



# Northeastern

**Bouvé College of Health Sciences  
Department of Applied Psychology**

## **DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY**

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

### **STUDENT HANDBOOK 2023 – 2024**

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

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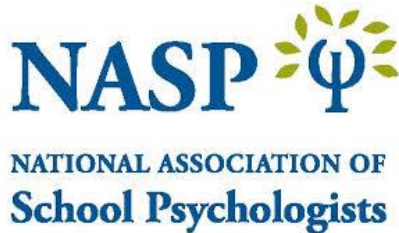
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### **Accreditation:**

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

The last APA accreditation site visit was held in June 2021. Questions related to the program's APA accredited status should be directed to the Commission on Accreditation:

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## INTRODUCTION

The Doctoral Program in School Psychology is housed in the Department of Applied Psychology in the Bouvé College of Health Sciences, at Northeastern University in Boston, MA.

Northeastern University is a private, nonsectarian, urban university that is strongly committed to practice-oriented education, and excellence in research and scholarship. Northeastern University is accredited by the New England Association of Schools and Colleges, Inc., which is one of the six regional accreditation bodies of the Council of Post-Secondary Accreditation (COPA). Graduate students at Northeastern are part of a large student population in the greater Boston area. Within a 25-mile radius of Northeastern's campus are more than 50 degree granting institutions. While studying at Northeastern, students will discover that part of the adventure of completing graduate work is exploring the cultural, educational, historical, and recreational offerings of the city.

## **OVERVIEW OF THE PROGRAM**

The aim of Northeastern University's School Psychology Doctoral Program (SPDP) is to train health service psychologists in the specialty of school psychology who are prepared to work within a variety of settings (e.g., schools, universities, clinics, hospitals). Through coursework, research, and fieldwork experiences, students develop competencies across research, intervention, assessment, consultation and interprofessional/interdisciplinary skills, individual and cultural diversity, ethical and legal standards, supervision, professional-values, -attitudes, and -behaviors, and communication- and interpersonal-skills.

The Doctoral Program in School Psychology is a full-time program that prepares the next generation of leaders in the field. The program is fully accredited by the APA and National Association of School Psychologists (NASP). It is designed for students to meet state and national certification requirements for school psychology and pursue state licensure for health service psychologists. Doctoral level school psychologists conduct research, teach, supervise students and professionals, consult with school systems, teachers and families, and provide direct services to children. School psychologists also play a central role in planning and evaluating school-based educational and health promotion programs. Northeastern's doctoral program includes all components of the MS/CAGS in School Psychology in addition to a major focus on research and additional fieldwork experiences.

The SPDP espouses a scientist-practitioner model of training, emphasizing both applied research related to the education, development, and health promotion of children, and scientifically-based practice in schools, medical centers and the community. Students work closely with faculty as they learn to apply research methods to design studies that aim to solve important problems to support healthy child development. At the same time, they are taught to draw on their practice-based experiences in field sites to design socially important research studies that serve to advance children's developmental success. Students develop skills in research and practice through intensive training that is guided by a developmentally sequenced curriculum that includes coursework, fieldwork, and applied research projects. SPDP faculty members are active researchers and leaders in the field at state- and national-levels. They provide models for leadership and a context for the research-to-practice connection. Students are provided opportunities to assist faculty in these activities.

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

- Data-Based Decision-Making

- 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

The doctoral program consists of 97 semester hour credits, a 75-hour pre-practicum, a 200-hour supervised practicum experience, two 600-hour supervised advanced fieldwork experiences, a mentored research project, a comprehensive portfolio examination, a dissertation, and a one-year pre-doctoral internship (see [Appendix A5](#) for expected timeline for program milestone completion). Students in the program typically earn an MS in School Psychology after completing 33 credits. This generally occurs after the first calendar year (fall, spring, and summer) in the program. They can receive their CAGS in school psychology after completing the fourth year of program requirements [i.e., coursework, practicum, and 1200 hours of advanced fieldwork (600 hours in a school setting)] plus the comprehensive portfolio and PRAXIS exam. Those entering the program with a master's degree should consult with their advisor to discuss the program of study requirements. A minimum of 50 credits is required for students entering with advanced standing.

### **Handbook Changes**

The Program Handbook serves as a contract between the PhD Program in School Psychology and the student regarding both the procedures and requirements. When the Program changes the curriculum or other requirements, students who are already enrolled in the program have two options: they may choose to (a) meet in their entirety the requirements outlined in the Program Handbook at the time of their matriculation or (b) formally adopt the requirements within a newer Program Handbook. Should students elect the latter option, they must submit the appropriate form to the Program Director to ensure that their official program of study is updated (see [Appendix B1](#)). If the Program discontinues a course that had been required within the Program Handbook at the time of a student's matriculation, the student may satisfy the course requirement by taking an alternative course offering that must be approved by the PhD Program Faculty.

## PROGRAM PHILOSOPHY

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

### **Schools as a Mechanism for Promoting Social Justice**

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

### **Urban, Multicultural Focus**

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

### **Schools and Families as Facilitators of Healthy Development**

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

### **Preparing Students for Leadership in Research and Practice**

The program faculty values the importance of faculty mentorship and modeling (Shapiro & Blom-Hoffman, 2004) as variables that facilitate the development of students' success as future leaders in the field. Students work closely with faculty as they learn to apply research methods to design studies that aim to solve important problems that get in the way of children's healthy development. At the same time, they are taught to draw on their practice-based experiences in field sites to design socially important research studies that serve to advance children's developmental success. The program faculty strives to be accessible and enjoys mentoring and advising students. Each student is assigned a mentor/advisor by the Program Director prior to beginning the program based on student and faculty mutual interest. Students are able to change advisors as they progress through their program and are encouraged to seek mentoring from multiple core faculty members. The student-centered environment is evident in the number of faculty and student collaborations on research projects, published journal articles and book chapters, and presentations at state and national conferences (see Appendix C1).

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

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



## SEQUENCED TRAINING IN RESEARCH AND PRACTICE

Coursework, applied research, and practice-related training in the SPDP are sequential, cumulative, and graded in complexity to place students on a pathway to career-long self-reflection and development as doctoral-level school psychologists. The sequence of courses and applied research and practical training are summarized in [Appendix A3](#). Students are advised to follow the sequence of courses and practica during their initial four years of doctoral study.

### Sequenced Research Training

Research training is organized by competencies and consists of 15 semester hours of coursework: Research, Evaluation and Data Analysis, Intermediate Statistics, Advanced Psychometric Principles, Advanced Research and Data Analysis, and Doctoral Seminar in Program Planning and Evaluation. Beginning in their first semester, students join a faculty-led research team. Students participate on a research team for at least three consecutive semesters and progressively assume more advanced leadership roles on the team as they develop their research skills. This experience includes supervising more junior doctoral students and master's level students on research projects. Student research competencies, including the Mentored Research Project (see Appendices D1 and D2), are evaluated as part of the comprehensive portfolio examination and culminate with the dissertation. Doctoral students are expected to present at a minimum of one national conference during their time in the program and produce a written report of their research that is suitable for publication in APA format.

Northeastern's core school psychology faculty members are engaged in active programs of community-based research with doctoral students that focus on the promotion of children's healthy physical, social-emotional and academic development. Each faculty member's line of research relates to the program's social justice mission and focuses on identifying ways to support the healthy development of those children most vulnerable in our society. For example, Dr. Amy Briesch's work involves the design and evaluation of feasible intervention strategies and assessments targeting social-emotional and behavioral concerns; Dr. Robin Coddling's work emphasizes academic interventions and associated assessment for data-based decision making, particularly in the area of mathematics; Dr. Crossing's research focuses on the development and application of critical theories to health service psychology, the social justice training and preparation of school psychology trainees and practitioners, and the assessment and intervention of racism-based stressors and traumatic experiences in Black families. Dr. Jessica Hoffman's research focuses on school-based strategies to promote children's healthy eating and physical activity behaviors; Dr. Chieh Li's research focuses on the roles culture plays in assessment and intervention and mindfulness for students' wellbeing in urban schools; Dr. Karin Lifter's research focuses on linking play-based assessment to early interventions for children with or at risk for developmental delays; Dr. Robert Volpe's research focuses on designing and evaluating behavioral and academic assessment and intervention systems for use in problem-solving models. Faculty members have their research based in local school districts, Head Start programs and Early Intervention programs, and they focus their work on children who are ethnically, racially, and linguistically diverse.

### *Faculty-Led Research Teams*

- Briesch & Volpe: Center for Research in School-Based Prevention
- Coddling: Academic Intervention, Implementation, and Measurement in Schools
- Crossing: Lab for Critical Inquiries in School and Child Psychology

- Hoffman: School-based Health Promotion
- Li: Culturally Responsive Intervention for Resilience of Diverse Students
- Lifter: Early Childhood Development, Assessment, Intervention

### **Sequenced Field-Based Experiences**

Consistent with Northeastern University's practice-oriented philosophy, the program includes supervised fieldwork experiences each year. In their first year of the program, students complete a 75-hour pre-practicum during Summer I (students also may wish to include practicum training in Early Intervention in this first year, which is described below). In the second year of the program, students complete a one day/week (200 hour) supervised practicum that is linked to course work (i.e., Curriculum Based Assessment, Social, Emotional and Behavioral Assessment, School-Based Counseling, and Learning Problems). In their third and fourth years of the program, students complete two 600-hour advanced fieldwork experiences. Although 1200 hours are preferred, at least 600 hours are required to be in a school setting and are supervised by a licensed school psychologist.

### **Interdisciplinary Learning Opportunities and Specializations**

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

School psychology PhD students may pursue an optional concentration in Applied Behavior Analysis (ABA) that provides students with the opportunity 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. Nicole Davis (<https://bouve.northeastern.edu/ap/programs/applied-behavior-analysis>). Three of the courses are already part of the regular school psychology curriculum (CAEP 6206 Learning Principles, CAEP 6347 Behavior Management, CAEP 6328 Single Case Design). Students take four additional online courses that are part of Northeastern University's Certificate Program in ABA (CAEP 6326 Behavioral Concepts and Principles, CAEP 6327 Behavior Assessment, CAEP 6329 Service Administration, CAEP 6336 Systematic Inquiry in Applied Research). In addition, students can 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. The ABA courses are independently offered from the School Psychology PhD Program and are not required for the program. None of the online courses are permitted to substitute for courses in the required MS/CAGS curriculum. If students are interested in pursuing the ABA concentration, they should inform Drs. Codding and

Davis of their interest at the start of the program because this choice will have implications for their coursework and fieldwork in year 1 of the program.

### **Program Summary**

The master's degree is earned after the first year and requires 33 semester hours of credit. The entire program (MS and PhD) totals 97 semester hours of credit. Most students take a total of four courses each semester plus another three courses in the summer between the first and second years. The curriculum consists of:

- **Coursework** that is organized into 5 areas (see Required Courses in [Appendix A3](#)): (1) Core Psychological Knowledge; (2) Research Design and Statistics; (3) Multicultural Competency; (4) Assessment, Consultation and Intervention; and (5) Professional Issues.
- **Fieldwork training** consists of a 75-hour pre-practicum, a 200-hour practicum in a school, 1200 hours (two years) of advanced fieldwork (600 hours each year, and approximately 20 hours/week—at least 600 hours need to be in a school setting), and one year of an approved full-time, pre-doctoral internship. Students are expected to seek an APA or APPIC-approved internship.
- **Research activities** include membership for at least 3 semesters on a research team, coursework, a mentored research project, and a dissertation. Either the MRP or dissertation must involve primary data collection (qualitative or quantitative) conducted/led by the student. One of the two projects may include secondary data analysis or meta-analysis.
- Additionally, students demonstrate their competencies through the development of a **comprehensive portfolio and oral exam**.

Note: Students who enter the program with prior graduate training may have modified research and fieldwork requirements. The program of study for each student is determined at the beginning of the program by the advisor in collaboration with the Program Director and the student, but in all cases will consist of a minimum of 50 credit hours.

## **PROGRAM FACULTY**

School psychology is a major presence in the Department of Applied Psychology, with eight (Professors Amy Briesch, Robin Coddling, Adrianna Crossing, 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. Seven of these eight faculty members hold doctoral degrees in school psychology (one in developmental psychology), seven are credentialed as school psychologists, and four are licensed psychologists.

### **Core Program Faculty**

There are six core program faculty in school psychology, who spend at least 50% of their professional time in program activities of the School Psychology Doctoral Program.

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

Dr. Briesch is a Professor in 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 two grants funded by the Institute of Education Sciences of the Department of Education: Project ENHANCE and Project EASY. Dr. Briesch has authored three books and over 90 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 (NY) (617-373-2470; [r.coddling@northeastern.edu](mailto:r.coddling@northeastern.edu))**

Dr. Coddling is a Professor and Program Director for 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 mathematics. 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 95 publications, over 140 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 is the Editor of *School Psychology* and has served in the role of Associate Editor for *Journal of Behavioral Education*, *Journal of School Psychology*, and *School Psychology Review*.

**Adrianna Crossing, PhD (617-373-xxx; [a.crossing@northeastern.edu](mailto:a.crossing@northeastern.edu))**

Dr. Crossing is an Assistant Professor in the Departments of Applied Psychology and Health Sciences at Northeastern. She received her BA in psychology from Auburn University and her MA and PhD in school psychology from Michigan State University's NASP-approved, APA-accredited school psychology program. Dr. Crossing completed her pre-doctoral internship in child clinical psychology at Massachusetts General Hospital and Harvard Medical School. Dr. Crossing's areas of clinical interest include neurodevelopmental disorders, learning disorders, anxiety disorders of childhood, adjustment concerns of adolescent and emerging adulthood, and oppression-based distress and trauma. Dr. Crossing's research interests focus on the development and application of critical theories to health service psychology, the social justice training and preparation of school psychology trainees and practitioners, and the assessment and intervention of racism-based stressors and traumatic experiences in Black families through partnership with the EMBRace Lab at the University of Michigan. In addition to her research, Dr. Crossing has provided extensive consultation, writing, and program development surrounding social justice and anti-racism for the National Association of School Psychologists, including co-authoring NASP's 2021 Resolution Committing to Anti-Racism. It is for this work that Dr. Crossing was recognized as a recipient of a 2022 Presidential Award for Exceptional Service to Children and School

Psychology. Dr. Crossing has contributed to chapters in four published textbooks in school and developmental psychology and served as a reviewer for the 7th edition of *Best Practices in School Psychology*. Currently she serves as the co-chair for the NASP Social Justice Committee. More information about Dr. Crossing and her work can be found at [www.aecrossing.com](http://www.aecrossing.com).

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

Dr. Hoffman is a 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 80 peer reviewed publications and book chapters. Her research has been funded by the National Institutes of Health, National Science Foundation, United States Department of Agriculture, Healthy Weight Research Network, the Robert Wood Johnson Foundation, and the Pottstown Area Health and Wellness 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. In 2022 she is the President of the Society for the Study of School Psychology. More information about Dr. Hoffman's work can be found at: <https://bouve.northeastern.edu/directory/jessica-hoffman/>

**Chieh Li, EdD, LP (617-373-4683, [c.li@northeastern.edu](mailto:c.li@northeastern.edu))**

Dr. Li is an Associate Professor in the Department of Applied Psychology at Northeastern. She received her EdD from the University of Massachusetts-Amherst and is a licensed psychologist and nationally certified school psychologist. She teaches assessment and intervention courses from a multicultural lens and does research on advancing the understanding of culturally and linguistically diverse students and how to promote their academic and psychological wellbeing and resilience in a culturally responsive manner. She has also been exploring the impact of meditation on stress reduction and overall wellbeing. As a bilingual psychologist, she writes on bilingual and bicultural issues in the field of school and counseling psychology. Her work has been presented over 100 national and international conferences to date. She has authored 79 publications (in English or Chinese), 46 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, and chair and co-chair of the NASP bilingual-interest-group leadership team. Currently, she serves on the NASP bilingual-interest-group leadership team, and on the editorial board of the *School Psychology Review*, *Journal of Educational and Psychological Consultation*, and *School Psychology Training and Pedagogy*. 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*, and *Bilingual Research Journal*. More information about Dr. Li's work can be found at: <https://bouve.northeastern.edu/directory/chieh-li/>

**Karin Lifter, PhD (617-373-5916, [k.lifter@northeastern.edu](mailto:k.lifter@northeastern.edu); Director, 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 490 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, which have been published by Routledge and entitled "Developmental Play Assessment for Practitioners (DPA-P) Guidebook and Training Website." 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, that 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).

**Associated Program Faculty**

In addition to the six core school psychology faculty listed above, the program is supported by two associated program faculty, who advise, teach, and help administer the program but spend more than 50% of their time in administrative positions and/or in the service of other programs.

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

Dr. Edwards George is a 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. She currently serves as a Board Member for the Commonwealth's Board of Registration of Psychologists.

**Robert J. Volpe, PhD (617-373-7970, [r.volpe@northeastern.edu](mailto: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 peer-reviewed journal articles in addition to over a dozen 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.

## FACULTY EXPECTATIONS OF STUDENTS

### Student Responsibilities

Students are expected to participate and conduct themselves in a professional manner in all aspects of the program. Student responsibilities include the following:

1. Adhering to the APA's and NASP's ethical codes in all aspects of professional behavior.
2. Being on campus to actively participate in research and program activities on common days (Tuesdays in AY 2023-2024).
3. Being on time for classes and assignments. It is the student's responsibility to be available for classes between 9:00 and 7:05 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.
4. Notifying faculty in advance if they need to miss a class.
5. Notifying the University ([my.northeastern.edu](http://my.northeastern.edu)) of changes in address, telephone number and email.
6. Frequently checking e-mail for information from the program's listserv, faculty, department, college, and university.
7. Obtaining the required disability documentation from the Disability Resource Center (DRC) when requesting special accommodations for exams.
8. Completing the Doctoral Student Annual Review ([Appendix B2](#)) each year by April 30th, even during internship.

9. Maintaining enrollment in the program, including during dissertation completion. Students must register each semester that they are in the program. Once they have completed their coursework and internship, they are required to register for Dissertation Continuation until they graduate.
10. Being aware of university policies, procedures and regulations as specified in the Northeastern University Course Catalog and the Bouvé Academic Policies and Procedures: (<http://catalog.northeastern.edu/graduate/academic-policies-procedures/general-regulations/>) (<https://catalog.northeastern.edu/graduate/health-sciences/academic-policies-procedures/>) (<https://catalog.northeastern.edu/graduate/academic-policies-procedures/course-credit-guidelines/>)

### **Student Research/Scholarship Involvement**

Students are required to collaborate with faculty on research/scholarship projects as well as on other professional projects. Students are expected to join a faculty-led research team within their first semester and to participate actively with the team throughout their course of study. Students should preserve the 3-hour research block on Tuesdays (10am – 1 pm) for research team and PhD cohort research activities. They should be involved in joint activities with peers, which can include study groups, attendance at student presentations, and department research colloquia. To become more familiar with student research and the dissertation process, *it is required that students attend at least one proposal hearing and one dissertation defense each year in the program*. It is strongly recommended that students go beyond this minimum requirement and attend as many proposal hearings and defenses as possible during their time in the program.

### **Student Professional Involvement**

The doctoral program aims to produce graduates who demonstrate a commitment to the profession of psychology, life-long professional development, and leadership in the profession. Students are therefore strongly encouraged to join professional organizations, such as the APA, Division 16 of the APA, the Massachusetts Psychological Association (MPA), the Massachusetts School Psychologists Association (MSPA) and NASP. Some of these associations have student groups (e.g., APAGS, SASP), and students are particularly encouraged to participate in these groups to benefit from the student-focused resources available. Membership information for these organizations is available online. Also, students are strongly encouraged to join, participate actively, and take leadership roles in Northeastern's local SASP chapter. It is expected that students will belong to at least two professional organizations (at least one of which is at the national level). Students are also expected to attend at least one professional conference/workshop each year during their course of study.

### **Student Involvement in Program Operations and Improvement**

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



### **Program Meetings**

*Attendance at both cohort meetings and Diversity Dialogues is mandatory.* Agendas include professional issues, licensure, comprehensive examination preparation, course registration, feedback about the program, and other topics. Program meetings also provide a forum for students to provide general feedback about the program to the faculty. Additionally, program-wide Diversity Dialogues are held at least once per semester. The goal of the Diversity Dialogue is to bring both faculty and students from across cohorts together to engage in learning and conversation related to advancing diversity, equity, and inclusion in public education. 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.

### **Program Listserv**

All students will be added to the program's listserv, using their Northeastern email address. The listserv provides a time-efficient medium for communication about program-related matters, such as program deadlines, fieldwork opportunities, upcoming conferences, etc.

### **Ethical Considerations in Using Social Networking Sites**

Students using 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 students/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 psychologist. To this end, students should set all security settings to “private” and avoid posting information/photos and 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 or students for whom they have served as an instructor as part of their social network, since doing so constitutes a boundary violation. 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 psychologists. Engaging in these types of actions could result in the student being dismissed from the program.

## **SUMMARY OF PROCEDURES AND OPERATIONS**

### **Program Management**

The PhD program is managed by its core faculty, which meets bi-weekly. Dr. Coddling serves as the Program Director for the PhD and MS/CAGS programs. The Program Director is responsible for the overall administration of the program, which includes running program meetings, overseeing admissions, responding to inquiries about the program, attending program director meetings in the Department and College, and responding to student concerns. Dr. Edwards George serves as the Director of Clinical Training for both programs. The Director of Clinical Training is responsible for overseeing all clinical experiences, including preparing students for advanced practica and pre-doctoral internship applications. The Program Director and Director of Clinical Training collaborate closely to ensure smooth coordination across on- and off-campus learning experiences.

### **Student Advisement**

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

responsibility for maintaining contact with their advisors. Students are also encouraged to develop relationships with other faculty in the program and across the Department in a variety of ways through coursework, research activities, fieldwork, and professional projects.

Students are free to change advisors by completing the “change of advisor form” (see Appendix B3) and *informing the previous advisor, the new advisor, and program director* prior to the change. Only core or associated school psychology faculty may serve as student advisors. When students select a dissertation committee chair, that individual then becomes the advisor. Only school psychology core or associated faculty members may serve as dissertation chairs for students in the program. If the dissertation chair is not the original advisor, a change of advisor form will need to be completed.

Required courses are listed in [Appendix A3](#). Upon entering the program, students meet with their advisor to establish the appropriate program of study ([Appendix A4](#)).

### **Registration and Course Schedules**

The typical academic semester is 15 weeks in length, including exam week. Graduate classes usually meet for 2.5 hours once a week, except during the 7.5-week summer semesters, when they meet twice a week for 2.5 hours. Required doctoral courses are scheduled during the summer of year 1 and during the academic year. Notification of tentative course schedules is available via Banner. The majority of classes are scheduled on Mondays and Tuesdays between 9am and 7pm; however, a select few doctoral courses are scheduled on alternative days throughout the week.

