



# Northeastern

Bouvé College of Health Sciences  
Department of Applied Psychology

## **SCHOOL PSYCHOLOGY**

### **SPECIALIST LEVEL PROGRAM**

Masters of Science (MS) &  
Certificate of Advanced Graduate Study (CAGS)

STUDENT HANDBOOK  
2018 – 2019

<https://bouve.northeastern.edu/ap/programs/school-psychology/>

Program Director: Louis Kruger, PsyD

## Table of Contents

ABOUT NORTHEASTERN .....	4
<i>Overview of the Program</i> .....	4
<i>Optional Concentrations</i> .....	5
<i>Program Philosophy</i> .....	5
<i>Strengths of the Program and Department</i> .....	6
<i>Procedures Used to Evaluate and Improve the Program</i> .....	7
<i>Faculty</i> .....	7
<i>Massachusetts Educator’s License as a School Psychologist</i> .....	10
<i>National Certification in School Psychology</i> .....	11
<i>Licensure Outside of Massachusetts</i> .....	11
<i>Licensure as an Educational Psychologist</i> .....	11
CURRICULUM AND REQUIREMENTS .....	12
<i>Sequence of Courses</i> .....	12
<i>Registration</i> .....	12
<i>Program of Study Forms</i> .....	14
<i>Attendance at Program Meetings</i> .....	17
<i>Program Listserv</i> .....	17
<i>Ethical Considerations in Using Social Networking Sites</i> .....	17
<i>Practicum and Internship Requirements</i> .....	17
<i>Portfolio</i> .....	18
<i>Case Studies</i> .....	19
<i>Annual Evaluations of Student Progress</i> .....	19
<i>Other Student Responsibilities</i> .....	19
ACADEMIC POLICIES AND PROCEDURES .....	20
<i>Residency Requirement and Course Credit</i> .....	20
<i>Transfer Credit</i> .....	20
<i>Waivers</i> .....	20
<i>Directed Studies</i> .....	21
<i>Grading System</i> .....	21
<i>Incomplete Grade Resolution</i> .....	22
<i>Academic Standing</i> .....	22
<i>Time Limits for Program Completion</i> .....	22
<i>Leave of Absence</i> .....	22
<i>Commencement and Graduation</i> .....	23
GENERAL INFORMATION .....	23
<i>Support Services</i> .....	23
<i>Counseling Availability</i> .....	24
<i>Disability Resources</i> .....	24
<i>Harassment</i> .....	24
<i>Resources</i> .....	24
DEPARTMENT POLICIES .....	25
<i>Student Appeals and Grievances</i> .....	25
<i>Standards of Behavior</i> .....	25
<i>Academic Integrity</i> .....	25
<i>Ethics</i> .....	28
<i>Remediation Plan</i> .....	28
<i>Course/Instructor Evaluations and Procedures</i> .....	28
<i>Experiential Learning</i> .....	29

Handbook	3
<b><i>Records</i></b> .....	29
APPENDIX A: School Psychology Program E-Mail List.....	30
Listserv Netiquette* .....	31
APPENDIX B: Evaluation of Students.....	32
APPENDIX C: Practicum and Internship Clearance Checklists .....	354
APPENDIX D: Matrix of NASP Standards and Northeastern's Training Goals .....	36

## ABOUT NORTHEASTERN

The School Psychology Program is 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

Northeastern offers a Master of Science (MS) program in Applied Educational Psychology and a Certificate of Advanced Graduate Study (CAGS) program in School Psychology. The entire program of study (MS and CAGS) has received full approval from the National Association of School Psychologists and the Massachusetts State Department of Education. School psychologists primarily conduct psychological, educational, social-emotional, and behavioral assessments for the purpose of designing effective interventions. School psychologists also counsel children, consult with teachers and parents, implement and evaluate school-wide prevention programs, and perform in-service training. The overarching purpose of Northeastern University's school psychology program is to develop school psychologists who have a strong foundation across the following domains of school psychology training and practice as delineated by the National Association of School Psychologists (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 Learning
- Preventive and Responsive Services
- Family-School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

In order to achieve this purpose, the program has delineated the following training goals:

1. Students will have strong professional identity and comport themselves in a highly professional manner.
2. Students will develop competence in a wide range of assessment approaches.
3. Students will develop competence in counseling and related mental health interventions.
4. Students will develop competence in consultation and collaboration.
5. Students will develop competence in strategies to promote learning school-wide and prevent the occurrence of problems.
6. Students will be knowledgeable about ethical and legal issues pertaining to school psychology, and abide by professional ethics and act in lawful ways.
7. Students will be knowledgeable about culture and diversity, and be sensitive and respectful to issues relating to culture and diversity.
8. Students will develop competence in program evaluation and applied research.

9. Students will develop competence in oral and written communication, as well as information technology.

The relationship between NASP's standards and our training goals are depicted in the matrix in Appendix D (page 36). The School Psychology Program (MS and CAGS) consists of 62 semester hour credits, a 75-hour pre-practicum, a 450-hour supervised practicum experience, and a one year 1200-hour supervised internship (at least 600 hours of which must be completed in a school setting).

### ***Optional Concentrations***

Students have an opportunity to obtain a specialization in Early Intervention (EI). The EI certificate prepares school psychologists to work with infants and toddlers, who are developing with delays and risks, and their families in community and related agencies and to transition children at the age of three years from EI to school-based services. A major emphasis of the EI program is the development of multicultural competencies in the context of training in interdisciplinary teams. The EI specialization requires additional coursework, including an additional 300-hour practicum; however, students in the EI specialization complete only 200 hours of supervised practicum in the second year, given the additional field experiences in EI. The entire optional EI specialization occurs in the first year of the program. In addition to the required courses in the school psychology curriculum, school psychology students must take following courses to specialize in early intervention: Early Intervention Practicum 1 (CAEP 8425, fall semester, 2 credits), Early Intervention Practicum 2 (CAEP 8426, spring semester, 2 credits), Early Intervention: Family Systems (CAEP 5150, fall semester, 3 credits), and Early Intervention: Planning/Evaluating EI Services (CAEP 5152, spring semester, 3 credits). The remaining requirements for this specialization are embedded into the school psychology course of study. For additional information, see the School Psychology Program of Study with Early Intervention 72 credits; see below).

