NSU
Florida
_____
College of Psychology
NOVA SOUTHEASTERN
UNIVERSITY

Doctoral Program in School Psychology

Policies and Procedures Handbook 2025-2026

*Supplemental to Nova Southeastern University Policy and Procedure Handbook at
www.nova.edu/student-handbook
and College of Psychology Graduate Student Catalog at
https://psychology.nova.edu/students/current-students.html

College of Psychology
(800) 541-6682, ext. 25826
(954) 262-5826
http://psychology.nova.edu

Rev. August 2025

TABLE OF CONTENTS

NOVA SOUTHEASTERN UNIVERSITY

Nova Southeastern University is a not-for-profit, fully accredited, coeducational University classified by Carnegie as both a "high research" and "community engaged" University. It was founded in 1964 as Nova University. NSU's main campus is located on the 314-acre main campus in Ft. Lauderdale-Davie. It has a presence throughout Florida, the U.S. and in nine countries. Its 18 Colleges of study offer undergraduate, graduate, and professional programs in the fields of medicine, psychology, pharmacy, arts and sciences, dental medicine, education, law, optometry, computer and information sciences, humanities and social sciences, human services and justice, nursing, business, and oceanography. NSU also brings cultural enrichment to the community through the Museum of Art, the Miniaci Performing Arts College, public access to the Alvin Sherman Library, Research and Information Technology College, and programs in the performing and visual arts.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to the community. The University's Colleges and programs share a common mission to educate students for leadership roles in a variety of professions. Through the Nova Southeastern University plan, students master competencies at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

NSU stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching on the main campus, online, at regional campuses throughout Florida and Puerto Rico, and across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time-bound or place-bound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Nova Southeastern University programs are approved for educational benefits by the Bureau of State Approval for Veterans Training, Florida Department of Veterans Affairs. The University is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern University's general policies on student relations are on file in the Office of the University Registrar.

Notices of Accreditation

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Nova Southeastern University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Nova Southeastern University may be directed in writing to the Southern Association of Colleges and School Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

University Equal Opportunity/Non-discrimination/Title IX Statement

Consistent with all federal and state laws, rules, regulations, and/or local ordinances, it is the policy of Nova Southeastern University not to engage in any discrimination or harassment against any individuals and to comply with all federal and state laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.

In addition, the law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment. This policy applies to all activities and programs. Inquiries about perceived discrimination, related policies and Title IX may be referred to NSU's Title IX coordinator, the U.S. Department of Education's Office of Civil Rights, or both.

For inquiries or complaints regarding perceived discrimination based on gender or sex, please contact:

> **Laura Bennett**
> Title IX Coordinator
> Phone: (954) 262-7858
> Email: laura.bennett@nova.edu or titleIX@nova.edu
> Website and Online Reporting Form: https://nova.edu/title-ix
> Office of Human Resources
> 3300 S. University Drive
> Ft. Lauderdale, FL 33328-2004

All other inquiries or complaints regarding perceived discrimination should be directed to:

> **Benjamin Johnson, Ph.D.**
> Assistant Dean for Student Development
> (954) 262-7281
> BJ379@nova.edu

COLLEGE OF PSYCHOLOGY
ACADEMIC CALENDAR 2025-2026
Doctoral & Specialist Programs in School Psychology

Fall 2025 – Full Semester	
Monday, August 18	Fall semester classes begin Last day for completing regular registration
Sunday, August 24	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, August 31	End of 75% refund
Monday, September 1	**Labor Day – university offices closed**
Sunday, September 7	End of 50% refund
Sunday, September 14	End of 25% refund Last day for dropping classes with refund
October 24, 25, 26	Residential Skills Development Institute – Ft. Lauderdale *(Online Specialist in School Psychology)*
Sunday, November 16	Last day to withdraw from classes (no refund)
Thursday, November 27 **Friday, November 28**	**Thanksgiving – university offices closed**
Sunday, December 7	Fall semester classes end
TBA	**Winter Holiday – university offices closed** * Subject to university president's discretion and approval

Fall A 2025 (8-Week / Intensive Weekend Format)	
Monday, August 18	Fall A classes begin Last day for completing regular registration
Sunday, August 24	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, August 31	End of 75% refund
Monday, September 1	**Labor Day – university offices closed**
Sunday, September 7	End of 50% refund
September 12, 13, 14	Intensive weekend-format class meeting
Sunday, September 14	End of 25% refund Last day for dropping classes with refund
Sunday, September 21	Last day to withdraw from classes (no refund)
October 10, 11, 12	Intensive weekend-format class meeting
Sunday, October 12	Fall A classes end
Fall B 2025 (8-Week / Intensive Weekend Format)	
Monday, October 13	Fall B classes begin Last day for completing regular registration
Sunday, October 19	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, October 26	End of 75% refund
Sunday, November 2	End of 50% refund
November 7, 8, 9	Intensive weekend-format class meeting
Sunday, November 9	End of 25% refund Last day for dropping classes with refund
Sunday, November 16	Last day to withdraw from classes (no refund)
Thursday, November 27 **Friday, November 28**	**Thanksgiving – university offices closed**
December 5, 6, 7	Intensive weekend-format class meeting
Sunday, December 7	Fall B semester classes end

Winter 2026 – Full Semester	
TBA	**Winter Holiday – university offices closed** * Subject to university president's discretion and approval
Monday, January 5	Winter semester classes begin Last day for completing regular registration
Sunday, January 11	End of 100% refund Last day for completing late registration / adding classes
Sunday, January 18	End of 75% refund
Monday, January 19	**Martin L. King, Jr. Day – university offices closed**
Sunday, January 25	End of 50% refund
Sunday, February 1	End of 25% refund Last day for dropping classes with refund
March 2 – March 6	**Spring Break**
Sunday, April 12	Last day to withdraw from classes (no refund)
Sunday, May 3	Winter semester classes end

Winter A 2026 (8-Week / Intensive Weekend Format)	
Monday, January 5	Winter A classes begin Last day for completing regular registration
Sunday, January 11	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 18	End of 75% refund
Monday, January 19	**Martin L. King, Jr. Day – university offices closed**
Monday, January 25	End of 50% refund
January 30, 31, February 1	Intensive weekend-format class meeting
Sunday, February 1	End of 25% refund Last day for dropping classes with refund
Sunday, February 8	Last day to withdraw from classes (no refund)
February 20, 21, 22	Intensive weekend-format class meeting
Sunday, March 1	Winter A classes end
Winter B 2026 (8-Week / Intensive Weekend Format)	
Monday, March 9	Winter B classes begin Last day for completing regular registration
Sunday, March 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, March 22	End of 75% refund
Sunday, March 29	End of 50% refund
Sunday, April 5	End of 25% refund Last day for dropping classes with refund
April 10, 11, 12	Intensive weekend-format class meeting
Sunday, April 12	Last day to withdraw from classes (no refund)
May 1, 2, 3	Intensive weekend-format class meeting
Sunday, May 3	Winter B semester classes end

Summer 2026 – Full Semester	
Monday, May 4	Summer semester classes begin Last day for completing regular registration
Sunday, May 10	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 17	End of 75% refund
Sunday, May 24	End of 50% refund
Monday, May 25	**Memorial Day – university offices closed**
Sunday, May 31	End of 25% refund Last day for dropping classes with refund
Friday, July 3 *(Observed)* **Saturday, July 4**	**Independence Day – university offices closed**
Sunday, July 19	Last day to withdraw from classes (no refund)
Sunday, August 9	Summer semester classes end

Summer A 2026 (8-Week / Intensive Weekend Format)	
Monday, May 4	Summer A classes begin Last day for completing regular registration
Sunday, May 10	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 17	End of 75% refund
Sunday, May 24	End of 50% refund
Monday, May 25	**Memorial Day – university offices closed**
May 29, 30, 31	Intensive weekend-format class meeting
Sunday, May 31	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
June 19, 20, 21	Intensive weekend-format class meeting
Sunday, June 21	Summer A classes end
Summer B 2026 (8-Week / Intensive Weekend Format)	
Monday, June 22	Summer B semester classes begin Last day for completing regular registration
Sunday, June 28	End of 100% refund Last day for completing late registration Last day for adding classes
Friday, July 3 *(Observed)* **Saturday, July 4**	**Independence Day – university offices closed**
Sunday, July 5	End of 75% refund
Sunday, July 12	End of 50% refund
July 17, 18, 19	Intensive weekend-format class meeting
Sunday, July 19	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
August 7, 8, 9	Intensive weekend-format class meeting
Sunday, August 9	Summer B semester classes end

Specialist & Doctoral Programs in School Psychology
8-Week / Intensive Weekend Classes Meeting Dates

Fall 2025
Session A: August 18 – October 12 September 12, 13, 14 October 10, 11, 12
Session B: October 13 – December 7 November 7, 8, 9 December 5, 6, 7
Winter 2026
Session A: January 5 – March 1 January 30, 31, February 1 February 20, 21, 22
Session B: March 9 – May 3 April 10, 11, 12 May 1, 2, 3
Summer 2026
Session A: May 4 – June 21 May 29, 30, 31 June 19, 20, 21
Session B: June 22 – August 9 July 17, 18, 19 August 7, 8, 9

Doctoral Program in School Psychology

The College of Psychology Doctoral Program in School Psychology (Psy.D.) is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the accredited status of the program should be directed to the Commission on Accreditation:

> Office of Program Consultation and Accreditation
> American Psychological Association
> 750 1st Street, NE, Washington, DC 20002
> Phone: (202) 336-5979 / Email: apaaccred@apa.org
> Web: https://www.apa.org/ed/accreditation

The doctoral program in school psychology holds the designation of full accreditation status by the National Association of School Psychologists (NASP). The doctoral curriculum is designed to be consistent with the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes.*

The program is committed to a practitioner-informed-by-science training model. Candidates are prepared as highly competent problem-solvers who draw upon a strong foundation in core knowledge areas of school psychology to promote the educational and social-emotional competence of students. Moreover, candidates are prepared to offer a full continuum of empirically supported and innovative services, including prevention, consultation, assessment, and intervention. Graduate education builds upon the crucial base of scientific knowledge and develops the skills necessary for professional competence. It prepares candidates to be lifelong interpreters and utilizers of research through a mentorship in the process of scientific investigation. Candidates develop a capstone Directed Study that demonstrates their research interpretation and utilization proficiency. Intensive, sequential practica and course-specific tasks are designed to provide candidates with opportunities for the application and integration of methods of psychological assessment, consultation, and intervention under close supervision. Internship provides the culminating training experience in preparing the candidate as a health service provider. Additional supervised experience may be required for licensure as a psychologist. Candidates should carefully review state licensure and certification laws and rules to ensure adequate preparation for credentialing, including the number of internship hours which must be spent in schools.

