



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
2020 – 2021

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

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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
- Consultation and Collaboration
- Academic Interventions and Instructional Supports
- Mental and Behavioral Health Services and Interventions
- School-Wide Practices to Promote Learning
- Services to Promote Safe and Supportive Schools
- Family, School, and Community Collaboration
- Equitable Practices for Diverse Student Populations
- Research and Evidence-Based Practice
- 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 (SLPA 5154, fall semester, 2 credits), Early Intervention Practicum 2 (SLPA 5155, spring semester, 2 credits), Early Intervention: Family Systems (CAEP 5150, fall semester, 3 credits), and Early Intervention: Planning/Evaluating EI Services (SLPA 5152, spring semester, 3 credits). The remaining requirements for this specialization are embedded into the school psychology course of study (i.e. in CAEP 6218: Infant, Child, and Adolescent Development; and CAEP 6201: Introduction to Assessment, in which students focus their projects/assessment work on infants and toddlers). For additional information, see the School Psychology Program of Study with Early Intervention 72 credits; see below).

School psychology MS/CAGS students may pursue an optional concentration in Applied Behavior Analysis (ABA) that provides students with the required coursework to apply to sit for the BCBA exam upon completion of the concentration. This optional sequence includes additional coursework from Northeastern University's Certificate Program in ABA under the direction of Dr. Laura Dudley (<http://www.northeastern.edu/bouve/caep/programs/aba.html>). Two of the courses are already part of the regular school psychology curriculum (CAEP 6206 Learning Principles and CAEP 6347 Behavior Management). Students take five additional on-line courses that are part of Northeastern University's Certificate Program in ABA (CAEP 6326 Behavioral Concepts and Principles, CAEP 6327 Behavior Assessment, CAEP 6328 Research Design and Methods, CAEP 6329 Service Administration, CAEP 6336 Systematic Inquiry in Applied Research). These five ABA courses are independently offered from the School

Psychology MS/CAGS Program and are not required for the program. In addition, students have the opportunity to gain supervised experience hours by taking CAEP 8417 Intensive Practicum in ABA I and CAEP 8418 Intensive Practicum in ABA II. These two courses fulfill 50% of the required supervised experience hours. Students may opt to take two additional intensive practicum courses (CAEP 8419 and CAEP 8421) to fulfill 100% of the required supervised experience hours. If students are interested in pursuing the ABA concentration, they should inform Drs. Briesch and Dudley of their interest at the start of the program because this choice will have implications for their coursework and fieldwork in year 1 of the program.

Program 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 Director of Clinical Training 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 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, with seven

(Professors Amy Briesch, Robin Coddling, Jessica Edwards-George, Jessica Hoffman, Chieh Li, Karin Lifter, and Robert Volpe) full-time faculty helping to advise, teach, and administer both the MS/CAGS and PhD programs in school psychology. Six of these seven faculty members hold doctoral degrees in school psychology (one in developmental psychology) and are credentialed as school psychologists.

Amy Briesch, PhD, NCSP (617-373-8291; a.briesch@northeastern.edu)

Dr. Briesch is an Associate Professor and Program Director for the School Psychology MS/CAGS and PhD Programs. Subsequent to receiving her bachelor's degree in psychology and creative writing from Dartmouth College, she worked as a high school resource room teacher and college counselor in Maine. Dr. Briesch then received her MEd and Ph.D. in school psychology from the University of Connecticut. She completed her pre-doctoral internship with Heartland Area Education Agency in western Iowa, serving students K-12 in three school districts. Dr. Briesch's primary research interests involve the (1) role of student involvement in intervention design and implementation, (2) use of self-management as an intervention strategy for reducing problem behaviors in the classroom, and (3) identification and examination of feasible and psychometrically-sound measures for the formative assessment of student social behavior. She co-directs the Center for Research in School-Based Prevention (<http://northeastern.edu/crisp>), and is currently a co-Principal Investigator on a network grant funded by the Institute of Education Sciences of the Department of Education to advance research on multi-tiered systems of support: Project ENHANCE. Dr. Briesch has authored three books and over 75 peer-reviewed journal articles to date and was the 2014 recipient of the Lightner Witmer award from the APA for early career scholarship. She is a Nationally Certified School Psychologist and an elected member of the Society for the Study of School Psychology.

