are engaging in a line of research focused on the social-emotional effects of high-stakes tests, which have disproportionately negative effects on the most vulnerable children in society, namely children of color, English Language Learners, and students in special education; Dr. Karin Lifter’s research focuses on linking play-based assessment to early interventions for children with or at risk for developmental delays. Faculty members have their research based in local school districts, Head Start programs and Early Intervention programs, and they focus their work on children who are ethnically, racially and linguistically diverse.

*Faculty-Led Research Teams*
- Behavior Disorders/Academic Interventions (Volpe, Briesch)
- Healthy Eating and Physical Activity Promotion in Schools (Hoffman)
- Culturally Responsive Intervention for Diverse Children and Families (Li)
- Early Childhood Development, Assessment, Intervention (Lifter)
- High Stakes Testing and CLD Children (Kruger, Li)
**Sequenced Field-Based Experiences.**

Consistent with Northeastern University’s practice-oriented philosophy, the program includes supervised fieldwork experiences each year. In their first year of the program, students complete a 75-hour pre-practicum during Summer I (students also may wish to include practicum training in Early Intervention in this first year, which is described below). In the second year of the program, students complete a one day/week (200 hour) supervised practicum that is linked to course work (i.e., Curriculum Based Assessment, Social, Emotional and Behavioral Assessment, School-Based Counseling, and Learning Problems). In their third and fourth years of the program, students complete two 600-hour advanced fieldwork experiences. At least 600 hours are required to be in a school setting and are supervised by a licensed school psychologist.

**Interdisciplinary Learning Opportunities and Specializations**

The Department of Applied Psychology is part of the Bouvé College of Health Sciences. This relationship affords school psychology students with the opportunity to learn from faculty and students from many other health-related disciplines including nursing, pharmacy, speech and language pathology, exercise physiology, public health and physical therapy. If interested, students have an opportunity to obtain a specialization in Early Intervention (EI). The EI specialization requires some additional coursework, including an additional 300-hour practicum in year 1. The EI certificate prepares school psychologists to work with infants and toddlers with or at risk for disabilities and their families, in community and related agencies, and to transition these children at the age of three years from family-oriented, EI services to school-based services. A major emphasis of the EI program is the development of multicultural competencies. *If students are interested in pursuing the EI specialization, they should inform Dr. Lifter of their interest at the start of the program because this choice will have implications for their coursework and fieldwork in year 1 of the program.*

School psychology PhD students also have an opportunity to obtain an optional concentration in Applied Behavior Analysis (ABA). This optional sequence of training is offered in collaboration with Northeastern University’s Certificate Program in ABA under the direction of Dr. Laura Dudly (http://www.northeastern.edu/bouve/caep/programs/aba.html). The ABA concentration prepares students to take the Behavior Analyst Certification Board (BACB) exam. It involves courses work plus supervised fieldwork. Two of the courses are already part of the regular school psychology curriculum (CAEP 6206 Learning Principles and CAEP 6347 Behavior Management). There are additional on-line courses that students take that are part of Northeastern University’s Certificate Program in ABA (CAEP 6327 Behavior Assessment, CAEP 6328 Research Design and Methods, CAEP 6329 Service Administration, CAEP 6336 Systematic Inquiry in Applied Research, CAEP 8417 Intensive Practicum in ABA I and CAEP 8418 Intensive Practicum in ABA II). The ABA courses are independently offered from the School Psychology PhD Program and are not required for the program. None of the on-line courses are permitted to substitute for courses in the required PhD curriculum. Students wishing to pursue the optional concentration in ABA must complete 750 hours of intensive practicum (with 3 hours/week of supervision) after successful completion of coursework. Supervision must be provided by a Board Certified Behavior Analyst. The program is designed for the supervised fieldwork to be completed during one year of advanced fieldwork, during which time students
are supervised by a certified school psychologist or licensed psychologist who also holds the BCBA. During this year students also enroll in the fieldwork seminars, Intensive Practicum in Applied Behavior Analysis I (fall) and II (spring). *If students are interested in pursuing the ABA concentration, they should inform Drs. Hoffman and Dudley of their interest at the start of the program because this choice will have implications for their coursework and fieldwork in year 1 of the program.*

**Program Summary**

The master’s degree is earned after the first year and requires 33 semester hours of credit. The entire program (MS and PhD) totals 104 semester hours of credit. Most students take a total of 4 courses each semester plus another three courses in the summer between the first and second years. The curriculum consists of:

- **Coursework** that is organized into 5 areas (see Required Courses in Appendix A1 and Program Competencies in Appendix A2): (1) Core Psychological Knowledge; (2) Research Design and Statistics; (3) Multicultural Competency; (4) Assessment, Consultation and Intervention; and (5) Professional Issues.
- **Fieldwork training** consists of a 75-hour pre-practicum, a 200-hour practicum in a school, 1200 hours (two years) of advanced field work (600 hours each year, and approximately 20 hours/week—at least 600 hours need to be in a school setting), and one year of an approved full-time, pre-doctoral internship. Students are strongly encouraged to seek an APA or APPIC-approved internship.
- **Research activities** include membership for at least 3 semesters on a research team, coursework, a mentored research project, and a dissertation.
- Additionally, students demonstrate their competencies through the development of a comprehensive portfolio and oral exam.

Note: Students who enter the program with prior graduate training may have modified research and fieldwork requirements. The program of study for each student is determined at the beginning of the program by the advisor in collaboration with the Program Director and the student.
PROGRAM FACULTY

School psychology is a major presence in the Department of Applied Psychology. Professors Amy Briesch, Jessica Hoffman, Louis Kruger, Chieh Li, Karin Lifter, and Robert Volpe are full-time faculty with doctoral degrees and are core faculty members in the school psychology MS/CAGS and PhD programs. All of these faculty members are tenured. Five of these six faculty members hold doctoral degrees in school psychology, four are credentialed as school psychologists, and two are licensed psychologists. In the 2017-18 school year, Dr. Caroline Krehbiel joined the faculty as a visiting assistant professor.

Amy Briesch, PhD, NCSP (617-373-8291; a.briesch@northeastern.edu)
Dr. Briesch is an Associate Professor and Program Director for the School Psychology PhD Program. Subsequent to receiving her bachelor’s degree in psychology and creative writing from Dartmouth College, she worked as a high school resource room teacher and college counselor in Maine. Dr. Briesch then received her MEd and Ph.D. in school psychology from the University of Connecticut. She completed her pre-doctoral internship with Heartland Area Education Agency in western Iowa, serving students K-12 in three school districts. Dr. Briesch’s primary research interests involve the (1) role of student involvement in intervention design and implementation, (2) use of self-management as an intervention strategy for reducing problem behaviors in the classroom, and (3) identification and examination of feasible and psychometrically-sound measures for the formative assessment of student social behavior. She co-directs the Center for Research in School-Based Prevention (http://northeastern.edu/crisp), and is currently a co-Principal Investigator on two grants funded by the Institute of Education Sciences of the Department of Education: Project NEEDs2 (http://needs2.education.uconn.edu/) and Project iFab. Dr. Briesch has authored three books and over 50 peer-reviewed journal articles to date, and was the 2014 recipient of the Lightner Witmer award from the APA for early career scholarship. She is a Nationally Certified School Psychologist and the faculty advisor to Northeastern’s local SASP chapter.

Jessica Hoffman, PhD, NCSP (617-373-5257; j.hoffman@northeastern.edu)
Dr. Hoffman is an Associate Professor in school psychology at Northeastern. Dr. Hoffman is a licensed psychologist in Massachusetts and Nationally Certified School Psychologist. She received her BA in psychology from Hamilton College, her MEd in human development from Lehigh University, and her PhD in school psychology from Lehigh University. She completed her pre-doctoral internship and post-doctoral fellowship in clinical psychology at The Children's Hospital of Philadelphia. Her research focuses on school, home, and community-based interventions to promote healthy eating and physical activity in children. She is the author of over 60 peer reviewed publications and book chapters. Her research has been funded by the National Institutes of Health, National Science Foundation, Healthy Weight Research Network, and the Robert Wood Johnson Foundation. In 2007 she received the Lightner Witmer Award from the APA for early career scholarship. In 2017 she received the Bouve College Kenerson Faculty Award for her teaching, research, and community collaborations in public health. She is currently on the editorial boards of School Mental Health, School Psychology Forum, and School Psychology Quarterly. She served two terms as Vice President of Membership for Division 16 of the APA from 2009-2014. She is a member of the Society for the Study of School Psychology.
More information about Dr. Hoffman’s work can be found at: https://bouve.northeastern.edu/directory/jessica-hoffman/

**Louis Kruger, PsyD, NCSP (617-373-5897, l.kruger@northeastern.edu)**

Dr. Kruger is an Associate Professor in the Department of Applied Psychology in the Bouvé College of Health Sciences at Northeastern, and he directs the School Psychology MS/CAGS Program. Dr. Kruger received his doctorate from Rutgers University. He has published and presented more than fifty papers and has edited or co-edited three books, including *High Stakes Testing*. He has received the Peterson Prize and the Robert T. Weitz Award from Rutgers University for work in the interest in professional psychology and received the Massachusetts School Psychology Trainer of the Year Award. He is a nationally certified school psychologist. He is a member of multiple professional associations and serves on the Board of Directors of the Massachusetts Coalition of School-Based Health Centers, Citizens for Public Schools, and the Massachusetts School Psychologists Association. Dr. Kruger has served as a consultant to several school systems and non-profit organizations on teamwork, program evaluation, and strategic planning. In 2009, he produced and directed a documentary film, *Children Left Behind*, about high stakes testing in the public schools. The film has been shown at multiple venues, including national conventions and the Massachusetts State House. In February of 2014, his most recent documentary on large-scale standardized assessments, *Jesse’s Journey*, was shown at the Trainers’ of School Psychologists Conference. He served as an Associate Editor of scholarly journals for 24 years (*Special Services in the Schools*, and *Journal of Applied School Psychology*). He is currently on the editorial board of the *Journal of Educational and Psychological Consultation*.

**Chieh Li, EdD (617-373-4683, c.li@northeastern.edu)**

Dr. Li is an Associate Professor in the Department of Applied Psychology at Northeastern. She received her EdD from the University of Massachusetts-Amherst and is a licensed psychologist and nationally certified school psychologist. She teaches masters and doctoral courses on multicultural counseling and assessment and does research on cross-cultural psychology. She has also been exploring the impact of meditation on stress reduction and overall wellbeing. As a bilingual (Chinese and English) psychologist, she writes on bilingual and bicultural issues in the field of school and counseling psychology. Her work has been presented at 89 national and international conferences to date. She has authored 65 publications (in English or Chinese), 29 of which are refereed journal articles. Dr. Li has served on the Northeastern University President Advisory Board on diversity issues--Asian group, chaired the Bouvé College diversity committee, reached out to underserved immigrant children and parents in the Greater Boston Area, contributed to the NASP Social Justice Interest Group, and served on the NASP multicultural committee, as well as the Futures Task Force of School Psychology on Home-School Partnership. She has also served as the chair of the national Council of Directors of School Psychology Programs (CDSPP) and the chair of the CDSPP practicum taskforce, as well as the liaison of the Massachusetts School Psychology Association to the International School Psychology Association. Currently, she serves on the NASP bilingual-interest-group leadership team, and on the editorial board of the *Journal of Educational and Psychological Consultation*, *School Psychology Forum*, *(School Psychology) Trainers’ Forum*, and *North American Journal of Medicine & Health* (in Chinese: 北美医学与健康). She has also served as an ad hoc reviewer for other journals, including the *Journal of Educational Psychology*, *Cultural Diversity and*
Ethnic Minority Psychology, and School Psychology Review. More information about Dr. Li’s work can be found at: https://bouve.northeastern.edu/directory/chieh-li/

Karin Lifter, PhD (617-373-5916, k.lifter@neu.edu; Early Intervention Program Director)
Dr. Lifter is a Professor in the Department of Applied Psychology. She received her bachelor’s degree in biology from Temple University; her master’s degree in education from Teachers College, Columbia University; her PhD in developmental psychology from the Graduate Faculties, Columbia University; and a postdoctoral specialization in developmental disabilities from the University of Massachusetts – Amherst. Dr. Lifter’s expertise centers on developmental psychology and developmental disabilities. She conducts both descriptive and intervention studies on the play, language, and social development of young children with and without disabilities, bridging cognitive and behavioral theories. She was principal investigator of an Institute of Education Sciences (IES, U.S. Department of Education) award “Assessment of Natural Play for Instructional Planning.” This project focused on the validation of the Developmental Play Assessment (DPA: Lifter, 2000), the development of a user-friendly version for practitioners (DPA-P), and the development of an on-line training package for practitioners, spanning developments in the play of children with and without delays, from 8 months to 60 months of age. Dr. Lifter directs the Interdisciplinary Certificate Program in Early Intervention, which includes students and faculty from school/counseling psychology, speech-language pathology and audiology, physical therapy, psychology, human services, education, and nursing. She and her colleagues developed this program with two successive 5-year training grants from the U.S. Department of Education. She serves on the editorial boards of the Journal of Early Intervention, Topics in Early Childhood Special Education, and Infants & Young Children. She chaired the DEC committee (2003 – 2008) that revised and validated the national standards for personnel preparation in Early Intervention and Early Childhood Special Education. She has represented higher education on Massachusetts’ Interagency Coordinating Council (ICC) for Early Intervention. She was a founding member of the Personnel Preparation Committee of the ICC, which developed the standards for personnel preparation in the state.

Robert J. Volpe, PhD (617-373-7970, r.volpe@neu.edu)
Dr. Volpe is Professor and Interim Chair of the Department of Applied Psychology. He received his PhD in School Psychology from Lehigh University in 2003, and completed his post-doctoral fellowship at the Center for Children, Youth, and Families at the University of Vermont. His research focuses on designing and evaluating behavioral and academic assessment and intervention systems for use in problem-solving models. Dr. Volpe is one of the most productive intervention researchers in the field of school psychology (Ranked #11). Much of Dr. Volpe’s work involves the use of technology to facilitate implementation and sustainability. Dr. Volpe teaches graduate courses in measurement, and he directs student practical experiences. He has published over 90 articles, book chapters and scholarly books. Dr. Volpe is President of the Society for the Study of School Psychology and is one of the founders of the Early Career Forum, which publishes a blog and various symposia focused on helping young scholars navigate through the early stages of their research careers. He is on the editorial advisory boards of Journal of Attention Disorders, Journal of School Psychology, School Mental Health, and School Psychology Review. Together with Dr. Briesch, Dr. Volpe directs the Center for Research in School-based Prevention.
Associated Program Faculty
In addition to the core school psychology faculty listed above, the program is supported by associated program faculty, who teach doctoral courses.

Jessica B. Edwards George, Ph.D., NCSP
Dr. Edwards George is an Assistant Clinical Professor and clinical coordinator in the Department of Applied Psychology and is the Program Director and Director of Clinical Training for the Ph.D. in counseling psychology program at Northeastern. She is a licensed psychologist and school psychologist who specializes in pediatric psychology, specifically children and families with gastrointestinal illnesses, food allergies, and internalizing disorders. She received her BA in psychology from Binghamton University (SUNY), her MS/CAGS in school psychology from Northeastern University, and her PhD in counseling and school psychology from Northeastern University. She completed her pre-doctoral internship at the University of Massachusetts Medical School/Worcester State Hospital in clinical psychology and post-doctoral fellowship in pediatric psychology and gastrointestinal disorders at The Warren Alpert Medical School of Brown University. Dr. Edwards George’s primary research interests lie broadly in the areas of dietary adherence and psychological and behavioral correlates of adherence to medically necessary dietary regimens in pediatric populations, such as children with gastrointestinal disorders and food allergies.