The program recognizes the importance of delivering school psychological services within a collaborative framework. Candidates learn to view problems from a systems perspective, focusing on the roles of the student, family, school, community, and policy makers. Training emphasizes an awareness of, sensitivity to, and respect for individual differences within the context of each of these systems. Technological resources and competencies are similarly woven throughout the curriculum to train school psychologists to deliver services in the most efficient manner by utilizing contemporary tools and strategies.

Candidates benefit from the expertise of full-time faculty whose primary interests and expertise are in the field of school psychology, including two former NASP presidents. The college has approximately 70 full-time faculty members who include nationally renowned professionals, as well as several core part-time and adjunct faculty who work as practitioners or administrators in

the schools. Moreover, the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic, within the Psychology Services Center (PSC), serves many of the training needs of school psychology candidates. Individuals within the community regularly seek out the services delivered by this clinic for psychological assessment, consultation, and intervention for individuals across the lifespan. As part of their regular practicum experiences, candidates in the program have the opportunity to link theory to practice by observing, consulting, assessing, and intervening with children, teachers, and parents at the Mailman Segal Center (MSC) for Human Development and the University School of NSU (USchool), both of which are part of the NSU community.

PROGRAM PHILOSOPHY

The doctoral program in school psychology embodies and supports the mission of Nova Southeastern University and of the College of Psychology. This is accomplished through quality education and training in psychology, provision of service to the community, and advancement of empirically-supported clinical findings. Training is guided by the integration of the sciences of psychology and education so as to promote the mental health, achievement, and well-being of all students and their families through the blending of traditional and innovative approaches to service delivery.

The program is committed to a practitioner-informed-by-science training model. Candidates are prepared to be highly competent problem-solvers who draw upon a strong foundation of core knowledge in the profession of psychology and the specialty area of school psychology to promote social-emotional and educational competence of all students.

To prepare candidates adequately to meet the current and future expectations of the field, the program faculty recognize the need for school psychologists who are leaders and who are accomplished in assessment, consultation, and intervention at the individual and systems levels. Assessment, linked to intervention for the purposes of both prevention and remediation of student difficulties, is an essential goal of training. Consequently, candidates are prepared to offer a broad continuum of innovative, as well as empirically-supported, group and individually-targeted services. Graduate education builds upon the crucial base of scientific knowledge to develop the skills necessary for professional competence. Program graduates are prepared to become health service providers, to engage in professional association activity, and to dedicate themselves to lifelong learning.

Intensive, sequential, field-based experiences are designed to provide candidates the opportunities to apply and to integrate methods of prevention, consultation, psychological assessment and intervention. The program emphasizes the importance of delivering school psychological services within a collaborative framework. Candidates are taught to deliver psychological services within a collaborative and interpersonal framework. Candidates also learn to view problems from a systems perspective, focusing on the dynamic interrelationships among learners, families, schools, communities, and policy makers. Training emphasizes an awareness of, sensitivity to, and respect for diversity and individual differences within the context of each of these systems. Awareness of these unique differences is emphasized in every domain of practice. They recognize the critical importance of public policy advocacy and use these skills to advance human rights and the specialty area. Development of technological competencies is similarly woven throughout the

curriculum to train school psychologists to deliver services in the most efficient and student-centered manner.

PROGRAM AIM

The aim of the doctor of psychology (Psy.D.) program in school psychology is to prepare health service psychologists to meet the educational, behavioral, social, and emotional needs of the individuals, families, and educational personnel they serve. The program focuses on addressing, assessing, and evaluating attainment of the Profession-Wide Competencies (PWCs) and Discipline-Specific Knowledges (DSKs) as outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner-informed-by-science-training model.

Accordingly, the aim of the doctoral program in school psychology is to train health service psychologists who demonstrate the following knowledges and competencies:

Benchmark I. The breadth of scientific psychology through foundations in the Discipline-Specific Knowledge (DSK) areas, including:
      Category 1. History and Systems of Psychology;
      Category 2. Basic Content Areas in Scientific Psychology;
      Category 3. Integrative Knowledge in Scientific Psychology; and
      Category 4. Research Methods, Statistical Analysis, and Psychometrics

Benchmark II. The foundations of practice in health service psychology, within school psychology. This includes the following four indicators:
    1) ethical and legal standards;
    2) individual and cultural diversity;
    3) professional values and attitudes; and
    4) communication and interpersonal skills.

Benchmark III. Broad and general competencies necessary for effective work in practitioner-informed-by-science roles, including the following four indicators:
    1) assessment,
    2) intervention,
    3) supervision, and
    4) consultation and interprofessional/interdisciplinary skills

Benchmark IV.   The ability to apply research and statistics to inform professional practice.
Consistent with doctor of psychology (Psy.D.) training, our program prepares graduates for entry-level practice as health service psychologists who will be lifelong consumers of research. Following degree conferral, our graduates are eligible for national certification as a school psychologist and licensure as a psychologist. They are well-prepared to practice in a wide-range of health service psychology settings, including schools, independent practice, community mental health agencies, and hospitals.

Note: *The Minimum Level of Achievement (MLA) for all assessments of competency is 80%. The reader is referred to the Program Remediation Policy for information regarding support for and remediation of candidates who fail to attain the MLA.*

> **I.** **Profession-Wide Competencies**
> The Standards of Accreditation (SoA) of the American Psychological Association (APA) recognize nine **Profession-Wide Competencies,** which serve as the foundation of health service psychology.

1. **Research:** Substantive knowledge of scientific methods, procedures, and practices.

   Candidates are expected to demonstrate competency as follows:
   - Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
   - Conduct research or other scholarly activities.
   - Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

2. **Ethical and legal standards:** Responds professionally in demonstrating ethical and legal standards in increasingly complex situations with a greater degree of independence across all levels of training.

   Candidates are expected to demonstrate competency as follows:
   - Be knowledgeable of and act in accordance with each of the following:
     - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
     - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
     - relevant professional standards and guidelines.
   - Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
   - Conduct self in an ethical manner in all professional activities.

3. **Individual and cultural diversity:** Demonstrates knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal backgrounds and characteristics.

   Candidates are expected to demonstrate competency as follows:
   - Understand how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

- Have knowledge regarding the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service.
- Demonstrate competency in integrating awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the application of a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are in conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and application of this approach effectively in their professional work.

4. **Professional values and attitudes:** Responds professionally in demonstrating professional values and attitudes in increasingly complex situations with a greater degree of independence across all levels of training.

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

5. **Communication and interpersonal skills:** Responds professionally in demonstrating communication and interpersonal skills in increasingly complex situations with a greater degree of independence across all levels of training.

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

6. **Assessment:** Responds professionally in demonstrating competence in conducting evidence-based assessment consistent with the scope of health service psychology.

Candidates are expected to demonstrate competency as follows:
- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect:
  - the science of measurement and psychometrics
  - collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment
  - relevant diversity characteristics of the service recipient
- Interpret assessment results:
  - following current research and professional standards and guidelines
  - to inform case conceptualization, classification, and recommendations
  - guarding against decision-making biases
  - distinguishing the aspects of assessment that are subjective from those that are objective
- Communicate <u>orally</u> and in <u>written</u> documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. **Intervention:** Implements evidence-based interventions with a wide variety of theoretical orientations or approaches and directed at the individual, family, group, and system levels.

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

8. **Supervision:** Supervision is grounded in science and integral to the activities of health service psychology.

<u>Candidates are expected to demonstrate competency as follows:</u>
- Demonstrate knowledge of supervision models and practices.

9. **Consultation and interprofessional/interdisciplinary skills:** Consultation and interprofessional/interdisciplinary skills as integral to the activities of health service psychologists to collaboratively address a problem, seek or share knowledge, or promote effectiveness in professional activities.

<u>Candidates are expected to demonstrate competency as follows:</u>
- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

II. <u>Discipline-Specific Knowledge</u>
The Standards of Accreditation (SoA) of the American Psychological Association (APA) recognizes four categories of **Discipline-Specific Knowledge** integral to the training of health service psychologists.

Note: A final grade of 80% or higher is needed in order to pass the course and establish that a student has met the required minimal level of achievement (MLA) for attainment of the Discipline-Specific Knowledge.

<u>Category 1</u>: History and Systems of Psychology
The first category of discipline-specific knowledge must result in substantial knowledge in:
- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.

<u>Category 2</u>: Basic Content Areas in Scientific Psychology
The second category of discipline-specific knowledge must result in substantial knowledge in:
- Affective Aspects of Behavior, including topics such as affect, mood, and emotion.
- Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior.
- Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making.
- Developmental Aspects of Behavior, including transitions, growth, and development across an individual's lifespan.
- Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes.

