



# Northeastern

## **SCHOOL PSYCHOLOGY**

### **SPECIALIST LEVEL PROGRAM**

### **STUDENT HANDBOOK**

Masters of Science (M.S.) &

Certificate of Advanced Graduate Study (C.A.G.S.)

2009 - 2010

Department of Counseling and Applied Educational Psychology

Bouvé College of Health Sciences

[www.schoolpsychology.neu.edu](http://www.schoolpsychology.neu.edu)

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## ABOUT NORTHEASTERN

Northeastern University is a private urban university strongly committed to practice-oriented education, and excellence in research and scholarship. Since its inception in 1898, Northeastern's distinguished faculty has provided a variety of exceptional programs.

Northeastern University's faculty and students are geographically diverse, representing 50 states and over 100 countries.

Eight graduate and professional schools offer more than 100 graduate and postgraduate degree programs. As a graduate student at Northeastern, you will be 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, you will discover that part of the adventure of completing graduate work is exploring the cultural, educational, historical, and recreational offerings of the city.

## OVERVIEW OF THE PROGRAM

Northeastern offers a Master of Science (M.S.) program in Applied Educational Psychology and a Certificate of Advanced Graduate Study (C.A.G.S.) program in School Psychology. The entire program of study (M.S. and C.A.G.S.) has received full approval from the National Association of School Psychologists and the Massachusetts State Department of Education. School psychologists are health promotion specialists who conduct psychological, educational and behavioral assessments for the purpose of designing effective interventions, counsel children and parents, consult with teachers and parents, as well as perform in-service training. School psychologists also play a central role in planning and evaluating school-wide health promotion programs. The overarching purpose of Northeastern University's school psychology program is to develop school psychologists who have a strong foundation across the following domains of school psychology training and practice as delineated by the National Association of School Psychologists (NASP):

- Data-Based Decision-Making and Accountability;
- Consultation and Collaboration;
- Effective Instruction and Development of Cognitive/Academic Skills;
- Socialization and Development of Life Competencies;
- Student Diversity in Development and Learning;
- School and Systems Organization, Policy Development and Climate;
- Prevention, Crisis Intervention, and Mental Health;
- Home/School/Community Collaboration;
- Research and Program Evaluation;
- School Psychology Practice and Development;
- Information Technology

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

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

The relationship between NASP's domains and our training goals are depicted in the matrix in Appendix E. The School Psychology Program (M.S. and C.A.G.S.) consists of 62 semester hour credits, a 75-hour pre-practicum, a 400-hour supervised practicum experience, and a one year 1200-hour supervised internship, at least 600 hours of which must be completed in a school setting.

Students have an opportunity to obtain a specialization in Early Intervention (EI). The EI specialization requires additional coursework, including an additional 300-hour practicum. (Students in the EI specialization complete only 200 hours of supervised practicum in the second year). The EI certificate prepares school psychologists to work with infants and toddlers and their families in community and related agencies and to transition children at the age of three years from EI to school-based services. A major emphasis of the EI program is the development of multicultural competencies. In addition to the required courses in the school psychology curriculum, school psychology students must take following courses to specialize in early intervention: Early Intervention Practicum 1 (CAEP 8425) (fall semester) (2 credits), Early Intervention Practicum 2 (CAEP 8426) (spring semester) (2 credits), Early Intervention: Assessment and Intervention (SLPA 6335) (spring semester) (3 credits).

### Program Philosophy

Cornerstones of our philosophy of training is viewing theory and practice from an ecological framework and encouraging future school psychologists to advance social justice for **all** children through scholarship, research and practice. An ecological perspective emphasizes the myriad types of social, school, community, and classroom forces that interact with one another to impact learning and the social and emotional health of children and adolescents. The ecological perspective is consistent with the mission of the university to be "student-centered, practice-oriented, and urban." The ecological model, a commitment to evidence-based practice, an infusion of social justice into our curriculum, and a focus on urban schooling make

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

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

Strengths of the Program and Department

The major goal of Northeastern's MS/CAGS school psychology program is for students to become highly skilled practitioners with a solid theoretical foundation who employ evidence-based practice. Program faculty strives to link theory to practice and to teach students to use data-based decision making. Real world projects and work experiences are integrated into the courses. A hallmark of Northeastern's program involves providing students with developmentally appropriate, supervised field experiences in each year of the program. Students gain experiences working in urban schools in their first year of the program through a service-learning course (i.e., Behavior Management, CAEP 6347) that incorporates supervised, applied course work. Additionally, to prepare them for the second year practicum, students complete a supervised pre-practicum at the end of their first year. During the second year of the program, students document their progress on important training goals by means of a portfolio. During the third year, students document their mastery and performance of the training goals by means of comprehensive case studies.

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

Our students have a strong professional identity and social conscience. The department has a very active student chapter of the school psychology division of the American Psychological Association (Student Affiliates in School Psychology—SASP). This student chapter plans educational workshops, conferences, and social activities. Many alumni have assumed leadership roles in state and national organizations. In addition, they consider themselves advocates for the needs of children.

The Department of Counseling and Applied Educational Psychology is part of the Bouvé College of Health Sciences. This affords school psychology students with the opportunity to learn from faculty and students from many other health-related disciplines. We have also used computer technology to develop an extensive database of practicum and internship supervisors, create a very active program listserv, and develop an extensive web site about our program which among other things contains practicum and internships forms ([www.schoolpsychology.neu.edu](http://www.schoolpsychology.neu.edu)).

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

Faculty is dedicated to the continuous improvement of the program. This entails using multiple sources of data to assess the performance of the program. These data include, but are not limited to, survey results from students, alumni, and field supervisors, as well students' performance in regard to portfolios, comprehensive case studies, and fieldwork related competencies. In addition to these quantitative data, faculty actively solicits qualitative feedback about the program. The feedback from students occurs at program meetings and by means of their student representatives to faculty meetings. Faculty, who teach the practicum and internship seminar courses, provide feedback on improving these fieldwork experiences by meeting with training director three times a year. Students also are encouraged to meet, call, or e-mail individual faculty with any concerns, suggestions, or questions they might have.