Robin Coddling, PhD, BCBA-D, LP (617-373-2470; r.coddling@northeastern.edu)

Dr. Coddling is an Associate Professor in the School Psychology MS/CAGS and PhD Programs. She earned her doctorate in school psychology from Syracuse University. Dr. Coddling completed her pre-doctoral internship and post-doctoral fellowship at the May Institute in Massachusetts where she served as an educational and behavioral consultant. Dr. Coddling's research interests focus on the intersection of intervention and implementation by developing and exploring the effectiveness of school-based interventions, the factors that contribute to student responsiveness of those interventions, and strategies to support intervention implementation. Dr. Coddling's work emphasizes academic interventions and associated assessment for data-based decision making, particularly in the area of mathematics. It is for this work that Dr. Coddling was recognized as the co-recipient of the Lightner Witmer Award by Division 16 of the American Psychological Association in 2010. Dr. Coddling has over 65 publications and over 85 peer-reviewed and invited presentations and has been recognized as one of the leading intervention researchers in the field. She recently co-authored a book available from Guilford Press titled, *Effective Math Interventions: A Guide to Improving Whole Number Knowledge*. Dr. Coddling has served in the role of Associate Editor for *Journal of Behavioral Education*, *Journal of School Psychology*, and currently the *School Psychology Review*.

Jessica Hoffman, PhD, NCSP (617-373-5257; j.hoffman@northeastern.edu)

Dr. Hoffman is an Associate Professor in the Department of Applied Psychology at Northeastern. She is a core faculty member in the School Psychology MS/CAGS and PhD programs. 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 70 peer reviewed publications and book chapters. Her research has been funded by the National Institutes of Health, National Science Foundation, Healthy Weight Research Network, and the Robert Wood Johnson Foundation. In 2007 she received the Lightner Witmer Award from Division 16 (School Psychology) of the American Psychological Association for early career scholarship. In 2017 she received the Bouvé College Kenerson Faculty Award for her teaching, research, and community collaborations in public health. She will begin her term as President-Elect in the Society for the Study of School Psychology in January 2021. More information about Dr. Hoffman's work can be found at: <https://bouve.northeastern.edu/directory/jessica-hoffman/>

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

Dr. Li is an Associate Professor in the School Psychology MS/CAGS and PhD Programs of 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 graduate courses on multicultural counseling and assessment. Dr. Li does research on cross-cultural psychology, including the roles that culture plays in cognition, problem-solving, health, and resilience, as well as culturally responsive interventions. She has also been exploring the impact of meditation on stress reduction and overall wellbeing. As a bilingual (Chinese and English) psychologist, she writes on bilingual and bicultural issues in the field of school and counseling psychology. Her work has been presented over a hundred national and international conferences to date. She has authored 75 publications (in English or Chinese), 39 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 as Co-Chair of the NASP bilingual-interest-group leadership team, and on the editorial board of the *School Psychology Review*, *Journal of Educational and Psychological Consultation*, *Trainers' Forum (School Psychology)*. She has also served on the editorial board of *School Psychology Forum*, and *North American Journal of Medicine & Health* (in Chinese: 北美医学与健康, as an ad hoc reviewer for other journals, including the *Journal of Educational Psychology*, *Cultural Diversity and Ethnic Minority Psychology*, *Bilingual Research Journal*. and Article Editor of Traditional Chinese Mind-Body health techniques for *Sage Open*. 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; Liaison to Early Intervention Program)

Dr. Lifter is a Professor in the Department of Applied Psychology. She received 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 (originally DPA: Lifter, 2000), which involved the collection of play observations for over 450 young children, developing with and without delays, spanning the ages of 8 months to five years of age. It also included the development of a user-friendly version of the assessment for practitioners (DPA-P), and the development of an on-line training package for them. While at Northeastern, Dr. Lifter directed the Combined School/Counseling Psychology PhD Program; the Master's Programs in Special Needs; and the Interdisciplinary Certificate Program in Early Intervention. Dr. Lifter spearheaded the development of the Interdisciplinary Certificate Program in Early Intervention, which includes students and faculty from school/counseling psychology, speech-language pathology, 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. In 2016, she received the Merle Karnes Award for Service to the Division for Early Childhood (DEC), Council for Exceptional Children (CEC).