School psychology students 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 Applied Behavior Analysis under the direction of Dr. Laura Dudley (<http://www.northeastern.edu/bouve/caep/programs/aba.html>). The course sequence has been approved by the Behavior Analyst Certification Board (BACB) as meeting the 270-hour coursework requirement for taking the Board Certified Behavior Analyst (BCBA) exam. The ABA concentration involves additional coursework and fieldwork (see program of study below). Students 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 the student's internship year, during which time students are supervised by a certified school psychologist or licensed psychologist who also holds the BCBA.

### ***Program Philosophy***

Cornerstones of our philosophy of training is viewing theory and practice from an ecological framework and encouraging future school psychologists to advance social justice for **all** children through scholarship, research, and practice. An ecological perspective emphasizes the myriad types of social, school, community, and classroom forces that interact with one another to impact learning and the social and emotional health of children and adolescents. The ecological perspective is consistent with the vision of Northeastern University "to create a vibrant and diverse community" and to "participate in addressing problems in our urban environment." The ecological model, a commitment to evidence-based practice, an infusion of social justice into our

curriculum, and a focus on urban schooling make Northeastern's school psychology program unique. Additionally, our training model recognizes the importance of working as part of a team in delivering services and drawing upon the rich resources of professionals from related disciplines. Based at a university renowned for practice-oriented education, an overarching goal of the school psychology program is for students to become highly skilled scientific practitioners. In other words, the program strives to train a cadre of lifelong learners who are consumers of contemporary research and employ the scientific method to evaluate their own practice. This practice-oriented emphasis comes to life through supervised coursework based in local schools and practicum and internship experiences.

The ecological model, as articulated by Bronfenbrenner (1979), suggests a structure for the training of practitioner-scientists who understand and are able to practice psychology in a sociocultural context. The ecological model allows for the conceptualization of relationships among various aspects of the individual (i.e., biological, cultural, and relational), in numerous forms of social organizations (i.e., families, schools, neighborhoods, communities, vocational settings) and through multiple structural influences (i.e., socioeconomic factors, social policy, reward systems). Traditionally, the discipline and practice of psychology have focused more upon the individual and internal influences and less upon the context and environment of the person. The ecological model takes a multi-leveled perspective by including the influences of the social context and the environment in relation to the individual. The model also requires consideration of systemic forces operating on individuals and promotes continued evaluation of current constructs and standards for theory, research, and practice. The ecological perspective is consistent with the current training standards of the National Association of School Psychologists. We prepare school psychologists who think systemically and who are aware of the profound impact culture and the environment have on the learning and emotional health of children.

### ***Strengths of the Program and Department***

The major goal of Northeastern's MS/CAGS school psychology program is for students to become highly skilled practitioners with a solid theoretical foundation who employ evidence-based practice. Program faculty strives to link theory to practice and to teach students to use data-based decision making. Field-based projects and work experiences are integrated into the courses. A hallmark of Northeastern's program involves providing students with developmentally appropriate, supervised field experiences in each year of the program, starting with the 75-hour pre-practicum, moving on to the 450-hour practicum, and culminating with the 1200-hour (full time) internship. During the second year of the program, students document their progress on important training goals by means of a portfolio. During the third year, students document their mastery of the training goals by means of comprehensive case studies.

Northeastern University is known as a student-centered institution, and the student-centered philosophy is certainly true of our school psychology program. We view ongoing support and feedback to students as important activities. Program faculty strives to be accessible to students. Program faculty takes pride in mentoring and advising students. The student-centered environment is evident in the number of faculty and student collaborations on service and research projects, published journal articles and book chapters, and state and national presentations.

Our students have a strong professional identity and social conscience. The department has a very active student chapter of the school psychology division of the American Psychological Association (Student Affiliates in School Psychology—SASP). This student chapter plans

educational workshops, conferences, and social activities. Many alumni have assumed leadership roles in state and national organizations. In addition, they consider themselves advocates for the needs of children.

### ***Procedures Used to Evaluate and Improve the Program***

The faculty is dedicated to the continuous improvement of the program. This entails using multiple sources of data to assess the performance of the program. These data include, but are not limited to, survey results from students, alumni, and field supervisors, as well students' performance on their portfolios, comprehensive case studies, and fieldwork related competencies. In addition to these quantitative data, faculty actively solicits qualitative feedback about the program. The feedback from students occurs at program meetings (1 cohort meeting per semester) and through student representation at faculty meetings. Faculty who teach the practicum and internship seminar courses provide feedback on improving these fieldwork experiences by meeting with the Program Director three times a year. Students also are encouraged to meet, call, or e-mail their advisor or any other faculty member with any concerns, suggestions, or questions they might have. School Psychology Program evaluation data are informally reviewed throughout the fall and spring at the bi-weekly school psychology faculty meetings. Changes are either proposed or implemented on an ongoing basis. Furthermore, the faculty holds a retreat each May for the purpose of systematically reviewing program evaluation data and recommending changes.

### ***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 program. All of these faculty members are tenured. Five of these six faculty members hold doctoral degrees in school psychology, and four are credentialed as school psychologists.

#### **Amy Briesch, PhD (617-373-8291; [a.briesch@northeastern.edu](mailto:a.briesch@northeastern.edu))**

Dr. Briesch is an Associate Professor and Program Director for the Ph.D. program in school psychology at Northeastern. 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 co-Principal Investigator with Dr. Volpe on a grant funded by the Institute of Education Sciences of the Department of Education: 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, a member of the Society for the

Study of School Psychology, and the faculty advisor to Northeastern's local SASP chapter.

**Jessica Hoffman, PhD, NCSP (617-373-5257; [j.hoffman@northeastern.edu](mailto:j.hoffman@northeastern.edu))**

Dr. Hoffman is an Associate Professor in the Department of Applied 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 50 peer reviewed publications and book chapters. Her research has been funded by the National Institutes of Health, National Science Foundation and the Robert Wood Johnson Foundation. In 2007 she received the Lightner Witmer Award from the APA for early career scholarship. 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](mailto:l.kruger@northeastern.edu))**

Dr. Kruger is an Associate Professor and Program Director for the MS/CAGS program in school psychology at Northeastern. 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*. His current research interests include risk and resilience in students and social justice in educational policy. 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 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. 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](mailto: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. She has made 98 presentations of her work at national and international conferences to date. She has authored 67 publications (in English or Chinese), 31 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@northeastern.edu](mailto:k.lifter@northeastern.edu))**

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 co-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@northeastern.edu](mailto:r.volpe@northeastern.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. He has published over 95 articles, book chapters and scholarly books. He is Past-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.