Christie J. Rizzo, Ph.D.
Dr. Rizzo is an Associate Professor in the Department of Applied Psychology at Northeastern. She is a licensed psychologist who specializes in the prevention of adolescent risk behaviors. She received her BA in psychology from Barnard College of Columbia University and her PhD in clinical psychology from the University of Southern California. She completed her pre-doctoral internship in clinical psychology at McLean Hospital/Harvard Medical School and her post-doctoral fellowship in child/adolescent psychology at the Warren Alpert Medical School of Brown University. Dr. Rizzo’s federally-funded program of research focuses on the development of prevention programs for dating violence and sexual risk behavior. She is particularly interested in using cognitive-behavioral strategies to promote relationship skills (e.g., communication and affect management strategies) among high-risk youth such as those in the juvenile justice system.

Tracy Robinson-Wood, Ed.D.
Dr. Robinson-Wood is a professor in the Department of Applied Psychology at Northeastern University. She is author of The Convergence of Race, Ethnicity, and Gender: Multiple Identities in Counseling. The fifth edition, to be published by SAGE, is anticipated in 2016. Her research interests focus on the intersections of race, gender, sexuality, and class in psychosocial identity development. She has developed the Resistance Modality Inventory (RMI), which is a psychometrically valid measure of resistance based upon a theory of resistance she co-developed for black girls and women to optimally push back against racism, sexism, classism, and other forms of oppression. Her research is also focused on parents’ racial socialization messages within interracial families, and the relational, psychological, and physiological impact of microaggressions on highly educated racial, gender, and sexual minorities. Prior to Northeastern University, Dr. Robinson-Wood was a professor in the Department of Counselor Education at North Carolina State University. A California native, Dr. Robinson-Wood earned her
Rachel F. Rodgers, Ph.D.
Dr. Rodgers is an Associate Professor in the Department of Applied Psychology at Northeastern. She received her BA in Psychology, and MA and PhD in Counseling and Clinical Psychology at the University of Toulouse in France, where she is a licensed psychologist. Dr. Rodgers completed her post-doctoral training in Boston at Northeastern University before becoming a member of faculty. In collaboration with Drs. Edward George and Franko she directs the APPEAR (Applied Psychology Program for Eating and Appearance Research) research lab which focuses on developing etiological models of the development of body image and eating concerns, and developing and testing prevention interventions.

Mariya Shiyko, Ph.D.
Dr. Shiyko is an Associate Professor in the Department of Applied Psychology at Northeastern. She received her MA and PhD in Educational Psychology, Quantitative Methods from The Graduate Center at the City University of New York. She also earned a BA and MA in Pedagogy of History and Law from Smolensk State Pedagogical University in Russia. Her primary research interests are in the area of intensive longitudinal data design and analysis. She is interested in questions related to the design of studies employing ecological momentary assessments, including sample frequency and questionnaire development. She is very interested in applying sophisticated data analytic techniques to studies of health-related behaviors, such as smoking, medication adherence, and physical activity.

William Sanchez, Ph.D.
Dr. Sanchez is an Associate Professor in the Department of Applied Psychology at Northeastern. He received his PhD in clinical psychology from Boston University and is a licensed psychologist and health service provider in Massachusetts with extensive experience in advocacy and clinical work with Latinas/os in Boston. He is of Puerto Rican descent and fluent in Spanish. His scholarly interests include racism and colonialism and their effects on treatment provision and the training of helping professionals. Dr. Sanchez has published articles on empowerment, advocacy, and the perpetuation of colonialism within psychology. He has taught psychological testing, individual intelligence testing, cognitive assessment for counseling psychologists, cross-cultural counseling, community psychology, legal and ethical issues in professional psychology, and psychopathology. Dr. Sanchez currently serves as the co-director of the Master of Science in Counseling Psychology Program.
FACULTY EXPECTATIONS OF STUDENTS

Student Responsibilities
Students are expected to participate and conduct themselves in a professional manner in all aspects of the program. Student responsibilities include the following:
1. Adhering to the APA’s and NASP’s ethical codes in all aspects of professional behavior.
2. Being on time for classes and assignments. It is the student’s responsibility to be available for classes between 4:00 and 9:30 PM Monday through Thursday. Any problems or extenuating circumstances should be brought to the attention of the instructor and the student’s advisor as soon as possible.
3. Notifying faculty in advance if they need to miss a class.
4. Notifying the University (http://myneu.neu.edu/cp/home/login) of changes in address, telephone number and email.
5. Frequently checking e-mail for information from the program’s listserv, faculty, department, college and university.
6. Obtaining the required disability documentation from the Disability Resource Center (DRC) when requesting special accommodations for exams.
7. Completing the Doctoral Student Annual Review (Appendix B2) each year by March 30th, even during internship.
8. Maintaining enrollment in the program, including during dissertation completion. Students must register each semester that they are in the program. Once they have completed their coursework and internship, they are required to register for Dissertation Continuation until they graduate.
9. Being aware of university policies, procedures and regulations as specified in the Northeastern University Course Catalog and the Bouvé Graduate Handbook:
(http://catalog.northeastern.edu/graduate/academic-policies-procedures/general-regulations/)
(https://bouve.northeastern.edu/pdf/grad-handbook.pdf)

Student Research/Scholarship Involvement
Students are required to collaborate with faculty on research/scholarship projects as well as on other professional projects. Students are expected to join a faculty-led research team within their first semester and to participate actively with the team throughout their course of study. They should be involved in joint activities with peers, which can include study groups, attendance at student presentations, and department research colloquia. In order to become more familiar with student research and the dissertation process, it is required that students attend at least one proposal hearing and one dissertation defense each year in the program. It is strongly recommended that students go beyond this minimum requirement and attend as many proposal hearings and defenses as possible during their time in the program.

Student Professional Involvement
Students are strongly encouraged to join professional organizations, such as the APA, Division 16 of the APA, the Massachusetts Psychological Association (MPA), the Massachusetts School Psychologists Association (MSPA) and NASP. Some of these associations have student groups (e.g., APAGS, SASP), and students are particularly encouraged to participate in these groups to benefit from the student-focused resources available. Membership information for these organizations is available online. Students are expected to attend and present at professional
conferences and workshops during their course of study. Also, students are strongly encouraged to join, participate actively, and take leadership roles in Northeastern’s local SASP chapter.

**Student Involvement in Program Operations and Improvement**
Student feedback is solicited throughout the academic year in the form of mandatory program meetings that occur once per semester, student representative attendance at faculty meetings throughout the year, individual faculty/student conferences, and end-of-the-year student written evaluations. Student representatives are asked to solicit feedback/concerns from their peers prior to the faculty meeting so they can be discussed. The schedule of program meetings and faculty meetings where student representatives are present is disseminated via the listserv in the summer prior to the start of the academic year to allow sufficient time for students to rearrange fieldwork and work schedules so they may be in attendance. Information regarding the dates and locations of these meetings is posted over the student listserv. In addition, students provide faculty with feedback for individual courses through on-line course evaluations.

**Program Meetings**
As described above attendance at program meetings is mandatory. Agendas include professional issues, licensure, comprehensive examination preparation, course registration, feedback about the program, and other topics. Program meetings also provide a forum for students to provide general feedback about the program to the faculty.

**Program Listserv**
All students must join the program's listserv (SCHOOLPSYCH@LISTSERV.NEU.EDU), using their NEU email address (see Appendices F1 and F2). The listserv provides a time-efficient medium for communication about program-related matters, such as program deadlines, fieldwork opportunities, upcoming conferences, and many other issues.

**Ethical Considerations in Using Social Networking Sites**
Students who use social networking sites (e.g., Facebook, Twitter, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a school psychologist. To this end, students should set all security settings to “private” and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of school psychologists. Engaging in these types of actions could result in the student being dismissed from the program.
SUMMARY OF PROCEDURES AND OPERATIONS

Program Management
The PhD program is managed by its core faculty, which meets bi-weekly. Dr. Briesch serves as the Program Director for the PhD program; she is in charge of overseeing all aspects of the program including student coursework and fieldwork. Dr. Kruger serves as the Program Director for the MS/CAGS program. Drs. Briesch and Kruger collaborate closely to ensure smooth coordination across the two interrelated programs.

Student Advisement
Students are initially assigned an advisor by the program director in collaboration with the faculty based on student-faculty interests. The advisor-student relationship is intended to provide a close professional relationship with at least one core faculty member.

Students develop their program of study (Appendix A3) with their advisor, who will consider prior graduate course work and will suggest courses and course waivers accordingly. Required courses are listed in Appendix A1. Students take responsibility for maintaining contact with their advisors. Students are also encouraged to develop relationships with other faculty in the program and across the Department in a variety of ways through coursework, research activities, fieldwork, and professional projects.

Students are free to change advisors by completing the “change of advisor form” (see Appendix B1) and informing the previous advisor, the new advisor, and program director prior to the change. Only core faculty members on the school psychology doctoral team may serve as student advisors. When students select a dissertation committee chair, that individual then becomes the advisor. Only school psychology core faculty members may serve as dissertation chairs for students in the program. If the dissertation chair is not the original advisor, a change of advisor form will need to be completed.

Registration and Course Schedules
The typical academic semester is 15 weeks in length, including exam week. Graduate classes usually meet for 2.5 hours once a week, except during the 7.5-week summer semesters, when they meet twice a week for 2.5 hours. Required doctoral courses are scheduled during the summer of year 1 and during the academic year. Notification of tentative course schedules is available via Banner. All classes meet from 4:00-6:30 PM or 7:00-9:30 PM.

Students are strongly urged to pre-register to help ensure placement in courses with limited enrollments. Students can register online at http://www.mynue.neu.edu. Late registration is possible during the first week of classes. Students should refer to their program of studies sheet (Appendix A3) to determine which classes to register for each semester. If a student needs to deviate from the course sequence in any way, s/he should consult with and obtain the approval of the advisor before registering. Faculty members hold weekly office hours. Students should consult with their advisor or the Program Director if they have curriculum questions as early as possible.
**Procedures Used to Evaluate and Improve the Program**

The faculty is dedicated to the continuous improvement of the program. This process entails using multiple sources of data to assess the program’s performance. These data include, but are not limited to, survey results from students, alumni, and field supervisors, as well as student performance, which is assessed via annual reviews and the comprehensive portfolio exam. In addition to these summative data, the faculty actively solicits on-going feedback about the program and student representatives provide feedback during regularly scheduled program meetings. Students also are encouraged to meet, call, or e-mail individual faculty members with any concerns, suggestions, or questions they might have. Changes are proposed and/or implemented on an ongoing basis. Furthermore, the faculty meets at the end of the spring semester for the purpose of systematically reviewing the data and recommending changes.

**ACADEMIC POLICIES**

The following policies apply to all students pursuing degrees in, or enrolled in, classes taught within the Department of Applied Psychology. Students must also adhere to the policies outlined in the Northeastern University Course Catalog and the Bouvé Graduate Handbook:

[http://catalog.northeastern.edu/graduate/academic-policies-procedures/general-regulations/](http://catalog.northeastern.edu/graduate/academic-policies-procedures/general-regulations/)

[https://bouve.northeastern.edu/pdf/grad-handbook.pdf](https://bouve.northeastern.edu/pdf/grad-handbook.pdf)

Annual evaluations by faculty during the spring term are used to track a student's progress and professional development. The Doctoral Student Annual Review (see Appendix B2) must be completed by **March 31st** of the spring semester. The core faculty meets to discuss each student’s progress, providing a context for input from all faculty members who have had contact with the student during the year. In addition, students are evaluated on both intellective and non-intellective factors. The non-intellective factors include, but are not restricted to: ethical behavior, professional behavior in general, the ability to handle conflict in a professional manner, compassion, empathy, cooperative behavior, the ability to respond constructively to feedback, and tolerance for divergent views. Students need to be deemed acceptable in all of these areas to be retained in the program.

In the spring semester each student meets with his/her advisor to discuss the student's performance and progress in the program. At the end of the process, the advisor writes a narrative evaluation based on the faculty input and the student’s self-evaluation, which is sent to the student and placed in the student’s program folder.

**Transfer of Credit and Course Waivers**

**Transfer of Credit.** Transfer of credit differs from course waivers. A maximum of nine semester-hours of credit obtained at another institution may be accepted as transfer credit. Transfer credits must be recommended for transfer by the student’s advisor after consideration by faculty who teach the course and:

1. Must consist of work taken at the graduate level for graduate credit at an accredited institution;
2. Must carry an earned grade of B (3.0) or better; and
3. Must not have been applied toward any other degree.
Credit cannot be granted in excess of the equivalent Northeastern University course. If the course is an elective and there is not an equivalent course, the semester-hour equivalent will be granted. Grades received for transfer credits will not be reflected in the student’s overall GPA and may not be used to obtain the academic average necessary for the completion of degree requirements.

Students who wish to substitute a course taken at another institution for a required doctoral level course may do so under certain circumstances (please check the Bouvé Graduate Student Policies and Procedures for additional regulations). In addition to the foregoing criteria, the following steps must be followed:

1. The syllabus of the course is first submitted to the program director for approval. The program director in turn will submit it to the faculty who regularly teaches the course at Northeastern, to ensure that the course content is equivalent.
2. The transcript with the student’s grade must be filed in the department.
3. No more than 9 credits may be given for graduate courses taken elsewhere.
4. The course may not have been used for credit for any other degree.

Students desiring transfer credit should consult with their advisor. Upon receiving their advisor's recommendation, they may petition the Graduate School by completing the necessary form available on the Registrar’s webpage (http://www.northeastern.edu/registrar/forms.html#gs). The completed form must be submitted to the Director of the Graduate School together with an official transcript and a course syllabus describing the course(s) for which credit is requested, or an excerpt from the catalog describing the course for which credit is requested. No transfer credit request form will be considered by the Graduate School without the approval of the student's advisor and the Department Chairperson. Further details about transfer credit requirements and procedures are found in the Bouvé College of Health Sciences’ Graduate Policies and Regulations handbook.

**Course Waivers.** The purpose of the waiver process is to minimize the possibility that a student will be required to complete courses that are equivalent to previous educational or professional experiences and to ensure that students have attained proficiency in the content areas encompassed by the proposed waived course. A waiver does not grant course credit. Course waivers require that a student take a substitute, replacement course to meet the credits required in the program of study.

Students should confer with their advisor, who will consult with faculty who teaches the course, early on in the advising process to identify such courses. Requests for waivers can be obtained from the Bouvé Graduate School office. Students will submit this form together with a copy of the official transcript that includes the course considered to be equivalent and an excerpt from the catalog describing the course or the course syllabus. Students must make a formal request for a waiver by writing to the program advisor and state: (a) what program course the student wants waived; and (b) the rationale for the waiver request. The faculty member who routinely teaches the course makes the decision about the equivalence of the course content. Faculty may request additional documentation and/or request the student to pass a proficiency examination on course content prior to rendering a waiver decision. Students who have taken courses outside the United States are responsible for obtaining an English language version of the required waiver documentation.
Positive faculty recommendations will be forwarded to the Graduate Office of the College, along with the completed waiver form. The granting of a waiver requires a waiver form signed by (a) the relevant course instructor, (b) the student’s advisor or program director, and (c) the graduate admissions officer. The graduate admissions officer notifies the student of the university's decision. Documentation of approved waivers and the decision are kept in the student's official university file.