Jessica B. Edwards George, Ph.D., NCSP (617-373-3681, j.george@northeastern.edu)

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

Robert J. Volpe, PhD (617-373-7970, r.volpe@northeastern.edu)

Dr. Volpe is Professor and 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 100 articles, book chapters and scholarly books. Dr. Volpe has served as 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 School Psychology*, 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 of Clinical Training. Please consult the Internship Manual for more details.

Transcripts of licensure candidates who do not complete the full program within a 50-mile radius of Boston and within the state of Massachusetts, including a 1200-hour internship, will not be "endorsed" by the university for a schoolpsychologist 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 Director of Clinical Training 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 78 semester hours (37 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). 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.

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.

Attendance at diversity dialogues is *strongly* encouraged. The first Tuesday of each month, program faculty and students will come together for conversation around relevant issues of diversity, equity, inclusion, and social justice. These meetings will be held in advance of 4:00 courses.

Program Listserv

All students will be subscribed to 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 Director of Clinical Training.

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.

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

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
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
	MS Credits	31		
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
	CAGS Credits	31		
	Total Credits MS+CAGS	62		

*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 (EI embedded*)	3		F Y1
CAEP 6365	Seminar in School Psychology	3		F Y1
CAEP 5150	Early Intervention: Family Systems*	3		F Y1
SLPA 5154	Early Intervention: Practicum 1* (2 days/week; 150 hrs.)	2		F Y1
CAEP 6350	Cognitive Assessment (EI embedded*)	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
SLPA 5152	Early Intervention: Planning/Evaluating EI Services	3		Sp Y1
SLPA 5155	Early Intervention: Practicum 2* (2 days/week; 150 hrs.)	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
	MS Credits	41		
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
	CAGS Credits	31		
	Total Credits MS+CAGS	72		

*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
CAEP 6326	Behavioral Concepts and Principles	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 6327	Behavior Assessment	3		Sum Y1
CAEP 6328	Research Design and Methods	3		Sum Y1
CAEP 6400	Pre-Practicum in School Psychology	1		Sum Y1
CAEP 7750	Biological Bases of Behavior	3		Sum Y1
	MS Credits	37		
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
CAEP 6329	Service Administration	3		Sum Y2
CAEP 6336	Systematic Inquiry in Applied Research	3		Sum Y2
CAEP 8501	Internship in School Psychology I	3		F Y3
CAEP 8502	Internship in School Psychology II	3		Sp Y3
CAEP 8417	Intensive Practicum in Applied Behavior Analysis 1	2		F Y3
CAEP 8418	Intensive Practicum in Applied Behavior Analysis II	2		Sp Y3
	CAGS Credits	41		
	Total Credits MS+CAGS	78		

*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

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 Director of Clinical Training 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: Academic and Social, Emotional, and Behavioral Supports
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.
- Attending required program meetings (typically scheduled from 3-4 p.m.— see program calendar).
- 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

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

<http://catalog.northeastern.edu/graduate/academic-policies-procedures/general-regulations/>

<https://bouve.northeastern.edu/pdf/grad-handbook.pdf>

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

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

1. Must consist of work taken at the graduate level for graduate credit at an accredited institution;
2. Must carry an earned grade of B (3.0) or better; and
3. Must not have been applied toward any other degree.

Credit cannot be granted in excess of the equivalent Northeastern University course. If the course is an elective and there is not an equivalent course, the semester-hour equivalent will be granted. Grades received for transfer credits will not be reflected in the student's overall GPA and may not be used to obtain the academic average necessary for the completion of degree requirements.

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

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

Students desiring transfer credit should consult with their advisor. Upon receiving their advisor's recommendation, they may petition the Graduate School by completing the necessary form available on the Registrar's webpage (<https://registrar.northeastern.edu/article/transfer->

[credit/](#)). The completed form must be submitted to the Director of the Graduate School together with an official transcript and a course syllabus describing the course(s) for which credit is requested, or an excerpt from the catalog describing the course for which credit is requested. No transfer credit request form will be considered by the Graduate School without the approval of the student's advisor and the Department Chairperson. Further details about transfer credit requirements and procedures are found in the *Bouvé Graduate Handbook*.

