



Northeastern

Department of Counseling and Applied Educational Psychology

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

Master's of Science (M.S.) and Doctor of Philosophy (Ph.D.)

STUDENT HANDBOOK 2009 – 2010

www.schoolpsychology.neu.edu

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INTRODUCTION

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

OVERVIEW OF THE PROGRAM

The SPDP is a full-time program that prepares the next generation of leaders in school psychology. Doctoral level school psychologists are educational, developmental, and health promotion specialists who conduct research, teach, supervise students and professionals, consult with systems, and engage in clinical work. School psychologists also play a central role in planning and evaluating school-based educational and health promotion programs.

The SPDP program espouses a scientist-practitioner training model, as set forth by the American Psychological Association (APA). The program is designed to meet state psychology licensure requirements and to be accredited by the APA. It also was designed to meet state and national certification requirements for school psychology. The program emphasizes applied research related to health promotion and the development and education of children, and scientifically-based practice in urban schools, community centers, and hospitals. The program has four principal foci:

1. Prevention of health-related and educational problems in young children;
2. The reciprocal influence of science and practice in a multicultural and urban context;
3. Development of leadership skills among researchers and practitioners; and
4. Interdisciplinary research and practice.

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

1. Knowledge of the basic areas of psychology;
2. Competence in research and scholarly activities;
3. Competence in teaching at the university level;
4. A systematic, problem-solving approach to assessment, intervention, and evaluation;
5. Knowledge, skills, and dispositions to engage in research and practice to benefit individuals and groups in a multicultural and diverse society; and
6. A commitment to:
 - The profession of psychology, with a particular focus on school psychology;
 - Life-long professional development; and
 - Leadership in the profession.

The program competencies are described in Appendix A2. The relationship between the program's competencies and required course work is depicted in the Program Competency Matrix, on the program website:

<http://www.northeastern.edu/bouve/programs/mschoolpsych/pschoolpsych.html>

As in Northeastern's National Association of School Psychology (NASP) approved MS/CAGS program in school psychology, the doctoral program is designed to produce school psychologists who have a strong foundation across the following domains of school psychology training and practice as delineated by NASP:

- Data-Based Decision-Making 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; and
- Information Technology.

The SPDP (M.S. and Ph.D.) consists of 104 semester hour credits, a 75-hour pre-practicum, a 200-hour supervised practicum experience, two 600-hour supervised advanced field work experiences (one year in a school setting and one year in a non-school setting), a one-year pre-doctoral internship, a comprehensive portfolio examination, and a dissertation. Students in the SPDP typically earn an M.S. in Applied Educational Psychology after completing 33 credits. Typically, this occurs after the first year (fall, spring, and summer) in the program.

Program Philosophy

Our scientist-practitioner philosophy of training emphasizes viewing theory, research, 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 psychological and physical 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 perspective, a commitment to evidence-based practice, an infusion of social justice into the curriculum, and a focus on urban schooling make Northeastern's SPDP unique. Additionally, our training approach 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 doctoral program is for students to become highly skilled scientist-practitioners. In other words, the program strives to train a cadre of lifelong learners who conduct cutting-edge research, and are leaders in using the scientific method to guide and evaluate their own practice. This scientist-practitioner emphasis is realized through supervised research, coursework with practice-oriented requirements based in local schools and community agencies, and a sequence of supervised field-work experiences.

The ecological approach, as articulated by Bronfenbrenner (1979), suggests a structure for the training of scientist-practitioners who understand and are able to practice psychology in a socio-cultural context. The ecological model allows for the conceptualization of relationships among various aspects of the individual (e.g., biological, developmental, cultural, and relational), in numerous forms of social organizations (e.g., families, schools, and communities) and through multiple structural influences (e.g., socioeconomic factors, social policy, and 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 approach takes a multi-leveled perspective by including the influences of the social context and the environment in relation to the individual. The approach 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 APA and NASP. We prepare doctoral level school psychologists who think systemically and who are aware of the profound impact culture and the environment have on the learning and development of children.

Strengths of the Program and Department

Strengths of the SPDP include carefully sequenced research and practical experiences, field-based experiences that are linked to coursework using a service learning approach, urban school-based experiences, and high levels of student involvement and professional development. The major goal of the SPDP is for students to become highly skilled researchers, leaders and evidence-based practitioners with a solid theoretical foundation. Program faculty strives to link theory to practice and to teach students to use data-based decision making.

Research training is organized by competencies (see Appendix A2) and consists of 21 semester hours of coursework, including 6 semesters of participation on a research team; Intermediate Statistics, Advanced Psychometric Principles, Advanced Research Seminar I and II, and Program Planning and Evaluation. The Research Benchmark Matrix, located on the program's website, was used to develop the research team syllabi and to guide student mentoring in research. Beginning in their first semester, students join a faculty-led research team. Students participate on research teams for six consecutive semesters, and progressively assume more advanced leadership roles on the team as they develop their research skills. This experience includes supervising more junior doctoral students and master's level students on research projects. Student research competencies are evaluated as part of the comprehensive portfolio examination, and culminate with the dissertation.

Consistent with Northeastern's practice-oriented philosophy, the SPDP includes supervised field work experiences each year of the program. In their first year of the program, students gain experiences working in urban schools through a service-learning course (i.e., Behavior Management, CAEP 6347) and complete the 75-hour pre-practicum during Summer I. (Students also may wish to include practicum training in Early Intervention in this first year, which is described later.) In the second year of the program, students complete a one day/week (i.e., 200 hours) supervised practicum that is linked to course work (i.e., Curriculum Based Assessment, Personality Assessment, Consultation, School-Based Counseling, and Learning Problems). In their third and fourth years of the program, students complete two, 600-hour advanced field work

experiences: the first in non-school setting (Year 3); and the second in a school-based setting (Year 4). In the third and fourth years of the program, students develop skills in supervision through their work with more junior students on the research teams and through the Doctoral Seminar in Leadership, Consultation, and Supervision (CAEP 7753). Students demonstrate their assessment, intervention, consultation and supervision competencies through the comprehensive portfolio examination. Students' clinical experiences culminate with the pre-doctoral internship.

Northeastern University is known as a student-centered institution, and the student-centered philosophy is true of the SPDP. We view ongoing support and feedback to students as important activities. Program faculty strives to be accessible and 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 presentations at state and national conferences.

Northeastern University is located in the heart of Boston. It is important for students to acquire urban school-based experiences with children and families from diverse cultural and linguistic backgrounds throughout their time in the program. Students develop multicultural competencies through coursework and fieldwork experiences. Two service-learning courses in the spring semesters of years 1 (Behavior Management--CAEP 6347) and 2 (Learning Problems—CAEP 6345) are designed for students to acquire supervised experiences in the Boston Public Schools. The faculty has worked hard to develop relationships with the Boston Public Schools and many students complete supervised practicum experiences in the district. Students develop their multicultural competencies through two courses (Understanding Culture and Diversity--CAEP 6203 and Advanced Multicultural Psychology-- CAEP 6394). Additionally, a multicultural perspective is embedded throughout the curriculum. Students' multicultural competencies (see Appendix A2) are evaluated as part of the comprehensive portfolio examination.

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

To aid students' progress through the program, the faculty has developed an extensive database of practicum and advanced fieldwork sites and supervisors, created a very active program listserv, and developed an extensive website about our program which among other things contains all documents pertaining to the program (www.schoolpsychology.neu.edu).

Procedures Used to Evaluate and Improve the Program

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

SUMMARY OF THE PROGRAM OF STUDY

The master's degree is earned after the first year and is 33 semester hours of credit. The entire program (M.S. and Ph.D.) totals 104 semester hours of credit. Most students take a total of 4 courses each semester plus another three courses in the summer between the first and second years. The curriculum consists of:

- **Coursework** that is organized into 5 areas (see Program Competencies; Appendix A2): (1) Core Psychological Knowledge; (2) Research Design and Statistics; (3) Multicultural Skills; (4) Assessment, Consultation and Intervention; and (5) Professional Issues.
- **Intensive fieldwork training**, consisting of a 75-hour pre-practicum, a 200-hour practicum in a school, two years of advanced field work (600 hours each) in a health/mental health care (year 3) and school (year 4) setting, and one year of an approved full-time, pre-doctoral internship; and
- **Intensive research activities** (including membership for 6 semesters on a research team, coursework, and dissertation).
- Additionally, students demonstrate their competencies of curriculum requirements through the development and evaluation of a **comprehensive portfolio**.

Fieldwork Training

Intensive field training is a required component of the SPDP. This preparation includes the pre-practicum, practicum, two years of advanced fieldwork, and one year of an approved full-time pre-doctoral internship. Students who enter the program with a master's degree may have fewer

field training requirements depending on the amount and type of supervised field training they received in their previous graduate program.

Pre-Practicum and Practicum Requirements. Standards for fieldwork requirements follow the guidelines of the APA, NASP and the Massachusetts Department of Elementary and Secondary Education 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. Students are required to complete a minimum of 75 pre-practicum hours in the Summer I term of their first year in the program and 200 hours (100 hours per semester) of field experience in school psychology during the second year to satisfy the pre-practicum and practicum requirements. Additional details regarding the pre-practicum and practicum requirements are described in the section on pre-practicum and practicum below and in the “Practicum Manual” available online at <http://www.schoolpsychology.neu.edu>.

Advanced Fieldwork. Entry to advanced fieldwork requires successful completion of a supervised, 200-hour practicum. Advanced fieldwork, typically occurs in the third and fourth years of the doctoral program. Students are required to complete two years of advanced fieldwork with 600 hours in a non-school setting (Year 3) and 600 hours in a school setting (Year 4). Advanced fieldwork supervision and mentoring in non-school settings must be provided by a licensed doctoral level psychologist. Advanced fieldwork supervision and mentoring in school settings 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). Advanced fieldwork supervision consists of a minimum of one hour per week, in a face-to-face format. Students should refer to the “Advanced Fieldwork Manual” for additional information regarding the goals and requirements of advanced fieldwork.

Pre-Doctoral Internship. The pre-doctoral internship consists of a one-year full-time, or a two year half-time placement. It is strongly preferable for students to complete the internship in an APA-approved or APPIC-approved setting.

A student is eligible for the pre-doctoral internship upon:

1. Successful completion of all areas of the comprehensive portfolio examination;
2. Successful completion of all coursework;
3. Satisfactory performance at the advanced fieldwork sites in years 3 and 4; and
4. Satisfactory completion of the dissertation proposal.

Research Training

Intensive research activities, culminating in a dissertation, are requirements of the program. 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. As part of their program of study, students enroll in 6 research team credits (1 credit per semester) across 6 semesters (years 1-3). The purpose of the teams is to facilitate research collaboration among students across cohorts and faculty. These activities provide opportunities to work

through scientific questions and to gain exposure to different research methodologies. Additional research coursework provides opportunities for continuous involvement in research activities.

Research team activities include the following:

1. Conceptualizing research questions and hypotheses;
2. Developing and implementing research studies;
3. Collecting and analyzing qualitative and quantitative data;
4. Presenting at local, state, and national meetings; and
5. Publishing research findings.

Comprehensive Portfolio Development and Examination

Students demonstrate their competence in the five program areas (core psychological knowledge, research design and statistics, multicultural skills, assessment, consultation and intervention, and professional issues) in a portfolio, which they defend orally. After successful completion of the comprehensive portfolio examination students are admitted to doctoral candidacy and become eligible for the dissertation proposal hearing and doctoral internship. Students cannot apply to internship prior to completing the comprehensive portfolio exam. The comprehensive portfolio exam is described in detail in a separate section below.