***Massachusetts Educator's License as a School Psychologist***

Northeastern University's Masters of Science in Applied Educational Psychology, in combination with the Certificate of Advanced Graduate Study in School Psychology, is designed to enable students to obtain an educator's license as a School Psychologist in Massachusetts and the National Certification in School Psychology (NCSP). Students are eligible for an initial Massachusetts educator's license as a School Psychologist when they have provided evidence of (per Massachusetts Regulations for Educator Licensure and Preparation Program Approval: 603 CMR 7:11 (3) (a) 1):

- Completing a Massachusetts state-approved program in school psychology
- Completing a Master's degree program or higher in school psychology approved by the National Association of School Psychologists (NASP), including an internship of 1200 hours, 600 of which must be in a school setting.
- Earning a passing score on the Massachusetts Teachers' Communication and Literacy Skills test.

In order to complete our NASP-approved program in school psychology, students must:

- Successfully complete all academic courses (including the internship courses)
- Achieve satisfactory scores on all parts of their portfolios
- Achieve a passing score on Praxis II (the national certification exam for school psychologists)

Students enrolled in the Northeastern University state-approved school psychology program and who, upon completion of degree and licensure requirements, wish to obtain an educator's license to practice in Massachusetts as a school psychologist *must complete the entire program in Massachusetts*, including the 1200 hours of supervised internship (also referred to as an advanced practicum by the Massachusetts Department of Education). Transcripts of students who complete an approved program will include the endorsement statement identifying the individual as having completed a Northeastern University state-approved school psychology program. Students who plan to practice in Massachusetts should seek an internship site within 50 miles of Boston. **No Massachusetts internship placement shall occur outside of a 50-mile radius**

**of Boston without the prior written approval of the director.** Please consult the Internship Manual for more details.

Transcripts of licensure candidates who do not complete the full program in Massachusetts, including a 1200-hour internship, will not be "endorsed" by the university for a school psychologist educator's license in Massachusetts. The Massachusetts educator's licensure process is more difficult for individuals whose transcripts do not bear the endorsement statement. To qualify for a professional educator's license in Massachusetts, an individual must:

- Possess an initial educator's license as school psychologist;
- Be employed for three years as a school psychologist;
- Obtain the NCSP from the National Association of School Psychologists.

Please note that the professional educator's license requires a separate application to the Massachusetts Department of Education. More information about the educator's license can be obtained from: <http://www.doe.mass.edu/licensure/>

### ***National Certification in School Psychology***

Northeastern University's MS/CAGS Program in School Psychology is fully approved by the National Association of School Psychologists (NASP). In order to obtain national certification as a school psychologist (NCSP), a student must successfully complete the prescribed coursework, the portfolio, the 75-hour pre-practicum, 450-hour practicum, and a 1200-hour supervised internship (at least 600 hours of which are conducted in a school setting) in school psychology. See the *Practicum Manual* and the *Internship Manual* for detailed practicum and internship information. The student must also pass the Praxis II, the National School Psychology Examination offered by the Educational Testing Service. More information about National Certification can be obtained from <http://www.nasponline.org/certification/index.aspx>

National certification from the National Association of School Psychologists (NASP) does not require that students complete their internship in the same state as their program resides. Thus, completing an out-of-state internship will not jeopardize national certification eligibility. Students should note that national certification from NASP does not mean automatic certification in every state. Each state has its own criteria and requirements for credentialing professionals. NASP credentialing provides a single system to recognize school psychologists who meet specified, national standards. Individuals holding the NCSP title still must apply for state certification or licensure from each individual state's education department.

### ***Licensure outside of Massachusetts***

For students who are interested in obtaining school psychology certification outside of Massachusetts, it is the student's responsibility to understand the certification requirements in that particular state, to communicate those requirements to his/her advisor and the program director as early as possible, and to make arrangements to obtain the necessary training experiences that will lead to licensure in that state. Regardless of the state, *it may be advantageous for students to obtain Massachusetts certification/licensure prior to applying for certification in another state. It is the students' responsibility to retain copies of course syllabi and final practicum and internship forms.* These materials are important when submitting to out-of-state applications.

### ***Licensure as an Educational Psychologist***

Individuals also can obtain licensure as an educational psychologist in Massachusetts. The Massachusetts Board of Registration for Allied Mental Health and Human Services Professionals oversees the licensure of Educational Psychologists. The license permits

individuals to use the professional title of Educational Psychologist in delivering services in private practice and other contexts. In order to apply for such a license, individuals must:

- Complete the CAGS program
- Possess initial educator's license in Massachusetts
- Pass the Praxis II.
- Have two full-time academic years, or equivalent part-time, post-Master's degree experience in school psychological services; and
- Successfully complete a supervised clinical experience.

More information about licensure as an Educational Psychologist can be obtained from <https://www.mass.gov/files/documents/2017/10/30/262cmr5.pdf>

## CURRICULUM AND REQUIREMENTS

### *Sequence of Courses*

Most students take a total of 4 courses per semester, plus another three courses in the summer between the first and second year of studies. The University's residency requirement is the completion of three courses during two consecutive semesters.

Coursework and fieldwork training are sequential, cumulative, and graded in complexity to prepare students for further organized training and to establish them on a pathway to career-long self-reflection and development as school psychologists. Please see the programs of study on the following three pages. The first table depicts the school psychology curriculum *without* the early intervention specialization and comprises 62 semester hours (31 credits for the MS and 31 credits for the CAGS). The second table depicts the school psychology curriculum *with* the early intervention specialization and comprises 72 semester hours (41 credits for the MS and 31 credits for the CAGS). The third table depicts the school psychology curriculum *with* the ABA concentration and comprises 75 semester hours (34 for the MS and 41 for the CAGS).

In Year 1 of the program, students enroll in foundational courses in learning, human development, assessment, and diversity. In the first summer semester, they begin their practicum sequence with the pre-practicum, the purpose of which is to provide students with observational experiences and an early opportunity to learn about the school ecology. During Year 2 of the program, students engage in 450 hours of course-related practicum in local public schools enabling them to complete applied course requirements for coursework in curriculum-based assessment and social-emotional assessment (fall), academic interventions, consultation, and school-based counseling (fall and spring). The second-year practicum also affords the opportunity for students to build on their knowledge of the school ecology. In Year 3, students complete 1200 hours of internship, 600 hours of which must occur in a school setting.