Course Waivers/Substitution

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

Students should confer with their advisor, who will consult with faculty who teaches the course, early on in the advising process to identify such courses. Students must make a formal request for a waiver by writing to the program advisor and state: (a) what program course the student wants waived; and (b) the rationale for the waiver request. The student must provide official transcripts of completed course work, accompanied by the respective course syllabi, to the advisor in order to verify its equivalency to the proposed course substitution. The faculty member who routinely teaches the course makes the decision about the equivalence of the course content. Faculty may request additional documentation and/or request the student to pass a proficiency examination on course content prior to rendering a waiver decision. Students who have taken courses outside the United States are responsible for obtaining an English language version of the required waiver documentation.

If the waiver request is approved, the student must then submit the signed Course Substitution form, which can be found within the *Bouvé Graduate Handbook*, and the official transcript to the Bouvé Office of Graduate Student Services. If the Course Substitution form is approved, the student must still complete a course of equivalent number of credits as a replacement for the substituted course to fulfill the program's academic requirements. The course must be listed in this catalog as either a core or elective course for the program. The graduate admissions officer notifies the student of the university's decision. Documentation of approved waivers and the decision are kept in the student's official university file.

Directed Studies

In general, a required course cannot be substituted by a directed study. The student must obtain and complete the Individual Instruction Registration form found on the Registrar's website (<https://registrar.northeastern.edu/types/form/>) and have the supervising faculty member sign the directed study form. The student must submit it to the Department Chair prior to the student's registration for the directed study. Students may not register for a directed study after late registration is over. In extraordinary circumstances, a student can petition the school psychology faculty to consider replacing a required course with an independent study. The petition must clearly state the proposed substitution and the reason for it. The core school psychology faculty will make the decision on the petition.

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. Extensions for program completion are considered in extenuating circumstances. For an extension of time to complete the requirements, students must make a written request to their advisor, who then takes the request to the program faculty for consideration. If granted, the student must petition the Bouvé Office of Graduate Student Services in a letter that includes the new proposed program completion date and an action plan to complete the degree requirements. After the petition is reviewed, a one-year program extension may be granted. A leave of absence does not count toward the program completion time limit.

Leave of Absence

Matriculated students may request an official leave of absence following the procedures and regulations outlined in the Course Catalog (<http://catalog.northeastern.edu/graduate/health-sciences/academic-policies-procedures/academic-progression/>). 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.

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) Performance below satisfactory graduate level.
- C+ (2.333)
- C- (1.677)
- F (0) Unsatisfactory performance.

In addition, the following letter designations are used:

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

Individual faculty members may choose not to use the plus or minus designations. If they elect to

use the whole letters only, they must announce this to the class at the beginning of the semester.

Incomplete Grade Resolution

A grade of “Incomplete” may be given to students who fail to complete course work. If agreed to by the instructor and prior to the end of the term, the instructor may submit an incomplete grade “I.” The issue of incomplete grades in a course is a privilege rather than a right. Following university policy, incomplete grades become permanent if not changed within one year from the time the grade was issued. The maximum time limit for an incomplete is one year. All “Incomplete” grades must be resolved prior to a student 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.

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. Students who do not complete university seminar requirements (both practicum and internship seminars) will not receive credit for their fieldwork experience.

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 the graduate office (BouveOGSS@northeastern.edu) so they 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.

Student Appeals and Grievances

The Department of Applied Psychology adheres to the appeals process set forth by the Bouvé Graduate Policies and Regulations, and which complies with that used by the University.

Policy. It is the policy of the university that all students shall be treated fairly with respect to evaluations made of their academic performance, standing, and progress. The university presumes that academic judgments by its faculty are fair, consistent, and objective. Students must understand that the substitution of a different academic judgment for that of the original evaluator is a serious intrusion upon academic prerogatives entrusted to the faculty and others involved in academic evaluations. Nonetheless, the university believes it is essential to provide an appeals mechanism to students who believe that they have been erroneously, capriciously, inappropriately, or otherwise unfairly treated in an academic or cooperative education determination. This includes claims of misinterpretation or inequitable application of any academic provision of the Graduate Catalog or Faculty Handbook.