Students are strongly urged to pre-register to help ensure placement in courses with limited enrollments. Students can register online at <http://me.northeastern.edu>. Late registration is possible during the first week of classes. Students should refer to their program of studies sheet ([Appendix A4](#)) to determine which classes to register for each semester. **Students must be enrolled in at least one course each semester to maintain active student status.** In those terms in which students do not have courses to enroll in as part of their program of study (e.g., during summer terms after the first year, after completing the required dissertation courses), students must enroll in CAEP 8986 (Research Team Experience). If a student needs to deviate from the course sequence in any way, they should consult with and obtain the approval of the advisor before registering. Faculty members hold weekly office hours. Students should consult with their advisor or the Program Director if they have curriculum questions as early as possible.

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

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

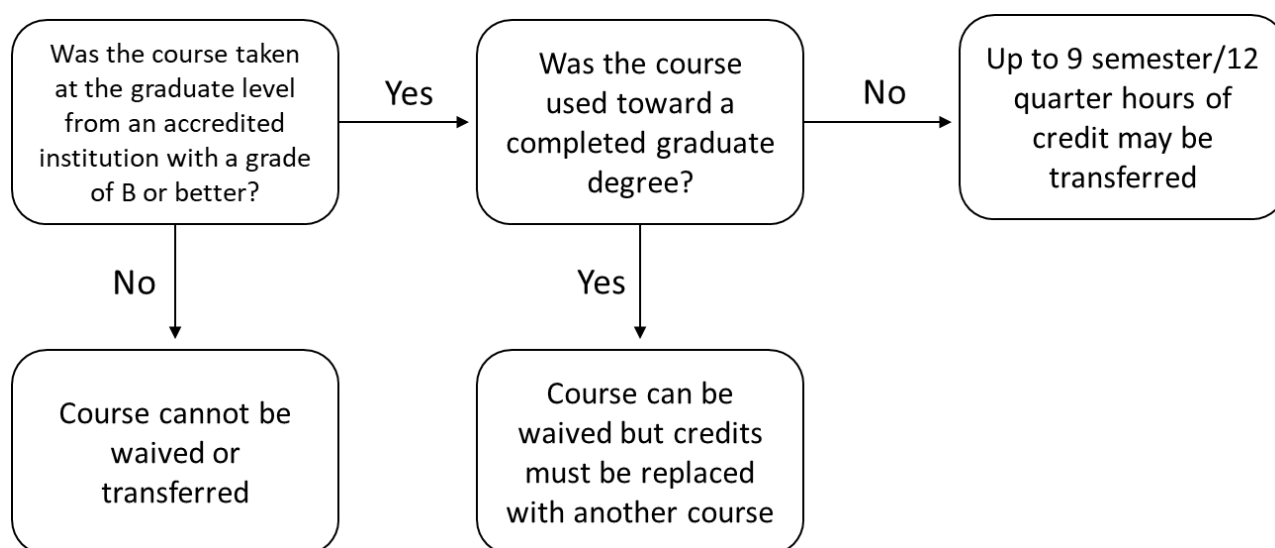
## ACADEMIC POLICIES

The following policies apply to all students pursuing degrees in, or enrolled in, classes taught within the Department of Applied Psychology. Students must also adhere to the policies outlined in the Northeastern University Course Catalog and the Bouvé Academic Policies and Procedures: <http://catalog.northeastern.edu/graduate/academic-policies-procedures/general-regulations/> <https://catalog.northeastern.edu/graduate/health-sciences/academic-policies-procedures/>

Annual evaluations by faculty during the spring term are used to track a student's progress and professional development. The Doctoral Student Annual Review (see [Appendix B2](#)) must be completed by *April 30th* each year. The core faculty meets to discuss each student's progress, providing a context for input from all faculty members who have had contact with the student during the year. In addition, students are evaluated on both intellectual and non-intellectual factors. The non-intellectual factors include, but are not restricted to: ethical behavior, professional behavior, effective interpersonal skills, collaboration, and the ability to respond constructively to feedback. Students need to be deemed acceptable in all of these areas to be retained in the program.

At the end of the spring semester each student meets with their advisor to discuss the student's performance and progress in the program. At the end of the process, the advisor completes the Doctoral Student Annual Evaluation based on the faculty input and the student's self-evaluation, which is sent to the student and placed in the student's program folder. A copy of each review shall be submitted to the student and the Graduate Office. If the annual academic review reports that a student is not making sufficient academic progress due to research performance, the PhD student will be placed on academic probation. After two consecutive semesters on academic probation, the student may be dismissed from the program. More details are listed here: <https://catalog.northeastern.edu/graduate/engineering/academic-policies-procedures/phd-student-progress-review/>

### Transfer of Credit and Course Waivers



### *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 [here](#) under BCHS Student Forms) 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. Documentation of approved waivers and the decision are kept in the student's official university file.

### *Transfer of Credit*

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

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

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

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

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

Students desiring transfer credit should consult with their advisor. Upon receiving their advisor's recommendation, they may petition the Graduate School by completing the necessary form available on the Registrar's webpage (<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 catalog (<https://catalog.northeastern.edu/graduate/health-sciences/academic-policies-procedures/>).

### **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.

### **Residency Requirements**

Students must meet residency requirements as specified in the Commission on Accreditation's *Implementation Regulation C-5D: Academic Residency for Doctoral Programs*. That is, students must (a) complete a minimum of 3 full-time academic years of graduate study (or its equivalent) plus internship prior to receiving the doctoral degree, (b) at least 2 of the 3 academic training years (or the equivalent) must be completed at Northeastern, and (c) at least 1 year must be in full-time residence at Northeastern. Per university policy, full-time study is defined as taking a minimum of 8 semester hours, unless the student holds a stipended graduate assistantship (in which case the minimum is reduced to 6 semester hours). Students are expected to be available for all scheduled program activities, (e.g., classes, program meetings).

### **Time Limits**

The program is designed so that it may be completed in as few as five years; however, doctoral students have a maximum of seven years from the start of the first full academic semester following admission to complete all degree requirements. Extensions for program completion are considered in extenuating circumstances. For an extension of time to complete the requirements, students must make a written request to their advisor, who then takes the request to the program faculty for consideration. If granted, the student must petition the 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

The student's performance in graduate courses will be graded according to the following numerical equivalents:

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

In addition, the following letter designations are used:

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

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

### Incomplete Grade Resolution

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

## Academic Standing

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

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

## Commencement and Graduation

Students are eligible to obtain a Master’s degree after completing 33 semester hour credits (see Required Courses; [Appendix A3](#)). Students must apply to receive a Master’s of Science diploma by logging into their me.Northeastern account and clicking on the “Commencement” tab. If the commencement tab is not visible, students should contact the Bouvé Graduate School office. If students complete the 33 credits before the fall semester of their second year, they are eligible to receive their degrees in August. Students are eligible for the Certificate of Advanced Graduate Study (CAGS) in School Psychology after successfully completing (a) coursework, (b) 1200 hours of AFW including 600 hours in a school setting, (c) the comprehensive portfolio exam, and (d) the PRAXIS exam. Students are eligible for the PhD upon successful completion of all program requirements.

Students must register for commencement through the student hubs via <https://about.me.northeastern.edu/home/> (using the Commencement tab) six months prior to graduation. Instructions can be found here: <https://commencement.northeastern.edu/prepare-to-graduate/apply/>. Students should check with their advisors and program handbooks for all requirements necessary for graduation. Diplomas and certificates are issued three times a year (January, May and August/); however, there is only one commencement ceremony in May. Specific information is available at the commencement office. PhD hooding occurs at spring commencement only. Although PhD students cannot receive their diplomas until after they have completed all program requirements including the internship (therefore, students typically receive their diplomas in August), they can participate in the hooding ceremony if two conditions

are met: (a) they have completed all program requirements, excluding the internship (the final version of the student's dissertation must be submitted at least 2 weeks prior to commencement—see instructions below) and (b) they have submitted a letter from their internship supervisor confirming that the student is on track to successfully complete the internship prior to the August commencement date.

Those students completing a dissertation to meet degree requirements must:

- 1) Submit an electronic copy of their dissertation to ProQuest by visiting <http://www.etsadmin.com>. Upon submitting your dissertation to ProQuest, email a copy of the signed dissertation approval form for the final signature to Bouvé Office of Graduate Student Services @ [bouveogss@northeastern.edu](mailto:bouveogss@northeastern.edu).
- 2) Complete the Survey of Earned Doctorates (SED) online questionnaire by visiting <https://sed-ncses.org/GradDateRouter.aspx> and attaching a copy of your SED's "Certificate of Completion" to your reply as it will be used as a part of the clearance process in your degree audit. The Survey of Earned Doctorates (SED) is an annual census conducted since 1957 of all individuals receiving a research doctorate from an accredited U.S. institution in a given academic year. The SED is sponsored by six federal agencies: the National Science Foundation, National Institutes of Health, U.S. Department of Education, U.S. Department of Agriculture, National Endowment for the Humanities, and National Aeronautics and Space Administration. The SED collects information on the doctoral recipient's educational history, demographic characteristics, and post-graduation plans. Results are used to assess characteristics of the doctoral population and trends in doctoral education and degrees."

The graduate school has a policy that requires that you **complete these two steps at least 2 weeks before the commencement date to be cleared for commencement**. This means that you should be planning for dissertation defense hearings at least 4 weeks before your targeted commencement so that you can make any necessary changes from your defense hearing in adequate time.

### **Student Appeals and Grievances**

The Department of Applied Psychology adheres to the appeals process set forth by the Bouvé Graduate Policies and Regulations (<https://catalog.northeastern.edu/graduate/health-sciences/academic-policies-procedures/>), 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. Prior to submitting an academic appeal, the student must attempt to resolve the problem with the faculty member, coordinator, or other individual acting on behalf of the University, according to procedures outlined in the Graduate Student Handbook.
2. Students who believe they have been erroneously, capriciously or otherwise unfairly treated, should consult with their advisor regarding the process of appealing to Applied Psychology Academic Affairs Committee (AP AAC).
3. Students must submit written appeals in the appropriate form entitled "Intent to Appeal Application" to their advisor.
4. The student's advisor will submit the material for appeal (the student's appeal form, the student's transcript and the appropriate handbooks that document the academic progression policies for the student's cohort) to the AP AAC Chair and inform the student of the meeting time and place once arrangements have been made.
5. In the event that the remediation recommendation on the student's appeal requires additional Department of Applied Psychology resources, the advisor will be required to submit the request to the Chair of the AP AAC who will forward the document to the Associate Chair of the Department of Applied Psychology for consideration prior to the AP AAC meeting each semester. This request must be submitted by the academic advisor a minimum of 72 hours prior to the scheduled AAC meeting in which the appeal will be heard.
6. The student must appear before the AP AAC to present or discuss their appeal in person. A student may waive their right to appear in writing prior to the scheduled appeal date.
7. The Chair of the AP AAC will then convene a meeting of the AP AAC and report the decision (both informally and formally) to the student and appropriate advisor.
8. AP AAC deliberations must continue until a majority decision is reached.

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.

### **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 always the student's responsibility 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* (7<sup>th</sup> 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 <https://www.apa.org/ethics/code>. A copy of NASP's *Professional Conduct Manual: Principles for Professional Ethics and Guidelines for the Provision of Psychological Services* is available online at <https://www.nasponline.org/standards-and-certification/professional-ethics>. All students are expected to know and follow appropriate ethical principles. Violation of ethical principles may be grounds for formal action against students and/or the filing of formal charges with appropriate ethics committees on the state or national level for those individuals who are members of such professional bodies.

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 their 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 their 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 their advisor both verbally and in writing. Students are asked to sign and return a copy of the faculty determination letter, which is then placed in the student's file.

### **Course Materials**

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

### **Course Evaluations**

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

### **Experiential Learning and Self Disclosure**

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

## GENERAL INFORMATION

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

### Support Services

Northeastern has various support services for students, including a career center (<https://careers.northeastern.edu/>), mental and physical health services (<http://www.northeastern.edu/uhrs>), a university Liaison officer for the Massachusetts' Department of Education regarding state credentialing procedures (<https://cps.northeastern.edu/faculty/jennifer-madonna/>), 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>).

In addition to the forms of financial aid administered by the Office of Financial Aid, Bouvé Graduate School offers various assistantships in offices throughout the University. Through funding from the Bouvé College of Health Sciences, the Department of Applied Psychology offers different forms of financial aid to graduate students. The Stipended Graduate Assistantship

([SGA](#)) involves working with assigned faculty for 20 hours a week and carries a stipend and tuition remission of 12 credit hours per semester over the calendar year (i.e., September-August). Graduate Student Scholarships are offered to full-time students only and cover a specific number of credit hours per semester.

Students are encouraged to apply for grants to support completion of their doctoral dissertations. The Northeastern University Graduate Research Dissertation Grant helps graduate students meet the costs associated with completing their dissertation research. The Northeastern University Dissertation Completion Fellowship awarded by the PhD Network provides a one-semester stipend to Ph.D. candidates in their final semester of the program. Information about both applications can be found at: <https://cssh.northeastern.edu/research/funding/graduate-fellowship-opportunities/>. The Society for the Study of School Psychology also holds a dissertation grant competition twice per year (<https://www.sssp-research.org/dissertation-grant/>). Students should work with their advisors on developing these applications.

### **Counseling Availability**

The Behavioral Health team at University Health and Counseling Services (UHCS; <https://www.northeastern.edu/uahcs/>) 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](mailto: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 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 (<https://its.northeastern.edu/>). An extensive list of software are available for faculty and students (for a partial list, see <https://its.northeastern.edu/solutions-and-services/>). 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](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](mailto: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.

## **THE MENTORED RESEARCH PROJECT**

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

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

The process begins by students discussing a feasible project with their advisor, who is one of the faculty members leading the research team. Students then prepare a proposal document, which includes the *Introduction* and *Method* section (including a description of the data analytic procedures to address the research questions). This document should be no more than 20 double-spaced pages inclusive of references, figures, and tables, and follow APA style guidelines. This proposal must be approved by the student's advisor and one other faculty member in the Department. Students will meet with the two-person committee to obtain feedback on how their proposal might be enhanced. The proposal should be scheduled with the student's advisor and the other department committee member during the program research meeting block. Ideally, students will successfully propose their MRP by the fall of their second semester (spring of first year if on the 5-year plan).

Once the proposal is approved by the two-person committee, students must obtain IRB approval, or determine with their faculty advisor whether IRB is exempted, as well as school district approval (if applicable to the study) prior to beginning data collection. Implementation of the study occurs under close supervision by the faculty advisor in the context of the research team. It is expected that students will be proactive in their communication with the faculty advisor throughout the research process.

The final paper should be no longer than 35 pages inclusive of references, tables, and figures. The committee will rate the final paper according to a 3-point rubric (see [Appendix B4](#)) based on its scientific merit. To meet the requirements for the MRP, students must receive a rating of 2 (meets expectations) from each member of the two-person committee. Should a student receive below expectation ratings, the student may be asked to do one of the following: (1) revise the paper, or (2) collect additional data. After passing the MRP, students are required to orally present their findings publicly at a program colloquium (offered during the program research block). Ideally, the oral presentation and submission of the MRP for publication will occur in fall of year 3.

### **FIELD TRAINING**

Detailed information regarding fieldwork expectations can be found in the practicum and advanced fieldwork handbooks.



Intensive field training is a required component of the program. This preparation includes the pre-practicum, practicum, two years of advanced fieldwork, and one year of an approved full-time pre-doctoral internship. Students receive on-site supervision by a licensed school psychologist and/or a licensed psychologist throughout every fieldwork experience and are simultaneously enrolled in university-based fieldwork seminars as well (see Required Courses in [Appendix A3](#)). Students who enter the program with relevant previous graduate training may have fewer field training requirements depending on the amount and type of supervised field training they completed. Prior to beginning all supervised fieldwork experiences, a contract between the site and the university is required and is facilitated by the department administrative assistant.

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

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

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

Students who seek a practicum site not in the E\*Value system 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 fieldwork site, they are ethically obligated to follow through and do their field experience at that site, regardless if a more attractive alternative becomes available at a later date.*

School-based advanced fieldwork experiences begin in September and continue until ***the end of the public school year in June***. Students are expected to follow the school district's calendar for practicum and internship attendance. Advanced fieldwork experiences in non-school settings can have varied start and end time, including summer start and end times. It is important when pursuing a non-school setting advanced fieldwork placement to pay careful attention to start and end dates of the experience that may start or extend beyond the university academic calendar. Consultation with your advisor and Director of Clinical Training is necessary to ensure appropriate university supervision and liability insurance coverage. It is expected that students will meet the requirements of the sites in terms of the number of days expected each week, the start and ending dates of the fieldwork, and the holiday/vacations allowed.

### **Pre-Practicum and Practicum Requirements**

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

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

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

### **Advanced Fieldwork Requirements**

Students complete 1200 hours of advanced fieldwork (AFW) over a two-year period (600 hours minimum per year). During the first year of AFW, it is expected that students will be placed within a school building under the supervision of a certified school psychologist. During the second year of AFW, students may choose to pursue placements in other educational settings (e.g., district-wide placement, placement in a specialized/therapeutic school). Although it is possible for up to 600 hours to be completed in a non-school setting that serves children and

youth under the age of 18 years old, students who wish to pursue this in their second year of AFW must receive approval from the program faculty prior to applying to non-school sites. Decisions regarding whether students can pursue AFW placements in non-school sites will be made based on the breadth and depth of the student's prior school-based experiences.

***Petition to Apply to Non-School Setting for AFW.*** In most cases students will do 2 years of AFW in a school-setting. In some cases when students have had prior work experience as a school psychologist or CAGS school psychology intern, students may petition their advisor and the DCT to complete their second year of AFW in a non-school setting that serves children and youth under the age of 18 years old using the approved site list maintained by the DCT. In other cases, students may choose to do an optional extra 3rd year of advanced fieldwork in a non-school setting if they have made sufficient progress toward their research benchmarks (i.e., passing the MRP by fall year 3 and comprehensive portfolio by fall year 4). If students, choose to apply to a site not on the approved list they must petition for the site to be approved by the DCT by identifying how the site meets the NASP Best Practice Guidelines For School Psychology [Internships](#). Students must have the petition submitted by **November 1st** in the year **before** fieldwork will take place using Qualtrics survey form sent to the PhD SP listserv.

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

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

### **Internship Requirements**

The pre-doctoral internship provides the culminating integration of theory and practice. It is expected that students will apply to APA-accredited and/or APPIC-member internships. The major training goal is to develop and achieve competence as an ethical professional psychologist. The training includes a variety of supervised assessment, intervention, and consultation experiences in schools, hospitals, and community-based settings. Didactic training seminars supplement individual and group supervision in enhancing interns' growth. The internship sites also provide exposure to diverse professional activities and applied research experiences.

### ***Petition to Apply to Non-APPIC Internships***

Under extraordinary circumstances, students may petition in a written letter to submit applications to non-accredited, non-APPIC internships. Circumstances that warrant consideration

include (but are not limited to): extenuating family issues (e.g., remaining geographically close to an ailing family member) and the unsuitability of available internships given the career goals of the student. Before submitting such a petition, students should carefully consider the licensing requirements in jurisdictions where they intend to practice. Students are advised to check with state licensing law requirements (current licensing laws and links to state boards are available online at ASPPB.com). In some jurisdictions, you might not be eligible for a license without an accredited internship.

The expectation is that the internship placement should substantially conform with APPIC membership criteria. These criteria are outlined in [Appendix C2](#) and additional guidance can be found at: <https://www.appic.org/Joining-APPIC/Internship-Membership-Criteria>

In addition to addressing the extent to which the proposed internship site confirms with the APPIC criteria outlined below, the formal petition should also (a) provide a detailed accounting of the training experiences provided and (b) explain how the site fits with the student's clinical needs and interests. The program faculty will review the petition, make a decision, and inform the student. It should be noted that the program encourages students to seek accredited internships to increase the likelihood that the internship experience is of high quality and that it will meet the standards necessary to obtain licensure. In the case that a petition for exception is approved, the Program cannot assure that these standards will be met by the internship site.

### ***Doctoral Internship Search***

The following can be used as a suggestive guide to seek a pre-doctoral internship. The search for an internship is an intensive, time-consuming process and should begin early so that students have sufficient time to prepare adequately. During the application process, internship applicants work closely with the Director of Clinical Training. It is essential that students attend internship application meetings and follow the timelines and guidelines.

The following sections are provided to assist students in organizing their activities regarding applying for internship. These activities begin in the spring prior to applying to internship sites.

### ***SPRING: Plan of Action***

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

Throughout the spring semester, the Director of Clinical Training will be available for individual conferences to help students determine their needs and wants for internship training. These meetings include considerations of the type of experience students want, based on both their future professional interests and previous experiences. Among other issues students need to consider the populations with which they will be working, the variety of options available, the type of training offered, the possibility of engaging in research, and the theoretical and clinical outlook of the site. Keep in mind that many interns rely on the professional contacts made during

their internship year for post-doctoral fellowships, future positions and professional development.

***SUMMER: Plan of Action***

From July to August, the APPIC Guide to Pre-Doctoral Internship Sites is updated by internship sites and is available via the APPIC website. The summer is a good time to research potential internship sites of interest. Students should request information from a wide variety of sites and narrow their focus towards the latter half of the summer. Students should familiarize themselves with the APPIC guidelines.

The summer is also the time to collect necessary documents needed for the application and to consider potential references. Students will work closely with DCT during the summer and will be asked to adhere to timelines for faculty review of their materials. These documents take time to obtain (i.e., requesting prior academic transcripts). Getting started on them in the summer will leave more time in the early fall to complete applications.

You will need:

1. Graduate transcript. This available from the registrar.
2. Letters of reference on the APPIC standardized reference form. Most sites will require three letters of recommendation: typically, one (1) letter from a faculty member and two (2) letters from clinical supervisors. This is in addition to the commentary provided by the Director of Clinical Training in the AAPI Online verification. Students should solicit standardized letters of reference from their advisor and fieldwork supervisors or professors who have supervised some aspect of their applied training and are licensed doctoral-level psychologists. In most cases, the Advanced Fieldwork seminar leader can attest to students' academic as well as applied capabilities. Students should send each referee a recent CV and a polished draft of the personal statement. Students should include descriptions of previous applied experiences and the experiences they are seeking in an internship. Students should specify for referees the characteristics that internship sites are looking for to help the referee tailor their letter. References should be written in accordance with the APPIC standardized reference form found on the APPIC website. Letters should be ready by September 15<sup>th</sup> of that fall. Students also may want a letter from their dissertation advisor to indicate their research competence and the timeline for dissertation completion. Internship sites prefer students who have completed or have almost completed their dissertations. Students in this position are much more competitive in the application process. In addition, they are in a position to obtain post-doctoral fellowships and jobs upon completion of the internship.
3. Curriculum Vitae. Students should update their CVs to include sections on education, applied experience and research. The CV should include an organized, detailed list of fieldwork experiences differentiating supervised from employed experiences, undergraduate and graduate program study requirements, and volunteer work. Fieldwork experiences should include the populations assessed and treated, types of interventions, and types of assessments. Students should list and briefly describe all research projects, publications, professional presentations and workshops led.
4. Supplemental Case Study Materials. Some sites require prepared testing reports and case summaries. These are the only allowed supplemental materials, programs can choose two testing reports or two summaries or one of each but no more than two in total. Students should make sure any identifying information is deleted for confidentiality. Case

summaries should be prepared according to the format required by the internship site, as specified in the application.