<u>**Category 3**</u>**: Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**
The third category of discipline-specific knowledge must result in substantial understanding and competence in the following areas:
- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).

<u>**Category 4**</u>**: Research Methods, Statistical Analysis, and Psychometrics**
The fourth category of discipline-specific knowledge must result in substantial understanding and competence in the following areas:
- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; meta-analysis; and quasi-experimentation.
- Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.
- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

Curriculum and Degree Completion Requirements

The **Doctoral Program in School Psychology** is a program of study typically requiring the successful completion of four or five years of post-baccalaureate study, including a 2000-hour doctoral internship. On average, candidates will enroll in 15 credit hours per semester.

A candidate must complete all courses for the degree with a grade point average of at least 3.0. **The Doctoral Program in School Psychology requires 118 semester hours of graduate credit, including three years of practica, a capstone research project (the Directed Study), and a 2000-hour doctoral internship.** All candidates must pass the comprehensive examinations as well as the research requirement as part of their degree completion requirements. A candidate is expected to complete and to graduate from the doctoral program within no more than seven years from the date of first enrollment.

Candidates who are not certified teachers and who wish to obtain certification as a school psychologist may need to complete additional course work or to submit documentation as required by their respective state. Prior to degree conferral, candidates must complete and pass the most recent versions of the Florida Teacher Certification Examination – Subject Area (SAE) Test in School Psychology, the PRAXIS School Psychologist Test (5402), and any additional course work/examinations identified during the continued program accreditation process. As state mandates are subject to change, candidates should expect changes or modifications to the curriculum and degree requirements.

Certification/Licensure
The curriculum of the doctoral program in school psychology (Psy.D.) meets the credentialing requirements of the Florida Department of Education (DOE) for certification in school psychology, as well as the criteria for licensure as a school psychologist and as a psychologist within the state of Florida, as delineated in Chapter 490 of the *Florida Statutes*. Certification allows graduates to be employed in the public or private schools, while licensure allows for independent practice or employment in hospitals and community agencies.

Please be advised that in accordance with state and federal regulations, NSU is required to provide the following information to applicants and students completing their coursework outside of the state of Florida, including field experiences (e.g., internships, practica, clinical placements), when their program of study customarily leads to professional licensure.

Nova Southeastern University, College of Psychology, Doctoral Program in School Psychology program meets the credentialing requirements of the Florida Department of Education (FDOE) and the National Association of School Psychologists (NASP) National Certification in School Psychology (NCSP). In addition, the curriculum meets the criteria for licensure as a school psychologist and as a psychologist within the state of Florida, as delineated in Chapter 490 of the *Florida Statutes*. Certification allows graduates to be employed in the public or private schools, while licensure allows for independent practice or employment in hospitals and community agencies.

Certification and licensure requirements for school psychologists vary by state and these requirements can change frequently and often without notice. At this time, the College of Psychology cannot confirm whether its Doctor of Psychology in School Psychology degree meets all of the licensure and certification requirements in a student's state of residence. Students should refer to their state licensing and certification body for further information.

We advise you to contact your state's credentialing body to ensure the degree will meet requirements for certification and/or licensure in the state in which you seek to be licensed or certified School psychology credentialing requirements by state may be found on the NASP website through the following link: https://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements. Information regarding licensure to practice psychology by state may be found on the Association of State and Provincial Psychology Boards (ASPPB) and through the following link: https://www.asppb.net/page/ReqPsych.

If you have trouble obtaining the information you need, or if you have any other questions, please contact Dr. Gene Cash at (954) 262-5703.

The Psy.D. curriculum is developed and monitored on an ongoing basis by school psychology faculty to:
1) Be consistent with NASP and APA accreditation requirements, and
2) Prepare graduates for the professional practice of school psychology.

The College of Psychology cannot guarantee that the curriculum completed will meet all states' and Canadian provinces' eligibility requirements for licensure at the time of your application, as each entity's requirements are subject to change. As a result, the curriculum is subject to change in response to modifications to accreditation/certification standards.

Coursework
The curriculum of the program is presented on the next several pages, including a model course sequence. While the courses will generally be offered in the sequences shown, exceptions do occur. The candidate should, therefore, not regard the sequence as inviolable. The candidate should exercise care to ensure that all prerequisites are met and should seek advisement from the appropriate administrator or faculty member as needed. **The candidate is responsible for ensuring that all coursework has been completed prior to the initiation of internship.**

Dissemination of Research Competency
Candidates must demonstrate the competency to evaluate and to disseminate research or other scholarly activity via at least one peer-reviewed publication as first author or a professional presentation as first presenter at the local (within the university), state, national, or international level. All candidates must submit a proposal as the primary presenter of a paper session, poster session, or symposium at a psychology conference. Publications as first author in a peer-reviewed journal or other peer-reviewed publication will serve to meet this criterion.

It is strongly encouraged that each candidate present at one or more of the following conference(s): the Florida Association of School Psychologists (FASP), the National Association of School Psychologists (NASP), the American Psychological Association (APA), or the International

School Psychology Association (ISPA). If the candidate seeks to present at a different conference, he or she must submit information regarding the conference to the program director. The director, in collaboration with the core school psychology faculty, will make a determination as to whether the conference is appropriate, and if deemed appropriate, will be included on a list of approved conferences for the purpose of meeting this dissemination requirement for future candidates.

If a candidate does not present at one of these approved conferences and is not first author on a peer-reviewed publication, she or he may schedule a session to conduct a research-based presentation at the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic weekly didactic seminar or a similar College of Psychology venue. The candidate should present the results of his of her Directed Study and include any major conclusions and recommendations. The rubric that will be utilized by the SPACI clinic directors and/or other faculty members can be found in the *Directed Study Guidelines* handbook.

En-Route Master of Science in School Psychology
Candidates enrolled in the Psy.D. program in school psychology may earn as an intermediate degree, the master of science in school psychology. The curriculum for this degree consists of all courses (or their equivalents) including practicum and supervision in the first two years of the model doctoral curriculum (minimum of 73 credit hours). Courses transferred into Nova Southeastern University's doctoral program do not count toward this degree.

Graduates with this degree will not have met the educational requirements for certification or licensure in the State of Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should be utilized by the Psy.D. candidate to demonstrate master's level achievement in psychology or to qualify for a master's level of employment. Candidates completing the above requirements may complete a degree application form and pay the required fee; however, they may not participate in the master's graduation ceremony.

Comprehensive Examinations
To demonstrate mastery of subject area competencies in school psychology and as part of the degree requirements, all doctoral candidates must sit for and earn passing scores on the following written comprehensive examinations:

1. Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) (required for certification in the state of Florida)
   (Complete during the Fall semester of Year 3)

2. Praxis School Psychologist Examination (5402) (required for school psychology licensure in the state of Florida and NCSP certification)
   (Complete during internship)

   NOTE: The Praxis School Psychologist Examination (5403) will be required for students who take the exam beginning in the 2023-2024 academic year.

Passing scores are required on all the above listed examinations in order to graduate. A minimum score of 147 is required on the Praxis (5402) Subject Area Exam. Further information will be provided to candidates at the appropriate time in their curriculum.

NOTE: All candidates, regardless of their route to admission (i.e., following completion of the bachelor's degree, 73 credit hours in the specialist program, or following completion of the specialist degree), are required to complete the Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) and the Praxis School Psychologist Examination (5402) **during matriculation** in the school psychology doctoral program.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
Program Curriculum*

Course #	Course Title	Credits
HISTORY AND SYSTEMS OF PSYCHOLOGY **BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY**		**Total: 18**
PSY 8100	Development: Child and Adolescent	1.5
PSY 8105	Development: Adult and Older Adult	1.5
PSY 8120	Cognitive/Affective Aspects of Behavior	3
PSY 8125	History and Systems of Psychology	3
PSY 8220	Biological Aspects of Behavior	3
PSY 8225	Social Aspects of Behavior	3
PSY 8305	Considerations for Effective School Psychology Practice	3
PSYCHOLOGICAL FOUNDATIONS		**Total: 7.5**
PSY 8110	Psychology of Exceptional and At-Risk Children	3
PSY 8115	Child and Adolescent Psychopathology	3
PSY 8117	Adult Psychopathology	1.5
EDUCATIONAL FOUNDATIONS		**Total: 9**
PSY 8135	Organization and Operation of Schools	3
PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3
PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
INTERVENTIONS AND SPECIALIZED TECHNIQUES		**Total: 15**
PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders in Children and Adolescents	3
PSY 8150	Counseling Theories and Techniques with Lab	3
PSY 8165	Applied Behavioral Assessment and Intervention	3
PSY 8255	School Consultation Skills	3
PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3
PROFESSIONAL SCHOOL PSYCHOLOGY		**Total: 8**
PSY 8190	Practicum in School Psychology: Foundations I *(160 practicum hours + Seminar)*	2
PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3
PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3
PSYCHOEDUCATIONAL ASSESSMENT		**Total: 16**
PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3
PSY 8280	Academic Assessment for Intervention	3
PSY 8286	Assessment of Personality and Social-Emotional Functioning for Intervention	3
PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3
RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS		**Total: 10.5**
PSY 8140	Intermediate Statistics with Lab	3
PSY 8145	Issues and Techniques in Research Design & Program Evaluation	3
PSY 8147	Theories of Measurement	3
PSY 8206	Directed Study	1.5

Course #	Course Title	Credits
	PRACTICA AND INTERNSHIP	**Total: 25**
PSY 8195	Practicum in School Psychology: Foundations II *(160 hours)*	2
PSY 8197	Practicum in School Psychology: Foundations III *(160 hours)*	2
PSY 8290	Practicum in School Psychology: School-Based I *(225 hours)*	3
PSY 8295	Practicum in School Psychology: School-Based II *(225 hours)*	3
PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I *(240 hours)*	3
PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II *(240 hours)*	3
PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III *(240 hours)*	3
PSY 8400	Internship in School Psychology *(2000 hours)*	6
	ELECTIVES	**Total: 9**
	Elective I	3
	Elective II	3
	Elective III	3
	Total Credits Required for Degree	**118**

Curriculum is subject to change.