### *Registration*

The fall and spring academic semesters are 15 weeks in length including exam week, the summer semesters are 7 weeks in length. Graduate classes typically meet for 2.5 hours once a week, except during the summer semester, when they meet twice a week for 2.5 hours per class meeting. Fall courses begin in early September and end in mid-December. Spring courses begin the first week of January and continue through the end of April. There is a one-week vacation during the spring semester in March. Notification of tentative course schedules is available in the main office (404 International Village) and is disseminated electronically by the Program Director via the program listserv. Classes typically meet from 4:00-6:30 PM or 7:00-9:30 PM. Students are strongly urged to pre-register to help ensure getting into courses with limited enrollments and should pay careful attention to register for the school psychology section of some courses, if appropriate. This information is communicated to students via the program

listserv. Students can register by means of the Northeastern University website ([my.northeastern.edu](http://my.northeastern.edu)). Typically, open registration occurs approximately two weeks prior to the start of the semester. Late registration is possible during the first week of classes. Students should refer to their program of studies sheets (provided during the program orientation) to determine which courses to register for each semester. If a student needs to deviate from the course sequence in any way, he/she should consult with and obtain the approval of the advisor before registering. Faculty holds weekly office hours. Students should consult with their advisor or the Program Director if they have registration questions as early as possible.

**Program of Study Form: MS/CAGS School Psychology Program (no concentration)**

<b>Number</b>	<b>Title of Course</b>	<b>Credits</b>	<b>N, T, W*</b>	<b>Timing</b>
CAEP 6365	Seminar in School Psychology	3		F Y1
CAEP 6201	Introduction to Assessment	3		F Y1
CAEP 6206	Learning Principles	3		F Y1
CAEP 6218	Infant, Child and Adolescent Development	3		F Y1
CAEP 6350	Cognitive Assessment	3		Sp Y1
CAEP 6247	Child and Adolescent Psychopathology	3		Sp Y1
CAEP 6203	Understanding Culture and Diversity	3		Sp Y1
CAEP 6347	Behavior Management	3		Sp Y1
CAEP 6202	Research, Evaluation and Data Analysis	3		Sum1,Y1
CAEP 6400	Pre-Practicum in School Psychology	1		Sum1,Y1
CAEP 7750	Biological Bases of Behavior	3		Sum1,Y1
	<b>MS Credits</b>	<b>31</b>		
CAEP 6399	Clinical Skills in Counseling Psychology	3		Sum2,Y1
CAEP 6354	Social, Emotional and Behavioral Assessment	3		F Y2
CAEP 8415	Practicum in School Psychology I	2		F Y2
CAEP 6353	Curriculum-Based Assessment and Instruction	3		F Y2
CAEP 6401	Counseling Children and Adolescents in Schools Part 1	3		F Y2
CAEP 6345	Learning Problems: Educational, Biological and Ecological Perspectives	3		Sp Y2
CAEP 8416	Practicum in School Psychology II	2		Sp Y2
CAEP 6360	Consultation and Program Evaluation	3		Sp Y2
CAEP 6402	Counseling Children and Adolescents in Schools Part 2	3		Sp Y2
CAEP 8501	Internship in School Psychology I	3		F Y3
CAEP 8502	Internship in School Psychology II	3		F Y3
	<b>CAGS Credits</b>	<b>31</b>		
	<b>Total Credits MS+CAGS</b>	<b>62</b>		

\*N=Needed; T=Transferred course; W=waived (credits must be made up by another course)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

**Program of Study Form: MS/CAGS School Psychology Program With Early Intervention**

Number	Title of Course	Credits	N, T, W*	Timing
CAEP 6201	Introduction to Assessment	3		F Y1
CAEP 6206	Learning Principles	3		F Y1
CAEP 6218	Infant, Child and Adolescent Development ( <b>EI embedded*</b> )	3		F Y1
CAEP 6365	Seminar in School Psychology	3		F Y1
<b>CAEP 5150</b>	<b>Early Intervention: Family Systems*</b>	3		F Y1
<b>CAEP 8425</b>	<b>Early Intervention: Practicum 1* (2 days/week; 150 hrs.)</b>	2		F Y1
CAEP 6350	Cognitive Assessment ( <b>EI embedded*</b> )	3		Sp Y1
CAEP 6247	Child and Adolescent Psychopathology	3		Sp Y1
CAEP 6203	Understanding Culture and Diversity	3		Sp Y1
CAEP 6347	Behavior Management	3		Sp Y1
<b>CAEP 5152</b>	<b>Early Intervention: Planning/Evaluating EI Services</b>	3		Sp Y1
<b>CAEP 8426</b>	<b>Early Intervention: Practicum 2* (2 days/week; 150 hrs.)</b>	2		Sp Y1
CAEP 6202	Research, Evaluation and Data Analysis	3		Sum1,Y1
CAEP 6400	Pre-Practicum in School Psychology	1		Sum1,Y1
CAEP 7750	Biological Bases of Behavior	3		Sum1,Y1
	<b>MS Credits</b>	<b>41</b>		
CAEP 6399	Clinical Skills in Counseling Psychology	3		Sum2,Y1
CAEP 6354	Social, Emotional and Behavioral Assessment	3		F Y2
CAEP 6401	Counseling Children and Adolescents in Schools Part 1	3		F Y2
CAEP 8415	Practicum in School Psychology I	2		F Y2
CAEP 6353	Curriculum-Based Assessment and Instruction	3		F Y2
CAEP 6345	Learning Problems	3		Sp Y2
CAEP 8416	Practicum in School Psychology II	2		Sp Y2
CAEP 6360	Consultation and Program Evaluation	3		Sp Y2
CAEP 6402	Counseling Children and Adolescents in Schools Part 2	3		Sp Y2
CAEP 8501	Internship in School Psychology I	3		F Y3
CAEP 8502	Internship in School Psychology II	3		F Y3
	<b>CAGS Credits</b>	<b>31</b>		
	<b>Total Credits MS+CAGS</b>	<b>72</b>		

\*N=Needed; T=Transferred course; W=waived (credits must be made up by another course)