**Directed Studies**
In general, a required course cannot be substituted by a directed study. The student must obtain and complete a form found in the *Bouvé College of Health Sciences’ Graduate Policies and Regulations* handbook and have the supervising faculty member sign the directed study form. The student must submit it to the Department Chair prior to the student’s registration for the directed study. Students may not register for a directed study after late registration is over. In extraordinary circumstances, a student can petition the school psychology faculty to consider replacing a required course with an independent study. The petition must clearly state the proposed substitution and the reason for it. The core school psychology faculty will make the decision on the petition.

**Residency Requirements**
As a full-time program, students are required to be in full-time residence for at least one year. Residence is defined as full-time study, taking a minimum of three courses (i.e., a minimum of 8 semester hours) per semester for two consecutive semesters. Students are expected to be available for all scheduled program activities, (e.g., classes, program meetings).

**Time Limits**
The program is designed so that it may be completed in five years. Doctoral students have a maximum of seven years from the start of the first full academic semester following admission to complete all degree requirements. Extensions for program completion are considered in extenuating circumstances. For an extension of time to complete the requirements, students must make a written request to their advisor, who then takes the request to the program faculty for consideration. If granted, the student must petition the Graduate School. Based on the review, a one-year extension may be granted. A leave of absence does not count toward the program completion time limit.

**Leave of Absence**
Matriculated students may request an official leave of absence following the procedures and regulations outlined by the Graduate Student Handbook. The student must discuss the leave of absence with her/his advisor and complete the petition form that is available in the Bouvé College Graduate Office. The student must submit a petition with the advisor’s signature requesting reinstatement following the termination of the leave of absence. Students with an approved leave of absence who do not return at the end of the leave of absence period and have not requested an extension of the leave will be dismissed. Please see Petition Guidelines, under section entitled “Academic Standing Petitions.” Information about Medical Leaves of Absence can be found at: http://www.northeastern.edu/uhcs/forms/index.html
Grading  
The student's performance in graduate courses will be graded according to the following numerical equivalents:

- **A** (4.000)  Performance of the highest graduate caliber.
- **A-** (3.677)  
- **B+** (3.333)  Performance at a satisfactory graduate level.
- **B** (3.000)  
- **B-** (2.677)  Performance below satisfactory graduate level.
- **C+** (2.333)  
- **C-** (1.677)  
- **F** (0)  Unsatisfactory performance.

In addition, the following letter designations are used:

- **I** Incomplete without designation. This grade may be given to students who fail to complete the work of the course if agreed prior to the end of the term by the instructor.
- **L** Audit without credit
- **S** Satisfactory without quality designation
- **U** Unsatisfactory without quality designation
- **W** Withdrawal after the fifth week of class

Individual faculty members may choose not to use the plus or minus designations. If they elect to use the whole letters only, they must announce this to the class at the beginning of the semester.

Incomplete Grade Resolution

A grade of “Incomplete” may be given to students who fail to complete course work. If agreed to by the instructor and prior to the end of the term, the instructor may submit an incomplete grade “I.” The issue of incomplete grades in a course is a privilege rather than a right. Following university policy, incomplete grades become permanent if not changed within one year from the time the grade was issued. The maximum time limit for an incomplete is one year. All “Incomplete” grades must be resolved prior to a student submitting the pre-doctoral internship application with the exception of students registered for Dissertation Continuation, who will receive a grade of In Progress “IP” until successful completion of their dissertation, at which point the grade is changed to an “S.”

Academic Standing

Students must maintain a minimum GPA of at least 3.33 and attain a grade of B (3.0) or higher in all courses. A grade of “B-” or lower may require repeating the course. A student falling below either of these levels during any semester must be approved by the school psychology faculty for continuation in the program. Students who are permitted to continue in the program will be considered probationary until their academic average reaches the acceptable standard. Please refer to the Bouvé Graduate Policies and Regulations for information regarding academic probation. Doctoral students who receive a grade of B- or lower for two courses will be evaluated for dismissal from the program. No student may remain on probationary status for more than two consecutive semesters (including summer). The student’s academic status will be reviewed each semester by the school psychology faculty to determine eligibility to continue in the program. No student on probationary status will be permitted to enter practicum, advanced
fieldwork, take the comprehensive portfolio exam, and apply for or enter internship. Students on probationary status may be asked to repeat courses, do additional fieldwork, or complete other experiences to remediate deficiencies. Such work must be recommended by a school psychology faculty member and approved by the school psychology faculty.

Satisfactory grades in the fieldwork courses require: (a) satisfactory fieldwork evaluations (including practice-related skills and non-intellective factors) by both the field site supervisor and the university seminar leader; and (b) completion of seminar requirements as specified in course syllabi. Students in their practicum, advanced fieldwork, and internship who do not perform satisfactorily at their field sites may be required to extend their supervised field experiences or may be dismissed from the program. Students who do not complete on-campus university seminar requirements (both fieldwork and pre-doctoral internship seminars) will not receive credit for their fieldwork experience.

**Commencement and Graduation**

Students are eligible to obtain a Master’s degree after completing 33 semester hour credits (see Required Courses; Appendix A1). Students must apply to receive a Master’s of Science diploma by logging into their myNEU account and clicking on the “Commencement” tab. If the commencement tab is not visible, students should contact the Bouvé Graduate School office. If students complete the 33 credits before the fall semester of their second year, they are eligible to receive their degrees in the fall. Students are eligible for the Certificate of Advanced Graduate Study (CAGS) in School Psychology after successfully completing coursework, 1200 hours of AFW including 600 hours in a school setting, and the comprehensive exam. Students are eligible for the PhD upon successful completion of all program requirements.

Students must register for commencement through their myNEU account (using the myCommencement tab) six months prior to graduation. Students should check with their advisors and program handbooks for all requirements necessary for graduation. Diplomas and certificates are issued three times a year (January, May and August/September), and there is one commencement ceremony in May. Specific information is available at the commencement office. PhD hooding occurs at spring commencement only. PhD students may not be hooded until they have successfully defended their dissertations and completed all program requirements including practica and internships.

Those students completing a thesis or dissertation to meet degree requirements must complete the following at least 2 weeks prior to commencement:
2) After electronic dissertation submission, the student must make an appointment to submit a dissertation approval form to the Dean of Bouvé Graduate School signed and dated by all the members of his/her dissertation committee (see Appendix). The student should provide a paper copy of the dissertation with the approval form. The paper copy will be returned to the student.

**Student Appeals and Grievances**

*Policy.* It is the policy of Northeastern University that all students shall be treated fairly with respect to evaluations made of academic performance, standing, and progress. The
University believes it is essential to provide an appeal mechanism under certain circumstances to students claiming that they were unfairly treated in an academic matter.

**Procedures.** The following guidelines are based on statements contained in the Northeastern University Graduate Student Handbook. A student who believes that he or she has suffered as the result of academic actions or judgments by a University faculty member, administrator, or other person acting on behalf of the University may apply the departmental procedure described below in addition to the procedures outlined in the Northeastern University Graduate Student Handbook.

1. The student will attempt to discuss the matter with the faculty member involved.
2. If the student is not satisfied with the disposition at this level, s/he can bring the matter to the Department Chairperson, who will attempt to arrange a meeting of those concerned to mediate the situation.
3. If the student is not satisfied with the disposition at this level, s/he may file the grievance with the appropriate University body, following the procedures outlined in the Graduate Student Handbook.

It is the hope of the department faculty that in those instances where a grievance may occur, a satisfactory resolution may be found within the department by following a spirit of collegiality and professionalism. The student, the faculty member involved, or the advisor submits student concerns to the Program Director and, if appropriate, the Department Chair.

**Ethical and Professional Standards of Behavior and Academic Integrity**

The department faculty view ethical and professional standards of behavior very seriously and believe that it is the student’s responsibility at all times to follow accepted standards in their work. A necessary pre-requisite to the attainment of the goals of the University is maintaining complete honesty in all academic work. Anyone failing to observe these standards may be subject to disciplinary action, which may include expulsion.

Students are expected to present as their work only that which is clearly their own work in tests, papers, and any material submitted for credit. Academic integrity is a commitment to present only one’s own work unless providing proper documentation of source by way of a footnote, endnote, or intertextual note, and to avoid any acts of falsification, misrepresentation or deception. Violations of academic integrity include, but are not limited to, plagiarism, cheating, fabrication of information, submitting other’s work as one’s own, and unauthorized possession of course examinations. A commitment to academic integrity is consistent with the ethical guidelines of the University, the Program and the profession of psychology. All student work should follow the guidelines of the *Publication Manual of the American Psychological Association* (6th edition, 2009). Students should purchase their own copy of this publication manual when they begin the program. As prudent consumers of scientific information, doctoral students are expected to use primary sources for all work. They should be wary of information posted on the Internet.

Departmental faculty and students are bound by the APA and NASP Ethical Standards. A copy of the APA Code of Ethics is available online at [http://www.apa.org/ethics/code2002.html](http://www.apa.org/ethics/code2002.html). A
copy of NASP’s *Professional Conduct Manual: Principles for Professional Ethics and Guidelines for the Provision of Psychological Services* is available online at [http://www.nasponline.org/standards/ProfessionalCond.pdf](http://www.nasponline.org/standards/ProfessionalCond.pdf). All students are expected to know and follow appropriate ethical principles. Violation of ethical principles may be grounds for formal action against students and/or the filing of formal charges with appropriate ethics committees on the state or national level for those individuals who are members of such professional bodies.

The information below about different forms of academic dishonesty comes from Northeastern University’s Academic Integrity Policy: [http://www.northeastern.edu/osccr/academic-integrity-policy/](http://www.northeastern.edu/osccr/academic-integrity-policy/)

**Cheating**
Defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Examples:
- Unauthorized use of notes, text, or other aids during an examination.
- Copying from another student’s examination, research paper, case write-up, lab report, homework, computer disc, and so on.
- Talking during an examination.
- Handing in the same paper for more than one course without the explicit permission of the instructor.
- Perusing a test before it is given.
- Hiding notes in a calculator for use during an examination.

**Fabrication**
Defined as intentional and unauthorized falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

Examples:
- Making up the data for a research paper, class or practicum assignment.
- Altering the results of a study or assessment.

**Plagiarism**
Defined as intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise without providing proper documentation of source by way of a footnote, endnote, or intertextual note. The following sources demand notation:
- Word-for-word quotation from a source, including another student’s work.
- Paraphrase: using the ideas of others in your own words.
- Unusual or controversial facts—facts not apt to be found in many places.
- Interviews, radio and television programs, and telephone conversations.

The school psychology faculty has defined a clear case of plagiarism to be any case wherein more than one sentence is copied verbatim without citation.
Unauthorized collaboration
This refers to instances when students, each claiming sole authorship, submit separate reports that are substantially similar to one another. While several students may have the same source material (as in case write-ups), the analysis, interpretation, and reporting of the data must be each individual’s.

Participation in academically dishonest activities
Examples:
- Stealing an examination.
- Purchasing a prewritten paper through a mail-order or other service, including via the Internet.
- Selling, loaning, or otherwise distributing materials
- Alteration, theft, forgery, or destruction of the academic work of other students, library materials, laboratory materials, or academic records including transcripts, course registration cards, course syllabi, and examination/courses grades.
- Intentionally missing an examination or assignment deadline to gain an unfair advantage.

Facilitating academic dishonesty
Defined as intentionally or knowingly helping or attempting to violate any provision of this policy.

Examples:
- Inaccurately listing someone as coauthor of a paper, case write-up, or project who did not contribute.
- Sharing with another student a take-home examination, homework assignment, case write-up, lab report, and so on, without expressed permission from the instructor.
- Taking an examination or writing a paper for another student.

Remediation Plan
Issues regarding student performance or professional disposition may be raised at any time during the year by core program faculty, adjunct faculty, or field supervisors. Concerns may include unsatisfactory academic performance, unsatisfactory clinical performance, failure to comply with program policies (e.g., academic integrity, harassment), violations of professional or ethical conduct, or non-intellective issues that impede upon the student’s ability to effectively serve in a professional role. It is expected that most concerns will be successfully addressed through conversations between the student and his/her instructor, supervisor, or advisor. However, in those cases in which informal remediation attempts have been unsuccessful, the following will occur:
1. The student’s faculty advisor will notify him/her in writing of the specific problem area(s).
2. The student’s faculty advisor will develop a written remediation plan, in collaboration with the student. The plan will outline (a) the specific problem, (b) the course of action, (c) the specific measurable objectives that will demonstrate successful completion of the plan, (d) the consequences for not meeting these objectives, and (d) a date for re-
evaluation. The goal of the remediation plan is to assist students in completing program requirements and achieving program competencies. If the student disagrees with the plan that is developed with his/her advisor, s/he may request that the plan be reviewed by the larger group of core faculty. If the student disagrees with the need for remediation, s/he may follow the due process procedures.

3. A copy of the remediation plan will be placed in the student’s file.

4. The student will be placed on probationary status during the period of remediation. At the time of re-evaluation, the faculty will determine whether (a) remediation has been successful and regular student status should be re-instated, (b) the remediation plan should be amended and a new evaluation date set, or (c) remediation has been unsuccessful and the student should be dismissed from the program. The remedial plan should be reviewed by a minimum of three faculty members.

5. Within two business days following the faculty re-evaluation, the student will be notified about the outcome of the faculty’s determination by his/her advisor both verbally and in writing. Students are asked to sign and return a copy of the faculty determination letter, which is then placed in the student’s file.

**Course Materials**

At the beginning of each course, instructors are responsible for providing all students with a syllabus that clearly articulates all course requirements and grading procedures. Instructors are responsible for ordering textbooks and making available necessary course materials.

**Course Evaluations**

The Department believes strongly in the importance of student feedback regarding classroom teaching. All instructors of didactic courses are expected to provide an opportunity for students to complete a university course/instructor evaluation form at the end of each course. The Teacher Rating and Course Evaluation (TRACE) form is completed online. The instructor does not see the evaluations until after grades are assigned to ensure students the opportunity to offer anonymous evaluative feedback. Students are strongly encouraged to be as honest and specific as possible in completing such forms in order to help improve the quality of faculty instruction that is provided to students. In addition, student evaluations are used as part of the department faculty merit evaluation system for full-time faculty and are also used to assist in the assignment of part-time instructors. Accordingly, they are to be taken very seriously.

**Experiential Learning and Self Disclosure**

In all courses in the Department, self-disclosure, which is characterized by revealing personal and social history, is voluntary. Neither the content of any self-disclosure nor willingness to self-disclose can constitute a basis for course grades. A student may substitute an equivalent, non self-disclosing assignment for any class requirement involving self-disclosure. In experiential learning classes, students are required to participate actively. They will be graded on the demonstration of their skills in the professional area being taught.
GENERAL INFORMATION

General university-wide information pertaining to university practices and policies is found in the Graduate Catalog: http://www.northeastern.edu/registrar/catgrad1516.pdf

Support Services
Northeastern has various support services for students, including a career center (http://www.northeastern.edu/careers), mental and physical health services (http://www.northeastern.edu/uhcs), a university Liaison officer for the Massachusetts’ Department of Education regarding state credentialing procedures (http://www.cps.neu.edu/faculty/faculty-bios/amy-stratman.php), a university graduate student organization (http://www.northeastern.edu/gsg), services for culturally and linguistically diverse students, such as the Office of Institutional Diversity and Inclusion (http://www.northeastern.edu/diversity), African-American Center, Latino Cultural Center, Asian-American Center, International Student office and many international student associations. In addition, the university has as Sacred Center for people from diverse religious backgrounds, a Disability Resource Center (http://www.northeastern.edu/drc), a Writing Center (http://www.northeastern.edu/english/writing-center), and LGBT supports (http://www.northeastern.edu/lgbtqa/).