COLLEGE OF PSYCHOLOGY
http://psychology.nova.edu
Doctoral Program (Psy.D.) in School Psychology

NSU ID#:	**FALL 2025**	Home #:	
Name:	**Traditional Candidate**	Work #:	
Address:		Email:	

Entrance Requirements

1) Complete the admission application packet and submit a $50.00 non-refundable fee (U.S. dollars) made payable to Nova Southeastern University (NSU).
2) Official transcripts from **all** previously attended academic institutions. An official transcript indicating conferral of a bachelor's degree from a regionally accredited institution is required.
3) A minimum **3.0** undergraduate GPA on a 4.0 scale, or a **3.5** graduate GPA on a 4.0 scale based upon a minimum of 18 semester hours that must be completed by the fall semester prior to the beginning of the doctoral program.
4) Eighteen semester hours of coursework in psychology or score of 600 or higher on the GRE Psychology Test.
5) Completion of 3 credit hours of statistics.
6) Three academic or professional letters of reference.
7) Application essay stating professional goals.
8) Curriculum vita/resume.

Coursework Sequence

	Prefix & No.	Course Title	Credits	Yr/Sem
HISTORY AND SYSTEMS OF PSYCHOLOGY **BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY**				**Total: 18**
1	PSY 8100	Development: Child and Adolescent	1.5	
2	PSY 8105	Development: Adult and Older Adult	1.5	
3	PSY 8120	Cognitive/Affective Aspects of Behavior	3	
4	PSY 8125	History and Systems of Psychology	3	
5	PSY 8220	Biological Aspects of Behavior	3	
6	PSY 8225	Social Aspects of Behavior	3	
7	PSY 8305	Considerations for Effective School Psychology Practices	3	
PSYCHOLOGICAL FOUNDATIONS				**Total: 7.5**
8	PSY 8110	Psychology of Exceptional and At-Risk Children	3	
9	PSY 8115	Child and Adolescent Psychopathology	3	
10	PSY 8117	Adult Psychopathology	1.5	
EDUCATIONAL FOUNDATIONS				**Total: 9**
11	PSY 8135	Organization and Operation of Schools	3	
12	PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3	
13	PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3	
INTERVENTIONS AND SPECIALIZED TECHNIQUES				**Total: 15**
14	PSY 8150	Counseling Theories and Techniques with Lab	3	
15	PSY 8165	Applied Behavioral Assessment and Intervention	3	
16	PSY 8255	School Consultation Skills	3	
17	PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3	
18	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3	

	Prefix & No.	Course Title	Credits	Yr/Sem
		PROFESSIONAL SCHOOL PSYCHOLOGY		**Total: 8**
19	PSY 8190	Practicum in School Psychology: Foundations I *(160 practicum hours)*	2	
20	PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3	
21	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3	
		PSYCHOEDUCATIONAL ASSESSMENT		**Total: 16**
22	PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4	
23	PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3	
24	PSY 8280	Academic Assessment for Intervention	3	
25	PSY 8286	Assessment of Personality and Social-emotional Functioning for Intervention	3	
26	PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3	
		RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS		**Total: 10.5**
27	PSY 8140	Intermediate Statistics with Laboratory	3	
28	PSY 8145	Issues & Techniques in Research Design and Program Evaluation	3	
29	PSY 8147	Theories of Measurement	3	
30	PSY 8206	Directed Study	1.5	
		PRACTICA AND INTERNSHIP		**Total: 25**
31	PSY 8195	Practicum in School Psychology: Foundations II *(160 hours)*	2	
32	PSY 8197	Practicum in School Psychology: Foundations III *(160 hours)*	2	
33	PSY 8290	Practicum in School Psychology: School-Based *(225 hours)*	3	
34	PSY 8295	Practicum in School Psychology: School-Based *(225 hours)*	3	
35	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I *(240 hours)*	3	
36	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II *(240 hours)*	3	
37	PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III *(240 hours)*	3	
38	PSY 8400	Internship in School Psychology *(2000 hours)*	6	
		APPROVED SPECIALIZATION ELECTIVES		**Total: 9**
39		Elective I	3	
40		Elective II	3	
41		Elective III	3	
		Total Credits Required for Degree		**118**

	Additional Requirements
1	FTCE Subject Area (School Psychology) **YEAR THREE** – Passing Score Required
2	Praxis School Psychologist Test (5402) **YEAR FOUR –** Passing Score Required
3	Directed Study
4	Residency Requirement: All candidates must complete a minimum of two of the three years of residency at the institution. Candidates are considered to be full-time if they complete at least 6 credit hours each semester. During the internship year, candidates are considered full-time if enrolled for the required 6 credits.
5	Research Dissemination Competency Requirement: Prior to leaving for internship.

Benchmarks
1. Successfully pass the Florida Teacher Certification Examination – Subject Area (School Psychology) test prior to degree conferral. 2. Successfully pass the Praxis School Psychologist Test (5402) (score of <u>147</u> is required for graduation) prior to degree conferral. 3. Maintain a 3.0 cumulative GPA. 4. Successfully complete or be enrolled in the following courses to be eligible for Practicum in School Psychology: School Based I: *Prerequisites: PSY 8150, 8182, 8190, 8195* *Co-requisites: PSY, 8100, 8110, 8115, 8135, 8165, 8255,8279, 8280* School Based II: *Prerequisite: PSY 8290* 5. Successfully complete the following courses to be eligible for Practicum in School Psychology: Advanced Assessment and Interventions I: *Prerequisites/Co-requisites(designated by *): PSY 8184, 8280, 8286, 8290, 8292** Advanced Assessment and Interventions II & III: *Prerequisite: PSY 8390* 6. Successfully complete all coursework including *PSY 8206 Directed Study* to be eligible for Internship in School Psychology. 7. First authorship of a peer-reviewed paper, poster, or article. 8. Successfully complete a pre-doctoral internship consisting of a minimum of 2000 clock hours in approved setting. A minimum of 600 hours of internship must be in an elementary and/or secondary school setting.

Exit Requirements
1. Satisfactory completion of all course requirements including earning the minimum level of achievement (MLA) on the profession-wide and discipline-specific competencies, passing scores on required examinations, and completion of the *Directed Study*.

COLLEGE OF PSYCHOLOGY
http://psychology.nova.edu
Doctoral Program (Psy.D.) in School Psychology

NSU ID#:	**Fall 2025**	Home #:	
Name:	**Psy.S. Coursework Competed**	Work #:	
Address:		Email:	

Entrance Requirements

1) Complete the admission application packet and submit a $50.00 non-refundable fee (U.S. dollars) made payable to Nova Southeastern University (NSU).
2) Official transcripts from **all** previously attended academic institutions. An official transcript indicating conferral of a bachelor's degree from a regionally accredited institution is required.
3) A minimum **3.0** undergraduate GPA on a 4.0 scale, or a **3.5** graduate GPA on a 4.0 scale based upon a minimum of 18 semester hours that must be completed by the fall semester prior to the beginning of the doctoral program.
4) Eighteen semester hours of coursework in psychology or score of 600 or higher on the GRE Psychology Test.
5) Completion of 3 credit hours of statistics.
6) Three academic or professional letters of reference.
7) Application essay stating professional goals.
8) Curriculum vita/resume.

Coursework Sequence				
	Prefix & No.	Course Title	Credits	Yr/Sem
HISTORY AND SYSTEMS OF PSYCHOLOGY BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY				Total: 10.5
1	PSY 8100	Development: Child and Adolescent	1.5	PSY 700
2	PSY 8105	Development: Adult and Older Adult	1.5	
3	PSY 8120	Cognitive/Affective Aspects of Behavior	3	
4	PSY 8125	History & Systems of Psychology	3	
5	PSY 8220	Biological Aspects of Behavior	3	
6	PSY 8225	Social Aspects of Behavior	3	
7	PSY 8305	Considerations for Effective School Psychology Practices	3	PSY 705
PSYCHOLOGICAL FOUNDATIONS				Total: 1.5
8	PSY 8110	Psychology of Exceptional and At-Risk Children	3	PSY 710
9	PSY 8115	Child and Adolescent Psychopathology	3	PSY 715
10	PSY 8117	Adult Psychopathology	1.5	
EDUCATIONAL FOUNDATIONS				Total: 0
11	PSY 8135	Organization and Operation of Schools	3	PSY 735
12	PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3	PSY 776
13	PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3	PSY 730
INTERVENTIONS AND SPECIALIZED TECHNIQUES				Total: 3
14	PSY 8150	Counseling Theories and Techniques	3	PSY 750
15	PSY 8165	Applied Behavioral Assessment and Intervention	3	PSY 765
16	PSY 8255	School Consultation Skills	3	PSY 755
17	PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3	PSY 760
18	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3	PSY 742