5. Personal essays. Students should prepare drafts of their personal essays (4), goals for internship, and all other application materials. Students should demonstrate their professional commitment to psychology, their self-awareness, and a willingness and openness to learn. The university writing center should be used to provide stylistic guidance and editing.

### ***FALL: APPIC Application Procedures***

Students entering the APPIC match must be fully aware of APPIC application policies, forms, and deadlines. APPIC uses a standardized online application, the APPIC Application for Psychology Internship (AAPI Online), which can be found at [www.appic.org](http://www.appic.org). All APPIC-member programs participate in the computerized matching process. Students should apply to a range of sites; many students report applying to 15-18 sites. The 2021 internship applicant survey indicated an average of 14.7 sites per applicant. Students should familiarize themselves with this web site, which includes an updated calendar of internship application events, registration with the National Matching Service (see [www.natmatch.com/pscyhint](http://www.natmatch.com/pscyhint)), access to internship news, electronic listservs, and information for unmatched applicants.

The Director of Clinical Training meets with students at the beginning of the fall semester to obtain final clearance for the necessary letter of readiness. Students are required to submit to the DCT the following final materials by September 15<sup>th</sup>: (a) a copy of their CV, (b) personal essays, (c) sample cover letter, (d) supplementary materials, (e) a list of internship sites they are planning to apply to, and (f) an endorsement of readiness by the student's advisor (see below).

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

1. The doctoral comprehensive portfolio exam has been successfully completed in the spring prior to internship application.
2. The student is on track to satisfactorily complete all course work by the end of the subsequent spring term and there are no Incomplete grades.
3. The student has a dissertation proposal hearing scheduled for a date before the end of the fall semester in which internship application occurs, with a letter of confirmation from the dissertation committee members asserting that the student will be ready to propose by that time.

The student's advisor must complete an endorsement of readiness, indicating that all three criteria have been met. This form can be found in [Appendix B6](#) of the handbook.

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

The following is an overview of the internship application process, as summarized from the APPIC website:

1. Applicants access the AAPI via the "Applicant Portal," which means that they will use their internet browser to create an account, enter information into the various fields of the AAPI, and ultimately submit their completed application to internship sites. Applicants may create multiple versions of cover letters, CVs and essays (e.g., in order to tailor these items to different sites and/or settings) if they wish to do so.

2. Once an applicant completes the portions of the AAPI that need to be verified by her/his Director of Clinical Training (e.g., total hours, dissertation progress, etc.), the student will generate an electronic request to her/his DCT. The DCT will then either approve the information (via an electronic signature) or ask the student to make changes and provides additional information as appropriate.
3. The applicant will also request references using the Standardized Reference Form (SRF) by generating electronic requests (via entering reference writer e-mail addresses in the applicant portal) to individuals of her/his choosing. While the applicant will not be permitted to view the content of the SRF, they may attach it to as many or as few applications as desired. In other words, the applicant can decide which letters of reference are submitted to each internship site.
4. The applicant also submits one official copy of all graduate transcript(s) directly to the application service via regular mail. These transcripts are verified as official, scanned into the system, and attached to each application that is submitted by the applicant. Undergraduate transcripts are no longer allowed as a supplemental upload but programs may request a copy AFTER the match for appointment reasons. Some universities will not separate the undergraduate transcripts from the graduate transcripts and these are permissible.
5. If a program requires applicants to submit materials that are not a part of the regular AAPI Online application (e.g., testing reports or case summaries), the applicant will need to obtain the required information, convert it into an electronic document (e.g., via scanning), upload it to the AAPI service, and attach it as "supplementary materials" to the application that is submitted to that program. These are the only allowed supplemental materials, programs can choose two testing reports or two summaries or one of each but no more than two in total. Specific issues requested by a program can be addressed in the cover letter.
6. Once an applicant has completed all aspects of the application, they will then select the "designated" sites to which the application is submitted electronically. The applicant has the flexibility to decide which cover letter, essays, letters of recommendation, CVs and if requested, supplemental materials are submitted with each application.
7. Once submitted, the application is instantly available to the internship site for review. Training Directors and selection committees may review applications online, sort and select applications based on various criteria, and download application information in various formats. Please send your transcripts to: AAPI Online Transcript Department at P.O. Box 9117, Watertown, MA 02471.

### ***WINTER: Internship Interviews***

Internship interviews are held generally from December through January. Students should role-play with fellow students and attend interview practice sessions arranged by the Director of Clinical Training. Students should remember that part of the interview involves gathering information about the site to determine if it is a good fit for them. It is advantageous to prepare a list of questions for the staff whom they will be meeting and for interns already at the site. Students should emphasize their unique attributes, talents, and interests and be assertive in bringing their best points forward. Students should be prepared by having read the site

information. Many sites offer flexible opportunities for interns, so students need to be ready to state specific interests. Students should be ready to talk about specific cases including their theoretically-based case conceptualizations, evidence-based intervention plans, and their successes and challenges. Students should be able to describe their theoretical orientation and the kind of training they have received. It is helpful to bring extra copies of all materials to the interview. Students should be prepared for individual and group interview formats. They should review all of the materials they submitted to the internship site, as interviewers may ask specific questions about these materials. Interviews may be in-person or virtual conference.

After the interview, it is *polite to write a thank you letter* to those with whom you interviewed. If students are interested in a particular rotation or experience in the site, the thank you letter can be used to indicate why the student would be an asset to the site and how the match would be a good fit for all parties.

There is a computerized match process by which students and sites are matched conducted by NMS. See APPIC website at <http://www.appic.org/Match/About-The-APPIC-Match>. Students should familiarize themselves with the match process and calendar.

### ***Student Internship Rights***

There are policies and procedures in place that aim to regulate the selection process and the actual internship. If any violations occur, students should consult with the Director of Clinical Training, who has confidential access to both the APA credentialing office and the APPIC administrative offices. Complaints may be anonymous. Intern applicants and interns should always follow the APA Code of Ethics and be familiar with the policies and procedures in place.

### ***During Internship***

Students must register for a total of 3 semester hours of the Doctoral Internship Seminar across the duration of their internship experience ensuring that they have a university-based supervisor supervising the overall experience. Students should discuss a strategy for the schedule of registering for these credit hours with the Program Director, DCT and/or the Doctoral Internship Seminar instructor prior to beginning internship. Please see chart below for typical registration pattern for summer and fall start.

<b>Semester</b>	<b>July/August Start (start date occurs before Fall semester begins)</b>	<b>Fall Start (start date occurs at beginning of Fall semester)</b>
Summer 2	CAEP 7798 (0.5 credits)	N/A
Fall	CAEP 7798 (1 credit)	CAEP 7798 (1 credit)
Spring	CAEP 7798 (1 credit)	CAEP 7798 (1 credits)
Summer 1	CAEP 7798 (0.5 credits)	CAEP 7798 (0.5 credits)
Summer 2	N/A	CAEP 7798 (0.5 credits)

Currently, the Canvas web-learning format is used for monthly intern updates and discussions. This seminar allows interns the opportunity to broaden their perspectives by sharing their experiences and allows for peer support and feedback. The program training goals include competence in a full range of assessment and clinical treatment skills at the completion of internship. Interns participate in an online virtual cohort meeting in the spring semester. Mid-year (6 months from the start of internship) and final end-of-the-year evaluations of the student



by the internship site supervisor(s) are submitted to the Director of Clinical Training. For unaccredited sites, evaluations may be submitted through E\*Value. Individual meetings/site visits (in person if local or via virtual/telephone conference if further than 60 miles from the University) are conducted during the spring semester to review student progress. Students must successfully complete the above requirements to receive a semester grade (Satisfactory/Unsatisfactory).

## **COMPREHENSIVE PORTFOLIO AND EXAMINATION**

The comprehensive portfolio exam consists of a comprehensive portfolio of permanent products and a student's written statements as well as an oral examination. A draft of the portfolio must be completed by the end of the spring semester in Year 3 before students' will be permitted to begin their second year of advanced fieldwork. *Before proposing their dissertation and applying for internship, students must successfully complete the comprehensive portfolio examination (by Fall of Year 4).* This process allows faculty to evaluate whether students have integrated their academic and practical experiences in achieving competence across the core areas of Research; Ethical and Legal Standards; Individual and Cultural Diversity; Assessment; and Intervention. Through the comprehensive portfolio students submit tangible evidence of their learning and professional development in the program. As each student's specific research and field experiences are different, it is not expected that each student's portfolio will be the same. Rather, students should be able to demonstrate in their portfolio how they have acquired the profession-wide competencies (in [Appendix A1](#) and [Appendix A2](#)).

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

### **General Guidelines:**

1. Students should work closely with their advisor in preparing their portfolio beginning with their earliest experiences in the doctoral program. Thus, students should think about the portfolio as a cumulative demonstration of their competence rather than just a document that is constructed at the end of their program.
2. Students are required to obtain written permission from their advisor and petition the faculty before submitting their portfolios (see dates below).
3. In the oral examination, students are asked about exhibits and materials in the portfolio that relate to the program competencies. Responses are expected to demonstrate understanding of the material at a doctoral-candidate level. For example, the impact of different kinds of interventions on outcomes, different theoretical approaches to the same research problem or alternative research strategies to solve a research problem may be discussed in the oral portion of the examination. To pass this portion of the exam the student must demonstrate a comfort with material that includes the ability to appreciate the strengths and/or weaknesses of different approaches, methods and findings in school psychology research and practice.

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

### **Portfolio Contents and Organization**

The portfolio is a collection of evidence demonstrating student competence across the academic and professional domains of the program. Using the profession-wide competencies ([Appendix A1/B5](#)), students, working with their advisors, should organize their portfolios into sections based on the major competency domains (i.e., Research; Ethical and Legal Standards; Individual and Cultural Diversity; Assessment; and Intervention). The portfolio should contain a self-assessment statement, a summary of evidence, documents demonstrating evidence, and a reading list.

- a. **Self-assessment Statement (20 pages maximum).** This is a statement describing how the student has become a scientist and practitioner and what this means to him/her. Students should succinctly describe their achieved levels of competence, areas of emerging expertise, perspective as a researcher, and areas of relative weakness. How they solve problems as a professional, theoretical perspectives, ethical awareness, and professional commitment should also be demonstrated. In addition, students should describe their future goals for refining and developing their areas of interests and strengths, and recognize and provide strategies for addressing their limitations.
- b. **Written Summaries (2-3 pages) of Evidence for Each Competency Area.** Students should include a written summary of evidence for *each* of the profession-wide competency elements required within the portfolio (see [Appendix B5](#)). The summaries should explain how the documents included in the respective areas of the portfolio demonstrate their competence.
- c. **Evidence of Competency Documents.** For each individual profession-wide competency element (see [Appendix B5/A1](#) for full descriptions), students should include their best examples of work that demonstrates competency in that area. The documents can include but are not limited to papers written for class assignments, redacted psycho-educational reports and summaries from consultation and counseling cases, slides from class presentations or presentations made at professional meetings, published, or submitted research papers, and exams. In some instances, a single product may be of sufficient depth and breadth that it can be used to represent more than one competency; in other cases, a student may need to create a document to relate some personal experience that is relevant to a competency. For example, a student could prepare a written description of how they handled an ethical dilemma.
- d. **Reading List.** The student should provide a short list of readings pertaining to each of the competency areas. This list should contain what students consider reflective of best practice in the relevant area. This list should contain books, book chapters, and articles that the student has read during the doctoral program but may include readings outside of course requirements.

### **The Oral Examination**

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

- comprising the exam committee.
2. Students will receive a list of questions/topics one week prior to the oral review. Note: These questions/topics are intended to provide an orientation for students to assist them in preparing for the oral review. The oral review will not be limited to these questions and topics.
  3. The oral review will begin with a student summary of their portfolio (10-20 minutes) and one hour of questions and discussion.
  4. After the oral examination, students will be provided with written feedback within 48 hours.

## **Evaluation**

### ***Portfolio***

- Within two weeks of the portfolio submission, the committee will evaluate the portfolio and rate each section as Pass or Fail.
  - **Pass.** Students receiving two or more ratings of Pass on each section will receive written feedback and will participate in an oral review meeting chaired by their academic advisor. The advisor is responsible for accumulating exam questions from the committee and orchestrating the actual oral review meeting.
  - **Fail.** Students receiving two or more Fail ratings for any competency area will be provided with written feedback for each competency area and will be asked to re-submit their portfolio during the next scheduled exam period.

### ***Oral***

- Each member of the portfolio exam committee will rate the student's performance on the oral examination using a 4-point scale: 4 = strong performance in the competency domain, 3 = acceptable performance in the competency domain, 2 = weak or inconsistent performance in the competency domain, 1 = insufficient performance in the competency domain (see Appendix B5 for a copy of this evaluation form).
- To pass the comprehensive portfolio exam, a rating of 3 or higher from each committee member in each domain is required. Lower scores in any domain shall require that the student submit additional and/or revised evidence of their competence in those domains and must be submitted by the student within two weeks of receiving written feedback.

### ***Paperwork***

- Upon successful completion of the portfolio exam, students should obtain the requisite signatures on the Comprehensive Exam Completion Form (available on the Program Canvas site under "Forms," as well as within the Bouvè Graduate Handbook) and email one copy to the Bouvè Graduate Office, one copy to the Program Director, and retain one copy for their own records. Advisors will add a hard copy to the student's file.

## **Timeline**

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

**Submit Portfolio**

Mid-September

**Oral Interview**

Mid-October

- |           |           |
|-----------|-----------|
| Mid-March | Mid-April |
|-----------|-----------|
4. Within two weeks of the portfolio submission, faculty will evaluate the portfolio and rate each section as Pass or Fail.
  5. Students receiving a Pass will schedule a date for an oral examination (usually within two weeks of receiving feedback on the portfolio). One week prior to the oral exam students will receive a list of questions to direct their preparation for the oral exam. Students will receive written feedback on their performance within 48 hours.

## THE DISSERTATION

### Composition of the Committee

According to Northeastern University guidelines, no dissertation committee shall have no fewer than three faculty members, two of whom shall be from Northeastern University. The PhD committee should be appointed early enough to advise in the formulation of the student's program and in refining the research topic for the dissertation.

The chairperson of the committee (who is also the student's advisor), must be a school psychology program core or school psychology associated faculty member. *All dissertation committee members must have earned a doctoral degree, have relevant research expertise, and must be approved by the program faculty.* A research faculty member may chair a dissertation committee if they hold an appropriate doctorate and have received the approval to do so from the tenured and tenure-track faculty members of the unit(s) in which his or her appointment resides. If a student's major advisor leaves Northeastern, that person may continue the research direction of the dissertation; however, a co-advisor must be appointed from the academic department or program. The student will then have two advisors, one an official member of the Northeastern faculty who will be available for research and administrative matters and the ex-Northeastern advisor. If a new major advisor is appointed, the ex-Northeastern faculty member may serve as an outside member of the committee.

In consultation with the dissertation chairperson, the student will choose the other members of the committee. In assembling a committee, the student and the chairperson make every attempt to assure that the members bring the requisite expertise to the study. After the student has discussed potential committee members with the chairperson, the student should approach those individuals to determine their willingness to serve on the committee. There are occasions when persons outside of the Department, College, and University are invited to serve on the student's committee because of their expertise within an area that has relevance to the topic.

### Proposal Development

The chairperson and other committee members assist the student in developing the topic and outlining a plan of investigation. The chairperson is ultimately responsible for the quality of the dissertation. The other members of the committee are responsible for contributing substantively to the work. Members of the committee function in a timely manner and as a committee. During the academic year, *each committee member must make every attempt to return student work within two weeks of receipt*, except in exceptional circumstances. Students cannot expect that faculty will be available during the summer. Rather students should make plans with the chairperson prior to the summer break and submit drafts to the chairperson in the fall.

After the chairperson has determined the proposal is ready to be read by the committee, the committee has *two weeks (14 calendar days) to review the proposal and to determine if the*

*proposal is ready to move forward to the “proposal hearing” phase.* Within two weeks of receiving the written proposal, the committee members are expected to communicate to the chairperson whether a proposal hearing date is ready to be scheduled. ***The chairperson is responsible for determining a proposal hearing date, time, and location, and announcing this information via the program listserv at least 14 calendar days prior to the proposal hearing date.*** Although students may work with their committee members to identify a tentative proposal defense date prior to receiving the committee’s approval, students are reminded that this date cannot be finalized or advertised until the committee’s approval is secured.

The student seeks input from all members of the committee and continues to do so throughout the dissertation process. It is the student’s responsibility to keep all members of the committee informed of significant changes because of discussions with individual members. Following committee meetings where decisions have been made regarding the dissertation’s design, constructs, instruments, sample size, etc., ***the chair is encouraged to forward a memo of understanding to the committee members and the student that chronicles such decisions.*** This document is informative to the entire committee and serves as a record of important details.

### **Proposal Hearing**

It is at the proposal hearing that the proposal will be formally reviewed and (ideally) approved. The student must submit a final copy of the proposal to the Department’s main office at **least 14 days** before the hearing for review by other students and faculty. The proposal hearing is open to all members of the community. All students are encouraged to attend.

Upon successful completion of the proposal hearing, students should obtain the requisite signatures on the Dissertation Proposal Approval Form (**available on the Program Canvas site and on the [Bouvè Current Student Resources Page](#)**) and email one copy to the Bouvè Graduate Office, one copy to the Program Director, and retain one copy for their personal records. Advisors will add a hard copy to the student’s file. Alternatively, the committee may sign the document, pending requested revisions. In this case, they advisor will work with the student to ensure that the required revisions are made before forwarding the documentation to the Graduate Office and Program Director. If the proposal is not deemed satisfactory, the committee will not approve it, and another hearing will be scheduled when the identified problems have been addressed adequately.

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

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

Northeastern University’s Office of Human Subject Research Protection assists students in meeting federal, state and university statutes and regulations relating to the protection of human subjects in research. If the dissertation includes the use of human participants, it is necessary for the student to obtain approval from this office immediately after the formal proposal hearing. Students can begin work on the IRB proposal prior to the dissertation proposal hearing; however, students should wait to submit the IRB proposal until after the dissertation proposal has been approved by the committee. The IRB approval process can take considerable time. It is also

necessary to obtain approval at the site where the research will take place. Staff members in the Office of Human Subject Research Protection are available to educate students about compliance regulations and to provide assistance in obtaining approval for research activities requiring compliance. For further information, please refer to the Office's web site at <http://www.northeastern.edu/hsrp/> or contact the Executive Director, Dr. Anita Balgopal at (773) 396-2327 or by email: [a.balgopal@northeastern.edu](mailto:a.balgopal@northeastern.edu).

### **Potential Funding**

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

- Society for the Study of School Psychology Dissertation Grant: <https://www.sssp-research.org/dissertation-grant/>
- National Association of School Psychologists Graduate Student Research Grants Program: [https://www.nasponline.org/membership-and-community/nasp-awards-scholarships-and-grants/graduate-student-research-grants-\(gserg\)-program](https://www.nasponline.org/membership-and-community/nasp-awards-scholarships-and-grants/graduate-student-research-grants-(gserg)-program)

### **Final Defense**

When the study is complete, a draft is given to the chair and the committee members for comment and feedback. Some chairs and committee members prefer to see the results and discussion sections of the dissertation as they are completed. Others would like to see them when the draft is finished. It is necessary to determine the committee's preference ahead of time. ***After the chairperson has determined the full dissertation is ready to be read by the committee, the committee has two weeks (14 calendar days) to review the dissertation and to determine if it is ready to move forward to the "defense" phase.*** Within two weeks of receiving the dissertation, committee members are expected to communicate to the chairperson whether a dissertation defense date is ready to be scheduled. The chairperson is responsible for determining a defense date, time, and location, and announcing this information via the program listserv and to the Bouvé Graduate School at least 14 calendar days prior to the defense. As with the proposal meeting, students may work with their committee members to identify a tentative defense date prior to receiving the committee's approval, students are reminded that this date cannot be finalized or advertised until the committee's approval is secured.

It is at the defense that the dissertation will be formally reviewed and (ideally) approved. The student must submit a final copy of the dissertation to the Department's main office at least 14 calendar days before the defense, for review by other students and faculty. The defense is open to the public, and it must take place on the Northeastern University campus. All students are encouraged to attend.

***At the defense, the student makes a brief (i.e., 15-20 minute) oral presentation of their study.*** The student then responds to questions asked by the committee and others in attendance. The dissertation committee chair runs the meeting. ***At the conclusion of the defense, all visitors and the student leave the room so that the committee can discuss and vote on the acceptance of the dissertation.*** All committee members must agree that the dissertation is of acceptable quality for a degree to be awarded. If there is any disagreement among the members, the disagreement must

be resolved in committee, so that the student may proceed with his or her work to eventual approval of the dissertation. The dissertation defense may be approved, approved with changes, or failed. If any changes are required for the dissertation's approval, such changes must be agreed to by the entire committee. It is typical that some changes will be required. Students are advised to attend to them quickly and have them verified by the dissertation chair.

After the completed dissertation is approved, students should obtain the requisite signatures on the **Dissertation Approval Form** available on the Program Canvas site and on the [Bouvè Current Student Resources Page](#) and email one copy to the Bouvè Graduate Office and one copy to the Program Director. Advisors will add a hard copy to the student's file.

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

### **Dissertation Format Options**

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

#### ***Format Option 1: Journal Article Dissertation Format***

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

#### ***Dissertation Proposal Details***

- The dissertation proposal is a written document of a proposed dissertation research project. It should be typed, double-spaced, and should follow the current version of the American Psychological Association Publication Manual. The proposal should include the following sections:
- A cover page following the format requirements of the [Bouvè College of Health Sciences](#). The title of the dissertation should be identical to the title of Chapter 2 described below.
- Table of contents
- Chapter 1 is a comprehensive review of literature on the dissertation topic. The purpose of this chapter is to demonstrate that the doctoral candidate has sufficient knowledge of the literature on the dissertation topic, as well as scholarship in reviewing this literature (e.g., critical thinking, synthesis, integration, and application). This chapter is expected to overlap with the introduction section in Chapter 2 but should have a broader scope and application (i.e., it should not be written to lead to the specific purpose and research questions/hypotheses in Chapter 2). After reviewing relevant literature, candidates are expected to discuss implications for research, practice, education, or social advocacy in Chapter 1. Chapters 1 and 2 should be written in sufficient independence (e.g., texts are not

identical between the two chapters). Chapter 1 is suggested to be not more than 40 pages (all inclusive) and should be titled “Literature Review.” It is expected that appropriate sections and section headings will be created for this chapter, and that this chapter will include a References section.

- Chapter 2 is the empirical research proposal for the dissertation study. It is suggested to be not more than 40 pages (all inclusive), and should use a title different from Chapter 1, to accurately represent the purpose of the study. Within the chapter, please include the following elements: (a) title of chapter; (b) Abstract section of less than 150 words; (c) introduction section (without “Introduction” as section heading); (d) Method section; (e) References section; and (f) if applicable, tables or figures. The introduction section should review literature in a way that leads to and supports the purpose and research questions/hypotheses of the study. The Method section should include the typical subsections of (a) Participants, (b) Instruments (or Measures), and (c) Procedure. However, appropriate deviations from these standard subsections are allowed as directed by the dissertation committee chair. Because Chapter 2 is a research proposal, the Method section should be written in future tense.
- Appendices: Copies of the instruments that are used are included in the appendices, especially if these are not widely available in the literature. If an instrument is copyrighted, students need to obtain permission from the publisher to include the material as an appendix. Also, students need to follow ethical guidelines to maintain the security of test instruments. Additional data or tables and graphs that are not essential to the body of the text, but provide additional information, are typically presented here. Finally, a copy of the IRB approval and the informed consent forms that were given to research participants should be included.
- Except the cover page, all pages of the dissertation should be numbered sequentially across all sections, rather than starting with page 1 with each section.