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

1. The student will attempt to discuss the matter with the faculty member involved.
2. If the student is not satisfied with the disposition at this level, s/he can bring the matter to the Department Chairperson, who will attempt to arrange a meeting of those concerned to mediate the situation.
3. If the student is not satisfied with the disposition at this level, s/he may file a formal grievance/appeal with the appropriate University body, following the procedures outlined in the *Graduate Student Catalog* (see <http://catalog.northeastern.edu/graduate/academic-policies-procedures/appeals/>).

It is the hope of the department faculty that in those instances where a grievance may occur, a satisfactory resolution may be found within the department by following a spirit of collegiality

and professionalism. The student, the faculty member involved, or the advisor submits student concerns to the Program Director and, if appropriate, the Department Chair.

Ethical and Professional Standards of Behavior and Academic Integrity

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

Students are expected to present as their work only that which is clearly their own work in tests, papers, and any material submitted for credit. Academic integrity is a commitment to present only one's own work unless providing proper documentation of source by way of a footnote, endnote, or intertextual note, and to avoid any acts of falsification, misrepresentation or deception. Violations of academic integrity include, but are not limited to, plagiarism, cheating, fabrication of information, submitting other's work as one's own, and unauthorized possession of course examinations. A commitment to academic integrity is consistent with the ethical guidelines of the University, the Program and the profession of psychology. All student work should follow the guidelines of the *Publication Manual of the American Psychological Association* (7th edition, 2019). Students should purchase their own copy of this publication manual when they begin the program. As prudent consumers of scientific information, doctoral students are expected to use primary sources for all work. They should be wary of information posted on the Internet.

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

The information below about different forms of academic dishonesty comes from Northeastern University's Academic Integrity Policy:

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

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.

Remediation Plan

Issues regarding student performance or professional disposition may be raised at any time during the year by core program faculty, adjunct faculty, or field supervisors. Concerns may include unsatisfactory academic performance, unsatisfactory clinical performance, failure to comply with program policies (e.g., academic integrity, harassment), violations of professional or ethical conduct, or non-intellective issues that impede upon the student's ability to effectively serve in a professional role. It is expected that most concerns will be successfully addressed through conversations between the student and his/her instructor, supervisor, or advisor. However, in those cases in which informal remediation attempts have been unsuccessful, the following will occur:

1. The student's faculty advisor will notify him/her in writing of the specific problem area(s).
2. The student's faculty advisor will develop a written remediation plan, in collaboration with the student. The plan will outline (a) the specific problem, (b) the course of action, (c) the specific measurable objectives that will demonstrate successful completion of the plan, (d) the consequences for not meeting these objectives, and (d) a date for re-evaluation. The goal of the remediation plan is to assist students in completing program requirements and achieving program competencies. If the student disagrees with the plan that is developed with his/her advisor, s/he may request that the plan be reviewed by the larger group of core faculty. If the student disagrees with the need for remediation, s/he may follow the due process procedures.
3. A copy of the remediation plan will be placed in the student's file.
4. The student will be placed on probationary status during the period of remediation. At the time of re-evaluation, the faculty will determine whether (a) remediation has been successful and regular student status should be re-instated, (b) the remediation plan should be amended and a new evaluation date set, or (c) remediation has been unsuccessful and the student should be dismissed from the program. The remedial plan should be reviewed by a minimum of three faculty members.
5. Within two business days following the faculty re-evaluation, the student will be notified about the outcome of the faculty's determination by his/her advisor both verbally and in writing. Students are asked to sign and return a copy of the faculty determination letter, which is then placed in the student's file.

Course/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 and Self Disclosure

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.