These data are informally reviewed throughout the fall and spring at the bi-weekly school psychology faculty meetings. Changes are either proposed or implemented on an ongoing basis. Furthermore, the faculty meets at the end of spring semester for the purpose of systematically reviewing the data and recommending changes.

#### Faculty

School psychology is a major presence in the Department of Counseling and Applied Educational Psychology. Professors Amy Briesch, Jessica Hoffman, Louis Kruger, Chieh Li, Karin Lifter, Emanuel Mason, and Robert Volpe are the primary advisors of the Master's/ CAGS

program. All of these faculty are either tenured or tenure track. In addition, several other full-time faculty members in our department support the program by teaching required courses.

**Amy Briesch, Ph.D.**

Dr. Briesch is an Assistant Professor in the Department of Counseling and Applied Educational Psychology in the Bouvé College of Health Sciences at Northeastern. Subsequent to receiving her bachelor's degree in psychology and creative writing from Dartmouth College, she worked as a high school resource room teacher and college counselor in Maine. Dr. Briesch then received her master's of education and doctorate 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.

**Jessica Hoffman, Ph.D., NCSP (617-373-5257; [jesshoffman@neu.edu](mailto:jesshoffman@neu.edu))**

Dr. Hoffman is an Associate Professor in the Department of Counseling and Applied Educational Psychology in the Bouvé College of Health Sciences at Northeastern. She received her bachelor's degree in psychology from Hamilton College, and her master's of education in human development 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 and home-based interventions to promote healthy eating in children. She is the author of over 30 peer reviewed publications and book chapters and was the principal investigator on an NIH-funded research grant to promote healthy eating among school age children. She is a co-principal investigator of "Healthy Kids, Healthy Futures," a pilot project to promote healthy eating and physical activity among Head Start children and their families, which is funded by Children's Hospital Boston, Northeastern

University and the Red Sox Foundation. Dr. Hoffman is a licensed psychologist, a licensed school psychologist, and a Nationally Certified School Psychologist. In 2007 she received the Lightner Witmer Award from the American Psychological Association for early career scholarship. In 2005 she received the Massachusetts School Psychology Association's Trainer of the Year award. She is on the editorial board of *School Psychology Review*, is the Vice President of Membership for Division 16 of the APA, and is the faculty advisor to Northeastern's Student Affiliates of School Psychology (SASP) chapter.

**Louis Kruger, Psy.D.** (617-373-5897, [l.kruger@neu.edu](mailto:l.kruger@neu.edu))

Dr. Kruger is Associate Professor and Director of Northeastern University's School Psychology Program. He is also the Director of the Global School Psychology Network, a web-based professional development community. Dr. Kruger received his doctorate from Rutgers University. He has published and presented more than fifty papers and has edited or co-edited three books, including *High Stakes Testing*. He has received the Robert T. Weitz Award for work in the interest in professional psychology and the Massachusetts School Psychology Trainer of the Year Award. He is a nationally certified school psychologist. He is a member of multiple professional associations, and serves on the Board of Directors of the Massachusetts School Psychologists Association. Dr. Kruger has served as a consultant to several school systems and non-profit organizations on teamwork, program evaluation and strategic planning. He recently produced and directed his first documentary film, *Children Left Behind*, about high stakes testing in the public schools. The film has been shown at multiple venues, including national conventions and the Massachusetts State House.

**Chieh Li, Ed.D.** (617-373-4683, [c.li@neu.edu](mailto:c.li@neu.edu))

Dr. Li is an Associate Professor and Training Director of Northeastern University's School Psychology Program. She received her doctorate from the University of Massachusetts-Amherst, is a licensed psychologist and nationally certified school psychologist. Dr. Li has extensive experience with multicultural populations both in research and practice of school

psychology in addition to international teaching experience. She teaches masters and doctoral courses on multicultural counseling and assessment and does research on cross-cultural psychology. Her series of research on writing Chinese characters and spatial and mathematics abilities during 1999-2001 received international attention and 16 media reports in the United States and Canada. She has also been exploring the impact of culture, especially the traditional Chinese qigong on health and creativity. As a bilingual (Chinese and English) psychologist, she also writes on bilingual and bicultural issues in the practice of counseling and school psychology. Her work has been presented at numerous national and international conferences, published in English and Chinese. Dr. Li has been conscientiously using her multicultural knowledge to serve the community. She has served on the Northeastern University President Advisory Board on diversity issues--Asian group, chaired the Bouve College diversity committee, reached out to underserved immigrant children and parents in the Greater Boston Area, served on NASP multicultural committee and the Futures Task Force of School Psychology on Home-School Partnership. Currently she serves on the executive committee of the national Council of Directors of School Psychology Programs (CDSPP), NASP bilingual-interest-group steering committee, NASP Social Justice Interest Group, chairing the CDSPP practicum taskforce, is liaison of Massachusetts School Psychology Association to International School Psychology Association and, is vice president of International Association of Chinese Mental Health.

**Karin Lifter, Ph.D.** (617-373-5916, [k.lifter@neu.edu](mailto:k.lifter@neu.edu))

Dr. Lifter is Professor in the Department of Counseling and Applied Educational Psychology. She received her bachelor's degree in biology from Temple University; her master's degree in education from Teachers College, Columbia University; her PhD in developmental psychology from the Graduate Faculties, Columbia University; and a postdoctoral specialization in developmental disabilities from the University of Massachusetts – Amherst. Dr. Lifter's expertise centers on developmental psychology and developmental disabilities, with particular

attention to the play, language, cognitive, and social development of infants, toddlers, and preschool-age children with and without disabilities. She conducts longitudinal studies, descriptive studies, and intervention studies. Her field-based studies, workshops on play, and professional service activities have provided extensive experience in working with personnel in the Early Intervention, Head Start, and preschool settings. She developed the Developmental Play Assessment (DPA: Lifter, 2000), which is used to identify a child's progress in play that can be linked to interventions in play for young children with delays and disabilities. She directs the Interdisciplinary Certificate Program in Early Intervention, which includes students and faculty from school/counseling psychology, speech-language pathology and audiology, physical therapy, education, and nursing. She and her colleagues developed this program with two successive 5-year training grants from the U.S. Department of Education. Dr. Lifter is a core member of the APA approved Combined School/Counseling Psychology Doctoral Program and of the MS/CAGS/PhD Programs in School Psychology. She serves on the editorial board of the *Journal of Early Intervention*, and on the Research and Personnel Preparation Committees of the Division for Early Childhood (DEC), Council for Exceptional Children (CEC). 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 represents higher education on Massachusetts' Interagency Coordinating Council for Early Intervention. She serves on the state's Early Childhood Outcomes Stakeholders Task Force.