Counseling Availability
The Behavioral Health team at University Health and Counseling Services consists of psychologists, clinical social workers, mental health counselors, clinical nurse specialists, and a psychiatrist. Located in Forsyth Building, Suite 135, UHCS provides a variety of mental health services to meet student needs, including scheduled and emergency assessment, short-term individual therapy, group counseling, psychopharmacology treatment and referrals. Their aim is to provide support in a safe and confidential setting and to facilitate student success and well-being.

Disability Resources
The University is committed to providing services to students with disability-related special needs and has a Disability Resource Center (DRC; www.disabilityresourcecenter.neu.edu). The types of assistance available include orientation, registration and pre-registration, information clearinghouse, counseling, housing, neuropsychological evaluation, and services for individuals with visual-impairments, hearing-impairments, mobility-impairments, and learning disabilities. The department faculty also works with students to adapt to individualized circumstances.

Harassment
Northeastern University has pledged to provide all of its students and employees with an environment free of intimidation, coercion, or unfair treatment. Inappropriate relationships or the inappropriate use of power will not be tolerated. This includes sexual harassment or sexual relationships between faculty/staff and students in cases where one has the power to make academic or employment decisions over the other. If students have any questions about treatment they have received with regard to sexual harassment, they should call the Office of Institutional
Inclusion and Diversity, 424 Columbus Place, (617) 373-2133. Confidentiality will be protected and students can seek help without fear of reprisal or recrimination.

**Resources**
Northeastern University provides state-of-the-art library resources to support instruction, independent study, and research relevant to the school psychology program, including comprehensive library and information resources and services, and major publications and periodicals in the field. Northeastern University’s library system provides faculty and students with online digital access to articles and other materials from around the world ([http://library.northeastern.edu](http://library.northeastern.edu)). The Department is housed in a relatively new building on campus (International Village), which has 21 faculty offices, two graduate student workrooms with computers, and three large conference rooms with state-of-the-art audiovisual equipment. Classrooms are well maintained and equipped with computers, Internet access and audiovisual facilities ([http://www.northeastern.edu/infoservices/?page_id=1126](http://www.northeastern.edu/infoservices/?page_id=1126)). An extensive list of software are available for faculty and students (for a partial list, see [http://dmc.northeastern.edu/abilities/all/software](http://dmc.northeastern.edu/abilities/all/software)). In addition, the department provides an Assessment Library—Information about available assessments, protocols, and procedures/policies for taking out test materials.

**Equal Opportunity Policy**
Northeastern University is accredited by the New England Association of Schools and Colleges, Inc. and is an equal opportunity affirmative action educational institution. Northeastern University does not discriminate on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability, or veteran status in admission to, access to, treatment in, or employment in its programs and activities. Northeastern’s Policy on Equal Opportunity can be found at the following link: [http://www.northeastern.edu/oidi/compliance/equal-opportunity-affirmative-action/](http://www.northeastern.edu/oidi/compliance/equal-opportunity-affirmative-action/) Inquiries regarding the University's nondiscrimination policies may be directed to the office of Dr. John Armendariz, Vice Provost's of Institutional Diversity and Inclusion, at 125 Richard’s Hall, x 2133; email: diversity@neu.edu.

**Records**
The university maintains copies of student records for seven years. *Students are strongly encouraged to keep their own personal files of important records*, such as documentation of practicum and internship experiences, scores on the Praxis II and MTEL exams, course syllabi and other relevant documents.
THE MENTORED RESEARCH PROJECT

The purpose of the Mentored Research Project (MRP) is to provide students with experience conducting and reporting a scientific study under the close supervision of their advisor that fits within the context of the research team that the student has elected to join. The MRP is an integral component of the comprehensive exam portfolio. The project serves to demonstrate students’ competence in conducting research, including:

- Developing a statement of the problem;
- Formulating research questions;
- Reviewing/critiquing the literature;
- Developing a research design and selecting measures;
- Applying for IRB approval (if necessary);
- Carrying out the research project (e.g., collecting data, analyzing/interpreting data appropriately); and
- Reporting the results in a manner that is suitable for possible publication in a peer-reviewed journal.

It is expected that students will complete this project within two years (for post-masters students) or three years (for post-bachelors students). The process begins by students discussing a feasible project with their advisor, who is one of the faculty members leading the research team. Students then prepare a brief (no more than 10 double-spaced pages excluding references, figures, and tables) proposal document which includes the rationale for the study including three or more testable research questions, an outline of the methodology, and a description of the data analytic procedures to address the research questions.

This proposal must be approved by the student’s advisor and one other faculty member in the Department. Students will meet with the two person committee in order to obtain feedback on how their proposal might be enhanced.

The committee will rate the final paper as Pass, or Fail (see Appendix D) based on its scientific merit. In order to meet the requirements for the project students must receive a “Pass” from each member of the two-person committee. Should a student receive lower ratings the student may be asked to do one of the following: (1) revise the paper, or (2) collect additional data. After passing the MRP, students are required to present their findings publically at a program colloquium.
FIELD TRAINING

Intensive field training is a required component of the program. This preparation includes the pre-practicum, practicum, two years of advanced fieldwork, and one year of an approved full-time pre-doctoral internship. Students receive on-site supervision by a licensed school psychologist and/or a licensed psychologist throughout every fieldwork experience and are simultaneously enrolled in university-based fieldwork seminars as well (see Required Courses in Appendix A1). Students who enter the program with relevant previous graduate training may have fewer field training requirements depending on the amount and type of supervised field training they completed. Prior to beginning all supervised fieldwork experiences, a contract between the site and the university is required. Electronic requests for contracts should be accessed via E*Value.

Standards for fieldwork requirements follow the guidelines of the APA, NASP and the Massachusetts Department of Elementary and Secondary Education (MA DESE) and are categorized into the following broad areas: (a) professional identity and professional behavior; (b) assessment; (c) intervention: counseling; (d) intervention: consultation and collaboration; (e) intervention: prevention; (f) ethical and legal issues; (g) culture and diversity; (h) program evaluation and applied research; and (i) communication, relationship/interpersonal skills and information technology.

Fieldwork opportunities are available in many area school systems that offer a variety of school psychological services. In selecting a site, students should consider a number of factors, including: the commitment of the site to developing and fostering, social responsibility in trainees, the diversity of populations which the agency treats, the variety of experiences and training available to the students, and the extent to which the training offered will supplement the students’ prior experiences. Although application deadlines differ from site to site, keep in mind that formal applications and recommendations may be required and due as early as mid-December. For this reason, it is advisable to begin the search for a fieldwork site in the fall semester a year before fieldwork is to start. Typically, students search for an advanced fieldwork site during their second year after consulting with the Program Director and their advisor about potential sites. Students also are encouraged to speak with other students who have already completed their fieldwork experience to gain information about sites they are considering.

Each year students meet with the Program Director and their advisor to begin their site search. It is important that students have supervised field experiences in diverse settings and with a variety of populations. Students take the initiative when searching for fieldwork sites, including identifying sites of interest, submitting cover letters and resumes, and interviewing with site staff. Students learn more about local field sites using the Department’s E*Value system. School psychology training programs and school districts in Massachusetts have agreed to follow a uniform calendar that stipulates dates related to the practicum and internship search process. The application and interview process usually starts around 2/1, and there is a placement “lock in” date around 3/6. Each year, relevant dates are disseminated through the program listserv. Students are expected to follow calendar when seeking school-based placements. Many clinical sites in Massachusetts are members of the Massachusetts Practicum Training Collaborative (MPTC). Students who are interested in applying to these sites must familiarize themselves and
follow the MPTC’s policies and procedures. Additional information about the MPCT can be found here: http://www.massptc.org/welcome/default/index.

Students who seek a practicum site not in the E*Value system must first confer with the Program Director and have the site approved in writing before making an oral or written commitment to that site. If a student makes an oral or written commitment to a fieldwork site, he/she is ethically obligated to follow through and do his/her field experience at that site, regardless if a more attractive alternative becomes available at a later date.

School-based advanced fieldwork experiences begin in September and continue until the end of the public school year in June. Students are expected to follow the school district’s calendar for practicum and internship attendance. Advanced fieldwork experiences in non-school settings are expected to begin in September and end in April unless student and supervisor mutually wish to extend the experience until mid-June. It is expected that students will meet the requirements of the sites in terms of the number of days expected each week, the start and ending dates of the fieldwork, and the holiday/vacations allowed.

Pre-Practicum and Practicum Requirements
The 75-hour pre-practicum (spring of Year 1) and 200-hour practicum (100 hours/semester in Year 2) are conducted in a school setting. Pre-practicum and practicum supervision must be provided by a state credentialed school psychologist with a minimum of three years of experience. It is preferable to be supervised by a school psychologist who has attained National Certification in School Psychology (NCSP). Practicum supervision consists of a minimum of one hour per week, in a face-to-face format. Detailed information pertaining to the pre-practicum and practicum requirements is provided in the Practicum Manual. Two face-to-face meetings will be conducted during the practicum with the university supervisor, the field supervisor, and the graduate student to discuss the student's progress. Practicum sites need to be within a 50-mile radius of the university. University supervisors, field supervisors, and students will communicate via email and telephone on an ongoing basis to address needs as they arise.

Prior to beginning the practicum, students must: (a) pass the MTEL (Massachusetts Tests for Educator Licensure) Communication and Literacy Skills Test; (b) obtain a minimum grade of B in all first year courses and have an overall grade average of at least B+ (GPA = 3.33); and (c) have a signed contract between the university and the field site (see above).

In June of the second year students must provide a signed copy of the Advanced Fieldwork Clearance Checklist to the Program Director (see Appendix). To be cleared for advanced fieldwork students must have a grade of 3.0 (B) or higher in all courses, an overall GPA of at least 3.33 (B+), and satisfactory (i.e., a “3” on a 5-point scale) or higher ratings in all areas from their practicum supervisor.

Advanced Fieldwork Requirements
Students complete 1200 hours of advanced fieldwork (AFW) over a two year period (600 hours per year). At least 600 hours must be completed in a school setting and supervised by a licensed school psychologist. Depending on the individual student’s professional goals, the other 600-hour experience may be completed in a school or a non-school setting. AFW conducted in non-
school settings must be supervised by a licensed psychologist. School-based advanced fieldwork sites are required to provide at least two hours/week of individual supervision by a licensed (professional level) school psychologist. Non-school advanced fieldwork sites are required to provide at least two hours/week of individual supervision by a licensed doctoral-level supervisor, in addition to supervision by other staff. Students are expected to be at their site for a minimum of 600 hours during each year of advanced fieldwork.

During each year of advanced fieldwork a minimum of two face-to-face meetings will be conducted with the university supervisor, the field supervisor, and the graduate student to discuss the student's progress. Advanced fieldwork sites are required to be within a 50-mile radius of the university. After each meeting, the university supervisor, the field supervisor, and the graduate student will sign the MA DOE Initial License as a School Psychology form (distributed in the Advanced Fieldwork Seminar) that documents the occurrence of the meeting. In addition, university supervisors, field supervisors, and students will communicate via email and telephone on an ongoing basis to address needs as they arise.

Students participating in an advanced fieldwork placement are required to attend the Advanced Fieldwork Seminar, which is led by a core faculty member who is a licensed psychologist and school psychologist and provides university-based group supervision. The seminar leader is the official liaison between the doctoral program and the field site. The seminar meets regularly during the fieldwork experience, and students are expected to present cases and participate in discussions. Fieldwork site supervisors will be asked to complete an evaluation of the student’s performance at the end of the semester. In addition, students will submit an evaluation of their site to the seminar leader as part of the seminar course.

**Internship**

The pre-doctoral internship provides the culminating integration of theory and practice. The major training goal is to develop and achieve competence as an ethical professional psychologist. The training includes a variety of supervised assessment, intervention, and consultation experiences in schools, hospitals and community-based settings. Didactic training seminars supplement individual and group supervision in enhancing interns’ growth. The internship sites also provide exposure to diverse professional activities and applied research experiences.

Applying for APPIC-approved internships is competitive. Specific information regarding the APPIC application process can be found at [http://www.appic.org/](http://www.appic.org/). Over the years, budget cuts have decreased the number of available sites, while the number of applicants has increased. Therefore, it is strongly encouraged that students apply to out-of-state sites and consider accepting non-APA-approved internships that are APPIC-approved. Internships in sites that are not APPIC-approved may have implications for state licensure and should be carefully considered. During the application process, internship applicants work closely with the faculty facilitating field placements (Dr. Edwards-George) and the Program Director. It is essential that students attend internship application meetings and follow the timelines and guidelines.

During the internship year students enroll in the doctoral internship seminar courses (CAEP 7798: Doctoral Internship I and CAEP 7799: Doctoral Internship II) for a total of 4 credit hours over the course of their internship year. Registration may include the summer, fall and/or spring
depending on the start and end dates of the internship. It is important to register in order to have university supervision allowing for university malpractice insurance coverage while a student is on internship.

**Doctoral Internship Search**
The following can be used as a suggestive guide to seeking a pre-doctoral internship. The search for an internship is an intensive, time-consuming process and should begin early so that students have sufficient time to prepare adequately.

**REMINDER:** Consistent with APPIC regulations, the Program Director can sign the letter of readiness for a student when:

1. The doctoral comprehensive portfolio exam has been successfully completed.
2. The student has satisfactorily completed all course work (with the exception of the Spring Year 4 courses) and there are no Incomplete grades.
3. The student has a dissertation proposal hearing scheduled for a date before the end of the fall semester, with a letter of confirmation from the dissertation committee members asserting that the student will be ready to propose by that time.

In rare cases where the coursework is not satisfactorily completed, or the student is unable to propose by the end of the fall term, he or she will need to withdraw from the match.

The following sections are provided to assist students in organizing their activities in regard to applying for internship. For most students these activities will begin in the spring of Year 3.

**SPRING: Plan of Action.** Students meet with the faculty facilitating field placement and/or the Program Director in the spring prior to the fall in which they will apply for internship. The purpose of this meeting is to advise students on the current APPIC regulations and procedures. At that time, students should study the APPIC website (www.appic.org) and download the packet of application materials and documentation forms. It is helpful to speak with students who have already gone through the internship application process. A good time to do this is in the spring just before those students leave for internship.

Throughout the spring semester, the faculty facilitating field placement and Program Director will be available for individual conferences to help students determine their needs and wants for internship training. These meetings include considerations of the type of experience students want, based on both their future professional interests and previous experiences. Among other issues students need to consider the populations with which they will be working, the variety of options available, the type of training offered, the possibility of engaging in research, and the theoretical and clinical outlook of the site. Keep in mind that a large number of interns rely on the professional contacts made during their internship year for post-doctoral fellowships, future positions and professional development.