### *The Final Dissertation Document*

- The final dissertation document is written after the dissertation study is completed and will be presented to the dissertation committee for a final defense meeting. It should be typed, double-spaced, and should follow the current version of the American Psychological Association Publication Manual. The document should include the following sections:
  - A cover page following format requirements of the Bouvé College of Health Sciences. The title of the dissertation should be identical to the title of Chapter 2 described below.
  - Table of contents
  - Acknowledgement section for acknowledging the contributions of various individuals and organizations to the dissertation project.
  - Chapter 1 as described previously. If appropriate or required by the dissertation committee, the candidate may need to make revisions since the proposal defense. Chapter 1 is suggested to be not more than 40 pages (all inclusive).
  - Chapter 2 as described previously. The title and introduction section may need revisions as appropriate or as directed by the dissertation committee since the proposal defense. The Abstract and Method sections need to be changed to past tense, plus all appropriate updates and revisions according to how the study was conducted and the results of the study. For the



final defense document, the candidate should insert two new sections between Method and References sections: (a) Results and (b) Discussion. These two sections are written to document data analyses and results of the study, and to provide a discussion of the results, respectively. References should be updated to correspond to what were cited in text. New tables or figures may be added as appropriate, after the References section. Chapter 2 is suggested to be not more than 40 pages (all inclusive).

- Appendices as described previously, plus any new appendices since the proposal defense.
- Except the cover page, all pages of the dissertation should be numbered sequentially across all sections, rather than starting with page 1 with each section.

### ***Format Option 2: Traditional Five-Chapter Dissertation Format***

#### *Dissertation Proposal*

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

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

#### *Dissertation Content*

##### *Title Page*

A sample Dissertation Title Page is included in Appendix C3.

##### *Abstract*

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

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

##### *Chapter One:*

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

##### *Chapter Two:*

This chapter includes an extensive, critical review of the relevant literature on all aspects of the problem under study including relevant methodologies. The chapter concludes with the purpose

of the study, which is developed from a critical analysis of the literature, the study's hypotheses, and a brief rationale for each hypothesis. This review provides a general overview of, and context for, the current investigation of the topic; it also integrates prior relevant theoretical and empirical work and drives the development of the research hypotheses. It is important to attend to the organizational structure of this chapter, using headings and subheadings to guide the reader. Oftentimes, a table (included as an appendix) can be a helpful organizational tool to summarize the literature base.

### *Chapter Three:*

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

#### *Participants*

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

#### *Setting*

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

#### *Measures*

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

#### *Materials*

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

#### *Study Design*

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

#### *Procedures*

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

#### *Data Analytic Plan*

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

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

### *Chapter Four:*

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

such as the major tests of hypotheses, should be presented first. Any unexpected findings also should be included.

#### *Chapter Five:*

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

#### *Appendices:*

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

### **Document Formatting and Submission**

#### ***References and Style***

Guidelines for the preparation of the dissertation document can be found at the link below: <http://media2.proquest.com/documents/Preparing+Your+Manuscript+for+Submission+Revised+31jul2015.pdf> There are numerous useful books and guidelines on writing dissertations. All dissertations in this program are required to conform to APA standards as outlined in the current *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed, 2019). Cone and Foster (Eds.), (1993), *Dissertations and Theses from Start to Finish*, Washington, DC: APA, is an additional helpful resource.

#### ***Dissertation Submission Procedures and Specifications:***

The following sections include excerpts from the requirements posted on the Graduate School and Snell Library websites.

***Electronic Submission and Website.*** Those students completing a dissertation to meet degree requirements must submit an electronic copy of the thesis at least two weeks prior to commencement following the directions outlined at <https://commencement.northeastern.edu/prepare-to-graduate/apply/>. In addition, the student must submit a dissertation approval form to the Associate Dean of Academic Affairs in Bouvé College School signed and dated by all the members of their dissertation committee.

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

- Dissertation Approval Form
- Blank sheet of paper
- Title page – title is to start a few single spaces from the 1” top margin
- Copyright page, if applicable
- Abstract (required)
  - Title page of Abstract
  - Body of Abstract (separate from title page of Abstract)- headed ABSTRACT, centered on top line.
- Acknowledgments
- Table of Contents, with page references
- Lists of Abbreviations, Lists of Figures, Lists of Tables, Lists of Symbols, if applicable
- Text with references and/or footnotes
- Appendices, if applicable
- Index, if applicable
- Bibliography, if applicable (please follow APA style)
- Biographical Data or Resumé (optional, but preferred)

**Type.** It is important to choose a system to produce your dissertation that will produce letter-quality print with black characters that are consistently clear and provide sufficient contrast to ensure quality reproduction.

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

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

The title page is counted as page i, but the number does not appear. The first page number to appear is ii on the abstract title page. (The copyright page precedes the abstract title page; however, it is not numbered.) Avoid using paginations such as 2.1, 2.2, or III.1, etc. Arabic page numbers should appear in the upper right-hand corner of the page and must be one inch from the top of the page (i.e. have one inch of white space above them) and one and one-quarter inches from the right margin.

## LICENSURE INFORMATION

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

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

- Psychology licensing procedures in Massachusetts (examinations, course requirements, application process) by writing to: Office of Consumer Affairs, Massachusetts Board of Registration of Psychologists, 239 Causeway St., 5<sup>th</sup> floor, Boston, MA 02114, by calling 617-727-9925, or at their website <https://www.mass.gov/orgs/board-of-registration-of-psychologists>
- Information about the Massachusetts educator's license in school psychology can be obtained from: <https://www.doe.mass.edu/licensure/>
- Information about the National Certificate in School Psychology (NCSP) can be obtained from: <https://www.nasponline.org/standards-and-certification/national-certification>

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

## APPENDICES

### *A: Curriculum and Program Requirements*

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**APPENDIX A**  
**CURRICULUM AND PROGRAM REQUIREMENTS**

**APPENDIX A1**  
*Discipline-Specific Knowledge and Profession-Wide Competencies*

<b>Discipline-Specific Knowledge</b>
<p><b>Knowledge Areas:</b></p> <ol style="list-style-type: none"> <li>1) History and Systems of Psychology</li> <li>2) Affective Aspects of Behavior</li> <li>3) Biological Aspects of Behavior</li> <li>4) Cognitive Aspects of Behavior</li> <li>5) Developmental Aspects of Behavior</li> <li>6) Social Aspects of Behavior</li> <li>7) Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas</li> <li>8) Research Methods</li> <li>9) Statistical Analysis</li> <li>10) Psychometrics</li> </ol>
<b>Profession-Wide Competencies</b>
<b>Competency 1: Research</b>
<p><b>Elements Expected for Competency 1:</b></p> <ol style="list-style-type: none"> <li>1) Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</li> <li>2) Conduct research or other scholarly activities.</li> <li>3) Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</li> </ol>
<b>Competency 2: Ethical and Legal Standards</b>
<p><b>Elements Expected for Competency 2:</b></p> <ol style="list-style-type: none"> <li>1) Be knowledgeable of and act in accordance with each of the following:             <ol style="list-style-type: none"> <li>a. the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>b. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>c. Relevant professional standards and guidelines.</li> </ol> </li> <li>2) Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.</li> <li>3) Conduct self in an ethical manner in all professional activities.</li> </ol>
<b>Competency 3: Individual and Cultural Diversity</b>
<p><b>Elements Expected for Competency 3:</b></p> <ol style="list-style-type: none"> <li>1) An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li> <li>2) Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</li> </ol>



- 3) The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- 4) Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

#### **Competency 4: Professional Values, Attitudes, and Behaviors**

##### **Elements Expected for Competency 4:**

- 1) Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- 2) Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- 3) Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- 4) Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

#### **Competency 5: Communications and Interpersonal Skills**

##### **Elements Expected for Competency 5:**

- 1) Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- 2) Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- 3) Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

#### **Competency 6: Assessment**

##### **Elements Expected for Competency 6:**

- 1) Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- 2) Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- 3) Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- 4) Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- 5) Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and

recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

- 6) Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

#### **Competency 7: Intervention**

##### **Elements Expected for Competency 7:**

- 1) Establish and maintain effective relationships with the recipients of psychological services.
- 2) Develop evidence-based intervention plans specific to the service delivery goals.
- 3) Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- 4) Demonstrate the ability to apply the relevant research literature to clinical decision making.
- 5) Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- 6) Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

#### **Competency 8: Supervision**

##### **Elements Expected for Competency 8:**

- 1) Demonstrate knowledge of supervision models and practices.
- 2) Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals.

#### **Competency 9: Consultation and Interprofessional/Interdisciplinary Skills**

##### **Elements Expected for Competency 8:**

- 1) Demonstrate knowledge and respect for the roles and perspectives of other professions.
- 2) Demonstrates knowledge of consultation models and practices.

## APPENDIX A2

### *NASP 2020 Domains of Practice*

**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, community characteristics) as a context for assessment and intervention.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**APPENDIX A3**  
**Required Courses**  
**(Total Credits: 97 Semester Hours)**

<p><b>Fall Year 1: (12 credits)</b></p> <ol style="list-style-type: none"> <li>1. CAEP 6206 Learning Principles (3)</li> <li>2. CAEP 6218 Infant, Child, and Adolescent Development (3)</li> <li>3. CAEP 6365 Seminar in School Psych (3)</li> <li>4. CAEP 7711 Measurement (3)</li> </ol>	<p><b>Spring Year 1: (12 credits)</b></p> <ol style="list-style-type: none"> <li>1. NRSG 7712 Quantitative Research Methods (3)</li> <li>2. CAEP 6203 Culture and Diversity (3)</li> <li>3. CAEP 6360 Consultation (3)</li> <li>4. CAEP 6350 Cognitive Assessment (3)</li> </ol>	<p><b>Summer Year 1: (7 credits)</b></p> <p><b>Summer 1:</b></p> <ol style="list-style-type: none"> <li>1. CAEP 6400 Pre-Practicum (1)</li> </ol> <p><b>Summer 2:</b></p> <ol style="list-style-type: none"> <li>2. CAEP 6347 Behavior Management (3)</li> </ol> <p><b>Full Summer:</b></p> <ol style="list-style-type: none"> <li>3. CAEP 6328 Single Case Design (3)</li> </ol>
<b>ABOVE: Interim Degree: MS 31 Credits in PhD Program</b>		
<p><b>Fall Year 2: (11 credits)</b></p> <ol style="list-style-type: none"> <li>1. CAEP 6353 Curriculum Based Assessment and Data-Based Decision Making (3)</li> <li>2. CAEP 6354 Social, Emotional, &amp; Behavioral Assessment (3)</li> <li>3. CAEP 7712 Intermediate Stats (3)</li> <li>4. CAEP 8415 Practicum I (2)</li> </ol>	<p><b>Spring Year 2: (10 credits)</b></p> <ol style="list-style-type: none"> <li>1. CAEP 6345 Promoting Youth Academic Success in Schools (3)</li> <li>2. CAEP 6247: Child &amp; Adolescent Psychopathology (3)</li> <li>3. CAEP 7716 Advanced Research and Data Analyses (3)</li> <li>4. CAEP 8416 Practicum II (1)</li> </ol>	<p><b>Summer Year 2: (1 credit)</b></p> <p><b>Summer 1:</b></p> <ol style="list-style-type: none"> <li>1. CAEP 8416 Practicum II (1)</li> </ol> <p><b>Full Summer:</b></p> <ol style="list-style-type: none"> <li>2. CAEP 8986 Research (0)</li> </ol>
<p><b>Fall Year 3: (11 credits)</b></p> <ol style="list-style-type: none"> <li>1. CAEP 6401 Counseling Children and Adolescents in Schools (3)</li> <li>2. CAEP 7756 Social Psych (3) <b>(odd years)</b> or CAEP 7755 Cog. &amp; Affective Bases of Behavior (3) <b>(even years)</b></li> <li>3. CAEP 6390 History &amp; Systems (3) <b>(odd years)</b> or CAEP 6394 Adv. Multicultural (3) <b>(even years)</b></li> <li>4. CAEP 7741 Adv FW I (2)</li> </ol>	<p><b>Spring Year 3: (10 credits)</b></p> <ol style="list-style-type: none"> <li>1. CAEP 6402 Promoting Social, Emotional, and Behavioral Success in Schools (3)</li> <li>2. CAEP 7732: Legal &amp; Ethical (3) <b>or</b> elective course (3)</li> <li>3. CAEP 7703 Grant Writing in the Health Professions (3) <b>(odd years)</b> or CAEP 7702 Scholarship, Teaching, and Leadership in Applied Psychology (3) <b>(even years)</b></li> <li>4. CAEP 7742 Adv FW II (1)</li> </ol>	<p><b>Summer Year 3: (1 credit)</b></p> <p><b>Summer 1:</b></p> <ol style="list-style-type: none"> <li>1. CAEP 7742 Adv FW II (1)</li> </ol> <p><b>Full Summer:</b></p> <ol style="list-style-type: none"> <li>2. CAEP 8986 Research (0)</li> </ol>
<p><b>Fall Year 4: (11 credits)</b></p> <ol style="list-style-type: none"> <li>1. CAEP 7756 Social Psych (3) <b>(odd years)</b> or CAEP 7755 Cog. &amp; Affective Bases of Behavior (3) <b>(even years)</b></li> <li>2. CAEP 6390 History &amp; Systems (3) <b>(odd years)</b> or CAEP 6394 Adv. Multicultural (3) <b>(even years)</b></li> <li>3. CAEP 7750 Bio. Bases (3)</li> <li>4. CAEP 7743 Adv FW III (2)</li> </ol>	<p><b>Spring Year 4: (7 credits)</b></p> <ol style="list-style-type: none"> <li>1. CAEP 7732: Legal &amp; Ethical (3) <b>or</b> elective course (3)</li> <li>2. CAEP 7703 Grant Writing in the Health Professions (3) <b>(odd years)</b> or CAEP 7702 Scholarship, Teaching, and Leadership in Applied Psychology (3) <b>(even years)</b></li> <li>3. CAEP 7744 Adv. FW IV (1)</li> </ol>	<p><b>Summer Year 4: (1 credit)</b></p> <p><b>Summer 1:</b></p> <ol style="list-style-type: none"> <li>1. CAEP 7744 Adv. FW IV (1)</li> </ol> <p><b>Full Summer:</b></p> <ol style="list-style-type: none"> <li>2. CAEP 8986 Research (0)</li> </ol>

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

**Year 5 or 6: CAEP 7798 & 7799 Internship (3 credits across year)**

## APPENDIX A4

### Northeastern University Department of Applied Psychology School Psychology Doctoral Program

#### Program of Studies Form (97 credits)

I. PROFESSIONAL CORE (9 semester hours)		
Seminar in School Psychology	CAEP 6365 (3 SH)	_____
Scholarship, Teaching, and Leadership	CAEP 7702 (3 SH)	_____
Legal & Ethical Issues	CAEP 7732 (3 SH)	_____
II. BASIC CORE (18 semester hours)		
Learning Principles	CAEP 6206 (3 SH)	_____
Infant, Child and Adolescent Development	CAEP 6218 (3 SH)	_____
Social Psychology	CAEP 7756 (3 SH)	_____
Biological Bases of Behavior	CAEP 7750 (3 SH)	_____
Cognitive & Affective Bases of Behavior	CAEP 7755 (3 SH)	_____
History & Systems of Psychology	CAEP 6390 (3 SH)	_____
III. MULTICULTURAL COMPETENCY CORE (6 semester hours)		
Understanding Culture and Diversity	CAEP 6203: (3 SH)	_____
Advanced Multicultural Psychology	CAEP 6394: (3 SH)	_____
IV. ASSESSMENT AND INTERVENTION CORE (43 semester hours)		
Cognitive Assessment	CAEP 6350 (3 SH)	_____
Curriculum-Based Assessment & DBDM	CAEP 6353 (3 SH)	_____
Social, Emotional and Behavioral Assessment	CAEP 6354 (3 SH)	_____
Counseling Children and Adolescents in Schools	CAEP 6401 (3 SH)	_____
Promoting SEB Success in Schools	CAEP 6402 (3 SH)	_____
Behavior Management	CAEP 6347 (3 SH)	_____
Promoting Youth Academic Success in Schools	CAEP 6345 (3 SH)	_____
Child and Adolescent Psychopathology	CAEP 6247 (3 SH)	_____
Consultation & Program Evaluation	CAEP 6360 (3 SH)	_____
Pre-Practicum	CAEP 6400 (1 SH)	_____
Practicum I	CAEP 8415 (2 SH)	_____
Practicum II	CAEP 8416 (2 SH)	_____
Advanced Fieldwork I	CAEP 7741 (2 SH)	_____
Advanced Fieldwork II	CAEP 7742 (2 SH)	_____
Advanced Fieldwork III	CAEP 7743 (2 SH)	_____
Advanced Fieldwork IV	CAEP 7744 (2 SH)	_____
Doctoral Internship 1 & 2	CAEP 7798-9 (3 SH)	_____
V. RESEARCH CORE (18 semester hours)		
Quantitative Research Methods	NRSG 7712 (3 SH)	_____
Measurement: Advanced Psychometric Principles	CAEP 7711 (3 SH)	_____
Intermediate Statistics	CAEP 7712 (3 SH)	_____

Advanced Research and Data Analyses	CAEP 7716 (3 SH)	_____
Single Case Design	CAEP 6328 (3 SH)	_____
Grant Writing in the Health Professions	CAEP 7703 (3 SH)	_____
Dissertation	CAEP 9990 (0 SH)	_____
Dissertation 2	CAEP 9991 (0 SH)	_____
Dissertation Continuation	CAEP 7899 (0 SH)	_____

VI. MISC. (3 semester hours)

Elective Course	(3 SH)	_____
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Advisor's Signature: \_\_\_\_\_

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



**APPENDIX A5**  
**Expected Timeline for Program Milestone Completion**

<b>Semester</b>	<b>5-year completion goal</b>	<b>6-year completion goal</b>
<b>Fall Year 1</b>	MRP: <ul style="list-style-type: none"> <li>Brainstorm Topics + Identify Primary Topic</li> <li>Work on Problem and Study Rationale</li> <li>Generate Preliminary Research Questions with Testable Hypotheses</li> <li>Generate Method &amp; Study Procedures</li> </ul>	MRP: <ul style="list-style-type: none"> <li>Brainstorm Topics with Advisor</li> <li>Identity Primary Topic for MRP</li> </ul>
<b>Spring Year 1</b>	MRP: <ul style="list-style-type: none"> <li>Complete 20-page Proposal Document</li> <li>MRP proposal meeting with 2-person committee is held to obtain feedback on how their proposal might be enhanced.</li> <li>Successful Proposal of MRP</li> </ul>	MRP: <ul style="list-style-type: none"> <li>Work on Problem and Study Rationale</li> <li>Generate Preliminary Research Questions with Testable Hypotheses</li> <li>Generate Method &amp; Study Procedures</li> </ul>
<b>Summer Year 1</b>	MRP: <ul style="list-style-type: none"> <li>Identify sites (if applicable)</li> <li>Draft IRB (or determine if status is exempt)</li> <li>Create Materials and Obtain Assessment Tools</li> </ul>	MRP: <ul style="list-style-type: none"> <li>Identify sites (if applicable)</li> <li>Draft IRB (or determine if status is exempt)</li> <li>Create Materials and Obtain Assessment Tools</li> <li>Work on full 20-page proposal document (approved by 2-person committee)</li> </ul>
<b>Fall Year 2</b>	<ul style="list-style-type: none"> <li>MRP Project Commences (e.g., secondary data analysis or data collection)</li> </ul>	MRP: <ul style="list-style-type: none"> <li>Complete 20-page Proposal Document</li> <li>MRP proposal meeting with 2-person committee is held to obtain feedback on how their proposal might be enhanced.</li> <li>Successful Proposal of MRP</li> <li>MRP Project Commences (e.g., secondary data analysis or data collection)</li> </ul>
<b>Spring Year 2</b>	<ul style="list-style-type: none"> <li>MRP data collection or secondary data analysis required to be completed in spring to begin advanced fieldwork in fall</li> </ul>	<ul style="list-style-type: none"> <li>MRP data collection or secondary data analysis required to be completed in spring to begin advanced fieldwork in fall</li> </ul>

<b>Summer Year 2</b>	<ul style="list-style-type: none"> <li>• Work on MRP 35-pg Manuscript Draft for Publication</li> <li>• Submit MRP proposal to NASP</li> <li>• Work on Comprehensive Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Work on MRP 35-pg Manuscript Draft for Publication</li> <li>• Submit MRP proposal to NASP</li> <li>• Work on Comprehensive Portfolio</li> </ul>
<b>Fall Year 3</b>	<ul style="list-style-type: none"> <li>• MRP 35-pg Final Manuscript approved by 2-person committee</li> <li>• Submit MRP for publication</li> <li>• Oral presentation of MRP at program colloquium times</li> <li>• Work on Comprehensive Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• MRP 35-pg Final Manuscript approved by 2-person committee</li> <li>• Submit MRP for publication</li> <li>• Oral presentation of MRP at program colloquium times</li> <li>• Work on Comprehensive Portfolio</li> </ul>
<b>Spring Year 3</b>	<ul style="list-style-type: none"> <li>• Successfully Defend Comprehensive Portfolio</li> <li>• Identify Dissertation Topic (work on Study 1 if choosing 2-study option)</li> <li>• Identify 3-person Dissertation Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Draft of portfolio required to be completed and distributed to Advisor by end of spring semester to begin second year of advanced fieldwork in Fall Year 4</li> </ul>
<b>Summer Year 3</b>	<ul style="list-style-type: none"> <li>• Draft Dissertation Proposal <ul style="list-style-type: none"> <li>○ Chapters 1-3 if Choosing Traditional Dissertation Option</li> <li>○ Complete Study 1 if Choosing 2-Study Dissertation Option and Draft Intro &amp; Methods of Study 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Finalize Portfolio</li> <li>• Identify Dissertation Topic</li> </ul>
<b>Fall Year 4</b>	<ul style="list-style-type: none"> <li>• Successfully Propose Dissertation (with completed study 1 if selecting 2-study option)</li> <li>• Submit Dissertation IRB</li> <li>• Identify Site/Participants for Research</li> <li>• Prep Materials &amp; Gather Assessment Tools</li> <li>• Apply for Internship</li> <li>• Begin Dissertation Data Collection</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully Defend Comprehensive Portfolio</li> <li>• Identify 3-Person Dissertation Committee</li> <li>• Complete Dissertation Study 1 if you Selected 2-Study Option</li> </ul>
<b>Spring Year 4</b>	<ul style="list-style-type: none"> <li>• Complete Dissertation Data Collection (data collection must be complete to participate in APPIC internship)</li> </ul>	<ul style="list-style-type: none"> <li>• Draft Dissertation Proposal <ul style="list-style-type: none"> <li>○ Chapters 1-3 if Choosing Traditional Dissertation Option</li> <li>○ Complete Study 1 if Choosing 2-Study Dissertation Option and Draft Intro &amp; Methods of Study 2</li> </ul> </li> </ul>
<b>Summer Year 4</b>	<ul style="list-style-type: none"> <li>• Complete Dissertation Data Analysis</li> <li>• (Ideally) Draft Full Dissertation Document</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize Dissertation Proposal</li> <li>• Identify Site or Participants</li> <li>• Draft IRB</li> <li>• Prep Materials &amp; Gather Assessments</li> </ul>
<b>Fall Year 5</b>	<ul style="list-style-type: none"> <li>• Begin Internship</li> <li>• Complete Draft of Full Dissertation Document</li> </ul>	<ul style="list-style-type: none"> <li>• Polished Final Draft of Dissertation Proposal Should be Submitted to Committee by September 15<sup>th</sup></li> </ul>