**Emanuel Mason, Ed.D.** (617-373-5043, [e.mason@neu.edu](mailto:e.mason@neu.edu))

Is a Professor in the Department of Counseling and Applied Educational Psychology. He received his doctorate from Temple University. Dr. Mason has authored several texts on research methodology, and was co-editor of a series on recruiting and retaining minorities for education. He has also published numerous research papers on reasoning, assessment, and school psychology-related issues. His current research is on the development and measurement of intelligence and reasoning in children and the measurement of cognitive aspects of learning

science and mathematics. He is on the editorial board of the *Journal of School Psychology*, serves as Director of the Bouvé College Office of Statistical Assistance, and holds a joint appointment as a Professor in the School of Education.

**Robert J. Volpe, Ph.D.** (617-373-7970, [r.volpe@neu.edu](mailto:r.volpe@neu.edu))

Dr. Volpe received his Ph.D. in School Psychology from Lehigh University in 2003, completed his pre-doctoral internship at Centennial School of Lehigh University and a post-doctoral fellowship at the Center for Children, Youth, and Families at the University of Vermont. His research focuses on investigating the relationship between attention-deficit/hyperactivity disorder (ADHD) and academic achievement, and in designing and evaluating academic interventions for students with ADHD. He also is interested in behavioral assessment, particularly with regard to progress monitoring. Dr. Volpe teaches graduate courses in measurement, and academic interventions, and he directs student practical experiences. He has published over 40 articles and book chapters and is on the editorial advisory boards of *Journal of Attention Disorders*, and *School Psychology Review*.

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

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

- Completing a Massachusetts state-approved program in school psychology
- Completing a master's degree program or higher in school psychology approved by the National Association of School Psychologists (NASP), including an internship of 1200 hours, 600 of which must be in a school setting.

- Earning a passing score on the Massachusetts Teachers' Communication and Literacy Skills test.

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

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

Students enrolled in the Northeastern University state-approved school psychology program and who, upon completion of degree and licensure requirements, wish to obtain an educator's license to practice in Massachusetts as a school psychologist *must complete the entire program in Massachusetts*, including the 1200 hours of supervised internship (also referred to as an advanced practicum by the Massachusetts Department of Education). Transcripts of students who complete an approved program will include the endorsement statement identifying the individual as having completed a Northeastern University state-approved school psychology program. Students who plan to practice in Massachusetts should seek an internship site within 50 miles of Boston. No Massachusetts internship placement shall occur outside of a 50-mile radius of Boston without the prior written approval of the training director. Please consult the Internship Manual for more details.

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

To qualify for a professional educator's license in Massachusetts, an individual must:

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

Please note that the professional educator's license requires a separate application to the Massachusetts Department of Education. More information about the educator's license can be obtained from: [http://www.doe.mass.edu/educators/e\\_license.html](http://www.doe.mass.edu/educators/e_license.html)

### National Certification in School Psychology

The Northeastern University Program in School Psychology is fully approved by the National Association of School Psychologists (NASP). In order to obtain national certification as a school psychologist (NCSP), a student must successfully complete the prescribed coursework, the portfolio, the 75-hour pre-practicum, 400-hour practicum, and a 1200 clock hour supervised internship (at least 600 hours of which are conducted in a school setting) in school psychology. See the *Practicum Manual* and the *Internship Manual* for detailed practicum and internship information. The student must also pass the Praxis II, the National School Psychology Examination offered by the Educational Testing Service. More information about National Certification can be obtained from <http://www.nasponline.org/certification/index.aspx>

National certification from the National Association of School Psychologists (NASP) does not require that students complete their internship in the same state as their program resides. Thus, completing an out-of-state internship will not jeopardize national certification eligibility.

Please note that national certification from NASP does not mean automatic certification in every state. Each state has its own criteria and requirements for credentialing professionals. NASP credentialing provides a single system to recognize school psychologists who meet specified, national standards. Individuals holding the NCSP title still must apply for state certification or licensure from each individual state's education department.

### States Participating in the Interstate Agreement

The Massachusetts' Department of Education has signed contracts under the Interstate Agreement with several states for support personnel, including school psychologists. For the latest list of states offering reciprocity in regard to *support personnel* with Massachusetts, please

check the Massachusetts Department of Education's website:

<http://www.doe.mass.edu/edprep/nasdtec.html>.

For students who are interested in obtaining school psychology certification outside of Massachusetts, it is the student's responsibility to understand the certification requirements in that particular state, to communicate those requirements to his/her advisor and the program director as early as possible, and to make arrangements to obtain the necessary training experiences that will lead to licensure in that state.

Regardless of the state, it is advantageous for students to obtain Massachusetts certification/licensure prior to applying for certification in another state. It is the students' responsibility to retain copies of course syllabi and final practicum and internship forms. These materials are important when submitting to out-of-state applications.