**Bold = EI course**

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

**Program of Study Form: MS/CAGS School Psychology Program With Applied Behavior Analysis**

Number	Title of Course	Credits	N, T, W*	Timing
CAEP 6365	Seminar in School Psychology	3		F Y1
CAEP 6201	Introduction to Assessment	3		F Y1
CAEP 6206	Learning Principles	3		F Y1
CAEP 6218	Infant, Child and Adolescent Development	3		F Y1
<b>CAEP 6327</b>	<b>Behavior Assessment</b>	3		F Y1
CAEP 6350	Cognitive Assessment	3		Sp Y1
CAEP 6247	Child and Adolescent Psychopathology	3		Sp Y1
CAEP 6203	Understanding Culture and Diversity	3		Sp Y1
CAEP 6347	Behavior Management	3		Sp Y1
<b>CAEP 6328</b>	<b>Research Design and Methods</b>	3		Sum Y1
CAEP 6400	Pre-Practicum in School Psychology	1		Sum Y1
CAEP 7750	Biological Bases of Behavior	3		Sum Y1
	<b>MS Credits</b>	<b>34</b>		
CAEP 6399	Clinical Skills in Counseling Psychology	3		Sum Y2
CAEP 6354	Social, Emotional and Behavioral Assessment	3		F Y2
CAEP 8415	Practicum in School Psychology I	2		F Y2
CAEP 6353	Curriculum-Based Assessment and Instruction	3		F Y2
CAEP 6401	Counseling Children and Adolescents in Schools 1	3		F Y2
CAEP 6345	Learning Problems	3		Sp Y2
CAEP 8416	Practicum in School Psychology II	2		Sp Y2
CAEP 6360	Consultation and Program Evaluation	3		Sp Y2
CAEP 6402	Counseling Children and Adolescents in Schools 2	3		Sp Y2
<b>CAEP 6329</b>	<b>Service Administration</b>	3		Sum Y2
<b>CAEP 6336</b>	<b>Systematic Inquiry in Applied Research</b>	3		Sum Y2
CAEP 8501	Internship in School Psychology I	3		F Y3
CAEP 8502	Internship in School Psychology II	3		Sp Y3
<b>CAEP 8417</b>	<b>Intensive Practicum in Applied Behavior Analysis 1</b>	2		F Y3
<b>CAEP 8418</b>	<b>Intensive Practicum in Applied Behavior Analysis II</b>	2		Sp Y3
	<b>CAGS Credits</b>	<b>41</b>		
	<b>Total Credits MS+CAGS</b>	<b>75</b>		

\*N=Needed; T=Transferred course; W=waived (credits must be made up by another course)

**Bold = ABA course**

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

### ***Attendance at Program Meetings***

**Attendance at cohort/advisor-advisee meetings is mandatory.** At least two cohort advisor-advisee meetings are scheduled during each year. Agendas include professional issues, certification, portfolio preparation, registration, and feedback about the program. Program meetings also provide a forum for students to provide general feedback about the program to the faculty. Time will be reserved at each meeting for students to meet with their advisors. To give students sufficient time to plan their fieldwork or work schedules around the mandatory program meetings, dates are included on the program master calendar, which is sent out by the Program Director during the summer.

### ***Program Listserv***

All students must join the program's listserv (please see Appendix A). The listserv provides a time-efficient medium for communication about program-related matters, such as program deadlines, course registration, practicum and internship 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.

### ***Practicum and Internship Requirements***

Standards for practicum and internship follow NASP and MA DESE guidelines 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 and information technology. The relationship between these competency areas and NASP’s training domains is provided in Appendix D.

Detailed information pertaining to the practicum and internship requirements is provided in the *Practicum Manual* and *Internship Manual*, respectively. Both of these documents and all of the forms for the pre-practicum, practicum, and internship can be downloaded and printed from the program's web site. All fieldwork components of the MS/CAGS program in school psychology are overseen by the Program Director.

A minimum of three contacts, including at least 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. At least three formal contacts will occur during the internship for this same purpose. When the internship site is at a considerable distance from the university

(50 or more miles), meetings might be held via conference call. In addition, 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 Massachusetts Teachers Communication and Literacy Skills Test; (b) complete a 75-hour pre-practicum; and (c) obtain a minimum grade of B in all first year courses and have an overall grade average of at least B+ (GPA = 3.33). Students are required to complete a minimum of 450 hours (at least 200 hours per semester) of field experience in school psychology during the second year to satisfy the practicum requirement. Practica 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. In order to comply with NASP standards, students must complete a total of at least 1200 hours of internship experience (at least 600 hours in a school setting) after satisfactory completion of all coursework, practicum, and portfolio requirements. *Along with their end-of-year practicum paperwork, students must provide the Internship Clearance Checklist and supporting materials to their university-based practicum instructor (see Appendix C).* This includes a transcript of their grades and the final portfolio ratings. To be cleared for internship, students must have a grade of 3.0 (B) or higher in all courses, an overall GPA of at least 3.33 (B+), "satisfactory" or higher ratings in all areas of the portfolio, and satisfactory (i.e., a "3" on a 5-point scale) or higher ratings in all areas from their practicum supervisor.

Internship and practicum supervision and mentoring 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. Internship supervision consists of a minimum of two hours per week, in a face-to-face format. Internship and practicum opportunities are available in many area school systems and clinics, which offer a variety of school psychological services. A detailed listing of various internship/fieldwork sites is available via E\*Value, where students can review the list of practicum and internship sites along with information about field supervisors and their credentials. Students select their sites based on approved programs that are listed in E\*Value. Students who seek a practicum or internship not in E\*Value 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 practicum or internship site, he/she is ethically obligated to follow through and do the field experience at that site, regardless if a more attractive alternative becomes available at a later date.*

### ***Portfolio***

A graduate school portfolio is a collection of work-related products which are organized in a systematic manner for the purpose of communicating and demonstrating what a student has learned and achieved with respect to his / her professional discipline.