Dissertation

A dissertation in school psychology is required for all students in the program. A dissertation is an independent scholarly work in which a student identifies a problem, reviews the relevant literature for that problem, and then develops, implements, and discusses a research study that extends the research and scholarly literature about the problem. Depending on the specific nature of the student's dissertation and related questions, certain methods of inquiry are more appropriate than others. Some questions respond best to a quantitative paradigm and others require a qualitative approach. There are some students who wish to incorporate both qualitative and quantitative designs into their dissertation, which is called a mixed-method approach. The dissertation consists of five chapters: The identification of a problem (Chapter 1); the review of the literature (Chapter 2); the method (Chapter 3); the results (Chapter 4); and the discussion (Chapter 5). The basic requirement for the dissertation is to contribute to and expand the knowledge within the discipline of school psychology, broadly construed.

Dissertations may stem from a student's own scholarly interest, or they may be a unique aspect of ongoing research with faculty and fellow students. The earlier a student begins to think about the dissertation and to explore topics, the greater the likelihood the process will proceed in a timely manner. It must be emphasized, however, that dissertations are a result of intensive immersion in a topic of interest. Students are encouraged to explore topics of interest as they address various program requirements to become familiar with a particular literature.

Participation on research teams is intended to expose and actively engage students in ongoing research from the beginning of their doctoral experience. In the context of the research teams, it can be particularly helpful for students to become involved in more advanced students' dissertations, assisting with data collection, to learn first-hand about conducting a dissertation. Student attendance and participation at departmental research colloquia and at as many dissertation proposal and defense hearings as possible (with a minimum of 1 of each per year) are expected.

PROGRAM FACULTY

The SPDP's 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.

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

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, 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 APA for early career scholarship. 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.

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., NCSP

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 master's 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.

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. With her students, 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 *Topics in Early Childhood Special Education*, 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., 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.

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*.

FACULTY EXPECTATIONS OF STUDENTS

Student Responsibilities

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

1. Being on time for classes and assignments. It is the student's responsibility to be available for classes between 4:00 and 9:30 PM Monday through Thursday. Any problems or extenuating circumstances should be brought to the attention of the instructor and the student's advisor as soon as possible.
2. Notifying faculty in advance if they need to miss a class.

3. Notifying the department secretary, graduate school and, most importantly, the Registrar's Office (<http://myneu.neu.edu/cp/home/login>) of changes in address, telephone number and email.
4. Frequently checking their e-mail for information from the program's listserv (see below), faculty, department, college and university.
5. Obtaining the required disability documentation from the Disability Resource Center (DRC) when requesting special accommodations for exams.
6. Adhering to the APA's and NASP's ethical codes in all aspects of professional behavior.
7. Completing the Doctoral Student Annual Review (Appendix B2) each year, even during internship.
8. Maintaining enrollment in the program, including during dissertation completion. Students must register each semester that they are in the program. Once they have completed their coursework and internship, they are required to register and pay for Dissertation Continuation until they graduate.
9. Being aware of university policies as specified in the *Northeastern Graduate Student Handbook* (<http://www.northeastern.edu/gradhandbook/>) and the *Bouvé College of Health Sciences' Graduate Policies and Regulations* handbook (http://www.northeastern.edu/bouve/pdfs/2007-08_Bouve_Gradua.pdf)

Student Research/Scholarship Involvement

Students are required to collaborate with faculty on research/scholarship projects as well as on other professional projects. Students are expected to join a faculty-led research team within their first semester and to participate actively with the team throughout their course of study. They should be involved in joint activities with peers, which can include study groups, attendance at student presentations, and department research colloquia. In order to become more familiar with student research and the dissertation process, *it is required that students attend at least one proposal hearing and one dissertation defense* each year in the program. It is strongly recommended that students go beyond this minimum requirement of attendance at proposal hearings and defenses.

2009-2010 Current Research Teams

- Behavior Disorders/Academic Interventions (Volpe)
- Early Childhood Development, Assessment, Intervention (Lifter)
- Multicultural issues in family-school collaboration (Li)
- Data-Mining and Researching Data-bases in Child Development, Families, Schools, and Mental Health (Mason)
- High stakes testing (Kruger, Mason, Li)

Students entering the SPDP at the post-master's degree level, who have already had significant research experience, may petition the program to have fewer required research team credits. The petition should be submitted to the faculty member who is the instructor of record for the research teams.

Student Professional Involvement

Students are strongly encouraged to join professional organizations, such as the APA, Massachusetts Psychological Association (MPA), the Massachusetts School Psychologists

Association (MSPA) and NASP. Some of these associations have student groups (i.e., APAGS, NASP, SASP), and students are particularly encouraged to participate with these groups to benefit from the student-focused resources available. Membership information for these organizations is available online. Students are strongly encouraged to attend and present at professional conferences and workshops during their course of study. Also, students are strongly encouraged to join, participate actively, and take leadership roles in Northeastern's local SASP chapter.

Student Involvement in Program Operations and Improvement

Student feedback is solicited throughout the academic year in the form of program meetings that occur twice per semester, student attendance at faculty meetings throughout the year, individual faculty/student conferences, and end of the year student written evaluations. In addition, students provide faculty with feedback for individual courses through on-line course evaluations. Students are expected to attend program meetings that occur at least once per semester. Information regarding the dates and locations of these meetings is posted over the student listserv.

Program Meetings

Attendance at program meetings is mandatory. At least two program meetings are scheduled during each academic year for doctoral students. Agendas include professional issues, licensure, comprehensive examination preparation, course 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 (see Appendices F1 and F2). The listserv provides a time-efficient medium for communication about program-related matters, such as program deadlines, fieldwork opportunities, upcoming conferences, and many other issues.

LICENSURE INFORMATION

Given that the SPDP was recently approved by Northeastern University, the department is now working to have the program accredited/approved by the APA, MA Department of Elementary and Secondary Education and NASP. During this time, program faculty will work with students to assist them in meeting the requirements for (1) licensure as a psychologist in Massachusetts; (2) educator's licensure as a school psychologist in Massachusetts; and (3) national certification in school psychology. In addition to the information provided by the program, students should obtain information pertaining to:

1. Psychology licensing procedures in Massachusetts (examinations, course requirements, application process) by writing to: Office of Consumer Affairs, Massachusetts Board of Registration of Psychologists, 239 Causeway St., 5th floor, Boston, MA 02114, by calling 617-727-9925, or at their website <http://www.state.ma.us/reg>.
2. Information about the Massachusetts educator's license in school psychology can be obtained from: http://www.doe.mass.edu/educators/e_license.html

3. Information about the National Certificate in School Psychology (NCSP) can be obtained from: http://www.nasponline.org/CERTIFICATION/BECOMING_NCSP.ASPX

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

SUMMARY OF PROCEDURES AND OPERATIONS

Program Management

The PhD program is managed by its core faculty, which meets bi-weekly. Dr. Kruger serves as Program Director and is in charge of overseeing all aspects of the program. Dr. Li serves as Training Director and is in charge of overseeing all aspects of field training including, pre-practicum, practicum, advanced fieldwork, and internship. In this role, Dr. Li is responsible for developing relationships with internship sites and preparing students for placement. Two doctoral student representatives selected by their peers attend faculty meetings on a bi-monthly basis.

Student Advisement

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

Students develop their program of study (Appendix A3) with their advisor, who will consider prior course work and will suggest courses and course waivers accordingly. When entering at the post-master's degree level, students are urged to review the program of study prior to meeting with their advisor. Required courses are listed in Appendix A1. Mentorship in research is guided by the Research Benchmark Matrix (<http://www.schoolpsychology.neu.edu>). Students take responsibility for maintaining contact with their advisors. Students are also encouraged to develop relationships with other faculty in the program and across the Department in a variety of ways: coursework, research activities, fieldwork, and professional projects.

Students are free to change advisors by completing the "change of advisor form" (see Appendix B1) and *informing the previous advisor, the new advisor, and program director* prior to the change. Only core faculty members on the school psychology doctoral team may serve as student advisors. When students select a dissertation committee chair, that individual then becomes the advisor. Only SPDP core faculty members may serve as dissertation chairs for students in the SPDP. If the dissertation chair is not the original advisor, a change of advisor form will need to be completed.

Registration

The typical academic semester is 15 weeks in length, including exam week. Graduate classes usually meet for 2.5 hours once a week, except during the 7.5-week summer semesters, when they meet twice a week for 2.5 hours. Required doctoral courses are scheduled during the summer as well as during the academic year. 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 Department's main office and is disseminated electronically by the program director via the program listserv. 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 placement in courses with limited enrollments. Students may pick up pre-registration materials in 123 Behrakis (the Graduate School office) approximately four to six weeks prior to the start of the semester. Students can register by means of the Northeastern University website (<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 sheet (Appendix A3) 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 members hold weekly office hours. Students should consult with their advisor or the program director if they have curricular questions as early as possible.

ACADEMIC POLICIES

The following policies apply to all students pursuing degrees in, or enrolled in, classes taught within the Department of Counseling and Applied Educational Psychology. Students must also adhere to the policies outlined in the manual *Graduate Policies and Regulations* of the Bouvé College of Health Sciences (http://www.bouve.neu.edu/downloads/2007-2008_Bouve_Graduate_Policies_and_Regulations.pdf).

Annual Evaluations of Student Progress

Annual evaluations by faculty during the spring term are used to track a student's progress and professional development. They usually take place during the spring term. The Doctoral Student Annual Review (see Appendix B2) must be completed by March 15th of the spring semester. The core faculty meets to discuss each student's progress, providing a context for input from all faculty members who have had contact with the student during the year. In addition, students are evaluated on both intellectual and non-intellectual factors. The non-intellectual factors include, but are not restricted to: ethical behavior, professional behavior in general, the ability to handle conflict in a professional manner, compassion, empathy, cooperative behavior, the ability to respond constructively to feedback, and tolerance for divergent views. Students need to be deemed acceptable in all of these areas to be retained in the program.

In the spring semester each student meets with his/her advisor to discuss the student's performance and progress in the program. At the end of the process, the advisor writes a narrative evaluation based on the faculty input and the student's self-evaluation, which is sent to the student and placed in the student's program folder.

Transfer of Credit and Course Waivers

Transfer of Credit. Transfer of credit differs from course waivers. A maximum of nine semester-hours of credit obtained at another institution may be accepted as transfer credit.

Transfer credits must be recommended for transfer by the student's advisor after consideration by faculty who teach the course and:

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

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

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

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

Students desiring transfer credit should consult with their advisor. Upon receiving their advisor's recommendation, they may petition the Graduate School by completing the necessary form available at 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. Further details about transfer credit requirements and procedures are found in the *Bouvé College of Health Sciences' Graduate Policies and Regulations* handbook (http://www.northeastern.edu/bouve/pdfs/2007-08_Bouve_Gradua.pdf)

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

Students should confer with their advisor, who will consult with faculty who teaches the course, early on in the advising process to identify such courses. Requests for waivers are submitted on the same form that is used for transfer of credit obtainable from the Bouvé Graduate School office. Students will submit this form 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 the course syllabus. Students must make a formal request for a waiver by writing to the program advisor and state: (a) what program course the student wants waived; and (b) the rationale for the waiver request. The faculty member who routinely teaches the course makes the decision about the equivalence of the course content. Faculty may request additional documentation and/or request the student to pass a proficiency examination on course content prior to rendering a waiver decision. Students who have taken courses outside the United States are responsible for obtaining an English language version of the required waiver documentation.