#### Licensure as an Educational Psychologist

Individuals also can obtain licensure as an educational psychologist in Massachusetts. The Massachusetts Board of Registration for Allied Mental Health and Human Services Professionals oversees the licensure of Educational Psychologists. The license permits individuals to use the professional title of Educational Psychologist in delivering services in private practice and other contexts. In order to apply for such a license, individuals must:

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

More information about licensure as an Educational Psychologist can be obtained from

<http://www.state.ma.us/reg/boards/mh/>

## CURRICULUM AND REQUIREMENTS

Registration

Graduate programs are scheduled based on an academic year of two and a half semesters. The fall and spring academic semesters are 15 weeks in length including exam week, the summer semesters are 7 weeks in length. Graduate classes typically meet for 2.5 hours once a week, except during the summer semester, when they meet twice a week for 2.5 hours per class meeting. Fall courses begin in early September and end in mid-December. Spring courses begin the first week of January and continue through the end of April. There is a one-week vacation during the spring semester in March. Notification of tentative course schedules is available in the main office (404 International Village) and is disseminated electronically by the program director via the program list serve. All classes meet from 4:00-6:30 PM or 7:00-9:30 PM. Students are strongly urged to pre-register to help ensure getting into courses with limited enrollments. Students may pick up pre-registration materials in 123 Behrakis Health Sciences Center approximately four to six weeks prior to the start of the semester. Students can register by means of the Northeastern University web site ([www.myneu.neu.edu](http://www.myneu.neu.edu)) or an automated phone system (617-373-8000). Typically, open registration occurs approximately two weeks prior to the start of the semester. Late registration is possible during the first week of classes. Students should refer to their program of studies sheets (provided during the program orientation) to determine which classes to register for each semester. If a student needs to deviate from the course sequence in any way, he/she should consult with and obtain the approval of the advisor before registering. Faculty holds weekly office hours. Students should consult with their advisor or the program director if they have questions as early as possible.

Sequence of Courses

The master's degree is 31-semester hours of credit and the CAGS is 31 semester hours of credit. Most students take a total of 4 courses per semester each semester, plus another three

courses in the summer between the first and second year of studies. The University's

residency requirement is the completion of three courses during two consecutive semesters.

Please see the tables on the following two pages. The first table depicts the school psychology curriculum *without* the early intervention specialization and comprises 62 semester hours (31 credits for the MS and 31 credits for the CAGS). The second table depicts the school psychology curriculum *with* the early intervention specialization and comprises 69 semester hours (38 credits for the MS and 31 credits for the CAGS).

**School Psychology Program Of Study Without Early Intervention (62 Credits)**

<b>YEAR 1</b>	<b>Title of Course</b>	<b>Credits</b>
<b>Fall</b>		
CAEP 6365	Seminar in School Psychology	<b>3</b>
CAEP 6201	Introduction to Assessment	<b>3</b>
CAEP 6206	Learning Principles	<b>3</b>
CAEP 6218	Infant, Child and Adolescent Development	<b>3</b>
<b>Spring</b>		
CAEP 6350	Cognitive Assessment	<b>3</b>
CAEP 6247	Child and Adolescent Psychopathology	<b>3</b>
CAEP 6203	Understanding Culture and Diversity	<b>3</b>
CAEP 6347	Behavior Management	<b>3</b>
<b>Summer</b>	<b>Session 1</b>	
CAEP 6240	Family, School, & Community Systems	<b>3</b>
CAEP 6400	Pre-Practicum in School Psychology	<b>1</b>
CAEP 6399	Clinical Skills in Counseling Psychology	<b>3</b>
	<b>MS Credits</b>	<b>31</b>
<b>Summer</b>	<b>Session 2</b>	
CAEP 6226	Neuropsychological and Ecological Perspectives on Cognit	<b>3</b>
<b>YEAR 2</b>		
<b>Fall</b>		
CAEP 6352	Personality Assessment	<b>3</b>
CAEP 8415	Practicum in School Psychology I	<b>2</b>
CAEP 6353	Curriculum-Based Assessment and Instruction	<b>3</b>
CAEP 6202	Research, Evaluation and Data Analysis	<b>3</b>
<b>Spring</b>		
CAEP 6345	Learning Problems: Educational, Biological and Ecological Perspectives	<b>3</b>
CAEP 8416	Practicum in School Psychology II	<b>2</b>
CAEP 6360	Consultation and Program Evaluation	<b>3</b>
CAEP 6355	School-Based Counseling	<b>3</b>
<b>YEAR 3</b>		
<b>Fall</b>		
CAEP 8501	Internship in School Psychology I	<b>3</b>
<b>Spring</b>		
CAEP 8502	Internship in School Psychology II	<b>3</b>
	<b>CAGS Credits</b>	<b>31</b>
	<b>Total Credits MS+CAGS</b>	<b>62</b>

**School Psychology Program of Study with Early Intervention (69 Credits)**

<b>YEAR 1</b>	<b>Title of Course</b>	<b>Credits</b>
<b>Fall</b>		
CAEP 6201	Introduction to Assessment	<b>3</b>
CAEP 6206	Learning Principles	<b>3</b>
CAEP 6218	Infant, Child and Adolescent Development* (w/ Dr. Lifter)	<b>3</b>
CAEP 5150	Early Intervention: Family Systems*	<b>3</b>
CAEP 8425	Early Intervention: Practicum 1* (2 days/week; 150 hours)	<b>2</b>
<b>Spring</b>		
CAEP 6350	Cognitive Assessment	<b>3</b>
CAEP 6247	Child and Adolescent Psychopathology	<b>3</b>
CAEP 6203	Understanding Culture and Diversity	<b>3</b>
CAEP 6347	Behavior Management	<b>3</b>
SLPA 6335	Early Intervention: Assessment and Intervention*	<b>3</b>
CAEP 8426	Early Intervention: Practicum 2* (2 days/week; 150 hours)	<b>2</b>
<b>Summer</b>		
<b>Summer Session 1</b>		
CAEP 6202	Research, Evaluation and Data Analysis	<b>3</b>
CAEP 6400	Pre-Practicum in School Psychology	<b>1</b>
CAEP 6399	Clinical Skills in Counseling Psychology	<b>3</b>
<b>MS DEGREE</b>	<b>MS Credits (+ partial EI)</b>	<b>38</b>
<b>Summer</b>		
<b>Summer Session 2</b>		
CAEP 6226	Neuropsychological and Ecological Perspectives on Cognitive Assessment	<b>3</b>
<b>YEAR 2</b>		
<b>Fall</b>		
CAEP 6365	Seminar in School Psychology	<b>3</b>
CAEP 6352	Personality Assessment	<b>3</b>
CAEP 8415	Practicum in School Psychology I (1 day/week; 100 hours)	<b>2</b>
CAEP 6353	Curriculum-Based Assessment and Instruction	<b>3</b>
<b>Spring</b>		
CAEP 6345	Learning Problems: Educational, Biological and Ecological Perspectives	<b>3</b>
CAEP 8416	Practicum in School Psychology II (1 day/week; 100 hours)	<b>2</b>
CAEP 6360	Consultation and Program Evaluation*	<b>3</b>
CAEP 6355	School-Based Counseling	<b>3</b>
<b>YEAR 3</b>		
<b>Fall</b>		
CAEP 8501	Internship in School Psychology I	<b>3</b>
<b>Spring</b>		
CAEP 8502	Internship in School Psychology II	<b>3</b>
<b>CAGS Credits</b>		<b>31</b>
<b>Total Credits MS+CAGS+EI Certificate</b>		<b>69</b>