		<ul style="list-style-type: none"> <li>• Successfully Propose Dissertation (with completed study 1 if selecting 2-study option) by November 15<sup>th</sup></li> <li>• Submit Dissertation IRB</li> <li>• Apply for Internship</li> <li>• Begin Dissertation Data Collection</li> </ul>
<b>Spring Year 5</b>	<ul style="list-style-type: none"> <li>• Successfully Defend Dissertation by April 15<sup>th</sup> for Spring Completion</li> <li>• Complete Internship</li> <li>• Submit Dissertation for Publication</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Dissertation Data Collection (data collection must be complete to participate in APPIC internship)</li> </ul>
<b>Summer Year 5</b>		<ul style="list-style-type: none"> <li>• Complete Dissertation Data Analysis</li> <li>• (Ideally) Draft Full Dissertation Document</li> </ul>
<b>Fall Year 6</b>		<ul style="list-style-type: none"> <li>• Begin Internship</li> <li>• Complete Draft of Full Dissertation Document</li> <li>• Successfully Defend Dissertation by November 15<sup>th</sup> for Fall Completion</li> </ul>
<b>Spring Year 6</b>		<ul style="list-style-type: none"> <li>• Successfully Defend Dissertation by April 15<sup>th</sup> for Spring Completion</li> <li>• Submit Dissertation for Publication</li> <li>• Complete Internship</li> </ul>

**APPENDIX B**  
**STUDENT FORMS**

**APPENDIX B1****Voluntary Adoption of 2023-24 Handbook by a Student Not in the 2023 Entering Class  
Ph.D. Program in School Psychology****Northeastern University**

A single edition of the handbook governs the program and procedures for students. Students who entered under an earlier edition of the handbook have the option of changing to the 2023-24 edition. In signing this form, I \_\_\_\_\_ voluntarily exercise the option to switch to the 2023-24 Student Handbook for the Doctoral Program in School Psychology at Northeastern University. I have read the 2023-24 handbook and understand the programs and procedures and how they differ from the handbook under which I entered the program. I agree to accept and be evaluated using the requirements of the 2023-24 handbook. I understand that if I exercise this option, I will not be able to revert to an earlier handbook.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Submit this form to the Program Director via the SP Canvas Page

## APPENDIX B2

### Doctoral Student Annual Review

**Student Name:** Click or tap here to enter text.

**Academic Year:** Click or tap here to enter text.

**Advisor Name:** Click or tap here to enter text.

**Date of Entrance to the Program:** Click or tap here to enter text.

**# of years in program:** Click or tap here to enter text.

The purpose of this self-evaluation is for you to reflect on your accomplishments this year in the areas that directly relate to the program's training goals. Please submit this self-evaluation to your advisor by **April 30<sup>th</sup>**. If a section does not apply to you, simply write "N/A."

Your advisor will use information from this self-evaluation, their knowledge regarding your progress in the program, and information from other program faculty to evaluate your progress this year in each of the domains below. If you are not meeting expectations in one or more of the domains outlined below, a remediation plan will be developed to ensure that adequate progress is made toward the development of program competencies.

#### Section I: Coursework

- a. **Please attach a printout of your "My Northeastern" page** indicating the grades received in coursework this year, as well as your cumulative GPA.
- b. **Please list all the outstanding "Incompletes" you have on your transcript.** Please list the course name and the semester when you enrolled in this course.

<b>Section I: Faculty Evaluation:</b> All students are required to maintain a minimum GPA of 3.33 and to obtain a grade of B or better across all required coursework (Select one Option).			
	<input type="checkbox"/> <b>Below Expectations</b>	<input type="checkbox"/> <b>Meets Expectations</b>	<input type="checkbox"/> <b>Exceeds Expectations</b>
<b>Completion of coursework</b>	Student's GPA is below 3.33 <u>OR</u> student has obtained a grade of B- or lower	Student's GPA is between 3.33 and 3.59 <u>AND</u> student has obtained a grade of B or higher in all courses	Student's GPA is 3.60-4.00 <u>AND</u> student has obtained a grade of B or higher in all courses
<b>Comments (required if rating is below expectations):</b>			

## Section II: Research and Scholarly Activities

The doctoral program aims to produce graduates who demonstrate competence in research and scholarly activities and engage in research to benefit individuals and groups in a multicultural and diverse society.

- a. Prior to graduation, all students are expected (at minimum) to (a) present at one national or international conference and (b) submit one first-authored scholarly paper to a peer-reviewed journal. Please describe your research/scholarship activities this year. Please include the following (if applicable):
  - Participation on a research team
  - Author or co-author of papers or workshops at professional meetings
  - Author or co-author of articles in professional or scientific journals
  - Involvement in grant supported research
- b. It is required that students attend at least one dissertation proposal hearing and one dissertation defense each year in the program. Please provide the dates and titles of these proposals and defenses below.
- c. Program Milestones (\*6-year plan) are completed according to expected timeline (see [Appendix A5](#)):
  - a. Fall Year 2 MRP Proposal Approved by 2-Person Committee on (insert date or list NA): [Click or tap here to enter text.](#)
  - b. Fall Year 3 MRP Final Manuscript Approved by 2-Person Committee & Oral Presentation Delivered or Scheduled (insert date or list NA): [Click or tap here to enter text.](#)
  - c. Fall Year 5: Successful Dissertation Proposal (insert date or list NA): [Click or tap here to enter text.](#)
  - d. Fall or Spring Year 6: Successful Dissertation Defense (insert date or list NA): [Click or tap here to enter text.](#)

<b>Section II: Faculty Evaluation: Select one Option</b>			
	<input type="checkbox"/> <b>Below Expectations</b>	<input type="checkbox"/> <b>Meets Expectations</b>	<input type="checkbox"/> <b>Exceeds Expectations</b>
<b>Research &amp; scholarly activities</b>	Student is not on track to submit one first-authored scholarly paper to a peer-reviewed journal prior to graduation <u>OR</u> is not on track to present at one national or international conference prior to graduation <u>OR</u> has not attended required proposal/ defense meetings this year	Student is on track to submit one first-authored scholarly paper to a peer-reviewed journal prior to graduation <u>AND</u> is on track to present at one national or international conference prior to graduation <u>AND</u> has attended required proposal/defense meetings this year	Student has submitted at least one first-authored scholarly paper to a peer-reviewed journal <u>AND</u> has presented at least one national or international conference <u>AND</u> has attended required proposal/defense meetings this year
<b>Comments (required if rating is above or below expectations):</b>			

## Section III: Fieldwork Experiences

The doctoral program aims to produce graduates who demonstrate a systematic, problem-solving approach to assessment, intervention, and evaluation and who engage in practice to benefit individuals and groups in a multicultural and diverse society.

- Please identify the name of your practicum/advanced fieldwork/internship site and your supervisor(s). If you were not enrolled in advanced fieldwork/internship seminar, please indicate this: [Click or tap here to enter text.](#)
- Briefly describe your fieldwork/internship experience and the skills you gained this year (if applicable): [Click or tap here to enter text.](#)
- Please attach your fall supervisor ratings.
- Program Milestones:
  - Spring Year 3: Draft of Portfolio Complete & Distributed to Advisor (insert date or list NA): [Click or tap here to enter text.](#)
  - Fall Year 4: Successful Defense of Portfolio: [Click or tap here to enter text.](#)

<b>Section III: Faculty Evaluation: Select one Option</b>			
	<input type="checkbox"/> <b>Below Expectations</b>	<input type="checkbox"/> <b>Meets Expectations</b>	<input type="checkbox"/> <b>Exceeds Expectations</b>
<b>Fieldwork experiences</b>	Student is performing below the expected level of fieldwork students at their level of training based on supervisors' evaluations	Student is performing at the expected level of fieldwork students at their level of training based on supervisors' evaluations	Student is performing above the expected level of fieldwork students at their level of training based on supervisors' evaluations
<b>Comments (required if rating is above or below expectations):</b>			
<p>Note: AFW students should consult the expected levels of performance in the AFW handbook to assist with their self-evaluation and they should justify their self-evaluation using specific examples in the comments section below</p>			

#### **Section IV: Program Milestones**



Students are expected to make progress toward program milestones (see [Appendix A5](#)) every semester to complete the degree on time. Please indicate below the date(s) on which any applicable program milestones were completed this year.

Semester	6-year Milestone Goals: List Completion Dates
Fall Year 2	MRP: <ul style="list-style-type: none"> <li>Hold MRP proposal meeting with 2-person committee to obtain feedback on how their proposal might be enhanced: Click or tap here to enter text.</li> <li>Successful Proposal of MRP: Click or tap here to enter text.</li> </ul>
Summer Year 2	<ul style="list-style-type: none"> <li>Submit MRP proposal to NASP: Click or tap here to enter text.</li> </ul>
Fall Year 3	<ul style="list-style-type: none"> <li>MRP 35-pg Final Manuscript Approved by 2-person Committee: Click or tap here to enter text.</li> <li>Submit MRP for publication: Click or tap here to enter text.</li> <li>Deliver Oral presentation of MRP: Click or tap here to enter text.</li> </ul>
Spring Year 3	<ul style="list-style-type: none"> <li>Draft of portfolio required to be completed and distributed to Advisor by end of spring semester to begin second year of advanced fieldwork in Fall Year 4: Click or tap here to enter text.</li> </ul>
Fall Year 4	<ul style="list-style-type: none"> <li>Successfully Defend Comprehensive Portfolio: Click or tap here to enter text.</li> </ul>
Fall Year 5	<ul style="list-style-type: none"> <li>Polished Final Draft of Dissertation Proposal Should be Submitted to Committee by September 15<sup>th</sup>: Click or tap here to enter text.</li> <li>Successfully Propose Dissertation (with completed study 1 if selecting 2-study option) by November 15<sup>th</sup>: Click or tap here to enter text.</li> <li>Apply for Internship: Click or tap here to enter text.</li> </ul>
Spring Year 5	<ul style="list-style-type: none"> <li>Complete Dissertation Data Collection (data collection must be complete to participate in APPIC internship): Click or tap here to enter text.</li> </ul>
Fall Year 6	<ul style="list-style-type: none"> <li>Successfully Defend Dissertation by November 15<sup>th</sup> for Fall Completion: Click or tap here to enter text.</li> </ul>
Spring Year 6	<ul style="list-style-type: none"> <li>Successfully Defend Dissertation by April 15<sup>th</sup> for Spring Completion: Click or tap here to enter text.</li> <li>Submit Dissertation for Publication: Click or tap here to enter text.</li> <li>Complete Internship: Click or tap here to enter text.</li> </ul>

Section IV: Faculty Evaluation: Select One Option			
	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations
<b>Progress toward program milestone completion</b>	Student has completed milestones behind recommended timeline / requires additional time to complete milestones	Student has completed milestones according to recommended timeline / is on track to complete milestones on time	Student has completed milestones ahead of the recommended timeline
<b>Comments (required if rating is above or below expectations):</b>			

### Section V: Professional Development

The doctoral program aims to produce graduates who demonstrate a commitment to the profession of psychology, life-long professional development, and leadership in the profession. Please describe your involvement in professional development activities.

- List professional organizations you belong to: [Click or tap here to enter text.](#)
- List leadership positions in organizations: [Click or tap here to enter text.](#)
- List conferences/workshops attended (this includes on-campus, local, regional, national, international), etc. [Click or tap here to enter text.](#)

<b>Section V: Faculty Evaluation Select One Option</b>			
	<input type="checkbox"/> <b>Below Expectations</b>	<input type="checkbox"/> <b>Meets Expectations</b>	<input type="checkbox"/> <b>Exceeds Expectations</b>
<b>Professional Development</b>	Student belongs to less than two professional associations (one of which is a national association) <u>OR</u> did not attend any professional conferences/workshops this year	Student belongs to at least two professional associations (one of which is a national association) <u>AND</u> attended one professional conference/workshop this year	Student belongs to at least two professional associations (one of which is a national association) with volunteer work within one of them <u>AND</u> attended one professional conference/workshop this year
<b>Comments (required if rating is above or below expectations):</b>			

### **Section VI: Professional Dispositions**

The doctoral program aims to produce graduates who possess the professional values, attitudes, communication, and interpersonal skills needed to function effectively as health service psychologists.

- Please reflect on areas of perceived strength included in the Faculty Annual Evaluation of Students' [Professional Dispositions](#). Click or tap here to enter text.
- Please reflect on areas for personal improvement included in the Faculty Annual Evaluation of Students' [Professional Dispositions](#). Click or tap here to enter text.

<b>Section VI: Faculty Evaluation</b> Select One Option			
	<input type="checkbox"/> <b>Below Expectations</b>	<input type="checkbox"/> <b>Meets Expectations</b>	<input type="checkbox"/> <b>Exceeds Expectations</b>
<b>Professional Dispositions</b>	Serious concerns have been noted regarding the student's professional dispositions.	Student's conduct reflects the professional dispositions needed to function effectively as a health service psychologist.	Student's conduct is exemplary in embodying the professional dispositions needed to function effectively as a health service psychologist.
<b>Comments (Required If rating is Above or Below Expectations):</b>			

**Section VII: Teaching at the University Level:** Please describe any involvement you had in teaching this year.

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

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



### Faculty Annual Evaluation of Students' Professional Dispositions

	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity to Observe
<b>Professional Values, Attitudes, &amp; Behaviors</b>				
Demonstrates integrity and ethical behavior				
Represents self professionally through dress (business casual attire is recommended for class attendance as well as fieldwork), language, and communications				
Demonstrates time management and organizational skills				
Is punctual, dependable, and completes tasks on time.				
Demonstrates concern for the welfare of others				
Participates in professional development activities				
Demonstrates enthusiasm for the profession (e.g., attending professional conferences, contributing to professional associations)				
Recognizes own strengths and weaknesses				
Manages own stress and engages in appropriate self-care to maintain well-being and professional effectiveness				
Seeks and accepts feedback and is willing to make needed changes				
<b>Communications and Interpersonal Skills</b>				
Collaborates effectively in group or team settings				
Demonstrates respect for others				
Communicates professionally and promptly in oral, nonverbal, and written form				
Effective interpersonal skills				
Handles conflict in a constructive manner				

**APPENDIX B3*****Change of Advisor Form***

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

Current Advisor: \_\_\_\_\_

New Advisor: \_\_\_\_\_

New Advisor Signature: \_\_\_\_\_

Program Director Signature: \_\_\_\_\_

Reason for advisor change:

**APPENDIX B4****Mentored Research Project (MRP) Form**

The purpose of this form is to provide documentation of Mentored Research Project (MRP)

Directions: The two-person committee will rate the final paper on the rubric (see the next page) based on its scientific merit. To meet the requirements for the MRP, students must receive a rating of 2 (meets expectation) from both members of the two-person committee on each component of the rubric. Should a student receive lower ratings the student may be asked to do one of the following: (1) revise the paper or (2) collect additional data. In addition, all students must present their findings publicly at a program colloquium.

***It is the advisor's responsibility to notify the program director when the student has completed both the written and oral components of the MRP by submitting this form.***

Student Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Date of 2-person Committee Meeting: Click or tap here to enter text.

Date of Public Oral Presentation/Colloquium: Click or tap here to enter text.

Advisor/Committee Chair:

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(name)

---

(signature)

Committee Member:

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(name)

---

(signature)

<b>MRP SCORING RUBRIC</b>			
<b>Component</b>	<b>Written Manuscript</b>		<b>Summary</b>
<b>INTRODUCTION</b>			
Rationale for the study is convincing current, comprehensive, and critical review of the relevant literature	Advisor	Member	
	<input type="checkbox"/> 3 (Above)	<input type="checkbox"/> 3 (Above)	
	<input type="checkbox"/> 2 (Meets)	<input type="checkbox"/> 2 (Meets)	
	<input type="checkbox"/> 1(Below)	<input type="checkbox"/> 1 (Below)	
An appropriate logic and flow are provided leading to the research question, design, and procedures	Advisor	Member	
	<input type="checkbox"/> 3 (Above)	<input type="checkbox"/> 3 (Above)	
	<input type="checkbox"/> 2 (Meets)	<input type="checkbox"/> 2 (Meets)	
	<input type="checkbox"/> 1(Below)	<input type="checkbox"/> 1 (Below)	
Research questions (and hypotheses if applicable) are clear, concise, (testable if deductive) and have the potential to contribute to the discipline	Advisor	Member	
	<input type="checkbox"/> 3 (Above)	<input type="checkbox"/> 3 (Above)	
	<input type="checkbox"/> 2 (Meets)	<input type="checkbox"/> 2 (Meets)	
	<input type="checkbox"/> 1(Below)	<input type="checkbox"/> 1 (Below)	
<b>METHOD</b>			
Participant recruitment, sampling, and selection are detailed	Advisor	Member	
	<input type="checkbox"/> 3 (Above)	<input type="checkbox"/> 3 (Above)	
	<input type="checkbox"/> 2 (Meets)	<input type="checkbox"/> 2 (Meets)	
	<input type="checkbox"/> 1(Below)	<input type="checkbox"/> 1 (Below)	
Selection and implementation of data collection materials, measures, methods are appropriate as well as fully justified and described	Advisor	Member	
	<input type="checkbox"/> 3 (Above)	<input type="checkbox"/> 3 (Above)	
	<input type="checkbox"/> 2 (Meets)	<input type="checkbox"/> 2 (Meets)	
	<input type="checkbox"/> 1(Below)	<input type="checkbox"/> 1 (Below)	
Procedures are thoroughly described	Advisor	Member	
	<input type="checkbox"/> 3 (Above)	<input type="checkbox"/> 3 (Above)	
	<input type="checkbox"/> 2 (Meets)	<input type="checkbox"/> 2 (Meets)	
	<input type="checkbox"/> 1(Below)	<input type="checkbox"/> 1 (Below)	
Research design is appropriate for research questions	Advisor	Member	
	<input type="checkbox"/> 3 (Above)	<input type="checkbox"/> 3 (Above)	
	<input type="checkbox"/> 2 (Meets)	<input type="checkbox"/> 2 (Meets)	
	<input type="checkbox"/> 1(Below)	<input type="checkbox"/> 1 (Below)	
Data analysis is appropriate for research questions and justified	Advisor	Member	
	<input type="checkbox"/> 3 (Above)	<input type="checkbox"/> 3 (Above)	
	<input type="checkbox"/> 2 (Meets)	<input type="checkbox"/> 2 (Meets)	
	<input type="checkbox"/> 1(Below)	<input type="checkbox"/> 1 (Below)	
<b>RESULTS: See APA <a href="#">JARS</a></b>			
Results are reported clearly and fully following the proposed data analysis plan and is aligned with research questions	Advisor	Member	
	<input type="checkbox"/> 3 (Above)	<input type="checkbox"/> 3 (Above)	
	<input type="checkbox"/> 2 (Meets)	<input type="checkbox"/> 2 (Meets)	
	<input type="checkbox"/> 1(Below)	<input type="checkbox"/> 1 (Below)	
Presentation of findings is accurate, complete, and logical	Advisor	Member	
	<input type="checkbox"/> 3 (Above)	<input type="checkbox"/> 3 (Above)	



	<input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1(Below)	<input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1 (Below)	
Tables and figures stand alone, are needed, and are not repetitive with information in the text	Advisor <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1(Below)	Member <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1 (Below)	
<b>DISCUSSION</b>			
Summary of findings and confirmation of hypotheses (if appropriate) is provided	Advisor <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1(Below)	Member <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1 (Below)	
The findings are clearly discussed in relation to literature and fully supported by the findings	Advisor <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1(Below)	Member <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1 (Below)	
Importance and contributions of the findings are clearly discussed	Advisor <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1(Below)	Member <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1 (Below)	
Conclusions and recommendations are fully supported by the evidence, or based on logical reasoning	Advisor <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1(Below)	Member <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1 (Below)	
Theoretical and practical implications are clearly and fully discussed	Advisor <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1(Below)	Member <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1 (Below)	
Limitations and future directions clearly and fully follow from results	Advisor <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1(Below)	Member <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1 (Below)	
<b>OVERALL</b>			
Conforms to all the required specifications of APA <a href="#">style</a> and has no errors in the use of headings, in-text citations, and references (see APA <a href="#">checklist</a> )	Advisor <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1(Below)	Member <input type="checkbox"/> 3 (Above) <input type="checkbox"/> 2 (Meets) <input type="checkbox"/> 1 (Below)	
3 = above expectations; 2 = meets expectations (*2 on each component from both raters is required to pass); 1 = below expectations			

## APPENDIX B5

### Comprehensive Portfolio Exam Evaluation

Student Name \_\_\_\_\_ NU ID: \_\_\_\_\_

Advisor/Chairperson \_\_\_\_\_  
(signature)

Committee Member \_\_\_\_\_  
(signature)

Committee Member \_\_\_\_\_  
(signature)

#### Portfolio Evaluation

- **Pass.** Students receiving two or more ratings of Pass for each goal area will receive written feedback and will participate in an oral review meeting chaired by their academic advisor.
- **Fail.** Students receiving two or more Fail ratings for any goal area will be provided with written feedback for each area and will be asked to re-submit their portfolio during the next scheduled exam period.

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

PWC 1: Research \_\_\_\_\_ Pass \_\_\_\_\_ Fail

PWC 2: Ethical and Legal Standards \_\_\_\_\_ Pass \_\_\_\_\_ Fail

PWC 3: Individual and Cultural Diversity \_\_\_\_\_ Pass \_\_\_\_\_ Fail

PWC 6: Assessment \_\_\_\_\_ Pass \_\_\_\_\_ Fail

PWC 7: Intervention \_\_\_\_\_ Pass \_\_\_\_\_ Fail

#### Oral Exam Evaluation

- Each member of the portfolio exam committee will rate the student's performance based on the written portfolio and oral examination using a 4-point scale: 4 = strong performance in the competency domain, 3 = acceptable performance in the competency domain, 2 = weak or inconsistent performance in the competency domain, 1 = insufficient performance in the competency domain.
- A rating of 3 or higher from each committee member for each competency is required. Lower scores for any competency shall require that the student submit additional and/or revised evidence of their competence in those areas, and must be submitted by the student within two weeks of receiving written feedback.