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

Directed Studies

In general, a directed study cannot be substituted for a required course. The student must obtain and complete a form for the directed study from the Bouvé Graduate Office (123 Behrakis Health Sciences Center), and have the supervising faculty member sign the directed study form. The student must submit it to the Department Chair prior to the student's registration for the directed study. Students may not register for a directed study after late registration is over. In extraordinary circumstances, a student can petition the school psychology faculty to consider replacing a required course with an independent study. The petition must clearly state the proposed substitution and the reason for it. The core school psychology faculty will make the decision on the petition.

Residency Requirements

As a full-time program, students are required to be in full-time residence for at least one year. Residence is defined as full-time study, taking a minimum of three courses (i.e., a minimum of 8 semester hours) per semester for two consecutive semesters. Students are expected to be available for all scheduled program activities, (e.g., classes, program meetings).

Time Limits

The SPDP is designed for completion in 5 years. Doctoral students have a maximum of seven years from the start of the first full academic semester following admission to complete all degree requirements. Students may request an extension of one year beyond the time limit to complete the requirements, given adequate progress in the program. In such cases, students must make a written request to their advisor, who then takes the request to the program faculty for consideration. If granted, the student must petition the Graduate School for an extension of time to complete the requirements. Based on the review, a one-year extension may be granted. A leave of absence does not count toward the program completion time limit.

Leave of Absence

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

programs for one or more terms should consult with their advisor. They will then need to petition the Bouvé College Graduate School for permission to suspend their program of study. The student must discuss the leave of absence with her/his advisor and complete the petition form that is available in the Bouvé College Graduate Office. Students must present a timetable and plan for the completion of their program prior to granting an extension or leave of absence. The student must submit a petition with the advisor's signature requesting reinstatement following the termination of the leave of absence. Students with an approved leave of absence who do not return at the end of the leave of absence period, and have not requested an extension of the leave, will be dismissed. Please see Petition Guidelines, under section entitled "Academic Standing Petitions."

Grading

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

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

In addition, the following letter designations are used:

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

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

Incomplete Grade Resolution

A grade of "Incomplete" may be given to students who fail to complete course work. If agreed to by the instructor and *prior* to the end of the term, the student and instructor need to submit the Incomplete Grade Form to the Program Director. Students must obtain the Incomplete Grade Form from the Graduate School office. Completed forms must include a time-line for course work completion. The issue of incomplete grades in a course is a privilege rather than a right. Following university policy, incomplete grades become permanent if not changed within one year from the time the grade was issued. The *maximum* time limit for an incomplete is one year. All "Incomplete" grades must be resolved prior to a student submitting the pre-doctoral internship application with the exception of students registered for Dissertation Continuation, who will receive a grade of "Incomplete" until successful completion of their dissertation. Please

refer to the Graduate Policies and Regulations and complete the forms that are filled out by the student and signed by the instructor.

Academic Standing

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

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

Commencement and Graduation

Students are eligible to obtain a Master’s degree after completing 33 semester hour credits (see Required Courses; Appendix A1). If students complete the 33 credits before the fall semester of their second year, they are eligible to receive their degrees in the fall. Students are eligible for the PhD upon successful completion of all program requirements.

Students must register for commencement through their myNEU account (using the myCommencement tab) six months prior to graduation and set up a meeting with their academic advisor for academic clearance. Students should check with their advisors and program handbooks for all requirements necessary for graduation. Diplomas and certificates are issued three times a year (January, May and August/September), and there is one commencement ceremony in May. Specific information is available at the commencement office. Students who wish to march at commencement but are not receiving a diploma at that time should contact the registrar’s office to make arrangements.

Students must submit an electronic copy of the dissertation at least 2 weeks prior to commencement following the directions outlined at <http://dissertations.umi.com/neu/>. In

addition, the student must submit a dissertation approval form to the Dean of Bouvé Graduate School signed and dated by all the members of his/her dissertation committee (See sample form in Bouvé's *Graduate School Handbook*).

Student Appeals and Grievances

Policy. It is the policy of Northeastern University that all students shall be treated fairly with respect to evaluations made of academic performance, standing, and progress. The University believes it is essential to provide an appeal 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 Graduate Student Handbook*. A student who believes that he or she has suffered as the result of academic actions or judgments by a University faculty member, administrator, or other person acting on behalf of the University may apply to the departmental procedure described below in addition to the procedures outlined in the *Northeastern University Graduate Student Handbook*.

1. The student will attempt to discuss the matter with the faculty member involved.
2. If the student is not satisfied with the disposition at this level, 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 *Graduate Student Handbook*.

It is the hope of the department faculty that in those instances where a grievance may occur, a satisfactory resolution may be found within the department by following a spirit of collegiality and professionalism. The student, the faculty member involved, or the advisor submits student concerns to the program director.

Standards of Behavior

The department faculty view ethical and professional standards of behavior very seriously. We believe that it is the student's responsibility at all times to follow accepted standards in their work. Students are encouraged to read Northeastern's *Graduate Student Handbook* (<http://www.neu.edu/gradhandbook/>), which 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, which may include expulsion. **Students are expected to present as their work only that which is clearly their own work in tests, papers, and any material submitted for credit.** 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. Plagiarism is not tolerated. All student work should follow the guidelines of the *Publication Manual of the American Psychological Association* (6th

edition, 2009). Students should purchase their own copy of the Publication Manual when they begin the program. As prudent consumers of scientific information, doctoral students are expected to use primary sources for all work. They should be wary of information posted on the world wide web.

Ethics

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

Course Materials

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

Course Evaluations

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

Blackboard™

Increasingly, the University's on-line Blackboard™ web learning program is being used to supplement the classroom experience. Students are registered automatically for Blackboard access for each course they are enrolled in. The instructor will inform students if and how the Blackboard™ system will be used in the course.

Experiential Learning and Self Disclosure

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

GENERAL INFORMATION

Housing

On-campus housing facilities are limited for graduate students and are not guaranteed. Housing facilities are not available for married couples or children. Students need to fill out a housing application through Northeastern's Housing Services. For information regarding alternative housing possibilities, contact Northeastern's Off-campus Housing Services <http://www.northeastern.edu/universitylife/ochs/welcome.html>. This office can offer students local apartment listings, lists of students looking for roommates, and helpful websites. Doctoral student mentors enrolled in the program can also offer advice on apartment seeking or moving to the area.

Financial Aid

Northeastern University offers graduate students numerous ways to obtain financial assistance. The Office of Financial Aid administers several types of assistance to graduate students, all based on need. They are the Perkins Loan (formerly called National Direct Student Loan), College Work-Study Program, Stafford Loan (formerly the called the Guaranteed Student Loan), and the Massachusetts Graduate Grant Program.

Northeastern University is a participant in the College Scholarship Service that uses the Financial Aid Form (FAFSA). All applicants for financial aid, including loans, must file a FAFSA in order to be considered. Northeastern University's Graduate School's Financial Aid Application and transcripts of financial aid history from other schools attended are also required. All application forms are available from the Student Financial Services Graduate Financial Aid Office in 139 Richards Hall (http://www.financialaid.neu.edu/select_by_type/graduate.php).

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 1st.
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 and financial aid forms are available from the following website: <http://www.northeastern.edu/neuhome/admissions/>

The Department offers a number of graduate assistantships. Bouvé Graduate Scholarships award graduate students up to 16 semester hours of tuition coverage for the year. This award does not have a work requirement. Student Graduate Assistant (SGA) positions are awarded to selected doctoral students. SGAs include 24 semester hours of tuition coverage for the year. There is a stipend award of \$14,765 (for academic year 2009 – 2010). The student is required to work as a teaching assistant for 20 hours a week for the academic year. Students awarded an SGA also are

provided personal health insurance by the university. Coverage for additional family members is paid for by the student. The Diversity Award offers up to 16 semester hours of tuition for one academic year. This award does not have any work requirement. All graduate awards are made on a year-to-year basis. First and second year students are a priority in terms of awards, but every attempt is made to fund students beyond their first two years.

Students may wish to apply for special grants for their doctoral dissertations and are encouraged to speak to their advisors about this possibility. The National Institute of Mental Health, as do many other agencies, has a web-site regarding announcing such funding opportunities. Students should work with their advisors on developing these applications.

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 Master Card, VISA or Discover may be made at the Cashier's Office, by calling 1-800-937-4067, or online at <http://www.myneu.neu.edu>. 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

Counseling Availability

University Health & Counseling Services is located in the Forsyth Building, Suite 135. Graduate students who have either enrolled in the Student Health Plan or have paid the health center fee are able to use the medical and counseling services offered by the center.

Disability Resources

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

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. Inappropriate behavior 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 you have any questions about treatment you have received with regard to sexual harassment, call the Affirmative Action Office, Suite 424 Columbus Place, extension 2133. Your confidentiality will be protected and you can seek help without fear of reprisal or recrimination.

Please see the following publications from the Affirmative Action Office for further information:
Sexual Harassment Grievance Procedure
Sexual Harassment: A Student Handbook

Equal Opportunity Policy

Northeastern University is accredited by the New England Association of Schools and Colleges, Inc. and is an equal opportunity affirmative action educational institution. Northeastern University does not discriminate on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability, or veteran status in admission to, access to, treatment in, or employment in its programs and activities. Handbooks containing the University's nondiscrimination policies and its grievance procedures are available in the Office of Affirmative Action, Suite 424 Columbus Place. Inquiries regarding the University's nondiscrimination policies may be directed to: Director, Office of Affirmative Action, 175 Richards Hall, Northeastern University, (617) 373-2133. <http://www.northeastern.edu/aa/>

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.

FIELD TRAINING

Pre-Practicum and Practicum Requirements

Standards for fieldwork requirements follow the guidelines of the APA, NASP and the Massachusetts Department of Elementary and Secondary Education 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.

Detailed information pertaining to the pre-practicum and practicum requirements is provided in the *Practicum Manual* available online at <http://www.schoolpsychology.neu.edu>. 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. Practicum sites need to be within a 50-mile radius of the university. After each meeting, the university supervisor, the field supervisor, and the graduate student will sign a form that documents the occurrence of the meeting. In addition, university supervisors, field supervisors, and students will communicate via email and telephone on an ongoing basis to address needs as they arise.

Prior to beginning the practicum, students must: (a) pass the Massachusetts Teachers Communication and Literacy Skills Test; (b) obtain a minimum grade of B in all first year courses and have an overall grade average of at least B+ (GPA = 3.33); and (c) have a signed contract between the university and the field site (see Appendix C1). Students are required to complete a minimum of 200 hours (100 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 June of the second year students must provide a signed copy of the Advanced Fieldwork Clearance Checklist to the Program Director* (see Appendix C2). To be cleared for advanced fieldwork students must have a grade of 3.0 (B) or higher in all courses, an overall GPA of at least 3.33 (B+), and satisfactory (i.e., a "3" on a 5-point scale) or higher ratings in all areas from their practicum supervisor.