The portfolio should demonstrate competencies in the following areas:

1. Professional Identity and Professional Behavior
2. Assessment
3. Intervention: Counseling
4. Intervention: Consultation and Collaboration
5. Intervention: Prevention

6. Systems Level Services: Family–School Collaboration
7. Culture and Diversity
8. Ethical and Legal Issues
9. Program Evaluation and Applied Research
10. Communication and Information Technology

During the first year of the program, students begin collecting and organizing materials for their portfolios. During the spring of the second year of the program, students present an initial version of the portfolio, receive feedback from faculty and peers, and then present a second version several weeks later. The portfolio, in conjunction with a review of student grades, annual faculty evaluations, and practica evaluations from field supervisors, form the basis of assessing student progress and determining the student's readiness for the third-year internship (see Internship Clearance Checklist, Appendix C). Students who fail to meet one or more of these criteria may be required to do additional fieldwork or coursework. Passing scores on the portfolio are ratings of 3 (performance is at an expected level) or higher. For more information, please consult the Portfolio Guidelines document on the program website.

### ***Case Studies***

During the internship year, students must write five comprehensive case studies intended to assess their performance with respect to the NASP training standards. *A passing score of 2 (meeting expectations for internship students) on all comprehensive cases during the internship year are required for the CAGS degree and endorsement for state or national certification.* The guidelines for preparing the case studies and the corresponding grading criteria can be found in the Internship Manual.

### ***Annual Evaluations of Student Progress***

Annual student evaluations by faculty during the spring term of the first two years of the program are used to track a student's progress and professional development. The core faculty meets to discuss each student's progress, providing a context for input from all faculty who have had contact with the student during the year. Faculty evaluates students with respect to multiple domains. Students are also evaluated on non-intellective factors and need to be deemed acceptable in all areas in order to be retained in the program (see Appendix B). The non-intellective factors include, but are not restricted to ethical behavior, the ability to handle conflict in a professional manner, compassion, cooperative behavior, the ability to respond constructively to feedback, and tolerance for divergent views.

Evaluations of first year students include: (a) professional behavior, (b) academic achievement, (c) writing skills, (d) social skill and non-intellective factors, (e) motivation and commitment to the profession and (f) extent of contact with faculty. In addition to the areas assessed in the portfolio, evaluations of second year students include (a) academic engagement, (b) collaboration and social skills, and (c) leadership ability. If concerns arise about a student's progress, the faculty advisor schedules an individual meeting with the student to address the issues.

### ***Other 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:

- Adhering to NASP's ethical codes in all aspects of professional behavior.
- 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.

- Notifying faculty in advance if they need to miss a class.
- Notifying the University of changes in address, telephone number and email.
- Obtaining the required disability documentation from the Disability Resource Center (DRC) when requesting special accommodations for exams.
- Maintaining enrollment in the program. Students must register each semester that they are in the program.
- Being aware of university policies as specified in the Northeastern Graduate Student Handbook (<http://catalog.northeastern.edu/graduate/academic-policies-procedures/general-regulations/>) and the Bouvé College of Health Sciences' Graduate Policies and Regulations handbook (<https://bouve.northeastern.edu/pdf/grad-handbook.pdf>)

## ACADEMIC POLICIES AND PROCEDURES

### ***Residency Requirement and Course Credit***

Students need to complete a residency requirement of successfully completing three courses during two consecutive semesters. Under no circumstances will undergraduate course work be accepted to meet the minimum of 31 post-baccalaureate credits required for the Master's degree in school psychology.

### ***Transfer Credit***

A maximum of 9 semester hours of credit obtained at another institution may be accepted as transfer credit. Transfer credit must be recommended for transfer by the student's advisor, must consist of work taken at the graduate level for graduate credit at an accredited institution, must carry an earned grade of B (3.0) or better, and must not have been applied toward any other degree. Credit cannot be granted in excess of the equivalent Northeastern University course. Students desiring transfer credit should consult with their advisor. A core school psychology member, who has relevant expertise, assesses if the request for course transfer is justified based upon the supplied documentation and the extent to which the required school psychology competencies associated with the NASP training domains have been adequately addressed in the previous coursework. This faculty member then makes a recommendation to the core school psychology faculty team, which considers the evidence for the petition, and then makes a decision to either approve or reject the petition moving onto the Graduate School. Upon receiving the team's positive recommendation, the students may petition the Graduate School by completing the necessary form obtainable from the Registrar's webpage (<http://www.northeastern.edu/registrar/forms.html#all>). 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.

### ***Waivers***

The purpose of the waiver process is: (a) to minimize the possibility that a student will be required to complete courses or program components that are substantially equivalent to previous educational or professional experience; and (b) to ensure that students have attained proficiency in the content areas encompassed by the proposed waived course. Any course or program

component waived must be replaced by another approved course. Students should confer with their advisors early on in the advising process to identify such courses. Requests for waivers are submitted on a Graduate School Waiver Form (available in the Graduate Office, 123 Behrakis Health Science Center), 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 a syllabus from the course. Students who have taken courses outside the United States are responsible for obtaining an English language version of the required waiver documentation. Students must make a formal request for a waiver by writing to the program advisor and state (a) what program course or component the student wants waived, and (b) the rationale for the waiver request. The School Psychology Program's process for reviewing waiver petitions is identical to the process for reviewing transfer requests (please see the above section). Positive faculty recommendations will be forwarded to the Bouvé Graduate Office, along with the completed waiver form. The granting of a waiver requires a waiver form signed by the (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 directed study cannot be substituted for a required course. The student must obtain and complete a form for the directed study which can be found in the *Bouvé Graduate Policies & Regulations Handbook*, and have the supervising faculty member sign the directed study form. The student must submit it to the Program Director 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 a directed 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.

### ***Grading System***

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)
- C+ (2.333)
- C- (1.677)
- F (0)

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 enrolling the internship course.

***Academic Standing***

Students must maintain a minimum GPA of 3.33 and attain a grade of B (3.0) or higher in *all* courses. A student falling below either of these levels during any semester must be approved by the school psychology faculty for continuation in the MS/CAGS program. Students falling below 3.33 who are permitted to continue in the program will be considered probationary until their academic average reaches the acceptable standard. Students who attain a grade in any course lower than B (3.0) will be considered probationary and may be required to repeat a course. Students who receive a grade lower than B (3.0) for two courses will be dismissed from the program. No student may remain in a 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 probationary status and eligibility to continue in the program. No student in probationary status will be permitted to enter a practicum or internship. Students on probationary status may be asked to repeat courses, do additional practica or fieldwork, or do other experiences to remediate deficiencies. Such work must be recommended by a school psychology faculty member and approved by the school psychology faculty committee.

Satisfactory grades in the practicum and internship 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 the practicum and internship course syllabi. Students in their practicum 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.