### Comprehensive Portfolio Exam Evaluation (p. 2)

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

Student Name: \_\_\_\_\_

<b>Research:</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>
1a. Independent ability to formulate research or scholarly activity			
1b. Conduct research or other scholarly activities			
1c. Critically evaluate and disseminate research			
<b>Ethical and Legal Standards:</b>			
2a. Ability to recognize and resolve ethical dilemmas			
<b>Individual and Cultural Diversity:</b>			
3a. Ability to integrate knowledge of differences into professional roles			
3b. Ability to articulate and apply approach to working with diverse others			
<b>Assessment:</b>			
4a. Ability to apply knowledge of dys/functional behavior to assessment			
4b. Ability to select and apply assessment methods			
4c. Ability to interpret assessment results			
4d. Ability to communicate effectively orally and in written documents			
<b>Intervention:</b>			
5a. Ability to establish and maintain effective client relationships			
5b. Ability to develop evidence-based intervention plans			
5c. Ability to apply research literature to clinical decision making			
5d. Ability to modify and adapt evidence-based approaches			
5e. Ability to evaluate intervention effectiveness and adapt goals			

**\*Note that the descriptions above are abbreviated. Students should see Appendix A1 for the full descriptions of PWCs**

**APPENDIX B6**

**Advisor's Endorsement of Student's Readiness to Apply for Internship**

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

**Student Name:** \_\_\_\_\_

**As the student's advisor, I endorse their readiness for applying to internship, in that all of the following are true:**

1. Student has successfully passed the comprehensive portfolio exam \_\_\_\_\_

2. Student is on track to satisfactorily complete all course work by the end of the spring term and there are no Incomplete grades \_\_\_\_\_

3. Student has successfully passed the dissertation proposal \_\_\_\_\_

**OR**

Student has a dissertation proposal hearing scheduled for a date before the end of the fall semester, with a letter of confirmation from the dissertation committee members asserting that the student will be ready to propose by that time. \_\_\_\_\_

**Advisor's signature** \_\_\_\_\_

**APPENDIX C**  
**MISCELLANEOUS**

## APPENDIX C1

### Faculty-Student Scholarly Collaborations (2013-2022)

#### Refereed Publications (\* indicates student co-author)

#### 2023

1. Briesch, A. M., Waldron, F. M.\*, & Beneville, M. A.\* (2023). State variation regarding Other Health Impairment eligibility criteria for Attention Deficit Hyperactivity Disorder. *School Mental Health*. Open access (<https://rdcu.be/dcgkN>)
2. Coddling, R. S., \*Goodridge, A., \*Hill, E., \*Chehayeb, R., \*Scheman, N. & Volpe, R. J. (2023). Meta-Analysis of math anxiety interventions. *Journal of School Psychology*.
3. Coddling, R. S., Nelson, G., Kiss, A.J., Shin, J., \*Goodridge, A. & \*Hwang, J. (2023). A Meta-Analysis of the Relations Between Curriculum-Based Measures in Mathematics and Criterion Measures, *School Psychology Review*, DOI: 10.1080/2372966X.2023.2224055
4. Hoffman, J. A., Hermelbracht, J., Burr, J., Volpe, R. J., Briesch, A. M., Coddling, R. S., Mutchler, J., & Miller, E. A. (2023). I don't know who gets more out of it, the children or us: Older adults supporting young children's early literacy development via Zoom during COVID-19. *Journal of Intergenerational Relationships*.
5. Long, S.\*, Volpe, R. J., & Briesch, A. M. (2023). Evaluation of a computer-assisted letter sound tutoring program: An application to preschool English language learners. *Psychology in the Schools*, 60, 658-678. <https://doi.org/10.1002/pits.22784>
6. Mao, N., Li, T., Li, C., Ding, R., Zhang Q., & Cui L. (2023). Smartphone-based training of cognitive bias modification: Efficacy for reducing social anxiety in Chinese Adolescents. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-023-02619-8> (International collaboration, work with graduate students)
7. Volpe, R. J., Hill, E.\*, Leiwant, I.\*, & Briesch, A. M. (in press). Observing students in classroom settings: A review of seven observation tools. *School Psychology Review*.

#### 2022

1. Abdulkerim, N., & Li, C. (2022). How applicable are mindfulness-based interventions to Muslim clients in the U.S.? *Professional Psychology: Research and Practice*. DOI:10.1037/pro0000454
2. Briesch, A. M., Donaldson, A., Matta, M., Volpe, R. J., & Owens, J. S. (2022). Development of brief rating scales for progress monitoring internalizing behavior. *Journal of Emotional and Behavioral Disorders*.
3. Coddling, R. S., Nelson, P., Parker, D., \*Edmunds, R., & \*Klaft, J. (2022). Examining the impact of a tutoring program implemented with community support on math proficiency and growth. *Journal of School Psychology*, 90, 82-93.
4. Hill, E.\*, Volpe, R. J., & Briesch, A. M. Briesch, A. M., (2022). Psychometric properties of the Classroom Observation of Engagement, Disrespectful and Disruptive behaviors. *School Psychology Review*. DOI: 10.1080/2372966X.2021.200169.

5. Briesch, A. M., Donaldson, A., Matta, M., **Volpe, R. J.**, & Owens, J. S. (2022). Development of brief rating scales for progress monitoring internalizing behavior. *Journal of Emotional and Behavioral Disorders*.

## 2021

1. Kimble, E., **Li, C.**, Kruger, L., Cai, Q., & Bivens, A. (2021). Acceptability of Bilingual Guided Meditation with second language learners in a culturally diverse and economically disadvantaged school setting. *International Journal of Emotional Education*, 13(2), 4-42.
2. Barlas\*, N., Sidhu\*, J., & **Li, C.** (2021). Can social-emotional learning programs be adapted to schools in Pakistan? A literature review. *International Journal of Educational and School Psychology*. 4/7/2021 online, doi:10.1080/21683603.2020.1850374
3. **Briesch, A. M.**, Chafouleas, S. M., Dineen, J. N., McCoach, D. B., & Donaldson, A.\* (2021). School building administrator reports of screening practices across academic, behavioral, and physical health domains. *Journal of Positive Behavior Interventions*. Advance online publication.
4. **Briesch, A.**, **Codding, R.**, **Hoffman, J.**, **Rizzo, C.**, & **Volpe, R.** (2021). Caregiver perspectives on schooling from home during the spring 2020 COVID-19 closures. *School Psychology Review*, 50 <https://doi.org/10.1080/2372966X.2021.1908091>
5. Casale, G., **Volpe, R. J.**, Briesch, A. M., Grosche, M., & Henneman, T. (2021). Dependability of direct behavior rating single- and multi-Item scales across raters and days in different school subjects. *Journal of Assessment for Effective Intervention*, 46(2), 143-154.
6. \*DeFouw, E., Collier-Meek, M., Daniels, B., **Codding, R.S.**, & \*Veiga, M (2021). Does intervention session length matter? A comparison of a math intervention across three durations? *Journal of Behavioral Education*. Advanced online publication. <https://doi-org.ezproxy.neu.edu/10.1007/s10864-021-09460-3>
7. \*Klaft, J. & **Codding, R. S.** (2021). Promoting teachers' implementation adherence and quality of the good behavior game using behavioral skills training. *Journal of Educational & Psychological Consultation*, 32 (2), 156-184, Doi:10.1080/10474412.2021.1939704
8. \*Kromminga, K. R. & **Codding, R. S.** (2021). A comparison of 1:1 flashcards and a tablet app on student mathematics proficiency. *Journal of Behavioral Education*, 30 (4) 578-603. <https://doi.org/10.1007/s10864-020-09392-4>.
9. \*McKevett, N. & **Codding, R. S.** (2021). Brief experimental analysis of math interventions: A synthesis of evidence. *Assessment for Effective Intervention*, 46 (3), 217-227. Doi:10.1177/1534508419883937.
10. Schmidt, E. M.\*, Hoffman, J. A., Mule, C., & **Briesch, A. M.** (2021). Effects of a teacher training program to promote physically active play among children with autism spectrum disorders. *Journal of School Psychology*, 85, 57-79.
11. **Li, C.**, Kruger, L., & Abdulkarim\*, N. (2021). Advancing social justice for English learners: Implications for school psychology training. *Special Issue: Training School Psychologists as Social Justice Change Agents, School Psychology Training and Pedagogy*, 38(1), 54-70. (work with graduate student).
12. \*O'Leary, T., \*Stowell, E., **Hoffman, J. A.**, Paasche-Orlow, M., Bickmore, T., & Parker, A. (2021). Examining the intersections of race, religion & community technologies: A photovoice study. For the 2021 ACM Conference on Human Factors in Computing Systems (CHI'21).
13. \*Saksono, H., Casteneda-Sceppa, C., **Hoffman, J. A.**, Seif El-Nasr, M. Parker, A. (2021) StoryMap: Using social modeling and self-modeling for supporting physical activity among

low-SES families. For the 2021 ACM Conference on Human Factors in Computing Systems (CHI'21). *Paper Won Honorable Mention*

14. \*Schmidt, E. M., **Hoffman, J. A.**, Mule, C., & Briesch, A. M. (2021). Effects of a teacher training program to promote physically active play among children with Autism Spectrum Disorders. *Journal of School Psychology, 85*, 57-79. <https://doi.org/10.1016/j.jsp.2021.01.003>
15. \*Schmidt, EM, \*Hamilton, T.N., **Hoffman, J. A.** (2021). Nutrition, Physical Activity, and Sleep. In P. Lazarus, S. Suldo, & B. Doll (Eds). In P.J. Lazarus, S.M. Suldo, and B. Doll (Eds). *Fostering the Emotional Well-Being of our Youth: A School-Based Approach*. pp 243-263. Oxford University Press.

## 2020

1. Auerbach, E.\*, Chafouleas, S. M., **Briesch, A. M.**, & Long, S.\* (2020). Exploring the alignment of behavior screening policies and practices in U.S. public school districts. *Journal of School Health*. Advance online publication.
2. **Hoffman, J. A.**, \*Schmidt, E. M., \*Arguello, D. J., \*Eyllon, M. N., Castaneda-Sceppa, C., Cloutier, G, & Hillman, C. H. (2020). Online preschool teacher training to promote physical activity: A pilot cluster randomized controlled trial. *School Psychology, 35*(2), 118-127. <https://doi.org/10.1037/spq0000349>
3. \*Schmidt, EM, \*Hamilton, T.N., **Hoffman, J. A.** (in press). Nutrition, Physical Activity, and Sleep. In P. Lazarus, S. Suldo, & B. Doll (Eds). *Fostering the Emotional Well-Being of our Youth: A School-Based Approach*. Oxford University Press.
4. \*Silva, M. R., Collier, M. M. A., **Coddling, R. S.**, & \*DeFouw, E. R. (2020). Acceptability assessment of school psychology interventions from 2005 to 2017. *Psychology in the Schools, 57*(1), 62–77.
5. **Volpe, R. J.**, Yeung, T. S.\*, Casale, G., Krull, J., **Briesch, A. M.**, & Henneman, T. (2020). Evaluation of a German language school-based universal screening for student social, emotional, and behavioral risk. *International Journal of School & Educational Psychology*. Advance online publication.
6. Sidhu, J., Barlas, N., & **Lifter, K.** (2020). On the meanings of functional play: A review and clarification of definitions. *Topics in Early Childhood Special Education, 1*-13. DOI: 10.1177/0271121420951859.
7. **Volpe, R. J.**, Chaffee, R.\*, Yeung, T. S.\*, & **Briesch, A. M.** (2020). Initial development of multi-item direct behavior rating measures of academic enablers. *School Mental Health, 12*, 77-87.

## 2019

1. **Briesch, A. M.**, Chafouleas, S. M., Nissen, K.\*, & Long, S.\* (2019). A review of state-level procedural guidance for implementing Multi-Tiered Systems of Behavioral Support (MTSS-B). *Journal of Positive Behavior Interventions*. Advance online publication.
2. **Briesch, A. M.**, Daniels, B., & Beneville, M.\* (2019). Unpacking the term “self-management”: Understanding intervention applications within the school-based literature. *Journal of Behavioral Education, 28*, 54-77.



3. Chaffee, R.\*, **Briesch, A. M., Volpe, R. J.**, Johnson, A. H., & Dudley, L. (2019). Effects of a class-wide positive peer reporting intervention on middle school student behavior. *Behavioral Disorders*. Advance online publication.
4. **Codding, R. S.**, Begeny, J., \*Kromminga, K. R., \*Edmunds, R. R., \*Klaft, J., \*Diggs, C., & Hansen-Burke, A. (2019). Do motivational strategies improve the effects of a small-group math intervention program? *Journal of Applied School Psychology*.
5. **Codding, R. S., Volpe, R. J.**, Martin, R. J. & Krebs, G.\* (2019). Enhancing Mathematics Fluency: Comparing the Spacing of Practice Sessions with the Number of Opportunities to Respond. *School Psychology Review*, 48, 88-97.
6. **Hoffman, J. A.**, Schmidt, E. M.\*, Castaneda-Sceppa, C., & Hillman, C. (2019). The Theoretical Foundation, Fidelity, Feasibility, and Acceptability of a Teacher Training to Promote Physical Activity among Preschoolers in Child Care: A Pilot Study. *Preventive Medicine Reports*, 13, 214-217.
7. **Hoffman, J. A.**, \*Schmidt, E., \*Hamilton, T. N. (2019) Childhood obesity: Promoting healthy weight at school and home. In G.G. Bear & K.M. Minke (Eds). *Helping Handouts: Supporting Students at School and Home*. Bethesda, MD: National Association of School Psychologists.
8. Filanowski, PM, Iannotti, RJ, Crouter, SE, Vermeulen, A., \*Schmidt, EM, **Hoffman, JA**, Castaneda-Sceppa, C, & Milliken, LA. (2019). The effects of varying structured physical activity duration on young children's and parents' activity levels. *Research Quarterly for Exercise and Sport*. DOI: 10.1080/02701367.2019.1639600
9. Krishnan, K.\*, **Li, C., Kruger, L.**, Kimble, E.\*, Aki, G.\*, & Ruah, R.\* (2019.) Self-regulated learning in English language learners who are persisting despite failure on a High School Exit Exam. *Journal for Multicultural education*.
10. \*Martin, R. J., **Codding, R. S.**, Collier-Meek, M. A., \*Gould, K. M., \*DeFouw, E. R., & **Volpe, R. J.** (2019). Examination of a parent-mediated detect, practice, and repair procedure to improve math fact fluency. *School Psychology Review*, 48(4), 293–308.
11. McKeveitt, N.\* & **Codding, R. S.** (2019). Brief experimental analysis of math interventions: A synthesis of evidence. *Assessment for Effective Intervention*, 1-11. Doi:10.1177/1534508419883937.
12. McKeveitt, N. M.\*, Kromminga, K. R.\*, Ruedy, A.\*, Roesslein, R.\*, Running, K.\*, & **Codding, R. S.** (2019). The effects of motion math: Bounce on students' fraction knowledge. *Learning Disabilities Research & Practice*, 1-11.
13. Roesslein, R.\* & **Codding, R. S.** (2019). Fraction interventions for struggling elementary math learners: A review of the literature. *Psychology in the Schools*, 56, 413-432.
14. **Volpe, R. J.**, Chaffee, R. K.\*, Yeung, T. S.\*, & **Briesch, A. M.** (2019). Initial development of multi-item Direct Behavior Rating measures of academic enablers. *School Mental Health*. Advance online publication.
15. **Volpe, R. J.**, Yeung, T. S.\*, Casale, G., Krull, J., **Briesch, A. M.**, & Henneman, T. (in press). Evaluation of a German language school-based universal screening for student social, emotional, and behavioral risk. *International Journal of School & Educational Psychology*.
16. Yeung, T. S.\*, **Volpe, R. J.**, & **Briesch, A. M.** (2019). Reliability and validity of a Chinese language universal behavioral screener. *International Journal of School & Educational Psychology*. Advanced online publication.

1. Beneville, M.\* & Li, C. (2018). Evidence-based literacy instruction for East/Southeast Asian English language learners: A review of the research and recommendations for practice. *Journal for Multicultural Education, 12*(1), 50-66.
2. Briesch, A. M., Ferguson, T. D.\*, Daniels, B.\*, Volpe, R. J., & Feinberg, A. (2018). Examining the influence of interval length on the dependability of observational estimates. *School Psychology Review, 46*.
3. Casale, G., Volpe, R. J., Daniels, B.\*, Hennemann, T., Briesch, A. M., & Grosche, M. (2018). Measurement invariance of a universal behavioral screener across samples from the USA and Germany. *European Journal of Psychological Assessment, 34*, 87-100.
4. Cox, C.\*, Hoffman, J. A., Shiyko, M., Briesch, A. M., & Castaneda-Sceppa, C. (2018). Factors Related to Head Start Teachers' Implementation of I am Moving, I am Learning: A Physical Activity Promotion Program. *National Head Start Association Dialog, 21*(1), 68-79.
5. Cox, C., Hoffman, J. A., Shiyko, M., Briesch, A. M., & Castaneda-Sceppa, C. (2018). Physical activity in head start classrooms: How teachers' attitudes and training contribute to program usage. *National Head Start Association Dialog, 21*(1), 96-99.
6. Ferguson, T. D.\*, Briesch, A. M., Volpe, R. J., Donaldson, A. R.\*, & Feinberg, A. B. (2018). Psychometric considerations for conducting observations using time-sampling procedures. *Assessment for Effective Intervention, 1*-13.
7. Hamilton, T. N.\*, Hoffman, J. A., Arsiwalla, D., Volpe, R. J., & Gropper, S. (2018). Young Adults' Eating Behavior Regulation: An Examination of the Factor Structure of the Regulation of Eating Behavior Scale (REBS) in a Mixed-Gender American Sample. *Appetite, 126*, 80-89.
8. Hamilton, T.\*, Hoffman, J. Arsiwalla, D., Volpe, R., Schmidt, E.\*, & Gropper, S. (2018). Gender Comparisons in Young Adults' Eating Behavior Regulation. *Journal of Nutrition Education and Behavior, 50*, S19.
9. Jahn, J. L., Cohen, J. F. W., Gorski-Findling, M. T.\*, Hoffman, J. A., Rosenfeld, L. Chaffee, R.\*, Smith, L. & Rimm, E. B. (2018). Product Reformulation After New Competitive Food & Beverage Standards in Schools. *Public Health Nutrition, 21*(5), 1011-1018.
10. Kruger, L., Rodgers, R., Long, S.\*, & Lowy, A. (2018). Individual interviews or focus groups? Interview format and women's self-disclosure. *International Journal of Social Research Methodology, 1*-11.
11. Li, C., Kruger, L., Beneville, M.\*, Kimble, E.\*, & Krishnan, K.\* (2018). The Unintended Consequences of High-Stakes Testing on English Language Learners: Implications for the Practice of School Psychology. *School Psychology Forum, 12* (3), 79-90.
12. Mule, C. M.\*, Daniels, B., Volpe, R. J., Briesch, A. M., Joseph, L. M., Harris, K.\*, Silwinski, S., & Leslie, L. K. (2018). A comparative effectiveness study of two high-frequency word interventions: Traditional drill and WordSheets. *Journal of Behavioral Education, 27*, 240-261.
13. Ruah, R.\*, Li, C., Junkosky, S., & Kruger, L. (2018). Brazilian immigrant adolescents: Stress and support identified in Ecomap drawings. *Higher Education Studies, 8* (4), DOI: [10.5539/hes.v8n4p139](https://doi.org/10.5539/hes.v8n4p139).
14. Volpe, R. J., Casale, G., Mohiyeddini, C., Grosche, M., Hennemann, T., Briesch, A. M., & Daniels, B.\* (2018). A universal behavioral screener linked to personalized classroom interventions: Psychometric characteristics in a large sample of German schoolchildren. *Journal of School Psychology, 66*, 25-40. <https://doi.org/10.1016/j.jsp.2017.11.003>

## 2017

1. Briesch DuBois, J. M.\*, **Briesch, A. M., Hoffman, J. A.,** Struzziero, J., & Toback, R. (2017). Implementing self-management within a group counseling context: Effects on academic enabling behaviors. *Psychology in the Schools, 54*, 852–867.
2. Chaffee, R.\*, **Briesch, A. M.,** Johnson, A. J., & **Volpe, R. J.** (2017). A meta-analysis of class-wide behavioral interventions. *School Psychology Review, 46*, 149-164. <https://doi.org/10.17105/SPR-2017-0015.V46-2>
3. Daniels, B.\*, **Volpe, R. J., Briesch, A. M.,** & Gadow, K. D. (2017). Dependability and treatment sensitivity of multi-item direct behavior rating scales for interpersonal peer conflict. *Assessment for Effective Intervention, 43*, 48-59.
4. Daniels, B.\*, **Volpe, R. J.,** Fabiano, G. A., & **Briesch, A. M.** (2017). Classification accuracy and acceptability of the Integrated Screening and Intervention System Teacher Rating Form. *School Psychology Quarterly, 32*, 212-225.
5. **Hoffman, J. A.,** Schmidt, E.\*, Wirth, C., Johnson, S.\*, Sobell, S., Pelissier, K., Harris, D., & Izumi, B. (2017). Farm to Preschool: The state of the research literature and a snapshot of national practice. *Journal of Hunger and Environmental Nutrition, 12(4)*, 443-465.
6. Kimble, E.\*, & **Li, C.** (2017). Efficacy of mindfulness- and acceptance-based treatments for culturally and linguistically diverse patients: Communicating this to patients. *North American Journal of Medicine and Science, 10* (4), 171-175.
7. **Li, C.,** Abdulkerim, N.\*, Jordan, C.\*, & Son, C. G. (2017). Overcoming communication barriers to serving culturally and linguistically diverse patients. *North American Journal of Medicine and Science. 10* (3),103-109. DOI: [10.7156/najms.2017.1003103](https://doi.org/10.7156/najms.2017.1003103).