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. Practicum opportunities are available in many area school systems that offer a variety of school psychological services. A detailed listing of various fieldwork sites is available from the Training Director. Students can review the "List of Practicum Supervisors" provided by the Training Director for information of field supervisors and their credentials. Each winter, the program coordinates a fieldwork 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 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 site 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 fieldwork site, he/she is ethically obligated to follow through and do his/her field experience at that site, regardless if a more attractive alternative becomes available at a later date.*

Advanced Fieldwork

Standards for advanced fieldwork follow the guidelines of the APA, NASP and the Massachusetts Department of Elementary and Secondary Education and are categorized into the following broad areas:

1. Relationship/Interpersonal Skills
2. Skills in the Application of Research
3. Assessment Skills
4. Intervention Skills
5. Consultation/Professional Collaboration Skills
6. Diversity-Individual and Cultural Differences
7. Ethics and Legal Issues
8. Development of Leadership Skills
9. Supervisory Skills
10. Professional Development
11. Communication and Information Technology

Each year students meet with the Training Director to begin their site search. It is important that students have supervised field experiences in diverse settings and with a variety of populations to compete successfully for an approved internship site. *If a student makes an oral or written commitment to a 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.*

In selecting a site for advanced fieldwork, students should consider a number of factors, including the commitment of the site to developing and fostering social responsibility in trainees, the diversity of populations which the agency treats, the variety of experiences and training available to the students, and the extent to which the training offered will supplement the students' prior experiences. Although application deadlines differ from site to site, keep in mind that formal applications and recommendations may be required and due as early as mid-December. For this reason, it is advisable to begin the search for a fieldwork site in the fall semester a year before fieldwork is to start. Typically, students search for an advanced fieldwork site during their second year after consulting with the training director about potential sites. Students are also encouraged to speak with other students who have already completed their fieldwork experience to gain information about sites they are considering. Prior to beginning Advanced Fieldwork a contract between the site and the university is required (Appendix C1).

Fieldwork sites typically offer the opportunity for several different types of psychological services (counseling—i.e., crises-oriented, short-term, extended, individual, group, family, adult, child; assessments—i.e., cognitive, achievement, social-emotional; and consultation). Sites may

include schools, hospitals, and outpatient community mental health centers. Some sites may offer students experiences that include home and school-based interventions, working with victims of trauma and violence, or working in a hospital emergency department. School-based advanced fieldwork sites are required to provide at least one hour/week of individual supervision by a licensed (professional level) school psychologist. Non-school advanced fieldwork sites are required to provide at least one hour/week of individual supervision by a licensed doctoral-level supervisor, in addition to supervision by other staff, such as for group or family work, or psycho-diagnostic assessments. Students are expected to be at their site for a minimum of 600 hours during each year of advanced fieldwork (3 days/week). It is expected that students will meet the requirements of the sites in terms of the number of days expected each week, the start and ending dates of the fieldwork, and the holiday/vacations allowed.

Prior to beginning Advanced Fieldwork I and III students must provide a signed copy of the Advanced Fieldwork Clearance Checklist to the program director (see Appendices C2 and 3). School-based advanced fieldwork experiences begin in September and continue until the end of the public school year in June. Students are expected to follow the school district's calendar for practicum and internship attendance. Advanced fieldwork experiences in non-school settings are expected to begin in September and end in April.

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

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

Internship

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

Applying for APPIC-approved internships is competitive. Over the years, budget cuts have decreased the number of available sites, while the number of applicants has increased. Therefore, it is strongly encouraged that students apply to out-of-state sites and consider accepting non-APA-approved internships that are APPIC-approved. Internships in sites that are not APPIC-approved may have implications for state licensure. During the application process, the Training Director meets frequently with internship applicants. It is essential that students attend internship application meetings and follow the timelines and guidelines. Prior applicants' written evaluations of internship sites and where they have interviewed are available in a notebook in the Department's main office.

During the fall and spring semesters of the internship year students enroll in the doctoral internship seminar courses (CAEP 7798: Doctoral Internship I and CAEP 7799: Doctoral Internship II).

Doctoral Internship Search

The following can be used as a suggestive guide to seeking a pre-doctoral internship. The search for an internship is an intensive, time-consuming process and should begin early so that students have sufficient time to prepare adequately.

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

1. The doctoral comprehensive portfolio exam has been successfully completed.
2. The student has satisfactorily completed all course work (with the exception of the Spring Year 4 courses) and there are no Incomplete grades.
3. The student has a dissertation proposal hearing scheduled for a date before the end of the Fall semester, with a letter of confirmation from the dissertation committee members asserting that the student will be ready to propose by that time.

In rare cases where the coursework is not satisfactorily completed, or the student is unable to propose by the end of the fall term, he or she will need to withdraw any internship application previously submitted.

The following sections are provided to assist students in organizing their activities in regard to applying for internship. For most students these activities will begin in the spring of Year 3.

SPRING: Plan of Action. Students attend a meeting in the spring prior to fall in which they will apply for internship. The purpose of this meeting is for the Training Director to advise students of the current APPIC regulations and procedures. At that time, students should study the APPIC website (www.appic.org) and download the packet of application materials and documentation forms. It is helpful to speak with students who have already gone through the internship application process. A good time to do this is in the spring just before those students leave for internship.

Throughout the spring semester, the Training Director will be available for individual conferences to help students determine their needs and wants for internship training. These

meetings include considerations of the type of experience students want, based on both their future professional interests and previous experiences. Among other issues students need to consider the populations with which they will be working, the variety of options available, the type of training offered, the possibility of engaging in research, and the theoretical and clinical outlook of the site. Keep in mind that a large number of interns rely on the professional contacts made during their internship year for post-doctoral fellowships, future positions and professional development.

Please be advised that all internship applications and documentation forms are available only on the internet. Although all APPIC-approved sites use the universal application form, many sites have additional requirements. Students should adapt their prepared essays and statements specifically for each site. All applications require e-mail capabilities.

SUMMER: Plan of action. The summer is the time to collect necessary documents needed for the application and to consider potential references. It is wise to have three strong, recent clinical and faculty member references identified. Letters should be ready by September 15 of that fall. In most cases, the Advanced Fieldwork seminar leader can attest to students' academic as well as clinical capabilities. These documents take time to obtain (i.e. requesting prior academic transcripts). Getting started on them in the summer will leave more time in the early fall to complete applications. Students also may want a letter from their dissertation advisor to indicate their research competence and the time-line for dissertation completion. Internship sites prefer students who have completed or have almost completed their dissertation. Students in this position are much more competitive in the application process. In addition, they are in a position to obtain post-doctoral fellowships and jobs upon completion of the internship.

You will need:

1. Graduate transcripts. These are available from the registrar and can only be ordered three at a time, so you need to plan in advance.
2. Letters of reference. Letters of references are to be solicited from their advisor and clinical supervisors or professors who have supervised some aspect of your clinical training and are licensed doctoral-level psychologists or psychiatrists. Students should send each referee a recent CV and a polished draft of the personal statement. Students should include descriptions of previous clinical experiences and the experiences they are seeking in an internship. Students should specify for referees particular characteristics internship sites are looking for to help the referee tailor his/her letter.
3. Curriculum Vitae. Students should update their CV to include sections on education, clinical experience and research. The CV should include an organized, detailed list of clinical experiences differentiating supervised from employed experiences, undergraduate and graduate program study requirements, and volunteer work. Clinical experiences should include the populations assessed and treated, types of interventions, and types of assessments. Students should list and briefly describe all research projects, publications, professional presentations and workshops led.
4. Supplemental Case Study Materials. Some sites require prepared case reports and psychological evaluations. Students should make sure identifying information is deleted for confidentiality. Case study materials should be prepared according to the format required by the internship site, as specified in the application.

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

In July, the latest APPIC Guide to pre-doctoral internship sites is available via the APPIC website or in the department office. Students should consult that directory as well as the loose-leaf notebooks containing a collection of readings about different sites and past interns' and applicants' reports and descriptions. The summer is a good time to request written materials from the internship sites. Students should request information from a wide variety of sites and narrow their focus at a later time. Students should familiarize themselves with the APPIC guidelines so they will know what to look for when considering sites that are non-APA approved and should read the *APA Monitor* and the *MPA Quarterly* for additional information

FALL: Plan of Action. Students should apply to a range of sites; many students report applying to up to 15 sites. The 2008 internship applicant survey indicated an average of 12 sites per applicant. Keep a separate file for each site. It is helpful to provide referees with a table containing mailing information for the letters (e.g., name and address of referee, application due date, and mailing instructions). Students should provide the referees with stamped, addressed envelopes and should clarify whether they are to return these signed, sealed envelopes to the student or to submit them directly to the Training Director of the Internship Site.

There is another mandatory intern applicant meeting held in at the beginning of the fall semester. At that time, the Training Director will give students instructions about how to obtain the necessary letter of readiness. Students are required to submit a copy of their CV, and statements by September 15th.

Finally, students should be sure to register for the APPIC Universal Match Day prior to December.

Preparation for Internship Interviews. Internship interviews are held generally from December through January. Students should role-play with fellow students and attend practice sessions arranged by the Training Director. Students should remember that they are interviewing the personnel at the site as well, so it is advantageous to prepare a list of questions for the staff whom they will be meeting and for interns already at the site. Students should emphasize their unique attributes, talents, and interests and be assertive in bringing their best points forward. Students should be prepared by having read the site brochures. Many sites offer flexible opportunities for interns, so students need to be ready to state specific interests. Students should be ready to talk about specific cases including their theoretically-based case conceptualizations, evidence-based intervention plans, and their successes and challenges. Students should be able to describe their theoretical orientation and the kind of training they have received. It is helpful to bring extra copies of the CV to the interview. Students should be prepared for individual and group interview formats. They should review all of the materials they submitted to the internship site, as interviewers may ask specific questions about these materials.

Students should complete the Doctoral Internship Interview Feedback Sheet (see Appendix D2) after each interview and submit it to the Training Director for future applicants. It is through this mechanism that notes and tips from prior interviews at a number of internship sites are available for students to read.

After the interview, it is polite to write a thank you letter to those with whom you interviewed. If you decide not to apply to a site after you have sent materials, be sure to notify them of this decision, so that they can close your file. If students are interested in a particular site, the thank you letter can be used to indicate why the student would be an asset to the site and how the match would be a good fit for all parties.

WINTER: Plan of Action. There is a computerized match process by which students and sites are matched. Universal match day is different each year, but typically on a Monday in late February. Students should familiarize themselves with the match process calendar. Students will be notified via e-mail the Friday before Match Day whether or not they have been matched. If a student is notified that he/she was not matched to a site, the student should contact the Training Director, who will help the student prepare materials for the APPIC Clearinghouse, which takes place on noon of Match Day. On Match Day students are notified of their site.

Student Internship Rights

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

COMPREHENSIVE PORTFOLIO AND EXAMINATION

The comprehensive exam consists of a portfolio review and oral examination. Before proposing their dissertation and applying for internship, students must successfully complete the comprehensive portfolio and exam. The comprehensive portfolio and exam is an opportunity for faculty to evaluate whether students have integrated their academic and practical experiences in achieving competence across the five program areas (core psychological knowledge, research design and statistics, multicultural skills, assessment, consultation and intervention, and professional issues). The comprehensive portfolio and oral examination is comprised of two steps. The first step is a faculty review of written work provided by the student in a portfolio. After faculty has judged the portfolio to be acceptable (PASS), an oral interview will be scheduled to determine the student's eligibility for doctoral candidacy. More detail about the comprehensive portfolio and examination is provided in below.

General Guidelines:

1. Students should work closely with their advisor in preparing their portfolio
2. Students are required to obtain written permission from their advisor and petition the faculty before submitting their portfolios (see dates below)
3. If a student fails the portfolio exam, the student must take the portfolio exam during the next exam period.
4. If a student fails the second portfolio exam, no further exams shall be scheduled, and student shall be dismissed from the program.