Although all APPIC-approved sites use the universal application form, some sites have additional supplemental materials requirements such as case reports and/or testing reports. Students should adapt their prepared essays and cover letters specifically for each site.
**SUMMER: Plan of action.** The summer is the time to collect necessary documents needed for the application and to consider potential references. Students will work closely with faculty facilitating the internship process during the summer and will be asked to adhere to timelines for faculty review of their materials. File sharing will be utilized to minimize simultaneous editing of drafts. It is wise to have three strong, recent fieldwork supervisors and faculty member references identified. Letters should be ready by September 15 of that fall. Letters must adhere to the APPIC standardized reference form effective for the 2016 match. This form can be found on the APPIC website. In most cases, the Advanced Fieldwork seminar leader can attest to students’ academic as well as applied capabilities. These documents take time to obtain (i.e. requesting prior academic transcripts). Getting started on them in the summer will leave more time in the early fall to complete applications. Students also may want a letter from their dissertation advisor to indicate their research competence and the time-line for dissertation completion. Internship sites prefer students who have completed or have almost completed their dissertations. Students in this position are much more competitive in the application process. In addition, they are in a position to obtain post-doctoral fellowships and jobs upon completion of the internship.

You will need:

1. Graduate transcripts. These are available from the registrar and can only be ordered three at a time, so you need to plan in advance.
2. Letters of reference on the APPIC standardized reference form. Students should solicit standardized letters of reference from their advisor and fieldwork supervisors or professors who have supervised some aspect of their applied training and are licensed doctoral-level psychologists. Students should send each referee a recent CV and a polished draft of the personal statement. Students should include descriptions of previous applied experiences and the experiences they are seeking in an internship. Students should specify for referees the particular characteristics that internship sites are looking for to help the referee tailor his/her letter.
3. Curriculum Vitae. Students should update their CVs to include sections on education, applied experience and research. The CV should include an organized, detailed list of fieldwork experiences differentiating supervised from employed experiences, undergraduate and graduate program study requirements, and volunteer work. Fieldwork experiences should include the populations assessed and treated, types of interventions, and types of assessments. Students should list and briefly describe all research projects, publications, professional presentations and workshops led.
4. Supplemental Case Study Materials. Some sites require prepared case reports and psychological evaluations. Students should make sure any identifying information is deleted for confidentiality. Case study materials should be prepared according to the format required by the internship site, as specified in the application.
5. Personal essays. Students should prepare drafts of their personal essays, goals for internship, and all other application materials. Students should demonstrate their professional commitment to psychology, their self-awareness, and a willingness and openness to learn. The university writing center should be used to provide stylistic guidance and editing.
In July, the latest APPIC Guide to Pre-doctoral Internship Sites is available via the APPIC website. The summer is a good time to research potential internship sites of interest. Students should request information from a wide variety of sites and narrow their focus at a later time. Students should familiarize themselves with the APPIC guidelines. When considering sites that are non-APA or non-APPIC approved, students should follow the CDSPP (Council of Directors of School Psychology Programs) Doctoral Level Internship Guidelines (See CDSPP website).

**FALL: Plan of Action.** Students should apply to a range of sites; many students report applying to 15-18 sites. The 2014 internship applicant survey indicated an average of 15.8 sites per applicant. Keep a separate digital file for each site. It is helpful to provide referees with a table containing name of internship site, due dates and link to the AAPI webpage for online submission. Paper letter of reference are no long accepted.

The Program Director meets with students at the beginning of the fall semester to give students instructions about how to obtain the necessary letter of readiness. Students are required to submit a copy of their CV, personal essays, sample cover letter, supplementary materials and a list of internship sites they are planning to apply to by September 15th.

Finally, students should be sure to register for the APPIC Universal Match Day prior to December. Please note that student must register for the match through the National Matching Service as well as create their applications for each internship site that wish to apply for through the AAPI online service offered by APPIC.

**Preparation for Internship Interviews.** Internship interviews are held generally from December through January. Students should role-play with fellow students and attend practice sessions arranged by Dr. Edwards-George. Students should remember that part of the interview involves gathering information about the site to determine if it is a good fit for them. It is advantageous to prepare a list of questions for the staff whom they will be meeting and for interns already at the site. Students should emphasize their unique attributes, talents, and interests and be assertive in bringing their best points forward. Students should be prepared by having read the site information. Many sites offer flexible opportunities for interns, so students need to be ready to state specific interests. Students should be ready to talk about specific cases including their theoretically-based case conceptualizations, evidence-based intervention plans, and their successes and challenges. Students should be able to describe their theoretical orientation and the kind of training they have received. It is helpful to bring extra copies of all materials to the interview. Students should be prepared for individual and group interview formats. They should review all of the materials they submitted to the internship site, as interviewers may ask specific questions about these materials.

After the interview, it is polite to write a thank you letter to those with whom you interviewed. If students are interested in a particular rotation or experience in the site, the thank you letter can be used to indicate why the student would be an asset to the site and how the match would be a good fit for all parties.
**WINTER: Plan of Action.** There is a computerized match process by which students and sites are matched conducted by NMS. See APPIC website at [http://www.appic.org/Match/About-The-APPIC-Match](http://www.appic.org/Match/About-The-APPIC-Match). Students should familiarize themselves with the match process and calendar.

**Student Internship Rights**
Although students often feel powerless in the internship selection process, there are policies and procedures in place that aim to regulate the selection process and the actual internship. If any violations occur, students should consult with the Program Director, who has confidential access to both the APA credentialing office and the APPIC administrative offices. Complaints may be anonymous. Intern applicants and interns should follow the APA Code of Ethics at all times and be familiar with the policies and procedures in place.
COMPREHENSIVE PORTFOLIO AND EXAMINATION

The comprehensive portfolio exam consists of a comprehensive portfolio of permanent products and a student’s written statements as well as an oral examination. Before proposing their dissertation and applying for internship, students must successfully complete the comprehensive portfolio examination. This process allows faculty to evaluate whether students have integrated their academic and practical experiences in achieving competence across the five program areas (core psychological knowledge, research design and statistics, multicultural competency, assessment, consultation and intervention, and professional issues). Through the comprehensive portfolio students submit tangible evidence of their learning and professional development in the program. As each student’s specific research and field experiences are different, it is not expected that each student’s portfolio will be the same. Rather, students should be able to demonstrate in their portfolio how they have acquired the program competencies (in Appendix A2).

The comprehensive portfolio examination is comprised of two steps. The first step is a faculty review of written work provided by the student in the portfolio. Specifically, the examination committee is comprised of the student’s advisor who serves as chair of the committee, and two other full-time school psychology faculty assigned by the Program Director on a revolving basis. After the committee has judged the portfolio to be acceptable (assigning of a PASS grade) an oral interview is scheduled to determine the student’s eligibility for doctoral candidacy. More detail about the comprehensive portfolio and examination is provided below.

General Guidelines:

1. Students should work closely with their advisor in preparing their portfolio beginning with their earliest experiences in the doctoral program. Thus, students should think about the portfolio as a cumulative demonstration of their competence rather than just a document that is constructed at the end of their program.

2. Students are required to obtain written permission from their advisor and petition the faculty before submitting their portfolios (see dates below).

3. In the oral examination, students are asked about exhibits and materials in the portfolio that relate to the program competencies. Responses are expected to demonstrate understanding of the material at a doctoral-candidate level. For example, the impact of different kinds of interventions on outcomes, different theoretical approaches to the same research problem or alternative research strategies to solve a research problem may be discussed in the oral portion of the examination. To pass this portion of the exam the student must demonstrate a comfort with material that includes the ability to appreciate the strengths and/or weaknesses of different approaches, methods and findings in school psychology research and practice.

4. If a student fails the portfolio exam (either the written or oral portion), the student must re-submit his/her portfolio during the next exam period. If a student fails the second portfolio submission or oral exam, no further exams shall be scheduled, and the student will be disqualified for the doctoral candidacy and be advised to withdraw from the doctoral program.
**Portfolio Contents and Organization**

The portfolio is a collection of evidence demonstrating student competence across the academic and professional domains of the program. Using the program competencies (Appendix A2), students, working with their advisors, should organize their portfolios into sections based on the major competencies domains (i.e., Core Psychological Knowledge, Research Design and Statistics, Multicultural Competency, Assessment, Consultation, Prevention and Intervention, and Professional Issues). The portfolio should contain a self-assessment statement, a summary of evidence, documents demonstrating evidence, and a reading list.

a. **Self-assessment Statement (20 pages maximum).** This is a statement describing how the student has become a scientist and practitioner and what this means to him/her. Students should succinctly describe their achieved levels of competence, areas of emerging expertise, perspective as a researcher, and areas of relative weakness. How they solve problems as a professional, theoretical perspectives, ethical awareness, and professional commitment should also be demonstrated. In addition, students should describe their future goals for refining and developing their areas of interests and strengths, and recognize and provide strategies for addressing their limitations.

b. **Written Summaries (2-3 pages) of Evidence for Each Goal Area.** Students should include a written summary of evidence for each of the program’s five goal areas (see Appendix A2). The summaries should explain how the documents included in the respective areas of the portfolio demonstrate their competence.

c. **Evidence of Competency Documents.** For each individual program competency (see Appendix A2), students should include their best example of work that demonstrates competency in that area. The documents can include but are not limited to papers written for class assignments, redacted psycho-educational reports and summaries from consultation and counseling cases, slides from class presentations or presentations made at professional meetings, published or submitted research papers, and exams. In some instances, a single product may be of sufficient depth and breadth that it can be used to represent more than one competency; in other cases a student may need to create a document to relate some personal experience that is relevant to a competency. For example, a student could prepare a written description of how s/he handled an ethical dilemma.

d. **Reading List.** The student should provide a short list of readings pertaining to each of the competency areas. This list should contain what students consider reflective of best practice in the relevant area. This list should contain books, book chapters, and articles that the student has read during the doctoral program, but may include readings outside of course requirements.

**The Oral Examination**

1. The oral examination is an evaluative interview with the student conducted by the three faculty (the advisor plus two additional core school psychology faculty members) comprising the exam committee.

2. Students will receive a list of questions/topics one week prior to the oral review. Note: These questions/topics are intended to provide an orientation for students to
assist them in preparing for the oral review. The oral review will not be limited to
these questions and topics.
3. The oral review will begin with a student summary of his/her portfolio (10-20
minutes) and one hour of questions and discussion.
4. After the oral examination, students will be provided with oral feedback from the
committee and will receive written feedback within two weeks.

**Evaluation**

**Portfolio**
Within two weeks of the portfolio submission, the committee will evaluate the portfolio and rate
each section as Pass or Fail.

- **Pass.** Students receiving two or more ratings of Pass on each section will receive written
  feedback and will participate in an oral review meeting chaired by their academic
  advisor. The advisor is responsible for accumulating exam questions from the committee
  and orchestrating the actual oral review meeting.

- **Fail.** Students receiving two or more Fail ratings for any competency area will be
  provided with written feedback for each competency area and will be asked to re-submit
  their portfolio during the next scheduled exam period.

**Oral**
- Each member of the portfolio exam committee will rate the student’s performance on the
  oral examination using a 4-point scale: 4 = strong performance in the competency
domain, 3 = acceptable performance in the competency domain, 2 = weak or inconsistent
performance in the competency domain, 1 = insufficient performance in the competency
domain.

- To pass the comprehensive portfolio exam, a median rating of 3 or higher in each domain
  is required. Lower median scores in any domain shall require that the student submit
additional and/or revised evidence of his/her competence in those domains, and must be
submitted by the student within two weeks of receiving written feedback.

**Timeline**
1. Students should begin thinking about their portfolio exam as early as their first
   semester in the program. In the portfolio, they will assemble evidence that best
   demonstrates their competence in each domain.
2. Students should meet with their advisor regularly as they assemble their portfolio to
   ensure that they make adequate progress. When the advisor deems that the portfolio is
   ready for faculty review the advisor will recommend that the student submits his/her
   portfolio by the next submission date to the Program Director.
3. Comprehensive exams are scheduled at two times during the academic year. See
   annual program master calendar for specific dates.

<table>
<thead>
<tr>
<th>Submit Portfolio</th>
<th>Oral Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early September</td>
<td>Mid-October</td>
</tr>
<tr>
<td>Mid-March</td>
<td>Mid-April</td>
</tr>
</tbody>
</table>
4. Within two weeks of the portfolio submission, faculty will evaluate the portfolio and
   rate each section as Pass or Fail.
5. Students receiving a PASS will schedule a date for an oral examination (usually
   within two weeks of receiving feedback on the portfolio). One week prior to the oral
   exam students will receive a list of questions to direct their preparation for the oral
   exam. Students will receive oral feedback on their performance on the day of the
   exam and will be provided written feedback within two weeks.
THE DISSERTATION

Getting Started

In selecting a final topic for a dissertation, students should consult with their advisor and other faculty members to identify the individual best suited to advise their dissertation and serve as the chairperson of their committee. The chairperson must be a core school psychology faculty member. In consultation with the dissertation chairperson, the student will choose the other members of the committee. After the student has discussed potential committee members with the chairperson, the student should approach those individuals to determine their willingness to serve on the committee.

The chairperson and other committee members assist the student in developing the topic and outlining a plan of investigation. The student seeks input from all members of the committee, and continues to do so throughout the dissertation process. It is the student’s responsibility to keep all members of the committee informed of significant changes as a result of discussions with individual members.

Following committee meetings where decisions have been made regarding the dissertation’s design, constructs, instruments, sample size, etc., the chair is encouraged to forward a memo of understanding to the committee members and the student that chronicles such decisions. This document is informative to the entire committee and serves as a record of important details.

Dissertation Committee

According to Northeastern University guidelines, no dissertation committee shall have no fewer than three faculty members, two of whom shall be from Northeastern University. The chair of the dissertation committee will be a full-time tenured or tenure-track member of the faculty of Northeastern University and will hold an appropriate doctorate. A research faculty member may chair a dissertation committee if he or she holds an appropriate doctorate and has received the approval to do so from the tenured and tenure-track faculty members of the unit(s) in which his or her appointment resides.

If a student’s major advisor leaves Northeastern, that person may continue the research direction of the dissertation or thesis. However, a co-advisor must be appointed from the academic department or program. The student will then have two advisors, one an official member of the Northeastern faculty who will be available for research and administrative matters and the ex-Northeastern advisor. If a new major advisor is appointed, the ex-Northeastern faculty member may serve as an outside member of the committee.

The PhD committee should be appointed early enough to advise in the formulation of the student’s program and in refining the research topic for the dissertation. Within the constraints of the above criteria, the PhD program faculty will determine the process by which dissertation committees are established. The final list of dissertation committee members shall be reported to the associate dean for graduate education.

The chairperson of the committee (who is also the student’s advisor), must be a school psychology program core faculty member. There are occasions when persons outside of the
Department, College, and University are invited to serve on the student’s committee because of their expertise within an area that has particular relevance to the topic. *All dissertation committee members must have an earned doctoral degree, relevant research expertise, and must be approved by the program faculty.* In assembling a committee, the student and the chairperson make every attempt to assure that the members bring the requisite expertise to the study.

The chairperson is ultimately responsible for the quality of the dissertation. The other members of the committee are responsible for contributing substantively to the work. Members of the committee function in a timely manner and as a committee. All must agree that the dissertation is of acceptable quality for a degree to be awarded. If there is any disagreement among the members, the disagreement must be resolved in committee, so that the student may proceed with his or her work to eventual approval of the dissertation.

During the academic year each committee member must make every attempt to return student work within two weeks of receipt, except in exceptional circumstances. Students cannot expect that faculty will be available during the summer.

With the approval of their dissertation advisor, doctoral students may elect to use either (a) the traditional 5-chapter dissertation format or (b) the journal-article dissertation format. Both formats are described in detail below.