\* Courses credited to the Interdisciplinary Certificate Program in Early Intervention.

### Attendance at Program Meetings

**Attendance at program meetings is mandatory.** At least four program meetings are scheduled during each academic year for both CAGS and Masters degree students. Agendas include professional issues, certification, portfolio preparation, registration, feedback about the program, and other issues. Program meetings also provide a forum for students to provide general feedback about the program to the faculty.

### Program Listserv

All students must join the program's listserv (please see Appendix A). The listserv provides a time-efficient medium for communication about program-related matters, such as program deadlines, practicum opportunities, upcoming conferences, and many other issues.

### Practicum and Internships Requirements

Standards for practicum and internship follow the National Association of School Psychologists' (NASP) and Massachusetts Department of Education's guidelines and are categorized into the following broad areas: (a) professional identity and professional behavior; (b) assessment; (c) intervention: counseling; (d) intervention: consultation and collaboration; (e) intervention: prevention; (f) ethical and legal issues; (g) culture and diversity; (h) program evaluation and applied research; and (i) communication and information technology. The relationship between these competency areas and NASP's training domains is provided Appendix E.

Detailed information pertaining to the practicum and internship requirements is provided in the *Practicum Manual* and *Internship Manual*, respectively. Both of these documents and all of the forms for the pre-practicum, practicum, and internship can be downloaded and printed from our program's web site.

A minimum of three contacts, including at least two face-to-face meetings, will be conducted during the practicum with the university supervisor, the field supervisor, and the graduate student to discuss the student's progress. In addition, at least three formal contacts will occur during the internship for this same purpose. When the internship site is at a considerable distance from the university (50 or more miles), meetings might be held via conference call. In addition, university supervisors, field supervisors, and students will communicate via email and telephone on an ongoing basis to address needs as they arise.

Prior to beginning the practicum, students must: (a) pass the Massachusetts Teachers Communication and Literacy Skills Test; (b) complete a 75-hour pre-practicum; and (c) obtain a minimum grade of B in all first year courses and have an overall grade average of at least B+ (GPA = 3.33). Students are required to complete a minimum of 400 hours (at least 200 hours per semester) of field experience in school psychology during the second year to satisfy the practicum requirement. Practica begin in September and continue until the end of the public school year in June. Students are expected to follow the school district's calendar for practicum and internship attendance. In order to comply with National Association of School Psychologists standards, students must complete a total of at least 1200 hours of internship experience (at least 600 hours in a school setting) after satisfactory completion of all course, practicum, and portfolio requirements. *In June of the second year students must provide a signed copy of the Internship Clearance Checklist to the program director (see Appendix C).* This includes a transcript of their grades, the final portfolio ratings, and the internship placement form. To be cleared for internship students must have a grade of 3.0 (B) or higher in all courses, an overall GPA of at least 3.33 (B+), satisfactory or higher ratings in all areas of the portfolio, and satisfactory (i.e., a "3" on a 5-point scale) or higher ratings in all areas from their practicum supervisor.

Internship and practicum supervision and mentoring must be provided by a state credentialed school psychologist with a minimum of three years of experience. It is preferable to be supervised by a school psychologist who has attained National Certification in School Psychology (NCSP).

Practicum supervision consists of a minimum of one hour per week, in a face-to-face format. Internship supervision consists of a minimum of two hours per week, in a face-to-face format. Internship and practicum opportunities are available in many area school systems and clinics, which offer a variety of school psychological services. A detailed listing of various internship/fieldwork sites is available from the training director. Students can review the list of practicum and internship supervisors provided by the Training Director for information about field supervisors and their credentials. Each winter the program coordinates a practicum and internship fair for students and prospective field supervisors. The fair is an opportunity for supervisors to describe their sites to students and for students to meet potential supervisors. Practicum and internship requirements are discussed. Following the fair, students are required to contact supervisors to schedule interviews. Students select their sites based on the program-approved list. Students who seek a practicum or internship not on the list must first confer with the program's Training Director, and have the site approved in writing before making an oral or written commitment to that site. *If a student makes an oral or written commitment to a practicum or internship site, he / she is ethically obligated to follow through and do her field experience at that site, regardless if a more attractive alternative becomes available at a later date.*

### Portfolio

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

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

#### Case Studies

During the internship year, students must write six comprehensive case studies intended to assess their performance with respect to the NASP training domains. *Passing scores on all comprehensive cases during the internship year are required for the CAGS degree and endorsement for state or national certification.*

#### Annual Evaluations of Student Progress

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

cooperative behavior, the ability to respond constructively to feedback, and tolerance for divergent views.