	Prefix & No.	Course Title	Credits	Yr/Sem
		PROFESSIONAL SCHOOL PSYCHOLOGY		**Total: 3**
19	PSY 8190	Practicum in School Psychology: Foundations I *(160 practicum hours)*	2	PSY 798 & PSY 800
20	PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3	PSY 770
21	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3	
		PSYCHOEDUCATIONAL ASSESSMENT		**Total: 0**
22	PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4	PSY 782
23	PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3	PSY 784
24	PSY 8280	Academic Assessment for Intervention	3	PSY 780
25	PSY 8286	Assessment of Personality and Social-emotional Functioning for Intervention	3	PSY 786
26	PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3	PSY 792
		RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS		**Total: 7.5**
27	PSY 8140	Intermediate Statistics with Laboratory	3	
28	PSY 8145	Issues & Techniques in Research Design and Program Evaluation	3	PSY 745
29	PSY 8147	Theories of Measurement	3	
30	PSY 8206	Directed Study	1.5	
		PRACTICA AND INTERNSHIP		**Total: 23**
31	PSY 8195	Practicum in School Psychology: Foundations II *(160 hours)*	2	PSY 800 & PSY 805
32	PSY 8197	Practicum in School Psychology: Foundations III *(160 hours)*	2	
33	PSY 8290	Practicum in School Psychology: School-Based *(225 hours)*	3	
34	PSY 8295	Practicum in School Psychology: School-Based *(225 hours)*	3	
35	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I *(240 hours)*	3	
36	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II *(240 hours)*	3	
37	PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III *(240 hours)*	3	
38	PSY 8400	Internship in School Psychology *(2000 hours)*	6	
		APPROVED SPECIALIZATION ELECTIVES		**Total: 9**
39		Elective I	3	
40		Elective II	3	
41		Elective III	3	
		Total Credits Required for Degree		**60.5**

* *Course numbers above refer to the courses completed in the in-person format Specialist Program in School Psychology (Psy.S) at the College of Psychology.*

Additional Requirements	
1	FTCE Subject Area (School Psychology)
2	Praxis School Psychologist Test (5402) – Passing Score Required
3	Directed Study
4	Residency Requirement: All candidates must complete a minimum of two of the three years of residency at the institution. Candidates are considered to be full-time if they complete at least 6 credit hours each semester. During the internship year, candidates are considered full-time if enrolled for the required 6 credits.
5	Research Dissemination Competency Requirement: Prior to leaving for internship.

Benchmarks
1. Successfully pass the Florida Teacher Certification Examination – Subject Area (School Psychology) test prior to degree conferral.
2. Successfully pass the Praxis School Psychologist Test (5402) (score of <u>147</u> is required for graduation) prior to degree conferral.
3. Maintain a 3.0 cumulative GPA.
4. Successfully complete or be enrolled in the following courses to be eligible for Practicum in School Psychology: School Based I: *Prerequisites: PSY 8150, 8182, 8190, 8195* *Co-requisites: PSY, 8100, 8110, 8115, 8135, 8165, 8255,8279, 8280* School Based II: *Prerequisite: PSY 8290*
5. Successfully complete the following courses to be eligible for Practicum in School Psychology: Advanced Assessment and Interventions I: *Prerequisites/Co-requisites(designated by *): PSY 8184, 8280, 8286, 8290, 8292** Advanced Assessment and Interventions II & III: *Prerequisite: PSY 8390*
6. Successfully complete all coursework including *PSY 8206 Directed Study* to be eligible for Internship in School Psychology.
7. First authorship of a peer-reviewed paper, poster, or article.
8. Successfully complete a pre-doctoral internship consisting of a minimum of 2000 clock hours in approved setting. A minimum of 600 hours of internship must be in an elementary and/or secondary school setting.

Exit Requirements
1. Satisfactory completion of all course requirements including earning the minimum level of achievement (MLA) on the profession-wide and discipline-specific competencies, passing scores on required examinations, and completion of the *Directed Study*.

<table>
<tr><td colspan="5" align="center">**COLLEGE OF PSYCHOLOGY**
http://psychology.nova.edu
Doctoral Program (Psy.D.) in School Psychology</td></tr>
<tr><td>**NSU ID#:**</td><td colspan="2">**FALL 2025**</td><td>**Home #:**</td><td></td></tr>
<tr><td>**Name:**</td><td colspan="2">**Psy.S. Graduate**</td><td>**Work #:**</td><td></td></tr>
<tr><td>**Address:**</td><td colspan="2"></td><td>**Email:**</td><td></td></tr>
</table>

Entrance Requirements

1) Complete the admission application packet and submit a $50.00 non-refundable fee (U.S. dollars) made payable to Nova Southeastern University (NSU).
2) Official transcripts from **all** previously attended academic institutions. An official transcript indicating conferral of a bachelor's degree from a regionally accredited institution is required.
3) A minimum **3.0** undergraduate GPA on a 4.0 scale, or a **3.5** graduate GPA on a 4.0 scale based upon a minimum of 18 semester hours that must be completed by the fall semester prior to the beginning of the doctoral program.
4) Eighteen semester hours of coursework in psychology or score of 600 or higher on the GRE Psychology Test.
5) Completion of 3 credit hours of statistics.
6) Three academic or professional letters of reference.
7) Application essay stating professional goals.
8) Curriculum vita/resume.

	Coursework Sequence			
	Prefix & No.	**Course Title**	**Credits**	**Yr/Sem**
	**HISTORY AND SYSTEMS OF PSYCHOLOGY** **BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY**			**Total: 10.5**
1	PSY 8100	Development: Child and Adolescent	1.5	PSY 700
2	PSY 8105	Development: Adult and Older Adult	1.5	
3	PSY 8120	Cognitive/Affective Aspects of Behavior	3	
4	PSY 8125	History & Systems of Psychology	3	
5	PSY 8220	Biological Aspects of Behavior	3	
6	PSY 8225	Social Aspects of Behavior	3	
7	PSY 8305	Considerations for Effective in School Psychology Practices	3	PSY 705
	PSYCHOLOGICAL FOUNDATIONS			**Total: 1.5**
8	PSY 8110	Psychology of Exceptional and At-Risk Children	3	PSY 710
9	PSY 8115	Child and Adolescent Psychopathology	3	PSY 715
10	PSY 8117	Adult Psychopathology	1.5	
	EDUCATIONAL FOUNDATIONS			**Total: 0**
11	PSY 8135	Organization and Operation of Schools	3	PSY 735
12	PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3	PSY 776
13	PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3	PSY 730
	INTERVENTIONS AND SPECIALIZED TECHNIQUES			**Total: 3**
14	PSY 8150	Counseling Theories and Techniques	3	PSY 750
15	PSY 8165	Applied Behavioral Assessment and Intervention	3	PSY 765
16	PSY 8255	School Consultation Skills	3	PSY 755
17	PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3	PSY 760
18	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3	PSY 742

	Prefix & No.	Course Title	Credits	Yr/Sem
		PROFESSIONAL SCHOOL PSYCHOLOGY		**Total: 3**
19	PSY 8190	Practicum in School Psychology: Foundations I *(160 practicum hours)*	2	PSY 798 & 800
20	PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3	PSY 770
21	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3	
		PSYCHOEDUCATIONAL ASSESSMENT		**Total: 0**
22	PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4	PSY 782
23	PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3	PSY 784
24	PSY 8280	Academic Assessment for Intervention	3	PSY 780
25	PSY 8286	Assessment of Personality and Social-emotional Functioning for Intervention	3	PSY 786
26	PSY 8292	Comprehensive Data-Based Assessment (Integrated Report)	3	PSY 792
		RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS		**Total: 7.5**
27	PSY 8140	Intermediate Statistics with Laboratory	3	
28	PSY 8145	Issues & Techniques in Research Design and Program Evaluation	3	PSY 745
29	PSY 8147	Theories of Measurement	3	
30	PSY 8206	Directed Study	1.5	
		PRACTICA AND INTERNSHIP		**Total: 15**
31	PSY 8195	Practicum in School Psychology: Foundations II *(160 hours)*	2	PSY 800 & 805
32	PSY 8197	Practicum in School Psychology: Foundations III *(160 hours)*	2	PSY 810
33	PSY 8290	Practicum in School Psychology: School-Based *(225 hours)*	3	PSY 810
34	PSY 8295	Practicum in School Psychology: School-Based *(225 hours)*	3	PSY 810*
35	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I *(240 hours)*	3	
36	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II *(240 hours)*	3	
37	PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III *(240 hours)*	3	
38	PSY 8400	Internship in School Psychology *(2000 hours)*	6	
		APPROVED SPECIALIZATION ELECTIVES		**Total: 10.5**
39		Elective I **	3	
40		Elective II **	3	
41		Elective III	3	
42		Elective IV	1.5	
		Total Credits Required for Degree		**54**

* Course numbers above refer to the courses completed in the in-person format Specialist Program in School Psychology (Psy.S) at the College of Psychology.

** Elective courses I and II must include elective Advanced Assessment and Interventions practica.

Additional Requirements	
1	FTCE Subject Area (School Psychology)
2	Praxis School Psychologist Test (5402) – Passing Score Required
3	Directed Study
4	Residency Requirement: All candidates must complete a minimum of two of the three years of residency at the institution. Candidates are considered to be full-time if they complete at least 6 credit hours each semester. During the internship year, candidates are considered full-time if enrolled for the required 6 credits.
5	Research Dissemination Competency Requirement: Prior to leaving for internship.