Portfolio Contents

The portfolio is a collection of evidence demonstrating student competence across the academic and professional domains of the SPDP. The portfolio should contain a self-assessment statement, a summary of evidence, documents demonstrating evidence, and a reading list.

- a. **Self-assessment Statement (20 pages Maximum).** This is a statement describing who one is as a scientist and practitioner. Students should succinctly describe their achieved levels of competence, areas of expertise, and areas of relative weakness. In addition, students should describe their future goals for refining and developing their strengths and addressing their limitations.
- b. **Written Summaries (2-3 pages) of Evidence for Each Competency Area.** Students should include a written summary of evidence for *each* outcome competency area (i.e., Core Psychological Knowledge, Research Design and Statistics, Multicultural Skills, Assessment, Consultation and Intervention, Professional Issues). The summaries should explain how the documents included in the respective areas of the portfolio demonstrate the student's competence.
- c. **Evidence of Competency Documents.** For each individual program competency (see Appendix A2), the student should include their best example of work that demonstrates competency in that area. The documents can include but are not limited to papers written for class assignments, redacted psycho-educational reports, slides from class presentations or presentations made at professional meetings, published or submitted research papers, redacted case notes, case studies, and exams. In some

instances, a single product may be of sufficient depth and breadth that it can be used to represent more than one competency; in other cases a student may need to create a document to relate some personal experience that is relevant to a competency. For example, a student could prepare a written description of how he/she handled an ethical dilemma.

- d. **Reading List.** The student should provide a short list of readings pertaining to each of the five competency areas. This list should contain what students consider reflective of best practice in the relevant area. This list should contain only books, book chapters, and articles that the student has read during the doctoral program, but may include readings outside of course requirements.

The Oral Examination

- a. The oral review is an evaluative interview with the student. The student, his/her advisor, and the members of the review committee will be present.
- b. Students will receive a list of questions/topics one week prior to the oral review. Note: These questions/topics are to provide an orientation for students to assist them in preparing for the oral review. The oral review will not be limited to these questions and topics.
- c. The oral review will begin with a student summary of his/her portfolio (between 10 and 20 minutes) and one hour of questions and discussion.
- d. After the oral review, students will be provided with oral feedback from the committee and will receive written feedback within two weeks.

Evaluation

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

Timeline

1. Students should begin thinking about their portfolio exam as early as their first semester in the program. In the portfolio, they will assemble evidence that best demonstrates their competence in each domain.
2. Students should meet with their advisor regularly as they assemble their portfolio to ensure that they make adequate progress. When the advisor deems that the portfolio is ready for faculty review the advisor will recommend that the student submit his/her portfolio by the next submission date.
3. Comprehensive portfolio submission dates and oral examinations are scheduled at two times during the academic year.

Submit Portfolio
September 15
January 15

Oral Interview
Mid October
Mid February

4. A Portfolio Exam Committee will be comprised of two members of the school psychology faculty (not including the students' advisor).
5. Students will submit their portfolio to their advisor on the appropriate submission date (see "Portfolio Contents" below).
6. Within two weeks of the portfolio submission, faculty will evaluate the portfolio and rate each section as Pass or Fail.
 - a. **Pass.** Students receiving two or more ratings of Pass will receive written feedback for each competency area and will participate in an oral review meeting chaired by their academic advisor. The advisor is responsible for accumulating exam questions from the committee and orchestrating the actual oral review meeting.
 - b. **Fail.** Students receiving a Fail for any competency area will be provided with written feedback for each competency area and will be asked to re-submit their portfolio during the next scheduled exam period.

THE DISSERTATION

Getting Started

In selecting a final topic for a dissertation, students should consult with their advisor and other faculty members to identify the individual best suited to advise their dissertation and serve as the chairperson of their committee. The chairperson must be a core faculty member in the SPDP. In consultation with the dissertation chairperson, the student will choose the other members of the committee. After the student has discussed potential committee members with the chairperson, the student should approach those individuals to determine their willingness to serve on the committee. Once the committee has been assembled the student is responsible for submitting the CAEP Dissertation Form (Appendix E1) to the Program Director. The chairperson and other committee members assist the student in developing the topic and outlining a plan of investigation. The student seeks input from all members of the committee, and continues to do so throughout the dissertation process. It is the student's responsibility to keep all members of the committee informed of significant changes as a result of discussions with individual members.

Following committee meetings where decisions have been made regarding the dissertation's design, constructs, instruments, sample size, etc., the chair is encouraged to forward a memo of understanding to the committee members and the student that chronicles such decisions. This document is informative to the entire committee and serves as a record of important details.

Dissertation Committee

Committees consist of a minimum of three faculty members. The chairperson of the committee (who is also the student's advisor), must be from the SPDP's core faculty. There are occasions when persons outside of the Department, College, and University are invited to serve on the student's committee because of their expertise within an area that has particular relevance to the topic. All dissertation committee members must have an earned doctoral degree, relevant research expertise, and must be approved by the doctoral team. In assembling a committee, the student and the chairperson make every attempt to assure that the members bring the requisite expertise to the study.

The chairperson is ultimately responsible for the quality of the dissertation. The other members of the committee are responsible for contributing substantively to the work. Members of the committee function in a timely manner and as a committee. All must agree that the dissertation is of acceptable quality for a degree to be awarded. If there is any disagreement among the members, the disagreement must be resolved in committee, so that the student may proceed with his or her work to eventual approval of the dissertation.

During the academic year each committee member must make every attempt to return student work within two weeks of receipt, except in exceptional circumstances. Students cannot expect that faculty will be available during the summer.

Dissertation Proposal

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

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

Proposal Hearing

Students are eligible to formally propose their dissertation, called “the proposal hearing,” after having passed the comprehensive portfolio exam. After the chairperson has determined the proposal is ready to be read by the committee, the committee has two weeks (14 calendar days) to review the proposal and to determine if the proposal is ready to move forward to the “proposal hearing” phase. Within two weeks of receiving the written proposal, the committee members are expected to communicate to the chairperson whether a proposal hearing date is ready to be scheduled. The chairperson is responsible for determining a proposal hearing date, time and location, and announcing this information via the program listserv at least 10 days prior to the proposal hearing date. It is at the proposal hearing that the proposal will be formally reviewed and (ideally) approved. The student must submit a final copy of the proposal to the Department’s main office at least 10 days before the hearing for review by other students and faculty. The proposal hearing is open to all members of the community. All students are encouraged to attend.

The chairperson will bring four copies of the Dissertation Proposal Approval Form (Appendix E2) to the proposal meeting. The committee members sign this document if the proposal is acceptable. Alternatively, the committee may sign the document, pending requested revisions. If the proposal is not deemed satisfactory, the committee will not approve it, and another hearing will be scheduled when the identified problems have been addressed adequately.

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

Permission for the Use of Human Subjects in Research

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

Integrity are available to educate students about compliance regulations and to provide assistance in obtaining approval for research activities requiring compliance. For further information, please refer to the Division's web site at http://www.research.neu.edu/research_guides/students_guide/ or contact Nan Regina in the Office of Human Subjects Research Protection at (617) 373-4588.

Potential Funding

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

Final Defense

When the study is complete a draft is given to the chair and the committee members for comment and feedback. Some chairs and committee members prefer to see chapters four and five as they are completed. Others would like to see them when the draft is finished. It is necessary to determine the committee's preference ahead of time. Once the dissertation document is deemed acceptable to the committee, the oral defense of the dissertation is scheduled. After the chairperson has determined the full dissertation is ready to be read by the committee, the committee has two weeks (14 calendar days) to review the dissertation and to determine if it is ready to move forward to the "defense" phase. Within two weeks of receiving the dissertation, committee members are expected to communicate to the chairperson whether a dissertation defense date is ready to be scheduled. The chairperson is responsible for determining a defense date, time and location, and announcing this information via the program listserv and to the Bouvé Graduate School at least 14 calendar days prior to the defense. It is at the defense that the dissertation will be formally reviewed and (ideally) approved. The student must submit a final copy of the dissertation to the Department's main office at least 14 calendar days before the defense, for review by other students and faculty. The defense is open to all members of the community. All students are encouraged to attend.

The student is responsible for bringing copies of the Graduate School Approval Record (Appendix E3) to the defense printed on the appropriate grade paper (see below). The defense is open to the public, and it must take place on the Northeastern University campus.

At the defense, the student makes a brief (i.e., 15-20 minute) oral presentation of his/her study. The student then responds to questions asked by the committee and others in attendance. The dissertation committee chair runs the meeting. At the conclusion of the defense, all visitors and the student leave the room so that the committee can vote on the acceptance of the dissertation. The dissertation defense may be approved, approved with changes, or failed. If any changes are required for the dissertation's approval, such changes must be agreed to by the entire committee. It is typical that some changes will be required. Students are advised to attend to them quickly and have them verified by the dissertation chair.

After the completed dissertation is approved, and the committee signs the approval form, the Department Chair and the Director of the Graduate School sign the form. See “Commencement and Graduation” section for additional details.

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

References and Style

Guidelines for the preparation of the dissertation document can be found in several places (the reference desk in Snell Library, in this document, in the Department’s main office, and the Graduate School office). They are also available on-line:

http://www.library.neu.edu/services/dissertations_and_theses/

There are numerous useful books and guidelines on writing dissertations. All dissertations in this program are required to conform to APA standards as outlined in the current *Publication Manual of the American Psychological Association* (5th ed, 2001). Cone and Foster (Eds.). (1993), *Dissertations and Theses from Start to Finish*. Washington, DC: APA is an additional helpful resource.

Dissertation Content

Title Page

A sample Dissertation Title Page is included in Appendix E4.

Abstract

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

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

Chapter One:

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

Chapter Two:

This chapter includes an extensive, critical review of the relevant literature on all aspects of the problem under study including relevant methodologies. The chapter concludes with the purpose of the study, which is developed from a critical analysis of the literature, study’s hypotheses, and a brief rationale for each hypothesis. This review provides a general overview of, and context for, the current investigation of the topic, integrates prior relevant theoretical and empirical work, and drives the development of the research hypotheses. It is important to attend to the organizational structure of this chapter, using headings and subheadings to guide the reader.

Oftentimes, a table (included as an appendix) can be a helpful organizational tool to summarize the literature base.

Chapter Three:

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

Participants

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

Setting

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

Measures

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

Materials

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

Study Design

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

Procedures

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

Data Analytic Plan

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

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

Chapter Four:

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

Chapter Five:

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

Appendices:

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

Dissertation Submission Procedures and Specifications:

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

Electronic Submission and Website. Those students completing a dissertation to meet degree requirements must submit an electronic copy of the thesis at least two weeks prior to commencement following the directions outlined at <http://dissertations.umi.com/neu/>. In addition, the student must submit a thesis approval form to the Dean of Bouvé Graduate School signed and dated by all the members of his/her dissertation committee.

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

- Graduate School Approval Record
- Departmental Dissertation Defense Approval Record (Different from the Graduate School Approval Record)
- Blank sheet of paper
- Title page - title is to start a few single spaces from the 1" top margin
- Copyright page, if applicable
- Abstract (required)
 - Title page of Abstract
 - Body of Abstract (separate from title page of Abstract)- headed ABSTRACT, centered on top line.
- Acknowledgments
- Table of Contents, with page references

- Lists of Abbreviations, Lists of Figures, Lists of Tables, Lists of Symbols, if applicable
- Text with references and/or footnotes
- Appendices, if applicable
- Index, if applicable
- Bibliography, if applicable (please follow APA style)
- Biographical Data or Resumé (optional, but preferred)

Type

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

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

Pagination

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

The title page is counted as page i, but the number does not appear. The first page number to appear is ii on the abstract title page. (The copyright page precedes the abstract title page; however, it is not numbered.) Avoid using paginations such as 2.1, 2.2, or III.1, etc.