Evaluations of first year students emphasize: (a) academic achievement, (b) writing skills, (c) collaboration and social skills with respect to peers and faculty, (d) motivation and commitment to the profession, and (e) extent of contact with faculty. In addition to the areas assessed for first year students, second year evaluations focus on: (a) professional identity and professional behavior, (b) assessment, (c) intervention / prevention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information technology.

If concerns arise about a student's progress, the faculty advisor schedules an individual meeting with the student.

## ACADEMIC POLICIES AND PROCEDURES

### Residency Requirement and Course Credit

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

### Transfer Credit

A maximum of 9 semester hours of credit obtained at another institution may be accepted as transfer credit. Transfer credit must be recommended for transfer by the student's advisor, must consist of work taken at the graduate level for graduate credit at an accredited institution, must carry an earned grade of B (3.0) or better, and must not have been applied toward any other degree. Credit cannot be granted in excess of the equivalent Northeastern University course. Students desiring transfer credit should consult with their advisor. Upon receiving their advisor's

recommendation, they may petition the Graduate School by completing the necessary form obtainable from the Graduate School office. 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. A faculty member, who routinely teaches the course, will determine if the course content is equivalent. No transfer credit request form will be considered by the Graduate School without the approval of the student's advisor and the department chairperson.

### Waivers

The purpose of the waiver process is: (a) to minimize the possibility that a student will be required to complete courses or program components that are substantially equivalent to previous educational or professional experience; and (b) to ensure that students have attained proficiency in the content areas encompassed by the proposed waived course. Any course or program component waived must be replaced by another approved course. Students should confer with their advisors early on in the advising process to identify such courses. Requests for waivers are submitted on a Graduate School Waiver Form (available in the Department's office, 404 International Village, and in the Graduate Office, 123 Behrakis Health Science Center), together with a copy of the official transcript that includes the course considered to be equivalent, and an excerpt from the catalog describing the course, or a syllabus from the course. Students who have taken courses outside the United States are responsible for obtaining an English language version of the required waiver documentation. Students must make a formal request for a waiver by writing to the program advisor and state (a) what program course or component the student wants waived, and (b) the rationale for the waiver request. The program faculty can request documentation in addition to a course description or syllabus. The program faculty will review

the waiver request, and the program advisor will inform the student of the faculty's recommendation and the rationale for the faculty's recommendation. Positive faculty recommendations will be forwarded to the Bouvé Graduate Office of the college, along with the completed waiver form. The granting of a waiver requires a waiver form signed by the (a) the relevant course instructor, (b) the student's advisor or program director, and (c) the graduate admissions officer. The graduate admissions officer notifies the student of the university's decision. Documentation of approved waivers and the decision are kept in the student's official university file.

### Independent Study

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.

### Grading System

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

A (4.000) performance of the highest graduate caliber

A- (3.677)

B+ (3.333) performance at a satisfactory graduate level

B (3.000)

B- (2.677)

C+ (2.333)

C- (1.677)

F (0)

In addition, the following letter designations are used:

**I** Incomplete without designation. This grade may be given to students who fail to complete the work of the course if agreed prior to the end of the term by the instructor

**L** Audit without credit

**S** Satisfactory without quality designation

**U** Unsatisfactory without quality designation

**W** Withdrawal after the fifth week of class

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

### Academic Standing

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

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

#### Time Limits for Program Completion

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

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

#### Commencement and Graduation

Students are eligible to obtain a Master's degree after completing 31 semester hour credits. Students can postpone receiving their Master's degree until the spring semester of their second year. However, postponing the receipt of the Master's degree until the spring of the second year can jeopardize the ability to receive "extra steps" in pay that some school systems

offer for credits earned beyond the Master's degree. Students are eligible to obtain the Certificate of Advanced Graduate Study in the spring of their third year. However, students are expected to continue in their internship sites until the end of the school district's academic year in June and will continue to be supervised throughout that time.

## FINANCIAL INFORMATION

### Financial Aid Application Process

1. File FAFSA (Free Application for Federal Student Aid) form with the Graduate Financial Aid office in 139 Richards Hall (Northeastern's FAFSA Code is 002199). Priority filing deadline is March 1<sup>st</sup>.
2. File Graduate Institutional Application available in the Graduate Financial Aid Office. This form can be obtained in the Graduate Financial Aid Office or on the financial aid website (see below).
3. Application forms for most private graduate loans are available at the financial aid office or at your bank.

Information about financial aid as well as financial aid forms is available from the following website: <http://www.northeastern.edu/neuhome/admissions/>

### Billing and Payment

Tuition and residence hall payments may be mailed or brought to the Cashier's Office. Checks should be made payable to Northeastern University. Tuition payments using a credit card may be made online [at http://myneu.neu.edu](http://myneu.neu.edu), at the Cashier's Office, or by calling 1-800-937-4067. Beginning with the second week of any semester, students may attend classes only if their tuition has been paid in full or they have made arrangements with the Bursar's Office for the deferred payment plan.

Students are responsible for the prompt payment of all bills. If a bill has not been received by the first week of the semester, please go to the Bursar's Office where a bill will be created for you. Any discrepancies in your bill should be brought to the attention of the Bursar's Office. If there is a billing problem, pay the undisputed portion of the bill to avoid any additional late fees. Tuition and fees are subject to revision at the discretion of Northeastern University's Board of Trustees.

### Phone Numbers

Customer Service: (617) 373-2270; 120 Hayden Hall

Cashier's Office: (617) 373-2366; 248 Richards Hall

Financial Aid Office: (617) 373-5899; 139 Richards Hall

## GENERAL INFORMATION

### Housing

On Campus: Housing information and application process: The Department of Residential Life is located in 4 Speare Hall. There you can find information on campus apartments, roommates, and availability of housing. Applications for housing should be picked up and returned to this office.

Off Campus: Living in the Boston area can be expensive, but is convenient and quick for commuting to campus. Like in any city, it is important to beware of safety issues. Areas of the city to look into near Northeastern include the Fenway Park neighborhood, the North End, Back Bay, and Beacon Hill. Many of our students choose to live together. In addition, the commuter referral service in 222 Curry Student Center lists people looking to share or rent apartments.