**Proposal Hearing**

Students are eligible to formally propose their dissertation, called “the proposal hearing,” after having passed the comprehensive portfolio exam. After the chairperson has determined the proposal is ready to be read by the committee, the committee has two weeks (14 calendar days) to review the proposal and to determine if the proposal is ready to move forward to the “proposal hearing” phase. Within two weeks of receiving the written proposal, the committee members are expected to communicate to the chairperson whether a proposal hearing date is ready to be scheduled. The chairperson is responsible for determining a proposal hearing date, time and location, and announcing this information via the program listserv at least 10 days prior to the proposal hearing date. It is at the proposal hearing that the proposal will be formally reviewed and (ideally) approved. The student must submit a final copy of the proposal to the Department’s main office at least 10 days before the hearing for review by other students and faculty. The proposal hearing is open to all members of the community. All students are encouraged to attend.

The chairperson will bring four copies of the Dissertation Proposal Approval Form (Appendix) to the proposal meeting. The committee members sign this document if the proposal is acceptable. Alternatively, the committee may sign the document, pending requested revisions. If the proposal is not deemed satisfactory, the committee will not approve it, and another hearing will be scheduled when the identified problems have been addressed adequately.

After the proposal is officially approved and the IRB approval obtained (see below), the student can begin the investigation itself (i.e., collecting the data). Throughout the study the student is expected to work closely with the committee members, ensuring that all members are kept aware of ongoing work. It is important that the student and chairperson hold regular meetings. It may
also be useful to hold periodic meetings of the entire committee to review the progress of the work.

**Permission for the Use of Human Subjects in Research**

Northeastern University’s Office of Human Subject Research Protection assists students in meeting federal, state and university statutes and regulations relating to the protection of human subjects in research. If the dissertation includes the use of human participants, it is necessary for the student to obtain approval from this office immediately after the formal proposal hearing. Students can begin work on the IRB proposal prior to the dissertation proposal hearing; however, students should wait to submit the IRB proposal until after the dissertation proposal has been approved by the committee. The IRB approval process can take considerable time. It is also necessary to obtain approval at the site where the research will take place. Staff members in the Office of Human Subject Research Protection are available to educate students about compliance regulations and to provide assistance in obtaining approval for research activities requiring compliance. For further information, please refer to the Office’s web site at [http://www.northeastern.edu/hsrp/](http://www.northeastern.edu/hsrp/) or contact the Director, Nan Regina at (617) 373-4588.

**Potential Funding**

Students are encouraged to explore possible funding sources for their dissertation work. Usually funding sources are quite specific about what they will support. Moreover, such funding sources require a considerable amount of detail about the study, so the best time to apply is when the dissertation proposal is well formulated. The committee members, and especially the chairperson, should assist the student in seeking funding.

**Final Defense**

When the study is complete, a draft is given to the chair and the committee members for comment and feedback. Some chairs and committee members prefer to see the results and discussion sections of the dissertation as they are completed. Others would like to see them when the draft is finished. It is necessary to determine the committee’s preference ahead of time. Once the dissertation document is deemed acceptable to the committee, the oral defense of the dissertation is scheduled. After the chairperson has determined the full dissertation is ready to be read by the committee, the committee has two weeks (14 calendar days) to review the dissertation and to determine if it is ready to move forward to the “defense” phase. Within two weeks of receiving the dissertation, committee members are expected to communicate to the chairperson whether a dissertation defense date is ready to be scheduled. The chairperson is responsible for determining a defense date, time and location, and announcing this information via the program listserv and to the Bouvé Graduate School at least 14 calendar days prior to the defense. It is at the defense that the dissertation will be formally reviewed and (ideally) approved. The student must submit a final copy of the dissertation to the Department’s main office at least 14 calendar days before the defense, for review by other students and faculty. The defense is open to all members of the community. All students are encouraged to attend.

The student is responsible for bringing copies of the Dissertation Approval Form (see Appendix) to the defense. The defense is open to the public, and it must take place on the Northeastern University campus.
At the defense, the student makes a brief (i.e., 15-20 minute) oral presentation of his/her study. The student then responds to questions asked by the committee and others in attendance. The dissertation committee chair runs the meeting. At the conclusion of the defense, all visitors and the student leave the room so that the committee can discuss and vote on the acceptance of the dissertation. The dissertation defense may be approved, approved with changes, or failed. If any changes are required for the dissertation’s approval, such changes must be agreed to by the entire committee. It is typical that some changes will be required. Students are advised to attend to them quickly and have them verified by the dissertation chair.

After the completed dissertation is approved, and the committee signs the approval form, the Associate Dean of Academic Affairs in Bouvé College signs the form. See “Commencement and Graduation” section for additional details.

It is customary for students to give a final copy of their dissertation to each of their committee members. The sections below describe the dissertation format.

References and Style
Guidelines for the preparation of the dissertation document can be found at the link below: http://media2.proquest.com/documents/Preparing+Your+Manuscript+for+Submission+Revised+31jul2015.pdf There are numerous useful books and guidelines on writing dissertations. All dissertations in this program are required to conform to APA standards as outlined in the current Publication Manual of the American Psychological Association (6th ed, 2009). Cone and Foster (Eds.), (1993), Dissertations and Theses from Start to Finish, Washington, DC: APA, is an additional helpful resource.

Dissertation Submission Procedures and Specifications:
The following sections include excerpts from the requirements posted on the Graduate School and Snell Library websites.

Electronic Submission and Website. Those students completing a dissertation to meet degree requirements must submit an electronic copy of the thesis at least two weeks prior to commencement following the directions outlined at http://www.etdadmin.com/cgi-bin/school?siteId=33. In addition, the student must submit a dissertation approval form to the Associate Dean of Academic Affairs in Bouvé College School signed and dated by all the members of his/her dissertation committee.

Style. The regulations set forth in the Graduate School manual take precedence over any other style manuals. When presenting the final dissertation to the Graduate School, students are responsible for having all pages in the proper form, completely signed, and in the proper order. Please note that the student prepares the signature pages. The order follows:

- Dissertation Approval Form
- Blank sheet of paper
- Title page - title is to start a few single spaces from the 1" top margin
- Copyright page, if applicable
- Abstract (required)
Type
It is important to choose a system to produce your dissertation that will produce letter-quality print with black characters that are consistently clear and provide sufficient contrast to ensure quality reproduction.

Choose a font that produces distinct letters and is no smaller than 12-point. Use of more than one typeface (i.e., Times New Roman and Arial) in the body of the text is not acceptable. An exception exists where tables, equations, or graphs may have to be produced with a different typeface for technical reasons. These must, however, also be legible. The dissertation must be double-spaced, including the abstract and the acknowledgements, consistent with APA style.

Pagination
Page numbers must appear on every page in the manuscript except the approval sheets and the optional copyright page. Numbers must appear on graphs, tables, and all other pages of the document. Lower case Roman numerals must be used for all introductory material, such as the abstract, table of contents, etc. Arabic numerals must be used for the remainder of the dissertation.

The title page is counted as page i, but the number does not appear. The first page number to appear is ii on the abstract title page. (The copyright page precedes the abstract title page; however, it is not numbered.) Avoid using paginations such as 2.1, 2.2, or III.1, etc.

Arabic page numbers should appear in the upper right-hand corner of the page and must be one inch from the top of the page (i.e. have one inch of white space above them) and one and one-quarter inches from the right margin.

Format Option 1: Journal Article Dissertation Format

The purposes of the journal-article dissertation format are to: (a) train doctoral students to report research findings in a format traditionally used by their scientific and professional communities; (b) allow students to demonstrate their knowledge and scholarship on the dissertation topic in an extensive literature review article; (c) facilitate submission of publications based on the two manuscripts produced for the dissertation; and (d) allow for other students and professionals to
review the candidates’ dissertation research in a concise reporting format. What follows are guidelines for creating the proposal and then the final defense document.

**Dissertation Proposal Details**
The dissertation proposal is a written document of a proposed dissertation research project. It should be typed, double-spaced, and should follow the current version of the American Psychological Association Publication Manual. The proposal should include the following sections:

- A cover page following the format requirements of the Bouvé College of Health Sciences. The title of the dissertation should be identical to the title of Chapter 2 described below.

- Table of contents

- Chapter 1 is a comprehensive review of literature on the dissertation topic. The purpose of this chapter is to demonstrate that the doctoral candidate has sufficient knowledge of the literature on the dissertation topic, as well as scholarship in reviewing this literature (e.g., critical thinking, synthesis, integration, and application). This chapter is expected to overlap with the introduction section in Chapter 2, but should have a broader scope and application (i.e., it should not be written to lead to the specific purpose and research questions/hypotheses in Chapter 2). After reviewing relevant literature, candidates are expected to discuss implications for research, practice, education, or social advocacy in Chapter 1. Chapters 1 and 2 should be written in sufficient independence so that potentially they can be submitted as separate publications (e.g., texts are not identical between the two chapters). Chapter 1 is suggested to be not more than 40 pages (all inclusive), and should be titled “Literature Review.” Within the chapter, please include the following elements: (a) title of chapter; (b) Abstract section of less than 100 words; (c) literature review and discussion of implications; (d) References section; and (e) if applicable, tables and figures. It is expected that appropriate sections and section headings will be created for this chapter.

- Chapter 2 is the empirical research proposal for the dissertation study. It is suggested to be not more than 40 pages (all inclusive), and should use a title different from Chapter 1, to accurately represent the purpose of the study. Within the chapter, please include the following elements: (a) title of chapter; (b) Abstract section of less than 150 words; (c) introduction section (without “Introduction” as section heading); (d) Method section; (e) References section; and (f) if applicable, tables or figures. The introduction section should review literature in a way that leads to and supports the purpose and research questions/hypotheses of the study. The Method section should include the typical subsections of (a) Participants, (b) Instruments (or Measures), and (c) Procedure. However, appropriate deviations from these standard subsections are allowed as directed by the dissertation committee chair. Because Chapter 2 is a research proposal, the Method section should be written in future tense.

- Appendices: Copies of the instruments that are used are included in the appendices, especially if these are not widely available in the literature. If an instrument is copyrighted, students need to obtain permission from the publisher to include the material as an appendix. Also, students need to follow ethical guidelines to maintain the security of test instruments. Additional data or tables and graphs that are not essential to the body of the text, but provide
additional information, are typically presented here. Finally, a copy of the IRB approval and the informed consent forms that were given to research participants should be included.

- Except the cover page, all pages of the dissertation should be numbered sequentially across all sections, rather than starting with page 1 with each section.

The Final Dissertation Document

The final dissertation document is written after the dissertation study is completed, and will be presented to the dissertation committee for a final defense meeting. It should be typed, double-spaced, and should follow the current version of the American Psychological Association Publication Manual. The document should include the following sections:

- A cover page following format requirements of the Bouvé College of Health Sciences. The title of the dissertation should be identical to the title of Chapter 2 described below.
- Table of contents
- Acknowledgement section for acknowledging the contributions of various individuals and organizations to the dissertation project.
- Chapter 1 as described previously. If appropriate or required by the dissertation committee, the candidate may need to make revisions since the proposal defense. Chapter 1 is suggested to be not more than 40 pages (all inclusive).
- Chapter 2 as described previously. The title and introduction section may need revisions as appropriate or as directed by the dissertation committee since the proposal defense. The Abstract and Method sections need to be changed to past tense, plus all appropriate updates and revisions according to how the study was conducted and the results of the study. For the final defense document, the candidate should insert two new sections between Method and References sections: (a) Results and (b) Discussion. These two sections are written to document data analyses and results of the study, and to provide a discussion of the results, respectively. References should be updated to correspond to what were cited in text. New tables or figures may be added as appropriate, after the References section. Chapter 2 is suggested to be not more than 40 pages (all inclusive).
- Appendices as described previously, plus any new appendices since the proposal defense.
- Except the cover page, all pages of the dissertation should be numbered sequentially across all sections, rather than starting with page 1 with each section.

Format Option 2: Traditional Five-Chapter Dissertation Format

Dissertation Proposal

The traditional five-chapter dissertation proposal consists of the first three dissertation chapters. These three chapters, once approved as the proposal, serve as an agreement for the study. If significant revision occurs, it must be with the approval of the committee.

The development of the dissertation proposal begins with the student clarifying his/her ideas in relation to the literature and the specific problem of interest. Faculty members, especially the chairperson, are essential in this process. The proposal ultimately requires input from all
committee members and their eventual agreement. The student may meet with the committee
everal times before the formal proposal hearing. It is important that students communicate with
their dissertation chairperson at each step in the process. It is also important to keep in contact
with all members of the committee, so that they are aware of, and can give feedback on, the
emerging plan.

Dissertation Content

Title Page
A sample Dissertation Title Page is included in Appendix E4.

Abstract
An abstract of the dissertation is required, which summarizes the work.

Body of the Dissertation: Suggested Format (for typical dissertations; however, actual formats
may vary depending on the research questions, topic, and methodology chosen)

Chapter One:
This chapter includes a statement or description of the problem and the questions under
investigation. The rationale for the problem or question is also presented. This chapter also
includes the purpose and potential benefits of the study, a brief overview of the theoretical and
practical basis for the work, and the definition of specific terms and the variables to be
investigated. It is imperative that the student be consistent in his/her use of these terms
throughout the dissertation. The student’s research questions are presented in this chapter.

Chapter Two:
This chapter includes an extensive, critical review of the relevant literature on all aspects of the
problem under study including relevant methodologies. The chapter concludes with the purpose
of the study, which is developed from a critical analysis of the literature, the study’s hypotheses,
and a brief rationale for each hypothesis. This review provides a general overview of, and
context for, the current investigation of the topic; it also integrates prior relevant theoretical and
empirical work, and drives the development of the research hypotheses. It is important to attend
to the organizational structure of this chapter, using headings and subheadings to guide the
reader. Oftentimes, a table (included as an appendix) can be a helpful organizational tool to
summarize the literature base.

Chapter Three:
This chapter presents the methods and procedures of the study. The format for the method
chapter should include the following sections:

Participants
This includes all participants. The only “procedures” to be included prior to the
Procedures section below are the procedures for securing the participants.

Setting
This is where the data will be gathered, where the observations/focus groups, etc. will
take place -- at the school, the home, etc.

Measures
This section lists all of the measures that will be used – various assessments, surveys, etc. A statement of the independent and dependent variables, or the phenomena to be studied, should be made here. If formal instruments are used, the standardization and psychometric properties (reliability and validity) should be included. All measures should be included at the end of the dissertation as appendices (see below). There should be a clear correspondence between the measures and the variables previously described in the hypotheses.

**Materials**

This section lists and describes all materials that will be used – A/V equipment, personal computers, etc.

**Study Design**

The design of the study is described here (e.g., group design with pre- and post-test assessments; correlation; prediction; observational, descriptive; single-case study; focus groups; etc).

**Procedures**

Here students describe what will happen when, with what, and by whom.

**Data Analytic Plan**

In this section, students describe in detail how the data will be analyzed including specific data analytic procedures. The data analytic plan must explicitly address each hypothesis.

The foregoing format would be arranged differently for a dissertation that employs qualitative methods. For instance, unlike quantitative researchers, qualitative researchers may not have research hypotheses at the outset of the study, but they do begin with research questions.

**Chapter Four:**

Here the findings of the study are presented. It is important to walk the reader through the results, using headings liberally to aid the reader. For example, in an empirical study, all details of how the raw observations were converted into analyzable data, how the data were analyzed (i.e., the statistical manipulations used), and the findings should be included. The main findings, such as the major tests of hypotheses, should be presented first. Any unexpected findings also should be included.