## 2016

1. **Briesch, A. M.,** Briesch, J. M.\* (2016). A meta-analysis of behavioral self-management interventions in single-case research. *School Psychology Review, 45*, 3-18.
2. Cox, C.\*, **Hoffman, J. A.,** & Shiyko, M. (2016). Using text messages to promote engagement in a subsidized community supported agriculture program for Head Start families. *Journal of Hunger and Environmental Nutrition, 11(2)*: 280-291
3. DuBois, M.\*, **Volpe, R. J.,** Burns, M. K., & **Hoffman, J. A.,** (2016). Parent-administered computer-assisted tutoring targeting letter-sound knowledge: Evaluation via multiple-baseline across three preschool students. *Journal of School Psychology, 59*, 39-53. doi:10.1016/j.jsp.2016.09.004
4. Cohen, J. F. W., Gorski, M. T., **Hoffman, J. A.,** Rosenfeld, L., Chaffee, R.\*, Smith, L., Catalano, P., & Rimm, E. B. (2016). Healthier standards for school meals and snacks impact on school food revenues and lunch participation rates. *American Journal of Preventive Medicine, 51(4)*, 485-492.
5. Gorski, M. T. Cohen, J. F. W., **Hoffman, J. A.,** Rosenfeld, L., Chaffee, R.\*, Smith, L. & Rimm, E. B. (2016). Impact of nutrition standards on competitive food quality in Massachusetts middle and high schools. *American Journal of Public Health, 106(6)*
6. **Kruger, L., Li, C.,** Kimble, E.\*, Ruah, R.\*, Stoianov, D.\*, & Krishnan, K.\* (2016). Impact of Repeatedly Failing a High School Exit Exam: Voices of English Language Learners. *The Urban Review, 48(3)*, 463–483. doi: [10.1007/s11256-016-0363-z](https://doi.org/10.1007/s11256-016-0363-z)
7. **Li, C., Kruger, L.,** & Krishnan, K.\* (2016). Empowering immigrant patients with disabilities: advocating and self-advocating. *North American Journal of Medicine and Science, 9(3):116-122.*

## 2015

1. **Briesch, A. M.**, Briesch, J. M.\*, & Chafouleas, S. M. (2015). Investigating the usability of classroom management strategies among elementary school teachers. *Journal of Positive Behavior Interventions*, 17, 5-14. doi: 10.1177/1098300714531827
2. **Briesch, A. M.**, Hemphill, E. M.\*, **Volpe, R. J.**, & Daniels, B.\* (2015). An evaluation of observational methods for measuring response to class-wide intervention. *School Psychology Quarterly*, 30, 37-49.
3. Johnson, S. E.\*, **Hoffman, J. A.**, **Kruger, L.**, & Rizzo, C. J. (2015). Teaching school psychology students about teen dating violence: A snapshot of training practices across the U.S. *School Mental Health*, 7(4), 249-260.
4. **Hoffman, J. A.**, Wirth, C., Johnson, S.\*, Carter, S., DuBois, M.\*, Cox, C.\*, & Castaneda-Sceppa, C. (2015). Communicating with Head Start parents about their child's weight status. *National Head Start Association Dialog*, 18, 31-42.
5. **Hoffman, J. A.**, Wirth, C., Johnson, S.\*, Carter, S., DuBois, M.\*, Cox, C.\*, & Castaneda-Sceppa, C. (2015). Engaging Head Start families in childhood obesity prevention: School-home communication about children's height and weight screenings. *National Head Start Association Dialog*, 18(2), 92-97.
6. **Hoffman, J. A.**, Rosenfeld, L., Schmidt, N., Cohen, J., Gorski, M.\*, Chaffee, R.\*, Smith, L., & Rimm, E. B. (2015). Implementation of competitive food and beverage standards in Massachusetts: the NOURISH Study (Nutrition Opportunities to Understand Reforms Involving Student Health). *Journal of the Academy of Nutrition and Dietetics*, 115(8) 1299-307.
7. **Li, C.**, & Kimble, E.\* (2015). Cultural Considerations in the Selection of Evidence-Based Psychosocial Interventions for Chinese-American/Immigrant Children with Autism Spectrum Disorders. *North American Journal of Medicine and Science*, 8(3), 129-134.
8. Mulé, C. M.\*, **Volpe, R. J.**, Fefer, S., Leslie, L. K., & Luiselli, J. (2015). Comparing two sight-word reading interventions for a student with Autism Spectrum Disorder. *Journal of Behavioral Education*, 24, 304-316.

## 2014

1. **Briesch, A. M.**, Briesch, J. M.\*, & Mahoney, C.\* (2014). Reported use and acceptability of self-management interventions to target behavioral outcomes. *Contemporary School Psychology*, 18, 222-231. doi: 10.1007/s40688-014-0016-8
2. Castaneda-Sceppa, C., **Hoffman, J. A.**, Thomas, J.\*, DuBois, M.\*, Agrawal, T., Griffin, D., Bhaumik, U., Healey, C. L., Dickerson, D., Nethersole, S., & Wirth, C. (2014). Family Gym: A model to promote physical activity for families with young children. *Journal of Health Care for the Poor and Underserved*, 25(3).
3. Daniels, B.\*, **Volpe, R. J.**, **Briesch, A. M.**, & Fabiano, G. A. (2014). Development of a problem-focused behavioral screener linked to evidence-based intervention. *School Psychology Quarterly*, 29, 438-451. doi: 10.1037/spq0000100.
4. DuBois, M. R.\*, **Volpe, R. J.**, & Hemphill, E. M.\* (2014). A randomized trial of a computer-assisted tutoring program targeting letter sound expression via incremental rehearsal. *School Psychology Review*, 43, 210-221.
5. Maggin, D. M., **Briesch, A. M.**, Chafouleas, S. M., Ferguson, T. D.\*, & Clark, C. (2014). A comparison of rubrics for identifying empirically supported practices with single-case research. *Journal of Behavioral Education*, 23, 287-311. doi:10.1007/s10864-013-9187-z

### 2013

1. **Briesch, A. M., & Daniels, B.\*** (2013). Using self-management interventions to address general education behavioral needs: Assessment of effectiveness and feasibility. *Psychology in the Schools, 50*, 366-381. doi:10.1002/pits.21679
2. **Briesch, A. M., Ferguson, T. D.\*, Volpe, R. J., & Briesch, J. M.\*** (2013). Examining teachers' perceptions of social-emotional and behavioral referral concerns. *Remedial and Special Education, 34*, 249-256. doi:10.1177/0741932512464579
3. **Briesch, A. M., Hemphill, E. M.\*, & Daniels, B.\*** (2013). Check your SLANT: Adapting self-management for use as a class-wide intervention. *School Psychology Forum, 7*(2), 29-39.

### Non-Refereed Publications

1. **Briesch, A. M., Donaldson, A. R.\*, & Abdulkarim, N.\*** (in press). Self-management. In K. Radley & E. Dart (Eds.), *Handbook of Behavioral Interventions in Schools: Multi-Tiered System of Supports*. New York, NY: Oxford University Press.
2. **Codding, R. S., Collier-Meek, M., & DeFouw, E.\*** (in press). Treatment integrity and intensity: Critical considerations for delivering individualized interventions. In M. Tankersley, B. G. Cook, & T. J. Landrom (Eds). *Advances in learning and behavioral disabilities: Delivering intensive, individualized interventions to children and youth with learning and behavioral disabilities (vol. 31)*. Emerald Publishing.
3. **Hoffman, J. A., \*Schmidt, E., \*Hamilton, T. N.** (in press) Childhood obesity: Promoting healthy weight at school and home. In G.G. Bear & K.M. Minke (Eds). *Helping Handouts: Supporting Students at School and Home*. Bethesda, MD: National Association of School Psychologists.
4. **Codding, R. S., McNallan, K. R.\*, & Running, K.\*** (2019). Behavioral interventions for academic performance: A summary of the literature. In S.G. Little & A. Akin-Little (Eds.). *Behavioral interventions in schools: Evidence-based positive strategies* (2<sup>nd</sup> ed). Washington, DC: American Psychological Association Press.
5. **Li, C. & Wang, Z\***. (2014). School-based assessment with Asian children and adolescents. In Lorraine T. Benuto, Nicholas Thaler, & Brian D. Leany (Eds.), *Guide to Psychological Assessment with Asian Americans*, 393-405. New York, NY: Springer. (*Collaboration with graduate student*)
6. Varma, S., Kiss, A. J.\*, & **Codding, R.S.** (2019). Theoretical debates in school psychology – Cognitive psychology. In M. Burns (Ed.). *Introduction to School Psychology: Controversies and current practice*. NY: Oxford University Press USA.
7. **Volpe, R. J., Sakai, C., Daniels, B.\*** (2019). School-based Medication Evaluations: Implications for Psychologists & Physicians. In J. S. Carlson & J. A. Barterian (Eds.) *Pediatric School Psychology: School Psychopharmacology*. New York, NY: Springer.
8. Martens, B. K., **Codding, R. S., & Sallade, S. J.\*** (2017). Consultation practices: School-based Instructional Support. In J. K. Luiselli (Ed.), *Applied behavior analysis advanced guidebook: A manual for professional practice* (pp. 167-196). London: Elsevier, Inc.
9. **Codding, R. S. & Martin, R. J. \*** (2016). Tier 3: Intensive mathematics intervention strategies. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* (2nd ed.) (pp.375-388). New York: Springer Science.

10. **Codding, R. S.**, Harvey, V., & Hite, J.\* (2014). Best practices in promoting study skills. In A. Thomas & P. Harrison. *Best Practices in school level student services* (pp. 67-82). Washington DC: National Association of School Psychologists.
11. **Codding, R. S.** & Martin, R.\* (2014). Interventions in mathematics. Chapter in S. Little & A. Little, *Academic Assessment and Intervention* (pp. 257-279). New York: Taylor & Francis.

### **National or International Refereed Presentations**

#### **2022**

1. **Crossing, A. E.**, Gumudavelly, D.\*, Watkins, N.\*, Logue, C.\*, & Anderson, R. E. (2022). A critical theory of psychology as praxis: Utilizing principles of PsyCrit to analyze familial factors in racial socialization. *Journal of Adolescent Research*.
2. Krishnan, K., & **Li, C.** (2022). Do Adolescent ELs (English learners) Self-Regulate Their Learning - Why This Matters. Poster presentation accepted for NASP Annual Convention, 02/17/2022, Boston, MA.

#### **2021**

1. **Li, C.**, Kruger, L., & Abdulkerim\*, N. (2021). Advancing social justice for English learners: Implications for school psychology training. (LIFE) Paper presentation at Annual conference of *Trainers of School Psychology: Connecting for Action: Social Justice & Advocacy for the Profession*. Virtual, March 19, 2021. (work with graduate student).
2. Ruggeri\*, K., & **Li, C.** (2021). Meditation as a stress reduction technique: Children's perception and preferences. Poster presentation at the Annual Convention of American Psychological Association, Virtual, August 12-14, 2021. (work with graduate).

#### **2020**

1. **Briesch, A. M., Volpe, R. J.**, Donaldson, A. R.,\* & Yeung, T. S.\* (2020, February). Dependability of Direct Behavior Rating Multi-Item Scales for academic enablers. Poster to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
2. **Briesch, A. M., Volpe, R. J.**, Floyd, R. G., Hill, E.\*, & Hammons, J.\* (2020, February). Expanding your assessment toolbox: Conducting systematic observations in school settings. Mini-skills session to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
3. Defouw, E.\*, Johnson, A., & **Codding, R.S.** (2020, February). What do we know about dosage in mathematics: A meta-analysis? In S. Schneider (Chair), *How much matters: Dosage issues in reading, math, and writing*. Symposium to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD
4. Gould, K.\*, Collier-Meek, M., **Codding, R.S.**, & Hayden, L. (2020, February). *Impact of combined intervention on mathematics and social-emotional skills*. Poster to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.

5. Kimble, E\*., **Li, C.**, & Kruger, L. (2020). Meditation for Second Language Learners in High School. Poster presentation accepted by the Annual Convention of National Association of School Psychologists, Baltimore, MD, February 19<sup>th</sup>, 2020.
6. Kromminga, K. R.\* , & **Codding, R. S.** (2020, February). *Do technology interventions add up? Examining effects of intervention modality.* Paper to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
7. Edmunds, R.\* , Becker, D. M.\* , McKevett, N.\* , Kromminga, K.\* , & **Codding, R. S.** (2020, February). *SALE-Implementing high-quality math interventions on a budget.* Paper to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
8. McKevett, N.\* , Brandjord, S. C.\* , Becker, D. M.\* , Edmunds, R.\* & **Codding, R. S.** (2020, February). *Finding quality resources on teachers' pay teachers.* Paper to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD
9. Running, K.\* , **Codding, R. S.**, & Will, K.\* (2020, February). *Evidence-based instructional principles in core curricula fraction lessons.* Poster to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
10. Ruedy, A.\* & **Codding, R. S.** (2020, February). *Video modeling to teach academic skills for students with Autism.* Poster to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
11. \*Saksono, H. Castaneda-Sceppa, C., **Hoffman, J. A.**, Seif El-Nasr, M., Morris, V., & Parker, A. G. (2019, May). Social Reflections on Fitness Tracking Data: A Study with Families in Low-SES Neighborhoods. In *CHI Conference on Human Factors in Computing Systems Proceedings (CHI 2019), May 4–9, 2019, Glasgow, Scotland UK.* ACM, New York, NY, USA, 14 pages. <https://doi.org/10.1145/3290605.3300543>
12. \*Schmidt, E. M., **Hoffman, J. A.**, Mulé, C. & Briesch, A. M (2020, May). Effects Of A Teacher Training Program To Promote Physical Activity Among Preschoolers With Autism. Oral presentation at the American College of Sports Medicine annual meeting. San Francisco, CA. (Abstract published in *Medicine and Science in Sports and Exercise*, 52(5) Supplement.)
13. Shokunbi, F\* , & **Li, C.** (2020). Impact of Familial Burdens on African-American Students: NASP Practice Model. Poster presentation accepted by the Annual Convention of National Association of School Psychologists, Baltimore, MD, February 19<sup>th</sup>, 2020.
14. **Volpe, R. J.**, **Briesch, A. M.**, Yeung, T. S.\* , & Donaldson, A. R.\* (2020, February). Examining the dependability of four direct behavior rating multi-item scales. Poster to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.

## 2019

1. Abdulkerim, N.\* , & **Li, C.** (2019, August). *Are Mindfulness-Based Interventions Applicable to Muslim Clients?* Poster presented at the Annual Convention of American Psychological Association, Chicago, IL.
2. **Briesch, A. M.**, Beneville, M.\* , & Chafouleas, S. M. (2019, August). School-based mental health screening: Understanding current practices, attitudes, and beliefs. Paper presentation at the National Principals Conference, Boston, MA.

3. Broding, J.\* & **Briesch, A. M.** (2019, March). *State Variation Regarding Other Health Impairment Eligibility Criteria for ADHD*. Poster presented at the annual meeting of the National Association of School Psychologists (NASP), Atlanta, GA.
4. Chaffee, R.\* , **Volpe, R. J.**, Yeung, T. Y.\* , & **Briesch, A. M.** (2019, February). *Construct Validity of Academic Enablers Direct Behavior Rating Scales*. Poster presented at the annual meeting of the National Association of School Psychologists (NASP), Atlanta, GA.
5. **Codding, R. S.**, Kromminga, K. R.\* , Brandjord, S.\* , Ruedy, A.\* & Begeny, J. (2019, February). *To subitize or not to subitize?* Poster presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.
6. **Codding, R. S.**, Nelson, P., Parker, D., Edmunds, R.\* , & Klaft, J.\* (2019, February). *It all adds up: leveraging volunteerism to boost math skills*. Paper presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
7. Edmunds, R.\* , **Codding, R. S.**, Nelson, P., Parker, D., & Klaft, J.\* (2019, February). *Stop worrying about the numbers: Intervention effects on math anxiety*. Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
8. Edmunds, R.\* & **Codding, R. S.** (2019, February). *How we say it matters: Delivering feedback within math interventions*. Paper presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
9. Donaldson A. R.\* , **Briesch, A. M.**, & **Volpe, R. J.** (2019, February). *Establishing the Construct Validity of DBR Scales for Internalizing Problems*. Poster presented at the annual meeting of the National Association of School Psychologists (NASP), Atlanta, GA.
10. Donaldson A. R.\* , **Briesch, A. M.**, & DuBois, M. R. (2019, February). *Examining Student DBR-MIS Ratings of Internalizing Behavior*. Poster presented at the annual meeting of the National Association of School Psychologists (NASP), Atlanta, GA.
11. Hamilton, T. N.\* & **Hoffman, J. A.** (2019, February). *Supporting Healthy Weight and Eating Behaviors During the College Transition*. Poster presented at the National Association of School Psychologists annual convention, Atlanta, GA.
12. **Hoffman, J. A.** & Schmidt, E. M.\* (2019, February). *WE PLAY: Promoting physical activity among preschoolers*. Paper presentation at the National Association of School Psychologists annual convention, Atlanta, GA.
13. Klaft, J.\* & **Codding, R. S.** (2019, February). *Improving procedural fidelity of the classroom check-up model using self-monitoring*. Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
14. Klaft, J.\* & **Codding, R. S.** (2019, February). *Tips for improving intervention fidelity through planning and follow-up*. Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
15. Kromminga, K.R.\* , McKeveitt, N.\* , Roesslein, R.\* , Ruedy, A.\* , Running, K.\* & **Codding, R. S.** (2019, February). *An overview of fraction interventions for struggling learners*. Symposium presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
16. **Li, C.**, **Kruger, L.J.**, Kimble, E.G.\* , Krishnan, K.\* , Rader, S.N.\* , & Beneville, M.A.\* (2019, February). *Addressing Unintended Negative Consequences of High-Stakes Testing on ELLs*. Poster accepted by the Annual Convention of National Association of School Psychologists, Atlanta, GA.
17. McKeveitt, N.\* & **Codding, R. S.** *How to use a BEA to determine the most effective math intervention*. (2019, February). Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.



18. **Volpe, R. J.**, Chaffee, R.\*, Broding, J.\*, **Briesch, A. M.**, & Yeung, T. S.\* (February, 2019). *Exploring the dependability of direct behavior rating items*. Poster presented at the annual meeting of the National Association of School Psychologists (NASP), Atlanta, GA.
19. **Volpe, R. J.**, Yeung, T. S.\*, Casale, G., Krull, J., & Hennemann, T. (2019, July). *A German Language Universal Screener for Externalizing and Internalizing Problems*. Paper presented at the 41st International School Psychology Association Conference, Basel, Switzerland.
20. Yeung, T. S.\*, & **Volpe, R. J.** (2019, August). *Reliability, Validity, and Classification Accuracy of a Chinese Universal Behavioral Screener*. Poster presented at the Annual Meeting of the American Psychological Association, Chicago, IL.

## 2018

1. Auerbach, E., Long, S.\*, Korakian, T., & **Briesch, A. M.** (2018, February). *Exploring behavior screening policies and practices in U.S. schools*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
2. Barlas, N.\*, Sidhu, J.\* & **Li, C.** (2018). Applicability of Available Socio-Emotional Learning Programs in Pakistan. Poster presentation at the Annual Convention of National Association of School Psychologists, Chicago, IL. February 14, 2018.
3. Brandjord, S.\* & **Codding, R. S.** (2018, February). *Promoting mental math using thinking strategies and peer-tutoring*. Poster presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
4. **Briesch, A. M.**, Daniels, B., & Beneville, M.\* (2018, February). *Unpacking the term self-management to understand intervention applications*. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
5. **Codding, R. S.**, McNallan, K.\*, Gardner, J.\*, Edmunds, R.\*, Pulles, S. & Begeny, J. (2018, February). *Evaluating a standard protocol intervention package to improve mathematics outcomes*. Poster presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
6. \*Hamilton, T. N., **Hoffman, J.A.**, Arsiwalla, D., Volpe, R., \*Schmidt, E., & Gropper, S. (2018, July). *Gender Comparisons in Young Adults' Eating Behavior Regulation*. Poster presented at the Society for Nutrition Education and Behavior Conference, Minneapolis, MN.
7. **Hoffman, J. A.** & \*Schmidt, E., (2018). *The Development of an Online Training Program for Preschool Teachers to Promote Physically Active Play Among Children*. Poster presentation at the Administration for Children and Families' 2018 National Research Conference on Early Childhood (NRCEC), Arlington, VA.
8. **Kruger, L.**, Rodgers, R., Long, S.\*, & Lowy, A. (2018, May). *The Effect of Interview Format on Self-disclosure*. 16<sup>th</sup> Annual Qualitative Methods Conference, Banff, Canada.
9. **Kruger, L.**, Rodgers, R., Long, S.\*, & Lowy, A. (2018, August). *Individual interviews or focus groups? Interview format and women's self-disclosure*. American Psychological Association Annual Convention, San Francisco, CA.
10. **Lifter, K.**, **Mason, E.J.**, Tennant, R.\*, & Minami, T. (2018, March). *A method of assessment play developments in young with and without delays*. Poster presented to the Conference on Research Innovations in Early Intervention as part of the Opening Night Methodology Symposium, San Diego, CA.
11. Long, S.\*, Nissen, K.\*, **Briesch, A. M.**, & Chafouleas, S. M. (2018, February). *Exploring state-level guidance regarding progress monitoring practices*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

12. Yeung, T. S.\*, & **Volpe, R. J.** (2018, July). *Chinese Language Universal Behavioral Screener: Adaptation and Validation*. Paper presented at the 40<sup>th</sup> International School Psychology Association Conference, Tokyo, Japan.
13. Yeung, T. S.\*, & **Volpe, R. J.** (2018, March). *Chinese Language Universal Behavioral Screener*. Paper presented at the 15th International Conference on Positive Behavior Support, San Diego, CA.

## 2017

1. Auerbach, E. R., Long, S. J.\*, Koriakin, T.A., **Briesch, A.M.**, & Chafouleas, S.M. (2017, October). *Exploring the alignment of behavior screening policies and practices in U.S. schools*. Poster presented at the 22nd Annual Conference on Advancing School Mental Health, Washington, D.C.
2. Beneville, M.\*, & **Li, C.** (2017, August). *Evidence-Based Literacy Interventions for East/Southeast Asian English Language Learners: A Review of the Research and Recommendations for Practice*. Poster presented at Annual Convention of American Psychological Association, Washington, DC.
3. Cameron, A.\*, Ruah, R.\*, **Lifter, K.**, **Mason, E.**, & Minami, T. (2017, March). *Effects of family background and home environment on play development in infants, toddlers, and preschoolers with and without delays*. Poster presented to the International Convention of Psychological Science (ICSP). Vienna, Austria.
4. **Codding, R. S.**, Edmunds, R.\*, Gardner, J.\*, Diggs, C.\*, Begeny, J. & Hansen-Burke, A. (2017, February). *Boosting outcomes of a mathematics intervention using motivational strategies*. Poster presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
5. **Codding, R. S.**, Edmunds, R.\*, Gardner, J.\*, Diggs, C.\*, & Begeny, J. (2017, February). Examining the impact of a Tier 2 intervention on student outcomes. In M. Burns (Chair). *Assessment and intervention research for RTI and MTSS in mathematics*. Symposium presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
6. DeFouw, E.\*, Gould, K.\*, **Codding, R. S.**, & Collier-Meek, M. A. (2017, February). *Examining dimensions of treatment intensity in math intervention research*. Paper presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
7. Desai, S.\*, **Codding, R.S.**, Gould, K.\*, DeFouw, E.\* (February, 2017). *Field supervisors and interns: Does personality similarity optimize the internship?* Paper presented at the annual convention for National Association of School Psychologists (NASP), St. Antonio, TX.
8. Filanowski, P.\*, Milliken, L., Iannotti, R. J., Crouter, S. E., Vermeulen, A., Schmidt, E. M.\*, **Hoffman, J. A.**, Castaneda-Sceppa, C. (May 2017) *Physical Activity of Parents and Children Playing Together and the Effects of Varying Structured Activity*. Poster presentation at the American College of Sports Medicine annual meeting. Denver, CO.
9. Grosche, M., **Volpe, R.J.**, **Briesch, A.**, Daniels, B.\*, Casale, C., & Hennemann, T. (2017, February). *Intercultural Adaptation of a Universal Screener in English and German*. Paper presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

10. Kleinert, W.\* & **Codding, R. S.** (2017, May). Combining skill and performance interventions to address mathematics difficulties: The utility of brief experimental analysis. In **R. Codding** (Chair) *Predictive validity of functional assessment methods*. Symposium presented at the Annual Convention of the Association for Behavior Analysis International, Denver, CO.
11. Kleinert, W.\* & **Codding, R. S.** (February, 2017). *Brief experimental analysis: Examining skill and performance interventions in mathematics*. Poster presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
12. Krishnan, K.\*, **Li, C.**, **Kruger, L.**, Kimble, E.\*, Aki, G.\*, & Ruah, R.\* (2017, February). *Self-Regulated Learning, English Language Learners, and High School Exit Exams*. Annual Convention of National Association of School Psychologists, San Antonio, TX.
13. **Li, C.**, Richard, C.\*, & L. Song. (2017). Chinese Teenage Girls' Stress and Resilience Reflected in the Ecomap. Annual Convention of National Association of School Psychologists, San Antonio, TX, February 22, 2017
14. **Lifter, K.**, Cameron, A.\*, & Ruah, R.\* (2017, October). *Developments in play for young children with and without developmental delays*. Paper presented to the 33<sup>rd</sup> Annual International Conference on Young Children with Special Needs and their Families, Portland, OR.
15. Long, S.\*, **Kruger, L.**, Rodgers, R., & Lowy, A.\* (2017). *Building resilience to media exposure among adolescent girls*. Poster session presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.
16. Ruah, R.\*, Cameron, A.\*, **Lifter, K.**, **Mason, E.**, & Minami, T. (2017, March). *Categories of play activities on the Developmental Play Assessment*. Poster presented to the International Convention of Psychological Science (ICSP). Vienna, Austria.
17. Schmidt, E. M.\*, & **Hoffman, J. A.** (May 2017). *Cultivating Healthy Habits for Our Littlest Eaters: Promising Practices in Farm to Education and Early Care*. Workshop presentation at the 9<sup>th</sup> Biennial Childhood Obesity Conference. San Diego, CA.
18. Schmidt, E. M.\* & **Hoffman, J. A.** (February 2017). *Farm to preschool program affects children's fruit and vegetable consumption*. Paper presentation at the National Association of School Psychologists annual meeting. San Antonio, TX.
19. Silva, M.\* & **Codding, R. S.** (2017, May). Student choice of math interventions: Investigating the effects of choice on digits correct per minute. In B. K. Martens (Chair) *Increasing children's math work completion by offering a choice of interventions and reinforcement contingencies*. Symposium presented at the Annual Convention of the Association for Behavior Analysis International, Denver, CO.
20. Silva, M.\*, **Codding, R. S.**, Collier-Meek, M., & DeFouw, E.\* (February, 2017). *Acceptability assessment of school psychology interventions from 2005-2015*. Paper resented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.

