



# SCHOOL PSYCHOLOGY PROGRAM

Master of Science (M.S.) & Certificate of Advanced Graduate Study (C.A.G.S.)

Doctor of Philosophy (Ph.D.)



**Northeastern University**  
Bouvé College of Health Sciences

# Our program is designed to train the next generation of leaders in school psychology



The Department of Counseling and Applied Educational Psychology generates new knowledge through research and the translation of research to applications that optimize the development, education, and mental and physical health of children and adults. These activities are conceptualized in an ecological model centering on social justice within culturally diverse urban and global contexts. They are embedded into all coursework and field training activities in our master's, doctoral, and certificate-level graduate programs.



## THE PROGRAM

The overarching purpose of Northeastern University's MS/CAGS 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

The program's training goals are to produce graduates who demonstrate:

- Competence in consultation and collaboration.
- Competence in strategies to prevent the occurrence of problems.
- Competence in program evaluation and applied research.
- A strong professional identity and professional behavior
- Competence in a wide range of assessment approaches.
- Competence in counseling.
- Competence in ethical and legal decision making.
- Knowledge, sensitivity and respect related to culture and diversity.
- Competence in oral and written communication, as well as information technology.

## The ecological perspective and scientist-practitioner training model provide the foundation for the program's educational goals.

Students learn how to conduct research, to use research to inform practice, and to contribute to the scientific foundation of professional practice



### The program has three principal themes:

- Promotion of the educational and developmental success, and the mental and physical health, of children
- The reciprocal influence of science and practice in multicultural and urban contexts
- Development of leadership skills in research and practice

### Research team activities include the following:

- Conceptualizing research questions and hypotheses
- Developing and implementing research studies
- Collecting and analyzing qualitative and quantitative data
- Presenting at local, state, and national meetings
- Submitting research findings for publication

### Faculty Led Research teams:

- Behavior Disorders/Academic Interventions (Volpe, Briesch)
- Early Childhood Development, Assessment, Intervention (Lifter, Mason)
- Culturally Responsive Intervention for Diverse Children and Families (Li)
- Data-Mining and Researching Data-bases in Child Development, Families, Schools and Mental Health (Mason, Lifter)
- High Stakes Testing (Kruger, Mason, Li)
- School-Based Prevention of Childhood Obesity (Hoffman)

### The program's training goals are to produce graduates who demonstrate:

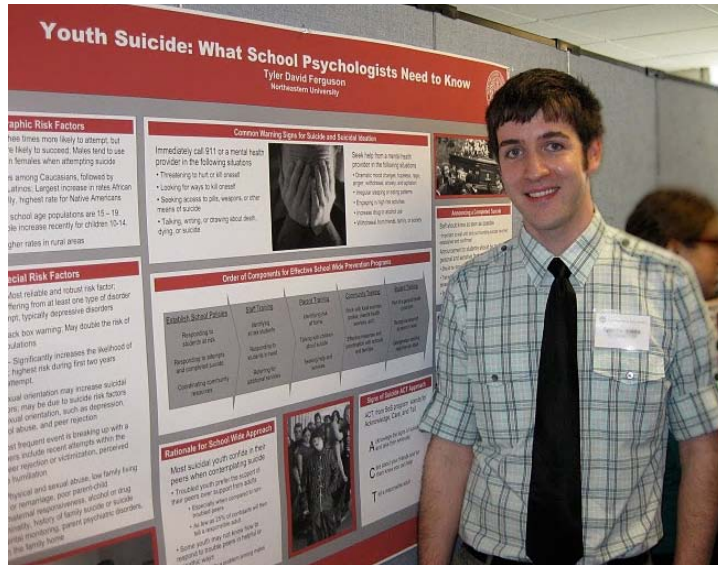
- Knowledge in the basic areas of psychology
- Competence in research and scholarly activities
- A systematic, problem-solving approach to assessment, intervention and evaluation

#### *A commitment to*

- The profession of psychology with a particular focus on school psychology
- Life-long professional development
- Leadership to the profession
- Research and practice to benefit individuals and groups in a multicultural and diverse society



# Our program offers distinctive features in research



## The Ecological Framework

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 framework guides student training by focusing on environmental variables that are malleable.

## Professional Identity and Social Conscience

Our students have a strong professional identity and social conscience. We have 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 of our alumni have assumed leadership roles in state and national organizations. In addition, they consider themselves advocates for the needs of children.

## Interdisciplinary Collaboration

Our students learn how to work on teams in delivering services, and how to draw upon the rich resources of professionals from related disciplines. Students who have an interest in early childhood may elect to complete the interdisciplinary early intervention certificate.

## Practice-Oriented Education

We train students to become highly skilled scientific practitioners and lifelong learners, who employ the scientific, problem-solving method to provide psychological services. Applied projects and fieldwork experiences are integrated into coursework.

## Supportive Learning Environment

We view ongoing support and feedback as critical for students' learning and professional development. Faculty members take pride in mentoring and advising students. In addition, students are actively involved in a peer-mentoring program, whereby advanced students provide guidance to first year students. Students collaborate with faculty on research projects, journal articles, book chapters, and state and national presentations.

## Faculty-Student Research (PhD program)

Intensive research activities, culminating in a dissertation, are requirements of the PhD program. In addition to coursework, students are expected to engage in research activities with faculty early in their course of study and are expected to join a faculty-led research team during their first semester in the program. The purpose of the teams is to facilitate research collaboration among students across cohorts and faculty. These activities provide opportunities to answer scientific questions and to gain exposure to different research methodologies.