Benchmarks
1. Successfully pass the Florida Teacher Certification Examination – Subject Area (School Psychology) test prior to degree conferral.
2. Successfully pass the Praxis School Psychologist Test (5402) (score of <u>147</u> is required for graduation) prior to degree conferral.
3. Maintain a 3.0 cumulative GPA.
4. Successfully complete or be enrolled in the following courses to be eligible for Practicum in School Psychology: School Based I: *Prerequisites: PSY 8150, 8182, 8190, 8195* *Co-requisites: PSY, 8100, 8110, 8115, 8135, 8165, 8255,8279, 8280* School Based II: *Prerequisite: PSY 8290*
5. Successfully complete the following courses to be eligible for Practicum in School Psychology: Advanced Assessment and Interventions I: *Prerequisites/Co-requisites(designated by *): PSY 8184, 8280, 8286, 8290, 8292** Advanced Assessment and Interventions II & III: *Prerequisite: PSY 8390*
6. Successfully complete all coursework including *PSY 8206 Directed Study* to be eligible for Internship in School Psychology.
7. First authorship of a peer-reviewed paper, poster, or article.
8. Successfully complete a pre-doctoral internship consisting of a minimum of 2000 clock hours in approved setting. A minimum of 600 hours of internship must be in an elementary and/or secondary school setting.

Exit Requirements
1. Satisfactory completion of all course requirements including earning the minimum level of achievement (MLA) on the profession-wide and discipline-specific competencies, passing scores on required examinations, and completion of the *Directed Study*.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
Sample 4-Year Curriculum Course Sequence

			Credits
1st Year Fall	PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
	PSY 8100	Development: Child and Adolescent	1.5
	PSY 8105	Development: Adult and Older Adult	1.5
	PSY 8110	Psychology of Exceptional and At-Risk Children	3
	PSY 8135	Organization and Operation of Schools	3
	PSY 8190	Practicum in School Psychology Foundations I	2
		Total Semester Credits:	*15*
1st Year Winter	PSY 8165	Applied Behavioral Assessment & Intervention	3
	PSY 8140	Intermediate Statistics with Lab	3
	PSY 8115	Child and Adolescent Psychopathology	3
	PSY 8150	Counseling Theories and Techniques	3
	PSY 8195	Practicum in School Psychology: Foundations II	2
		Total Semester Credits:	*14*
1st Year Summer	PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3
	PSY 8280	Academic Assessment for Intervention	3
	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3
	PSY 8255	School Consultation Skills	3
	PSY 8197	Practicum in School Psychology: Foundations III	2
		Total Semester Credits:	*14*
2nd Year Fall	PSY 8145	Issues & Techniques in Research Design and Evaluation	3
	PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3
	PSY 8305	Considerations for Effective School Psychology Practice	3
	PSY 8270	Ethical, Legal, and Professional Issues for School Psychologists	3
	PSY 8290	Practicum in School Psychology: School-Based I	3
		Total Semester Credits:	*15*
2nd Year Winter	PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3
	PSY 8286	Assessment of Personality and Social-Emotional Functioning for Intervention	3
	PSY 8117	Adult Psychopathology	1.5
	PSY 8220	Biological Aspects of Behavior	3
	PSY 8295	Practicum in School Psychology: School Based II	3
	PSY 8206	Directed Study	1
		Total Semester Credits:	*14.5*

2ⁿᵈ Year	PSY 8230	Instructional Strategies for Students with Diverse	
Summer		Learning Needs	3
	PSY 8350	Advanced Professional Skills: Supervision and	
		Teaching with Practicum	3
	PSY 8225	Social Bases of Behavior	3
	PSY 8390	Practicum in School Psychology: Advanced	
		Assessment and Interventions I	3
		Total Semester Credits:	*12*
3ʳᵈ Year	PSY 8392	Practicum in School Psychology: Advanced	
Fall		Assessment and Interventions II	3
	PSY 8125	History and Systems of Psychology	3
	PSY 8147	Theories of Measurement	3
	PSY 8206	Directed Study	0.5
		Approved Elective(s)	3
		Total Semester Credits:	*9.5-12.5*
3ʳᵈ Year	PSY 8360	Contemporary Clinical Interventions for School	
Winter		Psychologist	3
	PSY 8394	Practicum in School Psychology: Advanced	
		Assessment and Intervention III	3
	PSY 8120	Cognitive/Affective Bases of Behavior	3
		Approved Elective(s)	3
		Total Semester Credits:	*7.5-10.5*
3ʳᵈ Year		Approved Electives	0-6
Summer		*Total Semester Credits:*	*0-6*
4ᵗʰ Year	PSY 8400	Internship in School Psychology	6
		Total Degree Credits	**118**

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
Sample 5-Year Curriculum Course Sequence
Course sequence differs from the 4-year curriculum starting in the 2nd year Winter. Please seek academic advisement to ensure you are following the correct sequence for your academic plan.

			Credits
1st Year Fall	PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
	PSY 8100	Development: Child and Adolescent	1.5
	PSY 8105	Development: Adult and Older Adult	1.5
	PSY 8110	Psychology of Exceptional and At-Risk Children	3
	PSY 8135	Organization and Operation of Schools	3
	PSY 8190	Practicum in School Psychology Foundations I	2
		Total Semester Credits:	***15***
1st Year Winter	PSY 8165	Applied Behavioral Assessment & Intervention	3
	PSY 8140	Intermediate Statistics with Lab	3
	PSY 8115	Child and Adolescent Psychopathology	3
	PSY 8150	Counseling Theories and Techniques	3
	PSY 8195	Practicum in School Psychology: Foundations II	2
		Total Semester Credits:	***14***
1st Year Summer	PSY 8280	Academic Assessment for Intervention	3
	PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3
	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3
	PSY 8255	School Consultation Skills	3
	PSY 8197	Practicum in School Psychology: Foundations III	2
		Total Semester Credits:	***14***
2nd Year Fall	PSY 8145	Issues & Techniques in Research Design and Evaluation	3
	PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3
	PSY 8305	Considerations for Effective School Psychology Practice	3
	PSY 8270	Ethical, Legal, and Professional Issues for School Psychologists	3
	PSY 8290	Practicum in School Psychology: School-Based I	3
		Total Semester Credits:	***15***
2nd Year Winter	PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3
	PSY 8286	Assessment of Personality and Social-emotional Functioning for Intervention	3
	PSY 8117	Adult Psychopathology	1.5
	PSY 8295	Practicum in School Psychology: School Based II	3
		Total Semester Credits:	***10.5***

			Credits
2nd Year Summer	PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
	PSY 8390	Practicum in School Psychology: Advanced Assessment and Intervention I	3
		Total Semester Credits:	*6*
3rd Year Fall	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II	3
	PSY 8147	Theories of Measurement	3
	PSY 8125	History & Systems of Psychology	3
		Total Semester Credits:	*7.5*
3rd Year Winter	PSY 8360	Contemporary Clinical Interventions for School Psychologist	3
	PSY 8220	Biological Aspects of Behavior	3
	PSY 8394	Practicum in School Psychology: Advanced Assessment and Intervention III	3
	PSY 8206	Directed Study	1
		Total Semester Credits:	*10*
3rd Year Summer	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3
	PSY 8225	Social Bases of Behavior	3
		Total Semester Credits:	*6*
4th Year Fall	PSY 8206	Directed Study	0.5
	PSY 8396	Elective Practicum (or other elective)	3
	PSY 8398	Elective Internship	1.5
		Total Semester Credits:	*5*
4th Year Winter	PSY 8120	Cognitive/Affective Bases of Behavior	3
	PSY 8396	Elective Practicum (or other elective)	3
	PSY 8398	Elective Internship	1.5
		Total Semester Credits:	*7.5*
4th Year Summer	None or if beginning internship		
	PSY 8400	Internship in School Psychology	0-1
		Total Semester Credits:	*1*
5th Year Fall/Winter	PSY 8400	Internship in School Psychology	2+2
		Total Credits:	*2+2*
5th Year Summer	PSY 8400	Internship in School Psychology (or none)	0-2
		Total Credits:	*0-2*
		Total Degree Credits	**118**

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
Sample Advanced Standing Curriculum Course Sequence – PsyS Graduate

			Credits
1st Year	PSY 8105	Development: Adult and Older Adult	1.5
Fall	PSY 8125	History & Systems of Psychology	3
	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I	3
		Optional: Approved Elective(s)	3
		Total Semester Credits:	*7.5–10.5*
1st Year	PSY 8117	Adult Psychopathology	1.5
Winter	PSY 8140	Intermediate Statistics with Lab	3
	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II	
	PSY 8206	Directed Study	1
		Total Semester Credits:	*8.5*
2nd Year	PSY 8225	Social Aspects of Behavior	
		OR	
	PSY 8120	Cognitive/Affective Aspects of Behavior	3
Summer	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3
	PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III	3
		Optional: Approved Elective(s)	3
		Total Semester Credits:	*9–12*
2nd Year	PSY 8147	Theories of Measurement	3
Fall	PSY 8206	Directed Study	0.5
		Optional: Approved Elective(s)/Elective Practicum	3
		Total Semester Credits:	*6.5–9.5*
2nd Year	PSY 8220	Biological Aspects of Behavior	3
Winter	PSY 8120	Cognitive/Affective Aspects of Behavior	
		OR	
	PSY 8225	Social Aspects of Behavior	3
	PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III	3
		Optional: Approved Elective(s)	3
		Total Semester Credits:	*9–12*

			Credits
3rd Year		Optional: Approved Elective(s)	3–6
Summer		*Total Semester Credits:*	*3–6*
3rd Year	PSY 8400	Internship in School Psychology	6
Fall/Winter		*Total Credits:*	*6*
		Total Degree Credits	**57.5**

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
Sample Advanced Standing Curriculum Course Sequence – PsyS Coursework Completed