***Time Limits for Program Completion***

School psychology students have a maximum of seven years from the start of the first full academic semester following admission to complete all degree requirements, including the internship. For students using credit for courses taken before admission to the school psychology program, the seven-year limit will start with the time the first course used for which credit was taken. Course work and the portfolio must be completed before the internship year.

A student who is unable to maintain expected progress through the program should consult with his or her advisor. A student may petition for additional time, usually no more than one year, by writing to the school psychology faculty and, if granted, subsequently petition the Bouvé Graduate School for an extension of time to complete requirements. This also applies to students who need to interrupt their programs for one or more terms. Students must present a timetable and plan for the completion of their program prior to granting an extension or leave of absence.

***Leave of Absence***

Matriculated students may request an official leave of absence following the procedures and regulations outlined by the Graduate Student Handbook. Students who need to interrupt their

programs for one or more terms should consult with their advisor. They will then need to petition the Bouvé College Graduate School for permission to suspend their program of study. 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. Students must present a timetable and plan for the completion of their program prior to granting an extension or leave of absence. 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."

### ***Commencement and Graduation***

Students are eligible to obtain a Master's degree after completing 31 semester hour credits. Students can postpone receiving their Master's degree until the spring semester of their second year. However, postponing the receipt of the Master's degree until the spring of the second year can jeopardize the ability to receive "extra steps" in pay that some school systems offer for credits earned beyond the Master's degree. Students are eligible to obtain the Certificate of Advanced Graduate Study in the spring of their third year. However, students are expected to continue in their internship sites until the end of the school district's academic year in June and will continue to be supervised throughout that time. Students' licensure endorsement paperwork and program completion letters are processed by the Program Director in June of their third year.

If you plan to receive your MS during a fall semester, please promptly follow the following steps during the summer prior to that fall. Enter login to your MyNortheastern account. Click on the myCommencement tab. If you don't find the tab, e-mail Markus Rabelo ([m.rabelo@northeastern.edu](mailto:m.rabelo@northeastern.edu)) in the graduate office so he can make sure the portal is open for your registration. Complete the online form with the name that you want on your diploma and the address to which you would like to have the diploma sent. At the end of the semester, the degree will be applied to your transcript, the diploma will be sent to your home, and you will be listed as a CAGS student. Commencement occurs only once each year, at the end of the spring semester. If you would like to attend commencement after completing your MS degree, you may attend the ceremony during the spring following the completion of MS requirements. However, most School Psychology students prefer to attend the ceremony after completing the requirements for the CAGS.

## 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>), SASP (Student Affiliates in School Psychology), 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 (<https://studentlife.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. They provide a variety of 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***

Northeastern University is committed to providing services to students with disability-related special needs. The Disability Resource Center (DRC; <http://www.northeastern.edu/drc/>) is located at 20 Dodge Hall. The types of assistance available include orientation, registration and preregistration, information clearinghouse, counseling, housing, 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. For qualified candidates and faculty with disabilities, the school psychology program provides accommodations for special needs. A student with a documented disability, for example, may be allowed more time to complete an exam. Our accommodations are in accordance with Northeastern University policy of Equal Opportunity, which states “...Northeastern University strictly prohibits discrimination or harassment on the basis of race, color, religion, religious creed, genetics, sex, gender identity, sexual orientation, age, national origin, ancestry, veteran or disability status.”

### ***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>). 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

<https://its.northeastern.edu/services/available-software/>). In addition, the department provides an Assessment Library—Information about available assessments, protocols, and procedures/ policies for taking out test materials.

## DEPARTMENT POLICIES

The following policies apply to all students majoring in or enrolled in classes taught within the Department of Applied Psychology.

### *Student Appeals and Grievances*

It is the policy of the University that all students shall be treated fairly with respect to evaluations made of academic performance, standing, and progress. The University presumes that academic judgments by teachers are fair, regular, and objective. Students must understand that the substitution of a different academic judgment for that of the original evaluator is a serious intrusion upon teaching prerogatives and that an unrestricted review of academic evaluations might bring the academic process to a halt. Nonetheless, the University believes it is essential to provide an appeals mechanism under certain circumstances to students claiming that they were unfairly treated in an academic matter.

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 to the departmental procedure described below in addition to the procedures outlined in the *Northeastern University Graduate Catalog* and the *Bouvé College of Health Sciences Graduate Policies and Regulations*.

1. The student will attempt to discuss the matter with the involved faculty.
2. If the student is not satisfied with the disposition at this level, he or she 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, he or she may file the grievance with the appropriate University body, following the procedures outlined in the *Northeastern University Graduate Catalog* (<http://www.northeastern.edu/registrar/catgrad1516.pdf>) and the *Bouvé College of Health Sciences Graduate Policies and Regulations*.

It is the hope of the department faculty that in those instances where a grievance may occur that a satisfactory resolution may be found within the department by following a spirit of collegiality and professionalism. Student concerns are submitted to the school psychology core faculty, the faculty involved, or the advisor.

### *Standards of Behavior*

The department faculty view ethical and professional standards of behavior very seriously. It is the students' responsibility at all times to follow accepted standards in their work. Students are expected to read the *Northeastern University's Graduate Catalog* that contains the University Regulations and Code of Conduct as well as other useful information.

### *Academic Integrity*

“Essential to the mission of Northeastern University is the commitment to the principles of intellectual honesty and integrity. Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of an intellectual community and depreciates the achievements of the entire

University community. Accordingly, Northeastern University views academic dishonesty as one of the most serious offenses that a student can commit while in college.” (Northeastern Graduate Catalog, p. 40). For more information about different forms of academic dishonesty, please see Northeastern University’s Academic Integrity Policy:

<http://www.northeastern.edu/osccr/academic-integrity-policy/>

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. Students may not assist others in presenting work that is not their own. 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 members of the Northeastern University community—students, faculty, and staff—share the responsibility to bring forward known acts of apparent academic dishonesty. Any member of the academic community who witnesses an act of academic dishonesty should report it to the appropriate faculty member or to the director of the Office of Student Conduct and Conflict Resolution. The charge will be investigated and if sufficient evidence is presented, the case will be referred to the Northeastern University Student Judicial Hearing Board. If a student is found responsible for an academic dishonesty violation, a minimum sanction of deferred suspension will follow. If found responsible for a second violation, the student will be expelled from the University.” (Northeastern Graduate Catalog, p. 41).