If interested, students have an opportunity to obtain a specialization in Early Intervention (EI). 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. The EI specialization requires some additional coursework, which can be accessed at [www.EarlyIntervention.neu.edu](http://www.EarlyIntervention.neu.edu)

The MS/CAGS program is a three year program, including a full-time one-year internship (62 semester credit hours). Students can enter the PhD program with either a bachelor's or master's degree. For those entering with a bachelor's degree the program consists of five years of full-time study, including a full-time one-year predoctoral internship (104 graduate semester hours). Those entering the program with a master's degree should consult with the program director to discuss the program of study requirements.

## The Curriculum

### I. PROFESSIONAL CORE

CAEP 6365 Seminar in School Psychology

CAEP 7732 Legal & Ethical Issues

CAEP 7753 Doctoral Seminar.: Leadership, Consultation & Supervision

### II. BASIC CORE

CAEP 6206 Learning Principles

CAEP 6218 Infant, Child and Adolescent Development

CAEP 6390 History & Systems of Psychology

CAEP 7750 Biological Bases of Behavior

CAEP 7755 Cognitive & Affective Bases of Behavior

CAEP 7756 Social Psychology

### III. MULTICULTURAL SKILLS CORE

CAEP 6203 Understanding Culture and Diversity

CAEP 6394 Advanced Multicultural Psychology

### IV. ASSESSMENT AND INTERVENTION CORE

\*CAEP 6201 Introduction to Assessment

\*CAEP 6226 Neuropsychological & Eco. Perspectives

CAEP 6240 Family, School, & Community Systems

CAEP 6247 Child and Adolescent Psychopathology

CAEP 6345 Learning Problems

CAEP 6347 Behavior Management

CAEP 6350 Cognitive Assessment

CAEP 6353 Curriculum Based Assessment

CAEP 6352 Personality Assessment

CAEP 6355 School Based Counseling

CAEP 6360 Consultation & Program Evaluation

CAEP 6399 Clinical Skills in Counseling Psychology

CAEP 6400 Pre-Practicum

CAEP 7722 Ed. & Psych. Ass. & Intervention Birth-8

CAEP 7741 Advanced Fieldwork I

CAEP 7742 Advanced Fieldwork II

CAEP 7743 Advanced Fieldwork III

CAEP 7744 Advanced Fieldwork IV

CAEP 7798 Doctoral Internship I/CAEP 7799 Doctoral Internship II

CAEP 8415 Practicum I/CAEP 8416 Practicum II

\*CAEP 8501 Internship I/ \*CAEP 8416 Internship II

### V. RESEARCH CORE

\*CAEP 6202 Research, Evaluation & Data Analysis

CAEP 7711 Measurement: Advanced Psychometric Principles

CAEP 7712 Intermediate Statistics

CAEP 7715 Advanced Research and Data Analysis I

CAEP 7716 Advanced Research and Data Analysis II

CAEP 7771 Research Teams I

CAEP 7772 Research Teams II

CAEP 7773 Research Teams III

CAEP 7774 Research Teams IV

CAEP 7775 Research Teams V

CAEP 7776 Research Teams VI

CAEP 9990 Dissertation

CAEP 9996 Dissertation Continuation

All students

\*MS/CAGS only

PhD only



The core faculty consists of seven full-time tenured or tenure track department faculty members. The faculty has extensive expertise in many areas including: academic and behavioral interventions; assessment; child development; cross-cultural counseling and assessment; consultation; developmental disabilities; diversity; health promotion; human behavior in organizations; early intervention; and prevention.

## The Faculty

Jessica Hoffman, Ph.D., NCSP  
Associate Professor and Program Director  
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Amy Briesch, Ph.D.  
Assistant Professor  
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Louis Kruger, Psy.D., NCSP  
Associate Professor  
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Chieh Li, Ed.D., NCSP  
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Karin Lifter, Ph.D.  
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Emanuel Mason, Ed.D.  
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Robert Volpe, Ph.D.  
Associate Professor  
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### Practicum and Internship Instructors

June Bowman, Ph.D.  
Suzanne Donnellan, Ph.D.  
Barbara Poggio, Ph.D.  
Adrianna Rodriguez, Ph.D.  
Regina Watts, Ph.D.

### Adjunct Faculty

Michael Davies, Ph.D.  
Introduction to assessment  
  
David Gotthelf, Ph.D.  
Seminar in school psychology  
  
Adam Feinberg, Ph.D., BCBA  
Curriculum based assessment & instruction  
  
Marci Handler, Ph.D., BCBA  
Learning principles  
  
Joan Struzziero, Ph.D.  
Consultation & program evaluation

## ADMISSION REQUIREMENTS

### Candidates for admission are expected to meet the following requirements:

- Strong undergraduate record
- Strong graduate record, if applicable
- GRE and TOEFL or IELTS
- Personal statement of prior experience and professional goals
- Three letters of recommendation
- Personal interview with faculty and current students

It is preferable for prospective students to have an undergraduate major or minor in psychology. At a minimum prospective students should have taken the following undergraduate courses: (1) Introduction to Psychology; (2) Child Development; (3) Abnormal Psychology; and (4) Research Methods and Statistics. Prospective students should have prior experience working with children (both MS/CAGS and PhD programs) and conducting research (PhD program only).

The program faculty reviews your credentials to assess the likelihood of your successful completion of the program and your potential for contribution to the field of school psychology and the community at large.

Admission is based on the evaluation of demonstrated academic performance, quality of recommendations, previous relevant experience, and your fit within our program.

### Applications are due 12/1 (PhD) - 1/15 (MS/CAGS)

\*dates are subject to change. Please refer to our website for recent dates at [www.bouve.neu.edu](http://www.bouve.neu.edu)

For General Inquiries, email your questions to  
[CAEP@neu.edu](mailto:CAEP@neu.edu)



# Northeastern University

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