			Credits
1st Year	PSY 8105	Development: Adult and Older Adult	1.5
Fall	PSY 8125	History and Systems of Psychology	3
	PSY 8290	Practicum in School Psychology: School Based I	3
		Total Semester Credits:	*7.5*
1st Year	PSY 8117	Adult Psychopathology	1.5
Winter	PSY 8140	Intermediate Statistics with Lab	3
	PSY 8295	Practicum in School Psychology: School Based II	3
		Total Semester Credits:	*7.5*
1st Year	PSY 8225	Social Aspects of Behavior	3
Summer	PSY 8197	Practicum in School Psychology: Foundations III	2
		Total Semester Credits:	*5*
2nd Year	PSY 8147	Theories of Measurement	3
Fall	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I	3
		Total Semester Credits:	*6*
2nd Year	PSY 8220	Biological Aspects of Behavior	3
Winter	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II	3
	PSY 8206	Directed Study	1
		Total Semester Credits:	*7*
2nd Year	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3
Summer	PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III	3
		Total Semester Credits:	*6*

			Credits
3rd Year	PSY 8206	Directed Study	0.5
Fall		Approved Elective(s)	3-6
		Total Semester Credits:	*3.5–6.5*
3rd Year	PSY 8120	Cognitive/Affective Aspects of Behavior	3
Winter		Approved Elective(s)	3-6
		Total Semester Credits:	*3–9*
4th Year	PSY 8400	Internship in School Psychology	6
Fall/Winter/Summer		*Total Credits:*	*6*
		Total Degree Credits	**57.5**

APPLIED TRAINING

Practica
The practicum sequence in the doctoral program is intended to provide the student with exposure to a broad range of school psychological service delivery models and closely supervised assessment and intervention experiences. Practicum settings include placements at the Mailman Segal Center (MSC), the University School and the School-related Psychological Assessments and Clinical Interventions Clinic (SPACI) on the NSU campus, the Summer Reading Explorers Program (SREP), as well as in local school districts, private/charter schools, clinics, and agencies. These practicum settings give candidates the opportunity to work with a diverse range of clients and problems. Faculty and administrators of the doctoral program will approve the candidate's readiness for practicum and will determine the candidate's practicum site placement based upon their annual review. **Candidates who do not meet the minimum requirements will be advised and remediated as appropriate.** To be eligible to register for practicum, candidates must have successfully completed or be co-enrolled in the following course work:

Pre-requisite/Co-Requisite Courses for the Doctoral Practica

Practicum in School Psychology: Foundations III
  PSY 8190 – Practicum in School Psychology: Foundations I

Practicum in School Psychology: School Based I
  Pre-requisites:
  PSY 8150 – Counseling Theories and Techniques
  PSY 8182 – Cognitive Assessment I: Theory, Research, and Practice with Lab
  PSY 8190 – Practicum in School Psychology: Foundations I
  PSY 8195 – Practicum in School Psychology: Foundations II

  Corequisites:
  PSY 8100 – Development: Child and Adolescent
  PSY 8110 – Psychology of Exceptional and At-Risk Children
  PSY 8115 – Child and Adolescent Psychopathology
  PSY 8135 – Organization and Operation of Schools
  PSY 8165 – Applied Behavioral Assessment and Intervention
  PSY 8255 – School Consultation Skills
  PSY 8270 – Ethical, Legal, and Professional Issues for School Psychologists
  PSY 8280 – Academic Assessment for Intervention
  PSY 8270 – Ethical, Legal, and Professional Issues for School Psychologists
  PSY 8280 – Academic Assessment for Intervention

Practicum in School Psychology: School Based II
  PSY 8290 – Practicum in School Psychology: School Based I

Practicum in School Psychology: Advanced Assessment and Interventions I
> Pre-requisites/Corequisites*
> PSY 8290 – Practicum in School Psychology: School-Based I
> PSY 8184 – Cognitive Assessment II: Linking Assessment to Intervention
> PSY 8280 – Academic Assessment for Intervention
> PSY 8286 – Assessment of Personality and Social-emotional Functioning for
>   Intervention
> PSY 8292 – Comprehensive Data-Based Decision-Making: Integrated Report *

Practicum in School Psychology: Advanced Assessment and Interventions II & III
> PSY 8390 – Practicum in School Psychology: Advanced Assessment and Intervention I

Three years of practicum courses are required to afford candidates an opportunity to work with a variety of students, parents, and teachers over time. Practicum responsibilities may include individual and small-group counseling and/or skills training; psychological assessment and intervention; consultation with parents, teachers, and/or other school personnel; teacher in-service; parent conferencing/training; progress monitoring; individual and large group testing; involvement in the exceptional student education process; and other experiences relevant to the practicum setting.

Practicum placement procedures vary depending on placement. Candidates must abide by the differing guidelines. **Certain sites may require students to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting**. Candidates are responsible for the cost of their own fingerprinting and background checks for practica and internships. Candidates with any concerns about this issue should seek advisement at the beginning of their program.

Candidates are ineligible for practicum if they have not completed prerequisite courses, have not passed or remediated all curricular requirements at 80% minimum level of achievement (MLA) associated with the prerequisite courses, are on academic probation, or have been deemed as not ready by the Director and/or the Professional Standing Committee (PSC). Such evaluation would follow written referral by members of the faculty or university staff, a determination of sufficient concern by clinical training to refer the case, and a finding by PSC as not ready for practicum. The finding may include needed remedial actions.

School psychology candidates may choose to complete a 600-hour elective School Psychology Internship during their fourth year of graduate education in a school district under the supervision of a licensed psychologist or an individual appropriately credentialed for the setting. **All candidates are required to complete a minimum of 600 internship hours in a PK-12 setting prior to graduation.**

School Psychology Internship
The culminating field based training experience of the doctoral program is the internship in school psychology. Candidates are required to complete a 2000-hour doctoral internship. See the *Handbook of Field-Based Training Experiences in School Psychology* for additional information.

Pre-requisite Courses for the Doctoral Internship

Completion of all coursework, including *PSY 8206 Directed Study*, is required in order to begin internship. It is the candidate's responsibility to investigate and to apply for APPIC internship opportunities. Prior to submitting applications, candidates' eligibility must be reviewed. The Program Director will verify the candidate's eligibility to accept and subsequently begin an internship based upon the *Annual Review* form. Because of the competitive nature involved in the process of obtaining an internship, each candidate is required to apply to multiple settings as advised by faculty and administrators. The candidate is advised to review the *Internship Application Guidelines* and to attend all scheduled meetings to sufficiently prepare for the internship application process.

To accept an internship placement, a candidate must be in good academic standing and must have successfully completed all academic requirements as described above.

Eligibility for the Doctoral Internship

Candidates are eligible to apply for internship when they have:
   a) successfully completed or are projected to complete prior to start of internship all courses within the curriculum except for the six credits of internship and have met the expected minimum levels of achievement (MLA);
   b) attained all profession-wide competencies (PWCs) with a score of 80% of higher;
   c) demonstrated successful progress in the completion of their directed study and are projected to complete and pass the project by December 1;
   d) passed the Florida Teacher Certification Examination (FTCE) School Psychology Subject Area Examination (SAE); and
   e) have demonstrated sound comportment by meeting all of the College of Psychology Core Performance Standards for Admissions and Progress.

COLLEGE OF PSYCHOLOGY BACKGROUND SCREENING

The NSU College of Psychology may require students within its graduate programs to submit to a Level 1 and/or Level 2 background check, as defined in Chapter 435, Florida Statutes, prior to enrollment in a practicum, internship, or other training activity. Students enrolled in such programs are required to authorize the NSU College of Psychology or affiliate training facilities to obtain background check(s) pursuant to this policy.

If the background check(s) reveals information of concern, which the NSU College of Psychology may deem unfavorable, the College will request that the individual provide a detailed written explanation of the information contained in this report, along with appropriate documentation (e.g., police reports). Students may also be required to authorize training facilities that they are assigned to by the College of Psychology to obtain a background check with the results reported to the training facility. Acceptance of a background screening by an NSU College of Psychology program does not automatically guarantee that a student with information of concern will be accepted by training facilities to which they may be assigned. Students with questions concerning the background checks should contact their respective college and/or academic program for more information.

Continuing Duty to Disclose

Students enrolled in NSU's College of Psychology have a continuing duty to disclose any arrest, conviction, guilty or no contest plea, adjudication of guilt withheld for a criminal offense or participation in a pretrial diversion program or its equivalent for any criminal offense. Students are required to notify the Dean's office within 10 days of any arrest or subsequent conviction, guilty or no contest plea, or participation in a pretrial diversion program or its equivalent for any criminal offense.

While enrolled at NSU, students have a continuing duty to disclose all the above, along with any arrests or pending criminal charges, within 10 days of any arrest or charges filed. Students must notify the Dean or designee of any arrests or pending criminal charges. A failure to timely disclose any arrests or pending criminal charges may result in disciplinary action, up to and including dismissal from NSU.

Academic Regulations and Information

CALENDAR AND CLASSES

Academic Year
The academic calendar is outlined at the beginning of this handbook. The academic year of the doctoral program is divided into three semesters. Candidates are required to register for Fall, Winter, and Summer semesters while fulfilling the minimum residency requirement as outlined in the Residency and Full-Time Status section of this handbook. Summer semester offers courses that are semester-long or have the same amount of work condensed into the first or second half semester. All 1.5 and 3 credit courses meet 15 class hours per credit, regardless of scheduling format; 1.5 credit courses typically meet for 7.5 weeks, while 3 credit courses meet for 15 weeks.

Attendance
Candidates are required to attend <u>all</u> scheduled learning activities, including classes, lectures, seminars, examinations, and practicum meetings. Anticipated absences should be cleared in advance with the instructor. Absence from any part of 8-week format courses may necessitate a withdrawal from the course. Excessive absences from semester-length courses may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the course. Attendance at practicum and internship sites is governed by the site calendar, as opposed to the NSU academic calendar. Candidates are expected to abide by site requirements for attendance. Additionally, candidates are required to attend doctoral meetings as scheduled. If a candidate fails to attend these meetings, they will be required to provide documentation for absence to the Director of Training.