Suburbs South/Southwest: Brookline, Brighton, Allston, West Roxbury, Braintree, Quincy, Dedham, Norwood, and sections of Jamaica Plain

Suburbs West: Cambridge, Arlington, Somerville, Winchester, Belmont, Newton, and Wellesley.

The latter four are often more expensive.

Suburbs North: Medford, Malden, Melrose, Stoneham, Woburn, Everett, and Revere

### Counseling Availability

The University has a Counseling and Testing Center staffed by licensed psychologists and a substance abuse counselor. Vocational testing and short-term individual and group treatment are available to students. In addition, the Counseling Center offers specialized programs to meet special needs. The Lane Health Center offers emergency psychiatric services.

### Disability Resources

The university is committed to providing services to students with disability-related special needs and has an excellent Disability Resource Center (DRC). The types of assistance available include orientation, registration and preregistration, information clearinghouse, counseling, housing, and services for individuals with visual-impairments, hearing-impairments, mobility-impairments, and learning disabilities. The department faculty also works with students to adapt to individualized circumstances.

### Sexual Harassment

Northeastern University has pledged to provide all of its students and employees with an environment free of intimidation, coercion, or unfair treatment. Inappropriate relationships or the inappropriate use of power will not be tolerated. This includes sexual harassment or sexual relationships between faculty/staff and students in cases where one has the power to make academic or employment decisions over the other.

If students have any questions about treatment they have received with regard to sexual harassment, they should call the Office of Affirmative Action and Diversity, 424 Columbus

Place, (617) 373- 2133. Confidentiality will be protected and students can seek help without fear of reprisal or recrimination.

## DEPARTMENT POLICIES

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

### Student Appeals and Grievances

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

Procedures: The following guidelines are based on statements contained in the Northeastern University Undergraduate and Graduate Student Handbook. Copies of the Handbook are available in the Graduate School Office, 123 Behrakis Health Sciences Center. A student who believes that he or she has suffered as the result of academic actions or judgments by a University faculty member, administrator, or other person acting on behalf of the University may apply to the departmental procedure described below in addition to the procedures outlined in the Northeastern University Undergraduate and Graduate Student Handbook.

- 1) The student will attempt to discuss the matter with the involved faculty.
- 2) If the student is not satisfied with the disposition at this level, he or she can

bring the matter to the department chairperson, who will attempt to arrange a meeting of those concerned to mediate the situation.

3) If the student is not satisfied with the disposition at this level, he or she may file the grievance with the appropriate University body, following the procedures outlined in the Northeastern University Undergraduate and Graduate Student Handbook.

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

#### Standards of Behavior

The department faculty view ethical and professional standards of behavior very seriously. We believe that it is the students' responsibility at all times to follow accepted standards in their work. Students are encouraged to obtain a copy of *Northeastern University's Graduate Student Handbook* that contains the University Regulations and Code of Conduct as well as other useful information.

#### Academic Honesty

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, possibly severe as 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. Students may not assist others in presenting work that is not their own. Purchasing term papers from commercial firms or individuals is a serious violation of University policy. Offenders are subject to disciplinary action. The following information from the *Northeastern*

*University Graduate School Guidebook* defines plagiarism 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.”

According to *The Guidebook*, “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, television programs, and telephone conversations” (p. 21).

In addition, the *NU Graduate Student Guidebook* defines unauthorized collaboration as “instances when students, each claiming sole authorship, submit separate reports which 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.”

### Ethics

Departmental faculty and students are bound by the APA and NASP Ethical Standards. A copy of the APA’s *Ethical Principles of Psychologists and Code of Conduct* is available online at <http://www.apa.org/ethics/code2002.html>. A copy of NASP’s *Professional Conduct Manual: Principles for Professional Ethics and Guidelines for the Provision of Psychological Services* is available online at <http://www.nasponline.org/standards/ProfessionalCond.pdf>

All students are expected to know and follow appropriate ethical principles. Violation of ethical principles may be grounds for formal action against students and/or the filing of formal charges with appropriate ethics committees on the state or national level for those individuals who are members of such professional bodies.

### Course/Instructor Evaluations and Procedures

The Department believes strongly in the importance of student feedback regarding classroom teaching. At the end of each semester, students are requested to complete an electronic course evaluation (TRACE). *It is important that students complete these forms, as they provide meaningful information to the instructor, program director and department chairperson.* The instructor does not see the evaluations until after grades are assigned to ensure students the opportunity to offer anonymous evaluative feedback. Because many of the items on the evaluation form used in didactic courses are not relevant to the fieldwork courses, instructors of fieldwork courses such as practicum and internship are expected to make alternative but comparable arrangements for evaluation of the seminar and group supervisory experience. Students are strongly encouraged to be as honest and specific as possible in completing such forms in order to help improve the quality of faculty instruction provided to students. Student evaluations are used as part of the department faculty merit evaluation system for full-time faculty and are also used to assist in the assignment of part-time instructors.

### Course Incompletes

The department faculty views the issue of Incomplete (I) grades in a course as a privilege rather than a right. Incomplete grades are to be given only when both the faculty member and the student agree on a written plan for removing the “incomplete” grade. This plan must be determined no later than the time that the grades are due at the end of the semester. Incomplete grades become permanent if not changed within one year from the time the grade was issued. All incompletes must be resolved prior to a student’s internship.

### Experiential Learning

In all courses in the department, self-disclosure, characterized by revealing personal and social history, is voluntary. Neither the content of any self-disclosure nor willingness to self-

disclose can constitute a basis for course grades. A student may substitute an equivalent, non self-disclosing assignment for any class requirement involving self-disclosure. In experiential learning classes, students are required to participate actively, and will be graded on the demonstration of their skills in the professional area being taught.

### Records

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

## APPENDIX A: E-MAIL LIST

School Psychology Program E-Mail List

1. To be added to the Program's listserv, a user simply sends a message to majordomo. Here's how to do it:

address-- To: majordomo@lists.neu.edu  
message-- subscribe schoolpsych

2. Users will be asked to confirm their subscription. Please see below:

--

Someone (possibly you) has requested that your email address be added to or deleted from the mailing list "schoolpsych@lists.neu.edu".