**Chapter Five:**

Here the findings of the study are discussed. At the beginning of the chapter, there should be a very brief summary of the research questions/hypotheses and results. The discussion should center on the theoretical and practical implications of the results and how the findings compare to what has been done in the literature – what is the same and what is different or new. The most important findings should be discussed first. The student should interpret the results in the context of the published literature. The student must address the relevance of the findings for the field of school psychology. The limitations of the study, as well as implications for future research, should be discussed.

**Appendices:**

Copies of the instruments that are used are included in the appendices, especially if these are not widely available in the literature. If an instrument is copyrighted, students need to obtain...
permission from the publisher to include the material as an appendix. Also, students need to follow ethical guidelines to maintain the security of test instruments. Additional data or tables and graphs that are not essential to the body of the text, but provide additional information, are typically presented here. Finally, a copy of the IRB approval and the informed consent forms that were given to research participants should be included.
LICENSURE INFORMATION

Northeastern’s doctoral program in school psychology was designed to enable students to pursue school psychology certification at the state and national levels and licensure as a psychologist.

Students are eligible to receive their CAGS in school psychology after the fourth year of the program and can apply for both their educator’s licensure as a school psychologist in Massachusetts and national certification in school psychology after that time. In addition to the information provided by the program, students should obtain information pertaining to:

1. Psychology licensing procedures in Massachusetts (examinations, course requirements, application process) by writing to: Office of Consumer Affairs, Massachusetts Board of Registration of Psychologists, 239 Causeway St., 5th floor, Boston, MA 02114, by calling 617-727-9925, or at their website http://www.state.ma.us/reg.

2. Information about the Massachusetts educator’s license in school psychology can be obtained from: http://www.doe.mass.edu/educators/e_license.html

3. Information about the National Certificate in School Psychology (NCSP) can be obtained from: http://www.nasponline.org/CERTIFICATION/BECOMING_NCSP.ASPX

Because regulations can change, students are advised to check the websites listed above frequently. Students are also advised to check websites for licensing information in other states, if they are interested in obtaining licensure elsewhere.
APPENDICES

A1  Required Courses
A2  Program Goals and Competencies
A3  Program of Studies Form

B1  Change of Advisor Form
B2  Doctoral Student Annual Review
B3  Research Teams Benchmarks

C  Advanced Fieldwork I and II Clearance Checklist

D  Mentored Research Project Approval Form

E  Comprehensive Portfolio Exam Evaluation

F1  Dissertation Proposal Approval Form
F2  Graduate School Approval Record
F3  Sample Dissertation Title Page

G1  School Psychology Program E-mail List
G2  Listserv Netiquette
## APPENDIX A1
### Required Courses
(Total Credits: 104 Semester Hours)

<table>
<thead>
<tr>
<th>Fall Year 1: (12 credits)</th>
<th>Spring Year 1: (12 credits)</th>
<th>Summer Year 1: (7 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CAEP 6202: Research, &amp; Data Analysis (3)</td>
<td>1. CAEP 7712 Intermediate Stats (3)</td>
<td>1. CAEP 6400 Pre-Practicum (1)</td>
</tr>
<tr>
<td>2. CAEP 6206: Learning Principles (3)</td>
<td>2. CAEP 6203: Culture and Diversity (3)</td>
<td>2. CAEP 7750: Bio. Bases (3)</td>
</tr>
<tr>
<td>3. CAEP 6218 Child Development (3)</td>
<td>3. CAEP 6347 Behavior Management (3)</td>
<td><strong>Summer 2:</strong></td>
</tr>
<tr>
<td>4. CAEP 6365: Seminar in School Psych (3)</td>
<td>4. CAEP 6350 Cognitive Assessment (3)</td>
<td>3. CAEP 6399 Clinical Skills (3)</td>
</tr>
</tbody>
</table>

**ABOVE: Interim Degree: MS 31 Credits in PhD Program**

### Fall Year 2: (12 credits)
1. CAEP 6353 Curriculum Based Assessment (3)
2. CAEP 6401 Counseling Children and Adolescents in Schools Part 1 (3)
3. CAEP 6354 Social, Emotional, & Behavioral Assessment (3)
4. CAEP 8415 Practicum I (2)
5. CAEP 7771 Res. Teams I (1)

### Spring Year 2: (12 credits)
1. CAEP 7716 Advanced Research and Data Analyses (3)
2. CAEP 6402 Counseling Children and Adolescents in Schools Part 2 (3)
3. CAEP 6345 Learning Prob. (3)
4. CAEP 8416 Practicum II (2)
5. CAEP 7772 Res. Teams II (1)

### Fall Year 3: (12 credits)
1. CAEP 7711 Measurement (3)
2. CAEP 7756 Social Psych (3) or (in alternating even years) CAEP 7755 Cog. & Affective Bases of Behavior (3)
3. CAEP 6390 History & Systems (3) or (alternating even years) CAEP 6394: Adv. Multicultural (3)
4. CAEP 7741 Adv FW I (2)
5. CAEP 7773 Res. Teams III (1)

### Spring Year 3: (11 credits)
1. CAEP 6247: Child & Adolescent Psychopathology (3)
2. CAEP 6360 Consultation (3)
3. CAEP 7777 Doc. Sem. in Program Planning and Evaluation (3) (alternating even years)
4. CAEP 7742 Adv FW II (2)

### Fall Year 4: (11 credits)
1. CAEP 7710 Advanced Clinical Assessment (3)
2. CAEP 7756 Social Psych (3) or (in alternating even years) CAEP 7755 Cog. & Affective Bases of Behavior (3)
3. CAEP 6390 History & Systems (3) or (in alternating even years) CAEP 6394: Adv. Multicultural (3)
4. CAEP 7743 Adv FW III (2)
5. CAEP 9990 Dissertation (0)

### Spring Year 4: (11 credits)
1. CAEP 7720 Advanced Clinical Interventions (3)
2. CAEP 7732 Legal & Ethical (3)
3. CAEP 7777 Doc. Sem. Prog. Planning & Evaluation (3) (alternating even years)
4. CAEP 7744 Adv. FW IV (2)

---

Students can receive the CAGS in School Psychology after successfully completing coursework, 1200 hours of AFW (600 in a school setting)

**Year 5:** CAEP 7798 Internship (2)  **Year 5:** CAEP 7799 Internship (2)
### APPENDIX A2

*Program Goals and Competencies*

<table>
<thead>
<tr>
<th>Goal #1: To produce graduates with understanding of the basic areas of psychology.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competencies Expected for Goal 1:</strong></td>
</tr>
<tr>
<td>1.1. Students will understand biological bases of behavior.</td>
</tr>
<tr>
<td>1.2. Students will understand cognitive and affective bases of behavior.</td>
</tr>
<tr>
<td>1.3. Students will understand theories and research that underlie the social aspects of behavior.</td>
</tr>
<tr>
<td>1.4. Students will demonstrate knowledge of the historical and philosophical influences on psychology, including school psychology</td>
</tr>
<tr>
<td>1.5. Students will demonstrate knowledge of typical and atypical human development with a focus on children and adolescents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal #2: To produce graduates who are competent in research and scholarship.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competencies Expected for Goal 2:</strong></td>
</tr>
<tr>
<td>2.1. Students will demonstrate the ability to formulate meaningful research questions based upon a broad critical review of the extant literature and relate their own findings to extant literature.</td>
</tr>
<tr>
<td>2.2. Students will demonstrate competence in research design (both group and single case) and program evaluation methods, taking into consideration threats to internal and external validity in addition to ethical considerations.</td>
</tr>
<tr>
<td>2.3. Students will demonstrate knowledge of a wide variety of statistical methods, including assumptions and limitations of each approach, and be able to select appropriate analyses given their research questions.</td>
</tr>
<tr>
<td>2.4. Students will demonstrate knowledge of traditional and modern test theory (e.g., reliability, validity, factor analysis, item response theory).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal #3: To produce graduates who use a systematic, problem-solving approach in the practice of psychology.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competencies Expected for Goal 3:</strong></td>
</tr>
<tr>
<td>3.1. Students will demonstrate the appropriate selection and administration of assessment procedures, taking into consideration contextual factors.</td>
</tr>
<tr>
<td>3.2. Students will demonstrate the ability to accurately integrate and interpret assessment findings from multiple sources and use these data to make recommendations that are evidence-based and culturally sensitive.</td>
</tr>
<tr>
<td>3.3. Students will demonstrate the ability to implement, monitor and evaluate evidence-based, culturally sensitive interventions.</td>
</tr>
<tr>
<td>3.4. Students will demonstrate the ability to provide consultation at the individual, and group, and systems levels.</td>
</tr>
<tr>
<td>3.5. Students will demonstrate the ability to provide prevention services.</td>
</tr>
</tbody>
</table>

| Goal #4: To produce graduates with awareness, sensitivity and skills in working with diverse individuals, groups, and communities, who represent various cultural and personal backgrounds and characteristics defined broadly. |
**Competencies Expected for Goal 4:**

4.1. Students will monitor and apply knowledge of themselves as cultural beings in assessment, intervention, consultation, and research.
4.2. Students will apply knowledge of others as cultural beings in assessment, intervention, consultation, and research.
4.3. Students will apply knowledge of the role of culture in their interactions with diverse others in assessment, intervention, consultation, and research.

**Goal 5: To produce graduates with the knowledge and skills to engage in professional behavior that is ethically and legally appropriate.**

**Competencies Expected for Goal 5:**

5.1. Students will demonstrate that they know and follow APA’s and NASP’s professional standards and ethical guidelines in their research and practice.
5.2. Students will demonstrate that they know and follow relevant federal and state laws and regulations in their research and practice.
5.3. Students will demonstrate knowledge of, purpose for, and roles in supervision.
## APPENDIX A3

Northeastern University  
Department of Applied Psychology  
School Psychology Doctoral Program  

Program of Studies Form

<table>
<thead>
<tr>
<th>I. PROFESSIONAL CORE (6 semester hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar in School Psychology</td>
<td>CAEP 6365 (3 SH)</td>
</tr>
<tr>
<td>Legal &amp; Ethical Issues</td>
<td>CAEP 7732 (3 SH)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. BASIC CORE (18 semester hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Principles</td>
<td>CAEP 6206 (3 SH)</td>
</tr>
<tr>
<td>Infant, Child and Adolescent Development</td>
<td>CAEP 6218 (3 SH)</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>CAEP 7756 (3 SH)</td>
</tr>
<tr>
<td>Biological Bases of Behavior</td>
<td>CAEP 7750 (3 SH)</td>
</tr>
<tr>
<td>Cognitive &amp; Affective Bases of Behavior</td>
<td>CAEP 7755 (3 SH)</td>
</tr>
<tr>
<td>History &amp; Systems of Psychology</td>
<td>CAEP 6390 (3 SH)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. MULTICULTURAL COMPETENCY CORE (6 semester hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Culture and Diversity</td>
<td>CAEP 6203: (3 SH)</td>
</tr>
<tr>
<td>Advanced Multicultural Psychology</td>
<td>CAEP 6394: (3 SH)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. ASSESSMENT AND INTERVENTION CORE (53 semester hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Assessment</td>
<td>CAEP 6350 (3 SH)</td>
</tr>
<tr>
<td>Curriculum Based Assessment</td>
<td>CAEP 6353 (3 SH)</td>
</tr>
<tr>
<td>Social, Emotional and Behavioral Assessment</td>
<td>CAEP 6354 (3 SH)</td>
</tr>
<tr>
<td>Clinical Skills in Counseling Psychology</td>
<td>CAEP 6399 (3 SH)</td>
</tr>
<tr>
<td>Counseling Children &amp; Adol. in Schools Part 1</td>
<td>CAEP 6401 (3 SH)</td>
</tr>
<tr>
<td>Counseling Children &amp; Adol. in Schools Part 2</td>
<td>CAEP 6402 (3 SH)</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>CAEP 6347 (3 SH)</td>
</tr>
<tr>
<td>Learning Problems</td>
<td>CAEP 6345 (3 SH)</td>
</tr>
<tr>
<td>Child and Adolescent Psychopathology</td>
<td>CAEP 6247 (3 SH)</td>
</tr>
<tr>
<td>Consultation &amp; Program Evaluation</td>
<td>CAEP 6360 (3 SH)</td>
</tr>
<tr>
<td>Advanced Clinical Assessment</td>
<td>CAEP 7710 (3 SH)</td>
</tr>
<tr>
<td>Advanced Clinical Intervention</td>
<td>CAEP 7720 (3 SH)</td>
</tr>
<tr>
<td>Pre-Practicum</td>
<td>CAEP 6400 (1 SH)</td>
</tr>
<tr>
<td>Practicum I</td>
<td>CAEP 8415 (2 SH)</td>
</tr>
<tr>
<td>Practicum II</td>
<td>CAEP 8416 (2 SH)</td>
</tr>
<tr>
<td>Advanced Fieldwork I</td>
<td>CAEP 7741 (2 SH)</td>
</tr>
<tr>
<td>Advanced Fieldwork II</td>
<td>CAEP 7742 (2 SH)</td>
</tr>
<tr>
<td>Advanced Fieldwork III</td>
<td>CAEP 7743 (2 SH)</td>
</tr>
<tr>
<td>Advanced Fieldwork IV</td>
<td>CAEP 7744 (2 SH)</td>
</tr>
<tr>
<td>Doctoral Internship 1</td>
<td>CAEP 7798 (2 SH)</td>
</tr>
<tr>
<td>Doctoral Internship 2</td>
<td>CAEP 7799 (2 SH)</td>
</tr>
</tbody>
</table>
V. RESEARCH CORE (21 semester hours)

- Research Teams I: CAEP 7771 (1 SH)
- Research Teams II: CAEP 7772 (1 SH)
- Research Teams III: CAEP 7773 (1 SH)
- Research, Evaluation and Data Analysis: CAEP 6202 (3 SH)
- Measurement: Advanced Psychometric Principles: CAEP 7711 (3 SH)
- Intermediate Statistics: CAEP 7712 (3 SH)
- Advanced Research and Data Analyses: CAEP 7716 (3 SH)
- Doc. Sem. in Program Planning and Evaluation: CAEP 7777 (3 SH)
- Research Elective: CAEP 7777 (3 SH)
- Dissertation: CAEP 9990 (0 SH)
- Dissertation Continuation: CAEP 7899 (0 SH)

Advisor’s Signature: ___________________________  Date: ___________________________
APPENDIX B1

Change of Advisor Form

Name: ____________________________   Date: ________________

Current Advisor: ________________________________________

New Advisor: ________________________________________

New Advisor Signature: ________________________________________

Program Director Signature: ________________________________________

Reason for advisor change:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
APPENDIX B2

Doctoral Student Annual Review

Student Name: ________________________________ Academic Year: _____________
Advisor Name: ________________________________
Date of Entrance to the Program: _________________ # of years in program: ____
Dissertation Proposal Date (if applicable): ______________

The purpose of this self-evaluation is for you to reflect on your accomplishments this year in the areas that directly relate to the program’s training goals. Please submit this self-evaluation to your advisor by March 31st. Your advisor will use information from this self-evaluation, his/her knowledge regarding your progress in the program, and information from other program faculty to evaluate your progress this year. If a section does not apply to you, simply write “N/A.”