Arabic page numbers should appear in the upper right-hand corner of the page and must be one inch from the top of the page (i.e. have one inch of white space above them) and one and one-quarter inches from the right margin.

Margins

The left-hand margin of each page should not be less than one and one-half inches (1 ½) so that the binding will not obscure any portion of the text. The library requires that the right-hand margin not be less than one and one-quarter inches (1 ¼). The top and bottom margins must each measure one inch (or 2.54 centimeters). The bottom margin is measured from the bottom of the last line of footnotes or text. These margins are to be observed throughout the dissertation (text, appendices, graphs, tables, illustrations, etc.).

These sites contain many of the important aspects you will want to be aware of in developing and finalizing your dissertations: <http://www.lib.neu.edu/archives/collect/thesis.htm>; <http://www.casdn.neu.edu/graduate/theses>.

APPENDICES

- A1 Required Courses
- A2 Program Competencies
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- E4 Sample Dissertation Title Page

- F1 School Psychology Program E-mail List
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**Please note:*

The Incomplete Grade/Course Waiver/Transfer form and the Directed Study form have not been included in this handbook and can be obtained from the Graduate School Office in the Behrakis Building.

APPENDIX A1

Northeastern University Department of Counseling and Applied Educational Psychology School Psychology Doctoral Program

Required Courses

Fall	Spring	Summer
Year 1: CAEP 6206: Learning Principles (3) CAEP 6218 Infant, Child and Adolescent Development (3) CAEP 6365: Seminar in School Psychology (3) CAEP 7711 Measurement: Advanced Psychometric Principles (3) CAEP 7771 Res. Teams I (1)	Year 1: CAEP 7712 Intermediate Statistics (3) CAEP 6203: Understanding Culture and Diversity (3) CAEP 6347 Behavior Management (3) CAEP 6350 Cognitive Assessment (3) CAEP 7772 Res. Teams II (1)	Year 1: Summer 1: CAEP 6399 Clinical Skills in Counseling Psychology (3) CAEP 6400 Pre-Practicum (1) CAEP 6240: Family, School, & Community Systems (3)
ABOVE: Interim Degree: MS 33 Credits in PhD Program		
Year 2: CAEP 7715 Advanced Research and Data Analyses I (3) CAEP 6353 Curriculum Based Assessment (3) CAEP 8415 Practicum I (2) CAEP 6352 Personality Assessment (3) CAEP 7773 Res. Teams III (1)	Year 2: CAEP 7716 Advanced Research and Data Analyses II (3) CAEP 6345 Learning Problems (3) CAEP 6355 School Based Counseling (3) CAEP 8416 Practicum II (2) CAEP 7774 Res. Teams IV (1)	
Year 3: CAEP 7756 Social Psych (3) or (alternating years) CAEP 7750: Bio. Bases (3) CAEP 7755 Cognitive & Affective Bases of Behavior (3) CAEP 6390 History & Systems of Psychology (3) or (alternating years) CAEP 6394: Advanced Multicultural (3) CAEP 7741 Adv FW I (2) CAEP 7775 Res. Teams V (1)	Year 3: CAEP 6247: Child and Adolescent Psychopathology (3) CAEP 6360 Consultation & Program Evaluation (3) CAEP 7752 Doc. Seminar in Prog. Planning and Eval (3) or (alternating years) CAEP 6722 Educational & Psychological Assessment & Intervention with Infants, Toddlers, & Children (3) CAEP 7742 Adv FW II (2) CAEP 7776 Res. Teams VI (1)	

Year 4: CAEP 7756 Social Psych (3) or (in alternating years) CAEP 7750: Bio Bases (3) CAEP 6390 History & Systems of Psychology (3) or (in alternating years) CAEP 3694: Advanced Multicultural (3) CAEP 7753 Doctoral Seminar: Leadership, Consultation, and Superv. (3) CAEP 7743 Adv FW III (2)	Year 4: CAEP 7732 Legal & Ethical Issues in Community & Educational Settings (3) CAEP 7744 Adv. FW IV (2) CAEP 7752 Doc. Seminar in Prog. Planning and Eval (3) or (in alternating years) CAEP 7722 Educational & Psychological Assessment & Intervention with Infants, Toddlers, & Children (3)	
Year 5: CAEP 7798 Internship (2)	Year 5: CAEP 7799 Internship (2)	

TOTAL CREDITS: 104 semester hours TOTAL COURSES: 43

APPENDIX A2

Northeastern University
Department of Counseling and Applied Educational Psychology
School Psychology Doctoral Program

Program Competencies*

Core Psychological Knowledge
Students will understand biological bases of behavior.
Students will understand cognitive and affective bases of behavior.
Students will understand theories and research that underlie the social aspects of behavior.
Students will demonstrate knowledge of the historical and philosophical influences on psychology, including school psychology.
Research Design and Statistics
Students will demonstrate the ability to formulate meaningful research questions based upon a broad review of the extant literature.
Students will demonstrate competence in research design, taking into consideration threats to internal and external validity in addition to ethical considerations.
Students will demonstrate knowledge of a wide variety of statistical methods (e.g., correlation, regression, means models) and the ability to select appropriate analyses given their research question and the topography of their data.)
Students will demonstrate knowledge of the assumptions and limitations of a wide variety of statistical procedures, the ability to test whether these assumptions have been met, knowledge of the effects of violations to these assumptions, and the ability to select alternative statistical procedures when appropriate.
Students will demonstrate the ability to interpret research findings and relate these findings to those of prior researchers.
Students will demonstrate knowledge of various qualitative research methods.
Students will demonstrate competence in single-case design.
Students will demonstrate knowledge of traditional and modern test theory (e.g., reliability, validity, factor analysis, item response theory).
Students will demonstrate the ability to effectively communicate research findings by preparing and submitting a study for publication or presentation at a national scientific meeting.
Students will demonstrate the ability to evaluate and critically assess the methodology of empirical research and the validity of research conclusions.
Multicultural Skills
Students will demonstrate self-awareness in the context of diversity in assessment and intervention.
Students will demonstrate an awareness of the social construction of difference and the way this impacts relevant environments.
Students will be able to formulate intervention plans with consideration and understanding of individual and group differences in cultural contexts.
Students will demonstrate knowledge of the influences of cultural and linguistic diversity in providing psychological services and conducting research across multiple contexts.

Assessment, Consultation and Intervention
Students will demonstrate the ability to critically analyze, evaluate, and select appropriate assessment methods for individuals, considering psychometric properties, and contextual factors, including knowledge of and sensitivity to culturally and linguistically diverse populations.
Students will accurately administer, score and interpret a wide variety of assessment methods from multiple sources to evaluate functioning, including, as appropriate, cognitive, social-emotional, behavioral, academic, and adaptive life skills domains.
Students will demonstrate knowledge of potential biases in the assessment process and adhere to legal and ethical guidelines.
Students will integrate assessment data from multiple sources and methods and in formulating an understanding of the student's strengths and weaknesses.
Students will demonstrate competence in writing psychological reports and orally communicating assessment findings.
Students will demonstrate skills in linking assessment data to recommendations that are evidence-based, practical, and easily interpretable.
Students will demonstrate knowledge of what constitutes an evidence-based intervention, and how interventions are linked to outcomes.
Students will demonstrate skills in supervision and leadership.
Students will demonstrate knowledge of program planning and evaluation.
Students will demonstrate the ability to conceptualize schools as organizational systems.
Students will demonstrate knowledge of instruments of assistive technology.
Students will demonstrate the ability to develop evidence-based interventions plans that consider psychological theory, assessment data, relevant research, and ecological / cultural factors.
Students will demonstrate knowledge and skills pertaining to individual, group, and organizational levels of consultation.
Students will demonstrate the ability to implement developmental, psychosocial, and academic interventions
Students will demonstrate the ability to assess implementation integrity and client outcomes, and use these data to adapt the intervention plan as needed.
Professional Issues
Students will demonstrate in their fieldwork, pre-doctoral internship, and research that they know and follow APA's and NASP's professional standards and ethical guidelines in their work.
Students will demonstrate in their fieldwork and pre-doctoral internship that they know and follow relevant federal and state laws and regulations in their work.
Students will demonstrate leadership by assuming responsibility for or initiating professionally or program related activities.

*The program competency by course matrix can be found on the program webpage:
<http://www.northeastern.edu/bouve/programs/mschoolpsych/pschoolpsych.html>

APPENDIX A3

Northeastern University Department of Counseling and Applied Educational Psychology School Psychology Doctoral Program

Program of Studies Form

Name: _____ Date: _____

N,T,W*

I. PROFESSIONAL CORE (9 semester hours)

Seminar in School Psychology	CAEP 6365 (3 SH)	_____
Legal & Ethical Issues	CAEP 7732 (3 SH)	_____
Doc. Sem.: Leadership, Consult. & Supervision	CAEP 7753 (3 SH)	_____

II. BASIC CORE (18 semester hours)

Learning Principles	CAEP 6206 (3 SH)	_____
Infant, Child and Adolescent Development	CAEP 6218 (3 SH)	_____
Social Psychology	CAEP 7756 (3 SH)	_____
Biological Bases of Behavior	CAEP 7750 (3 SH)	_____
Cognitive & Affective Bases of Behavior	CAEP 7755 (3 SH)	_____
History & Systems of Psychology	CAEP 6390 (3 SH)	_____

III. MULTICULTURAL SKILLS CORE (6 semester hours)

Understanding Culture and Diversity	CAEP 6203: (3 SH)	_____
Advanced Multicultural Psychology	CAEP 6394: (3 SH)	_____

IV. ASSESSMENT AND INTERVENTION CORE (50 semester hours)

Cognitive Assessment	CAEP 6350 (3 SH)	_____
Curriculum Based Assessment	CAEP 6353 (3 SH)	_____
Personality Assessment	CAEP 6352 (3 SH)	_____
Clinical Skills in Counseling Psychology	CAEP 6399 (3 SH)	_____
School Based Counseling	CAEP 6355 (3 SH)	_____
Family, School, & Community Systems	CAEP 6240 (3 SH)	_____
Behavior Management	CAEP 6347 (3 SH)	_____
Learning Problems	CAEP 6345 (3 SH)	_____
Child and Adolescent Psychopathology	CAEP 6247 (3 SH)	_____
Consultation & Program Evaluation	CAEP 6360 (3 SH)	_____
Ed. & Psych. Ass. & Intervention Birth-8	CAEP 6722 (3 SH)	_____
Pre-Practicum	CAEP 6400 (1 SH)	_____
Practicum I	CAEP 8415 (2 SH)	_____
Practicum II	CAEP 8416 (2 SH)	_____
Advanced Fieldwork I	CAEP 7741 (2 SH)	_____
Advanced Fieldwork II	CAEP 7742 (2 SH)	_____
Advanced Fieldwork III	CAEP 7743 (2 SH)	_____
Advanced Fieldwork IV	CAEP 7744 (2 SH)	_____