General Information

General university-wide information pertaining to university practices and policies is found in the Graduate Catalog: <http://catalog.northeastern.edu/graduate/>

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

Housing

On-campus housing facilities are limited for graduate students and not guaranteed. Housing facilities are not available for married couples or children. Interested students need to fill out a

housing application through Northeastern's Housing Services (<https://www.northeastern.edu/housing/residential-life/>). For information regarding alternative housing possibilities, contact Northeastern's Off-Campus Student Services (<http://www.northeastern.edu/offcampus/>). This office can offer students local apartment listings, lists of students looking for roommates, and helpful websites.

Financial Aid

Northeastern University offers graduate students numerous ways to obtain financial assistance. The Office of Financial Aid administers several types of assistance to graduate students, all based on need. They are the Perkins Loan, College Work-Study Program, Stafford Loan, and the Massachusetts Graduate Grant Program. Northeastern University is a participant in the College Scholarship Service, which uses the Financial Aid Form (FAFSA). All applicants for financial aid, including loans, must file a FAFSA in order to be considered. Northeastern University's Graduate School's Financial Aid Application and transcripts of financial aid history from other schools attended are also required. All application forms are available from the Student Financial Services Graduate Financial Aid Office in 354 Richards Hall (<http://www.northeastern.edu/financialaid>).

Counseling Availability

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

Disability Resources

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

Student Rights

The Students' Bill of Academic Rights and Responsibilities was passed in the spring of 1992. This [document](#) outlines the rights afforded to all students at Northeastern University regardless of program.

Harassment and Discrimination

Northeastern University is committed to providing equal opportunity to its students and employees, and to eliminating discrimination when it occurs. In furtherance of this commitment, Northeastern University prohibits discrimination or harassment on the basis of protected class status and has policies in place for the protection of the university community. Students who have any questions with regard to any type of harassment or discrimination should contact the Office of

Institutional Diversity & Inclusion (125 Richards Hall, 617-373-2133 <http://www.northeastern.edu/oidi/>). Students can seek help at this office without fear of retaliation. Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

All faculty and staff, including stipended graduate assistants, are considered Responsible Employees and must promptly report any and all information they receive pertaining to allegations of sex or Prohibited Offenses to the Title IX Coordinator. The Title IX Coordinator within the Office of Gender Equity and Compliance (<http://www.northeastern.edu/titleix/>) is responsible for keeping the University within compliance of federal Title IX law, coordinating the investigation and resolution of all student-related matters involving Prohibited Offense. Students who have any questions related to gender equity and compliance should contact the Office of Gender Equity and Compliance at titleix@northeastern.edu or 617.373.4644.

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, one graduate student workroom with computers, and two 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). An extensive list of software are available for faculty and students (for a partial list, see <https://its.northeastern.edu/general-access/>). In addition, the department provides an Assessment and Intervention Library, from which students may check out assessments, intervention materials, manuals, and protocols.

Equal Opportunity Policy

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

Records

The university maintains copies of student records in a confidential, locked filing cabinet, accessible to only faculty and staff for seven years. *Students are strongly encouraged to keep*

their own personal files of important records, such as documentation of practicum and internship experiences, scores on the Praxis II and MTEL exams, course syllabi and other relevant documents.

APPENDIX A: School Psychology Program E-Mail List

To send a message to all of the people currently subscribed to the list, just send mail to MSSP@LISTSERV.NEU.EDU, which is called the list address. 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.

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."
- 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.

*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: Meets Expectations or Does Not Meet Expectations

- 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)
- 2. Academic achievement**
- 3. Writing skills**
- 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. Motivation and commitment to the profession**
- 6. Extent of faculty contact with student (outside of class)**
- 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).

COMMENTS:

Evaluation of SECOND YEAR School Psychology Graduate Students*

Date: _____ Name of Student _____

Rating Scale: Meets Expectations or Does Not Meet Expectations

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

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

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

*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 2nd semester of your 1st 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: _____

NASP 2020 Domains of Practice

Domain 1: Data-Based Decision Making: School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration: School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

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

Domain 4: Mental and Behavioral Health Services and Interventions

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

Domain 5: School-Wide Practices to Promote Learning

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

Domain 6: Services to Promote Safe and Supportive Schools

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

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

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

Domain 9: Research and Evidence-Based Practice

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

Domain 10: Legal, Ethical, and Professional Practice

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