## 2016

1. Book, L., Economou, C., Landino, J., Perrone, C., Turner, C., **Lifter, K.**, **Mason, E.J.**, Cameron, A.\*, Ruah, R.\*, & Scamurra, H. (2016, November). *Relationships between play and language development in toddlers*. Paper presented at the 2016 Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
2. Cox, C.\*, **Hoffman, J.**, Shiyko, M., **Briesch, A.**, & Castaneda-Sceppa, C. (2016). *Factors Related to Head Start Teachers' Implementation of Physical Activity Promotion Programs*.

- Poster presented at the Childhood Obesity in the Community: Turning Science into Care Conference, Cambridge, MA.
3. DeFouw, E.\* , Collier-Meek, M. A., **Codding, R. S.** & Gould, K.\* (2016, February). *Treatment integrity in tier 2 mathematics interventions*. Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
  4. DuBois, M. R.\* , & **Volpe, R. J.** (2016, August). *The psychometric properties of a computer-assisted tutoring program targeting letter sound knowledge*. Poster presented at the Annual Meeting of the American Psychological Association, Denver, CO.
  5. Johnson, S.\* , Amabile, A.\* , **Li, C.**, & Cohen, A. (2016, February). *The benefits of a tier 2 mindfulness-based intervention for adolescents with internalizing symptoms*. Poster presented at Annual Convention of National Association of School Psychologists, New Orleans, LA.
  6. Kleinert, W. L.\* , **Codding, R. S.**, Minami, T., & Gould, K.\* (2016, February). Taped problems and taped words: A meta-analysis of mathematics and reading interventions. Paper presented at the National Association of School Psychologists (NASP), New Orleans, LA.
  7. Kleinert, W. L.\* , Silva, M. R.\* , Desai, S.\* , **Codding, R. S.**, & St. James, P. (2016, February). *Progress monitoring for social skills groups: a step-by-step guide with samples using BIMAS flex items*. Poster presented at the National Association of School Psychologists (NASP), New Orleans, LA.
  8. **Kruger, L.**, **Li, C.**, Kimble, E.\* , Ruah, R.\* , Krishnan, K.\* , Stoianov, D.\* , & Holborn, K.\* (2016, February). *Consequences of high school exit exams for English language learners*. Research poster presented at Annual Convention of National Association of School Psychologists, New Orleans, LA.
  9. **Li, C.**, Kruger, L., Kimble, E.\* , Krishnan, K.\* , & Aki, G\* . (2016). A Holistic Approach to Educating English Language Learners (ELLs) of Color: Lessons Learned from ELLs Who Failed the MCAS. Individual presentation at the thirteenth annual Diversity Challenge: "Race, Culture, and Educating Our Youths: Developing Whole People Not Widgets." Boston College, MA, October 28-29, 2016.
  10. Martin, R.J.\* , **Codding, R. S.**, Gould, K.\* , & Defouw, E.\* (2016, February). *Measuring the procedural fidelity of home-based academic interventions*. Paper presented at the National Association of School Psychologists (NASP), New Orleans, LA.
  11. Martin, R.J.\* **Codding, R. S.**, Kleinert, W. L.\* , Perreault, L.\* , & DeFouw, E.\* (2016, February). *The impact of treatment dosage on mathematics fluency outcomes*. Poster presented at the National Association of School Psychologists (NASP), New Orleans, LA.
  12. Ruah, R.\* , Cameron, A.\* & **Lifter, K.** (2016, October). *Children's Play Development: A Longitudinal Study of Young Children with and without Delays*. Poster presented at the 32nd Annual International Conference on Young Children with Special Needs and their Families. Louisville, KY.
  13. Ruah, R.\* , **Li, C.**, & Junkoski, S. (2016, August). *Reducing stress: What Brazilian immigrant adolescents do and recommend*. Poster presentation accepted by Annual Convention of American Psychological Association, Denver, Colorado.
  14. \*Schmidt, E. M., **Hoffman, J. A.**, Shiyko, M. (July 2016). *The Impact of Farm to Family on Children's Fruit and Vegetable Consumption*. Poster presentation at the Head Start National Research Conference. Washington, DC.
  15. \*Schmidt, E. M., **Hoffman, J. A.**, Wirth, C., Johnson, S., Sobell, S., Pelissier, K., Harris, D., & Izumi, B. (February 2016). *Farm to Preschool: Summarizing research literature and understanding national practice*. Poster presented at the National Association of School Psychologists Annual Convention. New Orleans, LA.

16. Schmidt, E. M., \*Martin, J., **Hoffman, J. A.**, \*Cammaratta, A., \*Filanowski, P., Milliken, L., Iannotti, R., & Castaneda-Sceppa, C. (February 2016). *Parent and child physical activity levels at Family Gym*. Poster presented at National Association of School Psychologists Annual Convention. New Orleans, LA.
17. Silva, M. R.\*, **Codding, R. S.**, Collier-Meek, M., & DeFouw, E.\* (2016, February). *Student acceptability in intervention research: A review of the school psychology literature from 2009 to 2014*. Poster presented at the National Association of School Psychologists (NASP), New Orleans, LA
18. Silva, M. R.\*, Kleinert, W. L.\*, **Codding, R. S.**, & Feinberg, A. B. (2016, February). *Effective classroom supports: An investigation of the classroom check-up*. Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
19. Volpe, R. J., **Briesch, A. M.**, & Daniels, B.\* (2016, August). *Initial development of Direct Behavior Rating multi-item scales for school-based progress monitoring*. Poster presented at the Annual Meeting of the American Psychological Association, Denver, CO.
20. **Volpe, R. J.**, Casale, G., Hennemann, T., **Briesch, A. M.**, Daniels, B.\*, & Grosche, M. (2016, August). *Psychometric Properties and Measurement Invariance of a Universal behavioral screener in inclusive schools*. Presentation at the Biennial Meeting of EARLI SIG 15, Leuven, Belgium.

## 2015

1. Johnson, A. H., Chaffee, R.\*, Chafouleas, S. M., **Briesch, A. M.**, Dineen, J., & McCoach, D. B. (2015, August). *Review of national trends in school mental health policy*. Poster presented at the Annual Meeting of the American Psychological Association, Toronto, ON.
2. \*Kleinert, W., **Codding, R. S.**, \*Sheppard, V.\*, \*Silva, M., & \*Gould, K. (2015, February). *Research synthesis on the taped problems and taped words interventions*. Poster presented at the National Association of School Psychologists (NASP), Orlando, FL.
3. Krebs, G.\*, & **Volpe, R. J.** (2015, February). *Computer-aided interventions in math: A review of the evidence*. Poster presented at the annual meeting of National Association of School Psychologists, Orlando, Florida.
4. **Kruger, L.**, **Briesch, A. M.**, Briesch, J. M.\*, & Struzziero, J. (2015, February). *Neither Pushy nor Passive: Developing Assertiveness Skills for School Psychologists*. Mini-Skills Workshop presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
5. **Kruger, L.** Kimble, E.\*, Ruah, R.\*, Krishnan, K.\*, **Li, C.**, Holborn, K.\*, Stoianov, D.\*, & Cameron, A.\* (2015). *Persistence on high school exit exams: Risk and protective factors*. Research poster presented at Annual National Convention of Association of School Psychologists, Orlando, FL, February, 2015.
6. **Lifter, K.**, Concannon, K.\*, & Cameron, A.\*, **Mason, E.J.**, Minami, T., & Cannarella, A. (2015, October). *Children's play development: New descriptions for young children with and without delays*. Paper presented to the 31<sup>st</sup> Annual International Conference on Young Children with Special Needs and their Families. Atlanta, GA.
7. **Lifter, K.**, Cannarella, A.M., **Mason, E.J.**, Minami, T., Vertucci, K.\*, & Concannon, K.\* (2015, March). *Children's Play Development: New Observations and Descriptions, with Translation to Assessment*. Poster presented to the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

8. Silva, M.R.\*, & **Codding, R. S.** (2015, February). *Examining the effects of a self-monitoring and choice intervention package*. Poster presented at the meeting of the National Association of School Psychologists (NASP), Orlando, FL.
9. Silva, M. R.\*, Kleinert, W. L\*., Sheppard, V.\*, & **Codding, R. S.** (2015, February). *The practice of using single-case designs for making data-based decisions*. Poster presented at the meeting of the National Association of School Psychologists (NASP), Orlando, FL.
10. VanDerHeyden, A. M.\*, Martin, R.\* , Desai, S.\*, Maki, E.\* , & **Codding, R. S.** (2015, February). *Computer-based mathematics intervention tool: Impact on implementation and student learning*. Paper presented at the annual convention for the National Association of School Psychologists (NASP), Orlando, FL.

#### 2014

1. **Briesch, A. M.**, & Briesch, J. M.\* (2014, August). *Meta-analysis of self-management interventions targeting student behavior*. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC.
2. **Briesch, A. M.**, Briesch, J. M.\* , & Chafouleas, S. M. (2014, February). *Investigating the usability of classroom management strategies among K-6 teachers*. Poster presented at the National Association of School Psychologists Annual Convention, Washington DC.
3. Briesch, J. M.\* , & **Briesch, A. M.**, & Struzziero, J. (2014, February). *Bringing self-management to the masses by improving intervention feasibility*. Paper presented at the National Association of School Psychologists Annual Convention, Washington DC.
4. Daniels, B.\* , **Volpe, R. J.**, & **Briesch, A. M.** (2014, February). *Universal screening for social emotional and behavioral problems*. Paper presented at the National Association of School Psychologists Annual Convention, Washington DC.
5. Daniels, B.\* , **Volpe, R. J.**, & Fabiano, G. (February, 2014). *Universal screening for social emotional and behavior problems*. Paper presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
6. DuBois, M.R.\* , & **Volpe, R. J.** (2014, February). *A randomized trial of a computer-assisted intervention targeting letter sounds*. Poster presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
7. Klug, S.\* , Concannon, K.\* , Krupp, S. & **Lifter, K.** (2014, February). *Effect of Maternal Responsive and Directive Behavior on Children's Performance on the Battelle Developmental Inventory – Second Edition Screening Test (BDI-2 ST)*. Paper presented to the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
8. **Kruger, L. J.** Ruah, R.\* , & Cameron, A.\* (2014, February). *Helping Young Adults Pass a High School Exit Exam*. In L. Kruger (chair), *Investigating Social Justice Challenges Through Qualitative Research*. Symposium conducted at the Annual Convention of the National Association of School Psychologists, Washington, D. C.
9. **Li, C.**, **Kruger, L.**, Krishnan, K.\* , Concannon, K. M.\* , Cameron, A.\* , Ruah, R.\* , Kim, C., McIvor, T\* , Kimble, E.\* , & Stoianov, D.\* (2014, February). *Coping with Failure on High-Stakes Tests: Setbacks and Resilience*. Poster presentation at Annual Convention of National Association of School Psychologists, Washington, DC.
10. Mulé, C., & **Volpe, R. J.** (2014, February). *Validating traditional drill and practice and incremental rehearsal for a student with ASD*. In L. Stewart (Chair), *Incremental Rehearsal: Effective and Efficient Research-Based Memory Interventions*. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.

11. VanDerHeyden, A., **Codding, R.S.**, & \*Martin, R. (February, 2014). Relative value common screening measures in mathematics. In M. Burns (Chair), *Assessment to Intervention for Math: Putting Theory into Practice*. Symposium presented at the annual conference for the National Association of School Psychologists (NASP), Washington, DC.
12. Vertucci, K.\* & **Lifter, K.** (2014, February). *Play Interventions: Target selection and developmental considerations*. Poster presented to the Conference for Research Innovations in Early Intervention (CRIEI), San Diego, CA.

### 2013

1. **Briesch, A. M.**, Hemphill, E. M.\* , & Daniels, B.\* (2013, February). *Promoting Classwide Engagement: Considerations for Tier 1 Intervention and Assessment*. Paper presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
2. **Codding, R. S.**, VanDerHeyden, A., Kleinert, W., Allard, N., Hite, J., & Forrester, P. (February, 2013). *Making Data-Based Decision in Mathematics: A Risk Assessment Analysis*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Seattle, WA.
3. **Codding, R. S.**, \*Allard, N., \*Martin, R., Couse, A., & \*Kleinert, W. (February, 2013). *Basic Fact Fluency: Examining the Mechanisms for Skill Generalization*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Seattle, WA.
4. Cox C\*, **Hoffman J**, Shiyko M, & Wirth C. (2013, October). *The Use of Text Message Reminders to Promote Parent Participation in the Farm to Family (F2F) Program*. *Childhood Obesity in the Community: Turning Science Into Care*, Boston, MA.
5. Ferguson, T. D.\* , **Briesch, A. M.**, & **Volpe, R. J.** (2013, February). *The Effect of Observation Length on the Dependability of Data*. Poster presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
6. DuBois M\*, **Hoffman J**, Carter S, Bottino C, Nethersole S, Cox C\*, Castaneda-Sceppa C, Wirth C. (April 2013). *Improving Head Start's system of communicating children's weight status and BMI scores to caregivers*. American Society of Nutritional Sciences, Boston, MA.
7. **Kruger, L. J.**, Gotthelf, D., Price, W. Struzziero, J., & Briesch, J.\* (2013, February). *Proactive Coping with Organizational Level Pressures on Professional Ethics*. Chair of symposium at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
8. Vertucci, K.\* , Concannon, K.\* , Klug, S.\* , Krebs, G.\* , Cameron, A.\* , & **Lifter, K.** (2013, October). *Linking assessment to intervention in play: Strengths and concerns with current practices*. Poster presented to the 29th Annual International Conference on Young Children with Special Needs and their Families. San Francisco, CA.
9. Vertucci, K.\* , Concannon, K.\* , Klug, S.\* , Hemphill, E.\* , Bischoff, A.\* , & **Lifter, K.** (2013, February). *Interventions Using Play: Is there a Link to Assessment?* Paper presented to the National Association of School Psychologists Annual Convention, Seattle, WA.
10. Wirth C, **Hoffman J**, Carter S, Johnson S, DuBois M\*, Cox C\*, Bottino C, Nethersole S, Castaneda-Sceppa C. (2013, October). *Strengthening Communication with Head Start Families About Early Childhood Obesity*. *Childhood Obesity in the Community: Turning Science Into Care*, Boston, MA.

## APPENDIX C2

### Internship Requirements

<b>APPIC Membership Criteria for Doctoral Psychology Internship Programs</b>	<b>MA Licensing Board Requirements for Health Service Psychology Internships</b>	<b>CDSPP Doctoral Level Internship Guidelines</b>
<p>A psychology internship is an organized training program, which in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.</p>	<p>The site is an organized training program, not a supervised experience or on-the-job training.</p>	<p>A School Psychology doctoral internship is an organized training program that, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences.</p>
<p>The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.</p>	<p>A licensed psychologist is responsible for the integrity and quality of the program</p>	<p>The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program.</p>
<p>The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors and who are actively licensed, certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists. It is expected that interns receive</p>	<p>There are two or more licensed psychologists on the staff as supervisors. If the site has 5 or fewer mental health professionals on staff, there is one full-time psychologist and a board certified or board eligible psychiatrist or licensed independent psychiatric social worker.</p>	<p>The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychology. However, internship agencies such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training</p>



<p>supervision during the year from at least two different supervisors.</p>		<p>experience) by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. Such consortium agreements must ensure supervision of the intern by two or more psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.</p>
<p>Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised.</p> <p>Regularly scheduled individual supervision is provided by one or more doctoral level licensed psychologists, at a ratio of no less than one hour of supervision for every 20 internship hours. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.</p>	<p>Supervision was conducted by a licensed professional who carried full legal and clinical responsibility for cases being supervised</p> <p>At least half of the hours of supervision were delivered by one or more psychologists</p> <p>Training included supervision at a minimum ratio of one hour of acceptable supervision per sixteen hours of work (1:16), regardless of whether the training was completed in one year or two.</p>	<p>The full-time internship includes at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level with the specific intent of evaluating the psychological services rendered directly by the intern and supporting the intern in the role of psychological service provider.</p> <p>In addition to the individual supervision, the intern spends at least two additional hours per week in scheduled group or individual supervision, conducted by a doctoral level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools.</p> <p>*In addition, CDSPP provides additional guidance regarding telesupervision. See</p>

		<a href="https://sites.google.com/site/cdspphome/2012guidelines">https://sites.google.com/site/cdspphome/2012guidelines</a>
The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.	Program provided training in a range of approaches to assessment and intervention	The internship consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, supervision, and research designed to meet the psychological, educational, and health needs of the clients. Interns should have experiences with prevention and development of system supports, as well as with direct intervention for client problems, and should have experiences dealing with cultural and individual diversity.
At least 25% of trainees' time is in face-to-face psychological services to patients/clients.	At least 25% of the trainee's time was in direct contact with clients seeking assessment or treatment (minimum 400 hours for full-time internship)	The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.
The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.	Program offered at least four hours per week of structured activities such as case conferences, seminars on clinical issues, group supervision, and additional individual supervision (prorated for half-time internship)	The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an

		intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists.
Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.	Training was at post-clerkship, post-practicum, and post-externship level	The internship is the culminating supervised professional practice training experience prior to the granting of the doctoral degree. The internship is the culminating supervised professional practice training experience prior to the granting of the doctoral degree.
The internship agency has a minimum of two interns at the predoctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week).	There were at least two psychology interns at the internship training level during the applicant's period	The internship agency has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.
The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.	Trainee had the title "intern", "resident", "fellow", or other designation which clearly indicated his/her training status	The trainee has a title such as "intern," "resident," or other designation of trainee status.
The internship agency has a written statement or brochure which provides a	The training program had a written statement describing goals and content of	The internship agency provides a dated written statement, brochure, or website that

<p>clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainee's work. It is made available to prospective interns.</p>	<p>the program, and expectations for quantity and quality of trainee's work. This statement was available prior to onset of program</p>	<p>describes the goals and content of the doctoral internship program, states clear expectations for the quality of trainees' work, training, and supervision, and is made available in advance to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern is given a written statement that includes salary, benefits, reimbursable travel, holidays, and other relevant data.</p>
<p>Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) interns' concerns about training. These procedures include the steps of notice, hearing, and appeal, and are given to the interns at the beginning of the training period.</p>		<p>Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated related to intern behaviors, intern activities, or internship conditions, the university-based director of the school psychology doctoral program in which the intern is enrolled is notified by the supervisor at the internship site.</p>
<p>The internship experience (minimum 1500 hours) must be completed in no less than 9 months and no more than 24 months.</p>	<p>A one-year internship must include a minimum of 1600 hours across a minimum of 10 months/43 weeks of work.</p>	<p>Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours in activities described above.</p>
<p>APPIC member programs are required to issue a certificate of internship completion, which includes the word "Psychology," to</p>		<p>Internship agencies and the intern's university training program jointly issue to the intern written documentation (e.g., a certificate, letter, or "Certificate of</p>

<p>all interns who have successfully completed the program.</p>		<p>Completion”) reflecting successful completion of the psychology doctoral internship.</p>
<p>At least twice a year the internship program conducts formal written evaluations of each trainee's performance.</p>		<p>Interns receive a formal, written evaluation minimally at the end of each university semester, trimester, or quarter course grading period. The format for that evaluation is agreed upon in advance by the internship agency and the intern’s university training program. The areas evaluated are consistent with doctoral program objectives and competencies and include evaluation of intern skills in assessment, intervention, consultation, program evaluation, and ability to deal with issues of cultural and individual diversity. Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent psychologists. The doctoral internship is a required part of the doctoral degree, and while the internship supervisor assesses student performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student’s readiness for graduation and entrance into the profession. Therefore, intern performance is discussed among the training partners: the internship site and the university.</p>
<p>The program has the necessary financial resources to achieve its training goals and objectives. Intern stipends shall be</p>		

reasonable, fair, and stated clearly in advance. Unfunded internship positions are allowable only in unusual and infrequent circumstances.		
		Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.

**APPENDIX C3****Sample Dissertation Title Page**

DISSERTATION TITLE IN FULL CAPITALS (CAPS)

A dissertation presented by

Student Name in Full

Submitted to

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

Doctor of Philosophy

in the field of

School Psychology

Northeastern University

Boston, Massachusetts

Month, Year

## APPENDIX C4

### School Psychology Program E-Mail List

PHDSP@LISTSERV.NEU.EDU

To send a message to all of the people currently subscribed to the list, just send mail to PHDSP@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)



**Confirmation of Review of Student Handbook**

I have read Northeastern's School Psychology Doctoral Program Student Handbook and fully understand all program requirements and policies.

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Student Name (Printed)

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Date

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Student Signature