The information below about different forms of academic dishonesty is drawn from the Northeastern University Graduate Catalog (pp. 40-41):

### **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/ course 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.

### ***Ethics***

Departmental faculty and students are bound by the APA and NASP Ethical Standards. A copy of the APA's *Ethical Principles of Psychologists and Code of Conduct* is available online at <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 <https://nasponline.org/standards-and-certification/professional-ethics>. 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.

### ***Remediation Plan***

Issues regarding student performance or professional disposition may be raised at any time during the year by the program core 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 advisor will notify him/her in writing of the specific problem area(s).
2. The faculty 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 school psychology 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 school psychology program 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.

### ***Course/Instructor Evaluations and Procedures***

The Department believes strongly in the importance of student feedback regarding classroom teaching. At the end of each semester, students are requested to complete an electronic course evaluation (TRACE). *It is important that students complete these forms, as they provide meaningful information to the instructor, Program Director and Department Chairperson.* The instructor does not see the evaluations until after grades are assigned to ensure students the opportunity to offer anonymous evaluative feedback. Because many of the items on the evaluation form used in didactic courses are not relevant to the fieldwork courses, instructors of fieldwork courses such as practicum and internship are expected to make alternative but

comparable arrangements for evaluation of the seminar and group supervisory experience. 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 provided to students. 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.

### ***Experiential Learning***

In all courses in the Department, self-disclosure, 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, and will be graded on the demonstration of their skills in the professional area being taught.

### ***Records***

*The university maintains copies of student records for only seven years.* Students are 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.

## APPENDIX A: 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@northeastern.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>.

**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.

## 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.

\*The Net: User Guidelines and Netiquette - by Arlene Rinaldi (1998)

APPENDIX B: Evaluation of Students

Evaluation of FIRST YEAR School Psychology Graduate Students

Date: \_\_\_\_\_ Name of Student \_\_\_\_\_

**Rating Scale:**

- 1 = much below expected level
- 2 = below expected level
- 3 = expected level
- 4 = above expected level
- 5 = much above expected level

**1. Professional behavior demonstrated in the academic setting**—(e.g. arrives to class on time and stays the duration, notifies faculty when going to be absent or late, able to accept constructive feedback, ready to improve performance, able to manage stressors of academic demands)

5                      4                      3                      2                      1

**2. Academic achievement**

5                      4                      3                      2                      1

**3. Writing skills**

5                      4                      3                      2                      1

**4. Social skills & non-intellective factors** (e.g., ethical behavior, the ability to handle conflict in a professional manner, compassion, cooperative behavior, the ability to respond constructively to feedback, and tolerance for divergent views).

5                      4                      3                      2                      1

**5. Motivation and commitment to the profession**

5                      4                      3                      2                      1

**6. Extent of faculty contact with student (outside of class)**

5                      4                      3                      2                      1

**7. Non-intellective factors** (e.g., ethical behavior, the ability to handle conflict in a professional manner, compassion, cooperative behavior, the ability to respond constructively to feedback, and tolerance for divergent views).

5                      4                      3                      2                      1

COMMENTS:

Evaluation of SECOND YEAR School Psychology Graduate Students\*

Date: \_\_\_\_\_ Name of Student \_\_\_\_\_

**Rating Scale:**

- 1 = much below expected level
- 2 = below expected level
- 3 = expected level
- 4 = above expected level
- 5 = much above expected level

**1. Academic Engagement** (Regularly contributes to class discussion, reads beyond what is required for the course, integrates material across courses and practica)

5                      4                      3                      2                      1

**2. Collaboration and social skills** (as they relate to interactions with faculty, peers, and supervisors)

5                      4                      3                      2                      1

**3. Leadership ability** (Other students look to this student as a leader, gravitates toward leadership roles, demonstrates ability to orchestrate projects involving other students.)

5                      4                      3                      2                      1

\*Other areas are evaluated in the context of the portfolio requirement

APPENDIX C: Practicum Clearance Checklist

Prior to being cleared to begin second year practicum work, first year students are required to complete this form, *and to submit it to the pre-practicum instructor on the last day of class.*

Please attach the following to this form:

- Your transcript from MyNortheastern (including grades from 2<sup>nd</sup> semester of your 1<sup>st</sup> year) with all grades at least a B (3.0) or higher and an overall GPA of at least B+ (3.33)
- Your pre-practicum summary signed by your field supervisor
- Your passing MTEL scores

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) \_\_\_\_\_

Pre-practicum summary document \_\_\_\_\_

Passing MTEL scores \_\_\_\_\_

Program Director signature: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX C: Internship Clearance Checklist

Prior to being cleared to begin the school psychology internship, second year students are required to complete this form, **and to give it to the program director by June 15<sup>th</sup>**. Please attach the following to this form:

- Your transcript from MyNortheastern (including grades from 2<sup>nd</sup> semester of your 2<sup>nd</sup> 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 the faculty ratings and comments from the final draft of your portfolio.
- A copy of the internship placement form.

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 \_\_\_\_\_

Has satisfactory portfolio ratings \_\_\_\_\_

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Program Director signature: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX D: Matrix of NASP Standards and Northeastern’s Training Goals/Assessment Areas

NASP Standards	Northeastern University’s Training Goals*								
	PIB	ASS	COUN	CONS	PRE	CUL	EVA	ETH	CIT
II. Data-Based Decision-Making and Accountability		√	√	√	√		√		√
III. Consultation and Collaboration	√	√	√	√	√				
IV. (4.1) Interventions and Instructional Support to Develop Academic Skills		√		√					
IV. (4.2) Interventions and Mental Health Services to Develop Social and Life Skills		√	√	√	√				
V. (5.1) School-Wide Practices to Promote Learning				√	√				
V. (5.2) Preventive and Responsive Services			√	√	√				
VI. Family-School Collaboration services	√			√	√	√			
VII. Diversity in Development and Learning		√	√			√		√	
VIII. (8.1) Research and Program Evaluation				√			√		
VIII. (8.2) Legal, Ethical, and Professional Practice	√					√		√	√

\*PIB – Professional Identity and Behavior, ASS – Assessment, COUN - Intervention: Counseling, CONS – Intervention: Consulting, PRE Intervention: Prevention, CUL – Culture and Diversity, EVA - Program Evaluation and Applied Research, ETH - Ethical and Legal Issues, CIT - Communication and Information Technology.