Doctoral Internship 1	CAEP 7798 (2 SH)	_____
Doctoral Internship 2	CAEP 7799 (2 SH)	_____
V. RESEARCH CORE (21 semester hours)		
Research Teams I	CAEP 7771 (1 SH)	_____
Research Teams II	CAEP 7772 (1 SH)	_____
Research Teams III	CAEP 7773 (1 SH)	_____
Research Teams IV	CAEP 7774 (1 SH)	_____
Research Teams V	CAEP 7775 (1 SH)	_____
Research Teams VI	CAEP 7776 (1 SH)	_____
Measurement: Advanced Psychometric Principles	CAEP 7711 (3 SH)	_____
Intermediate Statistics	CAEP 7712 (3 SH)	_____
Advanced Research and Data Analyses I	CAEP 7715 (3 SH)	_____
Advanced Research and Data Analyses II	CAEP 7716 (3 SH)	_____
Doctoral Seminar in Prog. Planning and Evaluation	CAEP 7752 (3 SH)	_____
Dissertation Continuation	CAEP 7899 (0 SH)	_____

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

Student's Signature

Date

Advisor's Signature

Date

Appendix B1

**Northeastern University
Department of Counseling and Applied Educational Psychology
School Psychology Doctoral Program**

Change of Advisor Form

Name: _____ Date: _____

Current Advisor: _____

New Advisor: _____

New Advisor Signature: _____

Program Director Signature: _____

Reason for advisor change:

Appendix B2

Northeastern University Department of Counseling and Applied Educational Psychology School Psychology Doctoral Program

Doctoral Student Annual Review

Student Name: _____ **Academic Year:** _____

Advisor Name: _____

Date of Entrance to the Program: _____ **# of years in program:** _____

Dissertation Proposal Date (if applicable): _____

The purpose of this self-evaluation is for you to reflect on your accomplishments this year in the areas that directly relate to the SPDP's training goals. Please complete this self-evaluation and give it to your advisor prior to **March 15th (at the latest)**. Your advisor will use information from this self-evaluation, his/her knowledge regarding your progress in the program, and information from other program faculty to evaluate your progress this year. If a section does not apply to you, simply write "N/A."

Section I: Coursework (i.e., Knowledge of the basic areas of psychology)

a. Please list all of the courses taken this year and the grades you have received. If you have completed your coursework, please indicate this. *You may attach a printout of your "my neu" page if that is easier for you.*

b. Please list all of the outstanding "Incompletes" you have on your transcript. Please list the course name and the semester when you enrolled in this course.

Section II: Research and Scholarly Activities

The SPDP aims to produce graduates who demonstrate competence in research and scholarly activities and engage in research to benefit individuals and groups in a multicultural and diverse society. Please describe your research/scholarship activities this year. Please include the following (if applicable):

- Participation on a research team.
- Author or co-author of papers or workshops at professional meetings
- Author or co-author of articles in professional or scientific journals
- Involvement in grant supported research

Section III: Teaching at the University Level

Please describe any involvement you had in teaching this year.

Section IV: Fieldwork Experiences

The SPDP aims to produce graduates who demonstrate a systematic, problem-solving approach to assessment, intervention and evaluation and who engage in practice to benefit individuals and groups in a multicultural and diverse society. Please identify the name of your practicum/advanced fieldwork/internship site and your supervisor(s). If you were not enrolled in

advanced fieldwork/internship seminar, please indicate this. Briefly describe your fieldwork/internship experience and the skills you gained this year (if applicable). Please attach your fall supervisor ratings.

Section V: Program Milestones

Please list any program milestones you have completed this year (e.g, successfully passing the comprehensive exams, passing the Praxis II, MTEL, proposing your dissertation, defending your dissertation, applying to internship, etc.).

Section VI: Professional Development

The SPDP aims to produce graduates who demonstrate a commitment to the profession of psychology, life-long professional development, and leadership in the profession. Please describe your involvement in professional development activities. List professional organizations you belong to, leadership positions in organizations, conferences attended, etc.

Section VII: Related Activities Outside Northeastern

Please describe any part-time involvement in the delivery of professional services.

Section VIII: Plans for Next Year

Briefly describe your timeline for next year. In other words, what are the program milestones you anticipate completing next year? What are your goals for next year?

Appendix C1

Northeastern University Department of Counseling and Applied Educational Psychology School Psychology Doctoral Program

Request for Contract

Student: _____ Date: _____

Masters **Doctoral** (*circle or underline if you're transmitting via email*)

Graduate Program: _____

NU Program Director/Advisor: _____

Hospital or School System Affiliate Information

Name of placement site: (*example, Brown Middle School*): _____

Address: _____

City/Town: _____ State: _____ Zip Code: _____

Name and title of the person responsible for signing the contract:

(*example; John Smith, Counsel for the School Administration*)

Site Supervisor Information

Site Supervisor: _____

City/Town: _____ State: _____ Zip Code: _____

Phone number: _____ Fax number: _____

Riders to be Attached: *please check (or underline) all that applies*

- None
- Practicum Rider
- Internship Rider
- Advanced Fieldwork Rider
- Doctoral Agreement and Rider

Contracts will be prepared by the Main Office, and then forwarded to University Counsel. After the contract has been signed, the original and a copy will be forwarded to the Affiliate for signature. The affiliate will sign both copies, and return one for our files. A log will be kept in the main office. All contracts will be kept in the main office. Please allow at least two weeks for this process to occur.

Please return this completed form to Monique Clarke, in the main office or email: m.clarke@neu.edu

Appendix C2

Northeastern University Department of Counseling and Applied Educational Psychology School Psychology Doctoral Program

Advanced Fieldwork I and II (3rd Year) Clearance Checklist

Prior to being cleared to begin advanced field work, third year students are required to complete this form, *and to give it to the program director by June 15th*. Please attach the following to this form:

- Your transcript from myneu (including grades from 2nd semester of your 2nd 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 your final field supervisor's practicum 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 _____

Student signature: _____

Date: _____

Program Director signature: _____

Date: _____

Appendix C3

**Northeastern University
Department of Counseling and Applied Educational Psychology
School Psychology Doctoral Program**

Advanced Fieldwork III and IV (4th Year) Clearance Checklist

Prior to being cleared to begin advanced field work, third year students are required to complete this form, *and to give it to the program director by June 15th*. Please attach the following to this form:

- Your transcript from myneu (including grades from 2nd semester of your 2nd 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 your final field supervisor's advanced fieldwork II 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 _____

Student signature: _____

Date: _____

Program Director signature: _____

Date: _____

Appendix D1

Northeastern University Department of Counseling and Applied Educational Psychology School Psychology Doctoral Program

Internship Evaluation Form (To be completed by field supervisor)

Intern _____ Supervisor _____
 Placement Site _____
 Period Covered _____

Part I:

1. How often did you meet with the student for supervision?

2. What form(s) did the supervision take and on which areas did you focus?

3. In which activities did you personally observe the student participate?

Part II:

Directions: The successful completion of pre-doctoral internship should reflect that the student is prepared for post-doctoral fellowship. It is strongly recommended that the intern and internship supervisor meet to discuss the training goals developed at the start of the internship and the competency areas delineated on this form. However, the ratings on this form shall reflect the field supervisor's judgment of the student's progress in the competency areas. This form must be returned to the intern's university supervisor prior to the end of each semester.

Please provide your estimate of the student's competency using the following ratings:

Novice (N): Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given client may move from where he/she is to a place of better functioning.

Intermediate (I): Psychology students at the intermediate level of competence have gained enough experience through practice, supervision and instruction to be able to recognize some important recurring domain features and to select appropriate strategies to address the issue at hand. Surface level analyses of the Novice stage are less prominent, but generalization of

diagnostic and intervention skills to new situations and clients is limited, and support is needed to guide performance.

Advanced (A). At this level, the student has gained deeper, more integrated knowledge of the competency domain in question, including appropriate knowledge of scholarly/research literature as needed. The student is considerably more fluent in his/her ability to recognize important recurring domain features and to select appropriate strategies to address the issue at hand. In relation to clinical work, recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape. Overall plans, based on the more integrated knowledge base and identification of domain features are clearer and more influential in guiding action. At this level, the student is less flexible in these areas than the proficient psychologist [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work.

NOP: No opportunity for student to perform; or **NOA:** No opportunity for supervisor to assess.

1. Relationship/Interpersonal Skills	
The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Professional psychologists should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives to date, helping the student hone and refine these abilities into professional competencies in the applied setting is a key aim of advanced fieldwork. In particular, the advanced fieldwork seeks to enhance students' skills in forming relationships:	
Competency	Expected level by the end of AFW
<i>With children/families:</i>	
a) Ability to take a respectful, helpful professional approach to patients/clients/families.	
b) Ability to demonstrate empathy by being aware of, understanding, and appreciating the feelings of others	
c) Ability to form a working alliance and gain trust of those being served.	
d) Ability to deal with conflict, negotiate differences.	
e) Ability to understand and maintain appropriate professional boundaries.	
<i>With colleagues:</i>	
a) Ability to work collegially with fellow professionals.	
b) Ability to support others and their work and to gain support for one's own work.	
c) Ability to provide helpful feedback to peers and receive such feedback non-defensively from peers.	
<i>With supervisors, the ability to make effective use of supervision, including:</i>	

a) Ability to work collaboratively with the supervisor. Collaboration means understanding, sharing and working by a set of common goals for supervision. Many of these goals will change as the student gains professional competence, although a core goal, of working cooperatively to enhance the student's skills as a clinician, will remain constant.	
b) Ability to prepare for supervision.	
c) Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.	
<i>With support staff :</i>	
a) Ability to be respectful of support staff roles and persons.	
<i>With teams at clinic:</i>	
a) Ability to participate fully in team's work.	
b) Ability to understand and observe team's operating procedures.	
<i>With community professionals:</i>	
a) Ability to communicate professionally and work collaboratively with community professionals.	
<i>For the fieldwork site itself:</i>	
a) Ability to understand and observe agency's operating procedures.	
b) Ability to participate in furthering the work and mission of the site.	
c) Ability to contribute in ways that will enrich the site as an advanced fieldwork experience for future students.	

2. Skills in Application of Research

Clinical practice in all health-care fields (e.g., medicine, nursing, dentistry) is based on accumulating research results, knowledge derived from practice, and the good judgment of the clinician. A core research knowledge base and training in accessing and applying research knowledge to practice form a core competency for psychologists.

Competency	Expected level by the end of AFW
a) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the applied setting, including accessing and applying scientific knowledge bases.	
b) Understanding and application of theoretical and research knowledge related to assessment and intervention, diversity, supervision, ethics etc.	

3. Psychological Assessment Skills

Psychological assessment includes comprehensive and integrated assessment from the initial interview, psychological testing, intervention and the evaluation of the outcome of psychological services. A foundation of knowledge and skill is needed for psychological assessment.

A. Number of assessments the student has conducted this semester: _____	
B. Number of times student has made presentations of assessment reports: _____	
Competency	Expected level by the end of AFW
a) Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse children.	
b) Ability to utilize systematic approaches to gathering data to inform decision making.	
c) Interviews (teachers, parents, and students)	
d) Administers, scores, and interprets measures of academic performance and achievement.	
e) Conducts functional behavior assessments.	
f) Uses broad-band rating scales (e.g., BASC-II, CBCL).	
g) Uses objective measures of personality or social/emotional functioning (e.g., MMPI-A; BDI, CDI, RCMAS).	
h) Reviews relevant permanent products and records about the child.	
i) Conducts systematic direct observation of the student in the classroom and/or other natural settings.	
j) Conducts assessments of the instructional and classroom environment, and the match between the curriculum and the child's needs.	
k) Takes an ecological perspective by considering the multiple layers of factors (e.g., individual, family, school and community) that influence a child's functioning when assessing a child.	
l) Generates data-based and practical recommendations as a result of the assessment.	
m) Knowledge of psychometric issues and bases of assessment methods.	
n) Knowledge of issues related to integration of different data sources.	
o) Ability to integrate assessment data from different sources for diagnostic purposes.	
p) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.	
q) Capacity for effective use of supervision to implement and enhance skills.	