Section I: Coursework (i.e., Knowledge of the basic areas of psychology)

a. Please list all of the courses taken this year and the grades you have received. If you have completed your coursework, please indicate this. You may attach a printout of your “my neu” page if that is easier for you.

b. Please list all of the outstanding “Incompletes” you have on your transcript. Please list the course name and the semester when you enrolled in this course.

Section II: Research and Scholarly Activities

The doctoral program aims to produce graduates who demonstrate competence in research and scholarly activities and engage in research to benefit individuals and groups in a multicultural and diverse society. Please describe your research/scholarship activities this year. Please include the following (if applicable):
- Participation on a research team
- Specific benchmarks attained on research team(s) (please see appendix B3)
- Author or co-author of papers or workshops at professional meetings
- Author or co-author of articles in professional or scientific journals
- Involvement in grant supported research

Section III: Teaching at the University Level

Please describe any involvement you had in teaching this year.

Section IV: Fieldwork Experiences

The doctoral program aims to produce graduates who demonstrate a systematic, problem-solving approach to assessment, intervention and evaluation and who engage in practice to benefit individuals and groups in a multicultural and diverse society. Please identify the name of your practicum/advanced fieldwork/internship site and your supervisor(s). If you were not enrolled in advanced fieldwork/internship seminar, please indicate this. Briefly describe your fieldwork/internship experience and the skills you gained this year (if applicable). Please attach your fall supervisor ratings.
Section V: Program Milestones
Please list any program milestones you have completed this year (e.g., passing the MRP, passing comps, passing the Praxis II and/or MTEL, proposing your dissertation, defending your dissertation, applying to internship, etc.).

Section VI: Professional Development
The doctoral program aims to produce graduates who demonstrate a commitment to the profession of psychology, life-long professional development, and leadership in the profession. Please describe your involvement in professional development activities. List professional organizations you belong to, leadership positions in organizations, conferences attended, etc.

Section VII: Related Activities Outside Northeastern
Please describe any part-time involvement in the delivery of professional services.

Section VIII: Reflections on Important Learning
Please reflect on important things you have learned at NEU during the previous 12 months. Please place these reflections in the context of the program’s training goals.
Goal #1: To produce graduates with understanding of the basic areas of psychology.
Goal #2: To produce graduates who are competent in research and scholarship.
Goal #3: To produce graduates who use a systematic, problem-solving approach in the practice of psychology.
Goal #4: To produce graduates with awareness, sensitivity and skills in working with diverse individuals, groups, and communities, who represent various cultural and personal backgrounds and characteristics defined broadly.
Goal 5: To produce graduates with the knowledge and skills to engage in professional behavior that is ethically and legally appropriate.

Section IX: Plans for Next Year
Briefly describe your timeline for next year. In other words, what are the program milestones you anticipate completing next year? What are your goals for next year?
APPENDIX B3

Research Teams Benchmarks

The benchmarks below are used as a formative assessment of student progress towards fulfillment of the mentored research project (MRP) requirement. Each student will achieve these benchmarks at a different pace; however, the benchmarks below provide a guide for timely completion of the program. The student’s advisor should check which benchmarks have been attained and append these two pages with the advisor’s and student’s signature to the student’s letter for the student’s file.

Fall Year 1 Benchmarks
- Students will identify a preferred research team and officially sign-on as a team member.
- Students begin a log of research activities as part of the portfolio.
- Students will take and pass NIH web-based training on ethics in research with human subjects.
- Students will demonstrate competent utilization of the bibliographic program EndNote and use this program with at least 5 research articles within the general domain of their research team.
- Students will review at least 5 research articles related to their area of interest and create a document with citation, methods, key points and summary for each article.

Spring Year 1 Benchmarks
- Students will continue to review literature related to their area of interest and maintain/update their bibliography with EndNote and demonstrate use of it within their preferred word processing program.
- Students will provide a statement of the problem that will be the focus of their mentored research project (a 10-12 page paper that details the background and establishes a context for the problem).
- Students will identify research questions to be addressed in their mentored research project.

Summer Year 1 Benchmarks
- Students will develop, write and present a proposal for a research project consisting of an introduction, review of the literature, and methodology, including proposed analyses.
- Students will become familiar with NEU IRB protocol and process and complete an IRB application for their proposed research.
- Students will present their proposal and IRB materials to a faculty committee consisting of two faculty members, at least one of whom is from the core program faculty.

Fall Year 2--7771 Semester Benchmarks
- Students will collect their data for their approved research project.
- Students will analyze their data using appropriate methods to address their research problem.

Spring Year 2--7772 Semester Benchmarks
- Students will continue to collect and analyze their data for their approved mentored research project.
- Students will develop a written report of their research suitable for publication in APA format and present it to the research team and their faculty committee.
☐ Students will help to supervise and mentor 1st and 2nd year students in their work on the research team.

**Fall Year 3--7773 Semester Benchmarks**

☐ Students will continue to collect and analyze their data for their approved mentored research project.

☐ Students will produce a written report of their research suitable for publication in APA format and present it to the research team and their faculty committee.

☐ Students will help to supervise and mentor 1st and 2nd year students in their work on the research team.

Student’s Signature: ______________________________________________________

Advisor’s Signature: ______________________________________________________

Date: ____________________________
APPENDIX C

Advanced Fieldwork Clearance Checklist

Prior to being cleared to begin advanced field work, second year students are required to complete this form, and to submit it to the program director by June 15th. Please attach the following to this form:

- Your transcript from www.myneu.edu (including grades from 2nd semester of your 2nd year) with all grades at least a B (3.0) or higher and an overall GPA of at least B+ (3.33)
- A copy of your final field supervisor’s practicum ratings.

Student Name: _______________________________

Has successfully completed all the courses: a grade of B (3.0) or higher in all courses, and an overall GPA average of at least B+ (3.33) _________

Has satisfactory practicum ratings from field supervisor/s__________

Student signature: _________________________  Date: ________________________

Program Director signature:___________________  Date: ________________________
APPENDIX D

Mentored Research Project Form

Directions: The purpose of this form is to provide documentation of Mentored Research Project (MRP) completion. The two-person committee will rate the final paper as Pass or Fail based on its scientific merit. In order to meet the requirements for the project students must receive a “Pass” from both members of the two-person committee. The committee will rate the final paper based on its scientific merit. Should a student receive lower ratings the student may be asked to do one of the following: (1) revise the paper or (2) collect additional data. It is the advisor’s responsibility to notify the program director when the student has completed the MRP by submitting this form.

Student Name ______________________________________

Date ______________________________________

Title: ________________________________________________________________________
______________________________________________________________________________

_____Pass

_____Fail

Committee:

Advisor/Committee Chair:

________________________________________
(name)

________________________________________
(signature)

Committee Member:

________________________________________
(name)

________________________________________
(signature)
APPENDIX E

Comprehensive Portfolio Exam Evaluation

Student Name ______________________   NU ID: ________________

Advisor/Chairperson _____________________________________
(signature)

Committee Member _____________________________________
(signature)

Committee Member _____________________________________
(signature)

Portfolio Evaluation

• **Pass.** Students receiving two or more ratings of Pass for each goal area will receive written feedback and will participate in an oral review meeting chaired by their academic advisor.

• **Fail.** Students receiving two or more Fail ratings for any goal area will be provided with written feedback for each area and will be asked to re-submit their portfolio during the next scheduled exam period.

Date: _______________________________

Goal 1: Core Psychological Knowledge: ____Pass  ____Fail
Goal 2: Research Design and Statistics ____Pass  ____Fail
Goal 3: Multicultural Competency ____Pass  ____Fail
Goal 4: Assessment, Consultation, Intervention, Prevention ____Pass  ____Fail
Goal 5: Professional Issues ____Pass  ____Fail

Oral Exam Evaluation

• Each member of the portfolio exam committee will rate the student’s performance based on the written portfolio and oral examination using a 4-point scale: 4 = strong performance in the competency domain, 3 = acceptable performance in the competency domain, 2 = weak or inconsistent performance in the competency domain, 1 = insufficient performance in the competency domain.

• A median rating of 3 or higher for each competency is required. Lower median scores for any competency shall require that the student submit additional and/or revised evidence of his/her competence in those areas, and must be submitted by the student within two weeks of receiving written feedback.

Date: _______________________________

Median Competency Rating:

1. Knowledge of biological bases of behavior ______
2. Knowledge of cognitive & affective bases of behavior ______
3. Knowledge of social aspects of behavior ______
4. Knowledge of history and systems of psychology ______
### Comprehensive Portfolio Exam Evaluation (p. 2)

<p>| | | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>5.</td>
<td>Knowledge of typical and atypical human development</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Ability to formulate meaningful research questions</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Competence in research design and program evaluation methods</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Knowledge of statistical methods and analyses</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Knowledge of traditional and modern test theory</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Appropriate selection &amp; administration of assessment procedures</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Accurate integration and interpretation of assessment findings</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Ability to implement, monitor, and evaluate EBIs</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Consultation at individual, group, and systems level</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Provide prevention services</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Knowledge of self as cultural being</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Knowledge of others as cultural beings</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Knowledge of role of culture in interactions with diverse others</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>APA and NASP professional standards and ethical guidelines</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Know and follow federal and state laws in research and practice</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Knowledge of purpose for, and roles in supervision</td>
<td></td>
</tr>
</tbody>
</table>

**Student Name**

__________________________
APPENDIX F1

Northeastern University
Bouvé College of Health Sciences

Dissertation Proposal Approval Form

Student Name: __________________________________ NU ID: _________

Dissertation Title: __________________________________________________
_________________________________________________________________
_________________________________________________________________

Approval for dissertation requirements for the Doctor of Philosophy in School Psychology

Dissertation Committee (Chair):

Signature _________________________________ Date: _________
Printed Name: _____________________________

Committee Members:

Signature _________________________________ Date: _________
Printed Name: _____________________________

Signature _________________________________ Date: _________
Printed Name: _____________________________

Signature _________________________________ Date: _________
Printed Name: _____________________________

Associate Dean of Academic Affairs, Bouvé College of Health Sciences:

Signature _________________________________ Date: _________
Printed Name: _____________________________
APPENDIX F2

Northeastern University
Bouvé College of Health Sciences

Dissertation Approval Form

Student Name: __________________________________ NU ID: _______

Dissertation Title: __________________________________________________
_________________________________________________________________
_________________________________________________________________

Approval for dissertation requirements for the Doctor of Philosophy in School Psychology

Dissertation Committee (Chair):

Signature _________________________________ Date: _________
Printed Name: _____________________________

Committee Members:

Signature _________________________________ Date: _________
Printed Name: _____________________________

Signature _________________________________ Date: _________
Printed Name: _____________________________

Signature _________________________________ Date: _________
Printed Name: _____________________________

Associate Dean of Academic Affairs, Bouvé College of Health Sciences:

Signature _________________________________ Date: _________
Printed Name: _____________________________
APPENDIX F3

Sample Dissertation Title Page

DISSERTATION TITLE IN FULL CAPITALS (CAPS)

A dissertation presented by

Student Name in Full

Submitted to
The Department of Applied Psychology
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in the field of

School Psychology

Northeastern University
Boston, Massachusetts
Month, Year
APPENDIX G1

School Psychology Program E-Mail List
SCHOOLPSYCH@LISTSERV.NEU.EDU

If you have not been added to the Program’s listserv, please contact Lou Kruger (kruger@neu.edu). By default, the listserv will use your Northeastern University e-mail address.

To send a message to all of the people currently subscribed to the list, just send mail to SCHOOLPSYCH@LISTSERV.NEU.EDU, which is called the list address. You must never try to send any command (e.g., unsubscribe) to that address because it would be distributed to all the people who have subscribed. All commands must be sent to LISTSERV@LISTSERV.NEU.EDU, which is the LISTSERV address. It is important to understand the difference between the two addresses.

You may leave the list at any time by sending a "SIGNOFF SCHOOLPSYCH" command to LISTSERV@LISTSERV.NEU.EDU. You can also tell LISTSERV how you want it to confirm the receipt of messages you send to the list. To send yourself a copy of your own messages, send a "SET SCHOOLPSYCH REPRO" command. Alternatively, to have LISTSERV send you a short acknowledgement instead of the entire message, send a "SET SCHOOLPSYCH ACK NOREPRO" command. Finally, you can turn off acknowledgements completely with the "SET SCHOOLPSYCH NOACK NOREPRO" command.

Note: Subscription settings and preferences can also be set using LISTSERV's Web Interface. For more information on using commands or on using the Web Interface to set your subscription settings, see the List Subscriber's Manual at http://www.lsoft.com/resources/manuals.asp.

Contributions sent to this list are automatically archived. You can access the list archives at http://listserv.neu.edu/cgi-bin/wa?A0=SCHOOLPSYCH. You may need to log in or get a password for the Web interface to view the archives. This list is available in digest form. If you wish to receive the digest version of the postings, then issue a "SET SCHOOLPSYCH DIGEST" command.

IMPORTANT: This list is only for NU’s school psychology students and faculty. You should not publicly mention its existence or forward copies of information you have obtained from it to third parties. Because all listservs have inherently weak security, do not post any confidential information (e.g., test scores, public school students’ names) on the listserv. After graduating from the program, please unsubscribe from SCHOOLPSYCH@LISTSERV.NEU.EDU and subscribe to SPALUM@LISTSERV.NEU.EDU

More information on LISTSERV commands can be found in the LISTSERV reference card, which you can retrieve by sending an "INFO REFCARD" command to LISTSERV@LISTSERV.NEU.EDU.
APPENDIX G2

Listserv Netiquette*

- Keep your questions and comments relevant to the focus of the discussion group.
- If another person posts a comment or question that is off the subject, do NOT reply to the list and keep the off-subject conversation going publicly.
- When someone posts an off-subject note, and someone else criticizes that posting, you should NOT submit a gratuitous note saying "well, I liked it and lots of people probably did as well and you guys ought to lighten up and not tell us to stick to the subject".
- If you can respond to someone else's question, do so through email. Twenty people answering the same question on a large list can fill your mailbox (and those of everyone else on the list) quickly.
- When quoting another person, edit out whatever isn't directly applicable to your reply. Don't let your mailing or Usenet software automatically quote the entire body of messages you are replying to when it's not necessary. Take the time to edit any quotations down to the minimum necessary to provide context for your reply. Nobody likes reading a long message in quotes for the third or fourth time, only to be followed by a one line response: "Yeah, me too."
- Use discretion when forwarding a long mail message to group addresses or distribution lists. It's preferable to reference the source of a document and provide instructions on how to obtain a copy. If you must post a long message, warn the readers with a statement at the top of the mail message. Example: WARNING: LONG MESSAGE
- If you crosspost messages to multiple groups, include the name of the groups at the top of the mail message with an apology for any duplication.
- Resist the temptation to "flame" others on the list. Remember that these discussions are "public" and meant for constructive exchanges. Treat the others on the list as you would want them to treat you.
- When posting a question to the discussion group, request that responses be directed to you personally. Post a summary or answer to your question to the group.
- When replying to a message posted to a discussion group, check the address to be certain it's going to the intended location (person or group). It can be very embarrassing if they reply incorrectly and post a personal message to the entire discussion group that was intended for an individual.
- When signing up for a group it is important to save your subscription confirmation letter for reference. That way if you go on vacation you will have the subscription address for suspending mail.
- Use your own personal Email account, don't subscribe using a shared account.
- Occasionally subscribers to the list who are not familiar with proper netiquette will submit requests to SUBSCRIBE or UNSUBSCRIBE directly to the list itself. Be tolerant of this activity, and possibly provide some useful advice as opposed to being critical.