If you really want this action to be taken, please send the following commands (exactly as shown) back to "Majordomo@lists.neu.edu":

auth \*\*\*\*\* subscribe schoolpsych <[your e-mail address](#)>

If you do not want this action to be taken, simply ignore this message and the request will be disregarded.

3. If you ever want to remove yourself from this mailing list, you can send mail to <[Majordomo@lists.neu.edu](mailto:Majordomo@lists.neu.edu)> with the following command in the body of your email message:

unsubscribe schoolpsych

**4. IMPORTANT!!!!!!!**

Please do not post any confidential information (e.g., test scores, public school student's names) on the listserv.

When you change e-mail addresses unsubscribe your old address from the listserv.

Regular messages (to students and faculty) should be sent to and retrieved from:  
[schoolpsych@lists.neu.edu](mailto:schoolpsych@lists.neu.edu)

### Listserv Netiquette\*

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

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

APPENDIX B

**Evaluation of FIRST YEAR School Psychology Graduate Students**

Date: \_\_\_\_\_ Name of Student \_\_\_\_\_ Evaluator(s): \_\_\_\_\_

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

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**2. Academic achievement**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**3. Writing skills**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**4. Collaboration and social skills with respect to faculty, supervisors and peers**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

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

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

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

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

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**8. Earning a passing score on the Massachusetts Teachers' Communication and Literacy Skills test.**

Yes \_\_\_\_\_ No \_\_\_\_\_

COMMENTS:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's signature: \_\_\_\_\_

Evaluation of SECOND YEAR School Psychology Graduate Students

Date: \_\_\_\_\_ Name of Student \_\_\_\_\_ Evaluator(s): \_\_\_\_\_

**1. Professional Identity and Professional Behavior** (e.g. arrives to class/practicum on time and stays the duration, notifies faculty/site supervisor when going to be absent or late, able to accept constructive feedback, ready to improve performance, able to manage stressors of academic/ practicum demands)

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**2. Leadership ability**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**3. Academic achievement**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**4. Writing skills**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**5. Assessment knowledge and skills**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**6. Intervention skills and knowledge, including consultation, counseling, and prevention**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**7. Knowledge and skills pertaining to program evaluation and applied research**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**8. Collaboration and social skills with respect to faculty, supervisors and peers**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**9. Awareness of ecological model and multicultural issues**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**10. Knowledge of and adherence to ethical standards and legal mandates**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**11. Knowledge and skills pertaining to communication and information technology**

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

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

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

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

Very Appropriate	Appropriate	Average	Infrequent	Very Infrequent	
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**14. Non-intellectual factors** (e.g., ethical behavior, the ability to handle conflict in a professional manner, compassion, cooperative behavior, the ability to respond constructively to feedback, and tolerance for divergent views).

Outstanding	Much Above	Above	Average	Below	Much below
	Average	Average		Average	Average

**COMMENTS:**

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**Evaluator's signature:** \_\_\_\_\_

## APPENDIX C: INTERNSHIP CLEARANCE CHECKLIST

**School Psychology MS/CAGS Program**  
**Dept. of Counseling & Applied Educational Psychology**  
**Northeastern University**

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

- Your transcript from myneu (including grades from 2<sup>nd</sup> semester of your 2<sup>nd</sup> year) with all grades at least a B (3.0) or higher and an overall GPA of at least B+ (3.33)
- A copy of the faculty ratings and comments from the final draft of your portfolio.
- A copy of your final field supervisor's ratings.

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

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

Has satisfactory ratings of practicum by field supervisor/s \_\_\_\_\_

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

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

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

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

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

## APPENDIX D: CHECKLIST OF PROGRAM REQUIREMENTS

**Certification & Educator's License Clearance**

School Psychology MS/CAGS Program  
Dept. of Counseling & Applied Educational Psychology  
Northeastern University

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

Advisor Name: \_\_\_\_\_

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

Prior to being cleared for graduation and endorsement for certification, students are required to complete this form, and to give it to the program director. This form must be completed by June 30<sup>th</sup>.\*

- \_\_\_ Has successfully completed all the courses: with a grade of B (3.0) or higher in all courses, and an overall GPA average of at least B+ (3.33)
- \_\_\_ Passing Praxis score
- \_\_\_ Satisfactory professional behavior and competencies in internship

Please attach the following to this form:

- Your transcript from Myneu (including grades from both semesters of the internship course)
- E-mail approval from university internship supervisor that all obligations have been completed in internship
- A copy of your Praxis score report *with subtest scores*
- Internship documents including
  - Internship log and log summary
  - End of Year Internship Form
  - Mass. DOE form: Initial License as a School Psychologist

\*Failure to submit documents by that date can jeopardize timely institutional endorsement for state certification/licensure and national certification, and delay endorsement. Faculty will not write any letters to a potential employer or a state department of education pertaining to certification until all paperwork has been received by the training or program director.

## APPENDIX E: MATRIX

Relationship Between NASP Training Domains and Northeastern University's Training Goals

NASP Domain	Northeastern University's Training Goals*								
	PIB	ASS	COUN	CONS	PRE	CUL	EVA	ETH	CIT
2.1 Data-Based Decision-Making and Accountability		√	√	√	√		√		
2.2 Consultation and Collaboration	√		√	√					
2.3 Effective Instruction and Development of Cognitive/Academic Skills		√		√					
2.4 Socialization and Development of Life Skills		√	√	√	√				
2.5 Student Diversity in Development and Learning		√	√			√		√	
2.6 School and Systems Organization, Policy, Development, and Climate				√	√				
2.7 Prevention, Crisis Intervention, and Mental Health			√		√				
2.8 Home/School/Community Collaboration	√			√	√	√			
2.9 Research and Program Evaluation	√			√			√		
2.10 School Psychology Practice and Development	√							√	
2.11 Information Technology									√

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