4. Intervention Skills	
Intervention includes preventive, developmental and remedial interventions.	
# of children seen in individual counseling sessions _____	
# of counseling groups led _____; # of sessions/group _____	
Competency	Expected level by the end of AFW

a) Ability to use good communication skills (e.g., open-ended questions, reflection of feelings, paraphrasing, summarization)	
b) Ability to identify the problem in need of intervention.	
c) Ability to take into consideration affective, behavioral, social, adaptive, developmental, and academic needs of the child when setting goals.	
d) Ability to plan interventions.	
e) Ability to implement intervention skills, covering a wide range of preventive and “remedial” interventions, depending on the focus and scope of the advanced fieldwork site.	
f) Knowledge regarding academic, developmental, and behavioral interventions, research and practice.	
g) Knowledge regarding the concept of empirically supported practice methods and relationships.	
h) Knowledge regarding specific empirically supported treatment methods and activities.	
i) Ability to apply specific empirically supported treatment methods.	
j) Ability to use research literature to plan group programs (i.e., crisis intervention, health promotion, life skills, and professional development)	
k) Ability to assess intervention integrity.	
l) Ability to use data in making decisions about the effects of interventions.	
m) Ability to intervene in the event of a crisis	
n) Knowledge of how special educational and general educational services are organized and are related to one another.	
o) Effective use of supervision to implement and enhance skills.	

5. Consultation Skills/Professional Collaborations:	
# of consultative meetings with teachers _____	
# of consultative meetings with parents _____	
# of consultative meetings with others _____	
Competency	Expected level by the end of AFW
a) Knowledge of the unique roles of other professionals.	
b) Ability to effectively relate to other professionals in accordance with their unique roles.	
c) Understanding of the consultant’s role as an information provider to another professional who will ultimately be the intervention implementer.	
d) Capacity for dialoguing with other professionals which avoids use of psychological jargon.	
e) Ability to develop collaborative relationships with families and professionals.	

f) Ability to choose an appropriate means of assessment to answer referral questions.	
g) Ability to implement a systematic approach to data collection in a consultative role.	
h) Ability to use data to develop goals and plans, and to evaluate interventions.	
i) Ability to develop practical interventions for parents and professionals to use.	
j) Ability to develop behavior plans that contain proactive, preventive components (e.g., modify antecedent conditions)	
k) Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	
l) Ability to work with others to develop school policies that help prevent problems.	

<p>6. Diversity - Individual and Cultural Differences: The APA Multicultural Guidelines (APA, 2003) noted that “All individuals exist in social, political, historical, and economic contexts, and psychologists are increasingly called upon to understand the influence of these contexts on individuals' behavior” (p. 377). Thus every competency listed in this document is thoroughly linked to matters of individual and cultural difference (ICD), including knowledge related to ICD, as well as awareness of, respect for, and appropriate action related to ICD. It is critical that advanced fieldwork students begin to learn that culture influences the way that clients are perceived, the way that clients perceive the psychologist, and that culture-centered practices may be more effective than practices developed for use with only one cultural group (e.g., European Americans). Advanced fieldwork students need to know how individual and cultural differences influence clients' recognition of a problem and appropriate solutions for that problem.</p>	
Competency	Expected level by the end of AFW
a) Knowledge of self in the context of diversity (one's own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).	
b) Knowledge about the nature and impact of diversity in different situations (e.g., how culture, family, biology, developmental processes, and the learning environment interact to impact learning)	
c) Ability to work effectively with diverse others in assessment, intervention and consultation.	
d) Knowledge of the children and families receiving psychological services.	
e) Ability to advocate for the needs of individuals with diverse backgrounds.	
f) Sensitive to cultural and diversity issues in the provision of psychological services. Respects racial, sexual, social, and ethnic	

differences. Is aware of biases.	
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7. Ethics:	
During advanced fieldwork, the student will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the APA ethics code (APA, 2002) and NASP's (2000) Professional Conduct Manual: Principles for Professional Ethics and Guidelines for the Provision of Psychological Services to behavior and decision making in actual applied settings. In addition, students should increase and apply their understanding of legal standards (state and federal). Note that each of the domains described in this document is expected as a matter of course to be grounded in ethical practice. More specifically, during advanced fieldwork training the student will work to develop the following ethical competencies:	
Competency	Expected level by the end of AFW
a) Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology and special education.	
f) Knowledge of the consequences of not following legal mandates.	
g) Ability to inform children, parents, and staff of their legal rights and responsibilities.	
b) Recognize and analyze ethical and legal issues across the range of professional activities in the advanced fieldwork setting.	
c) Seek appropriate information and consultation when faced with ethical issues.	
d) Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).	
e) Evidence commitment to ethical and legal practice by conforming to ethical and legal standards in the provision of psychological services.	

8. Development of Leadership Skills:	
The 2001 Education Leadership Conference Practicum Competencies Workgroup identified beginning training in management and leadership skills as important. Presumably management and leadership skills are in evidence in any organized training setting; some deliberate effort to engage students in considering and practicing these skills in the advanced fieldwork setting could foster their development. In particular, students may gain beginning understanding and practice in leadership through mentoring newer students in vertical team settings and participating in discussions of organizational goals and policies regarding clinical, training and management activities.	
Competency	Expected level by the end of AFW
a) Recognition of one's role in creating policy, participation in system change, and management.	
b) Understand the role of leadership in management success.	

c) Ability to identify leadership and management skills.	
d) Understand the purpose and process of strategic planning.	
e) Understand the purpose and structure of meetings and how to run them well.	
f) Ability to self-evaluate one's skills as manager and leader.	

9. Supervisory Skills: Supervision is widely considered to be a core competency in professional psychology (e.g., Falender et al., 2004) during advanced fieldwork, even though the core requirements for competent supervisory practice await the mastery of the other competencies listed in this document.	
Competency	Expected level by the end of AFW
a) Knowledge of literature on supervision (e.g., models, theories & research).	
b) Knowledge concerning how psychologists develop to be skilled professionals.	
c) Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback.	
d) Knowledge of limits of one's supervisory skills.	
e) Knowledge of how supervision responds appropriately to individual and cultural differences.	

10. Professional Development: Fieldwork training is a key experience in professional development for the novice psychologist.	
Competency	Expected level by the end of AFW
<i>Practical Skills to Maintain Effective Practice</i>	
a) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.	
b) Developing an organized, disciplined approach to writing and maintaining notes and records.	
c) Organizing and presenting case material; preparing professional reports.	
d) Self-identifying personal distress, particularly as it relates to clinical work.	
e) Seeking and using resources that support healthy functioning when experiencing personal distress and using self-care strategies to promote performance.	
f) Demonstrating an ability to initiate activities.	
g) Organizing one's day and managing time.	
<i>Professional Development Competencies</i>	

a) Critical thinking and analysis.	
b) Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources).	
c) Responsibility and accountability relative to one's level of training, and seeking consultation when needed.	
d) Self- awareness, understanding, and reflection.	
e) Awareness of one's own beliefs and values as they relate to and impact professional practice and activity.	
f) Social intelligence; ability to interact collaboratively and respectfully with other colleagues.	
g) Willingness to acknowledge and correct errors.	
h) Is motivated to improve (e.g., checks work for errors)	
i) Is able to withstand adverse events and stressful experiences without getting overwhelmed.	

<i>Metaknowledge/Metacompetencies – Skilled Learning</i> Students should possess reflective understanding and knowledge about their own knowledge and competencies including <i>knowing what they know and what they don't know.</i>	
a) Knowing the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation.	
b) The ability to use supervision, consultation and other resources to improve and extend skills.	
c) Knowledge of the process for extending current skills into new areas.	
d) Commitment to life-long learning and quality improvement.	
e) Awareness of one's identity as a psychologist an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist.	

11. Communication and Information Technology	
Competency	Expected level by the end of AFW
a) Demonstrates written communication skills by means of assessment and other reports.	
b) Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team meetings or in-service presentations.	
c) Demonstrates appropriate use of e-mail and other communication or presentation media.	
d) Is able to critically evaluate information obtained from the Internet.	
e) Makes appropriate use of software to analyze the results of assessments and interventions.	

Evaluation of Graduate Intern's Strengths and Areas Needing Improvement

Please list the graduate intern's strengths:

Please list areas needing improvement:

Suggestions for improving the graduate student's proficiency:

Supervisor's Signature

Date

Graduate Intern's Signature

Date

Appendix D2**Northeastern University
Department of Counseling and Applied Educational Psychology
School Psychology Doctoral Program****Doctoral Internship Interview Feedback Sheet**

(This questionnaire is to be completed by students following each pre-doctoral internship interview and returned to the Training Director)

Name:

Internship Site:

Names of Interviewer(s):

From the interview, what appear to be the strengths of this site?

What appear to be the weaknesses?

What did you learn in the interview and what do you still need to know?

What was the interview format? (Individual, group, number of interviewers)

Were there any particular difficult questions asked that might help a future applicant?

What do you feel the site is looking for in an applicant?

Would you accept an offer from this internship site?

Overall impressions/other comments:

Appendix E1

Northeastern University Department of Counseling and Applied Educational Psychology School Psychology Doctoral Program

CAEP Dissertation Form

Student Name _____

Date _____

Proposed Title: _____

Committee

Chairperson _____
(signature)

Committee Member _____
(signature)

Committee Member _____
(signature)

CV attached for outside university member: Yes___ No ___

Tentative Timeline

Proposal Hearing _____
(anticipated date)

Defense Hearing _____
(anticipated date)

All of the above upon signing this sheet agree to the policies stated in the Doctoral Student Handbook.

Student _____
(signature)

Appendix E2
Northeastern University
Department of Counseling and Applied Educational Psychology
School Psychology Doctoral Program

Dissertation Proposal Approval Form

(to be submitted to the Graduate School of the Bouvé College of Health Sciences)

STUDENT _____ (name)
_____ (signature)

TITLE _____

DISSERTATION COMMITTEE CHAIRPERSON:

_____ (name)
_____ (signature)

COMMITTEE MEMBERS:

_____ (name)
_____ (signature)
_____ (name)
_____ (signature)
_____ (name)
_____ (signature)

DATE: _____

COMMENTS:

Appendix E3

**Northeastern University
Bouvé College of Health Sciences**

Graduate School Dissertation Approval Form

Students should refer to the Bouvé Graduate School Handbook for the preparation of this form.

**Appendix E4
Northeastern University
Department of Counseling and Applied Educational Psychology
School Psychology Doctoral Program**

Sample Dissertation Title Page

DISSERTATION TITLE IN FULL CAPITALS (CAPS)

A dissertation presented by

Student Name in Full

Submitted to
The Department of Counseling and Applied Educational Psychology
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in the field of

School Psychology

Northeastern University
Boston, Massachusetts
Month, Year

Appendix F1
Northeastern University
Department of Counseling and Applied Educational Psychology
School Psychology Doctoral Program

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> 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

Appendix F2
Northeastern University
Department of Counseling and Applied Educational Psychology
School Psychology Doctoral Program

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)