CANDIDATE ENROLLMENT

All candidates are considered full-time students when they register for two or more courses per semester. This requirement is independent of the number of transfer credits the candidate may receive. During the final internship year, candidates are considered full-time when enrolled in the internship seminar course and completing an approved full-time internship.

In order to maintain active student status, all candidates are to be in continuous registration until they receive their degree unless prior approval is received from the Program Office. **Continuous registration for a minimum of 1 credit hour must be maintained until the degree is awarded. Failure to remain in continuous registration will be considered formal withdrawal from the program. Candidates who do not complete courses for two (2) consecutive semesters will be considered not in continuous enrollment and will be reviewed by the program office.** If only the capstone research project remains to be completed, the candidate must enroll for 1 credit hour of continuing advisement.

Residency and Full-Time Status
Candidates are considered to be full-time if they complete six (6) credit hours each semester. All candidates must complete a minimum of three full-time academic years within the program to be eligible for the doctoral degree. The final internship year requires completion of one (1) credit hour each semester in order to maintain full-time status. Candidates receiving financial aid who

are considering completing less than the scheduled credit hours in any given semester, should discuss this with the program academic advisor and financial aid advisor. **It is the responsibility of the candidate to seek advisement of options available for completing the doctoral program.**

For certain forms of financial aid, full-time and part-time status may be defined differently. Aid during the summer semester may require summer registration. Candidates applying for financial assistance MUST clarify this with the Office of Student Financial Assistance. The academic progress of students is reviewed annually by this office, and financial aid may be impacted if not deemed satisfactory. Only courses required by the degree program are eligible for financial aid.

Continuous registration for a minimum of one (1) credit during the fall and winter semesters must be maintained until the degree is awarded, with the exception of the internship year.

Students with Disabilities
Please refer to the College of Psychology Catalog within the College's general student resources webpage (https://psychology.nova.edu/students/current-student.html). For additional information on the university's ADA policy and obtaining reasonable accommodations, please contact the Office of Student Disability Services at (954) 262-7185, disabilityservices@nova.edu, or https://www.nova.edu/disabilityservices/index.html.

Leave of Absence (LOA)
A leave of absence is a temporary period of time during which the student is not in attendance but is not considered withdrawn from the university. A student may request a leave when he or she can demonstrate an extenuating circumstance beyond the realm of his or her control. A request for leave due to poor academic performance, financial issues, or to delay the return of unearned Title IV funds is not considered an extenuating circumstance.

Federal guidelines state the maximum period of time allowed for an approved LOA is 180 days within a 12-month period. If the student is granted one LOA, and then is granted a second LOA, the total period of both LOAs cannot exceed 180 days within the 12-month period. Prior to an LOA approval, the university must determine there is a reasonable expectation the student will return from the leave.

- **Conditions for a Leave of Absence**
  All approved LOAs (status and dates) must be reported to the National Student Clearinghouse (NSC).

  A student who was approved for a leave for less than 180 days but fails to return to the university when the LOA is over will be reported as withdrawn to the NSC as of the last date of attendance.

  Students who are concurrently enrolled in multiple programs of study cannot request a leave from one program and remain enrolled in a second program. Students cannot be registered in any program at the university during an approved LOA. The university will not disburse any financial aid to students while on an approved LOA.

A student is expected to return at the end of his or her approved LOA. A student returning from an LOA is required to complete the courses they started prior to the leave. The university cannot impose additional charges or disburse additional financial aid until the student has earned the Title IV financial aid previously paid for the courses.

- **Requesting a Leave of Absence**
  The *Leave of Absence Request Form* must be submitted at least 14 days prior to the start of the requested leave unless the student is incapacitated and unable to meet the 14-day requirement. Leaves requested after the semester/term has begun will be considered for approval only in a documented extreme circumstance.

  To receive an approved LOA:
  1. The student must have successfully completed one (1) semester/term in their current degree program.
  2. The student must confer with their academic advisor/program office prior to submitting the *Leave of Absence Request Form.*
  3. The student must not be in an academic standing that prohibits registration.
  4. The student must not have a hold(s) (e.g., disciplinary, financial, etc.) which would prohibit registration. An employee hold is an exception to this requirement.
  5. The student must submit a written, signed, and dated *Leave of Absence Request Form*, with documentation, detailing the reason(s) for the LOA being requested and declaring an expected return date. Medical LOA requests must be accompanied by a signed typed letter/form from a medical doctor or treating psychologist on their letterhead. Military LOA requests must be accompanied by a copy of the military orders.

  Students, where possible, should seek advisement from their program director or advisor when considering a leave.

  The Leave of Absence Request Form and policy statement can be found here: Leave of Absence Policy (nova.edu).

Time Limits

To assure that an awarded degree represents up-to-date knowledge, skills, and research, candidates are required to complete their program and be awarded a doctoral degree within seven years from the date of first enrollment. In the event that a matriculated candidate who has been in continuous enrollment does not complete all requirements within the time limit (excluding approved leaves of absence), he or she must enroll in the Doctoral Program and:

1. Maintain full-time status, minimum nine (9) credits per semester, excluding summer sessions.

2. Complete remaining degree requirements, which will include any course work that is more than seven (7) years old.

3. An additional six (6) credits may be taken during the summer; either three (3) credits of course work and three (3) credits of supervision, or six (6) credit of course work.

Alternatively, these 6 credits may be taken as an additional 3 credits of course work during both fall and winter semesters.

Financial aid will not cover any courses beyond the model curriculum. The candidate is encouraged to consult with the Office of Financial Assistance in order to plan accordingly.

Failure to Register
In order to remain an active and matriculated candidate, registration is required in every semester until the completion of degree requirements unless a leave of absence has been granted. **Failure to remain in continuous registration will be deemed the candidate's formal withdrawal from the program.** Such candidates must make formal application and go through the entire admission process if they wish to reenter the program at a later date. All other program, college, and university requirements will be in effect.

ADVISEMENT

Orientation
All new candidates are required to attend orientation before the start of the first semester. Candidates will be provided with needed information about the university, college, and program, as well as register for the first semester. Candidates will have an opportunity to meet with core and associated faculty members, as well as upper-level students enrolled in the program.

Academic Advisement
Administrators and faculty are accessible to candidates to assist with course planning and selection, appraisal of academic standing, review of university policies and procedures, and response to individual circumstances. The formal orientation program begins the advisement process. Candidates will be familiarized with the academic program and requirements, registration procedures, library and technology information, student rights and responsibilities, and other relevant programmatic issues. By February of the first year of graduate study, candidates should identify a faculty advisor/mentor. The purpose of the faculty advisor/mentor is to mentor candidates, to conduct annual reviews of their progress through the program, to ensure that candidates develop an understanding and appreciation of school psychology, and to facilitate the development of a Directed Study project. Candidates are referred to the *Doctoral Program in School Psychology Directed Study Guidelines* for specific information about development of the Directed Study.

It is possible to change the faculty advisor/mentor if the candidate believes that another member of the faculty would be more appropriate. To make the change, candidates are to put the request in writing and send the request to the program director.

Candidates are encouraged to contact faculty whenever there is a question regarding specific course requirements. Individual general advisement is offered through full-time and core school psychology faculty and the site manager. Candidates should meet with their academic advisor/ mentor regularly.

All matters pertaining to a candidate's record, scheduling of classes, leaves of absence, class absences, etc. should be directed to the program administration office.

Peer Mentoring

Prior to orientation, each candidate will be assigned a mentor from among upper-level candidate cohorts. This mentor will be available to all first year students to provide support and peer advisement. This process is coordinated by the Graduate Association of School Psychology (GrASP) and monitored by the site manager.

ACADEMIC STANDING

All candidates must attain minimum levels of achievement (MLA) of 80% or higher on each competency assessment. Any candidate who obtains a score lower than 80% is required to engage in a remediation process to attain the MLA.

The academic standing policy for all graduate programs in the College of Psychology requires candidates to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence as outlined below. Failure to meet these requirements will result either in academic probation or dismissal.

Probation

Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0;
2. A grade of "**F**" is earned;
3. Three concurrent incompletes "**I**" appear on the transcript.

The candidate, program faculty, and the Department Chair will be notified in writing of the candidate's probationary status by the Program Director.

If, while enrolled in practicum, a candidate is placed on probation, the Department Chair will decide whether the candidate will be eligible to begin or continue practicum or will be terminated from practicum. The candidate is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status. While on probation, candidates must maintain full-time enrollment.

No candidate on probation will be permitted to apply for internship or to register for Directed Study credit.

Academic probation may affect the candidate's financial aid status.

Dismissal

Automatic dismissal from a doctoral program in the College of Psychology will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than 2 grades below "B-" are earned.
3. Two grades of "F" are earned.
4. A grade of Fail is earned during internship. Internship cannot be repeated.
5. Being dismissed from or having employment involuntarily ended on internship.

Grades below "B-" earned by candidates who are admitted from the specialist program will be counted as part of the total grade below B- toward dismissal.

Candidates who are academically dismissed or are dismissed from NSU will not be considered for re-admission.

Record Retention Policy
The program maintains extensive records for each candidate documenting their performance and attainment of the minimum level of achievement (MLA) in the completion of coursework, practica, comprehensive examinations, annual review, and annual surveys. The files are maintained for ten years if in hard copy, after which time the files are converted to an electronic file. Paper copies must be shredded and destroyed using a secure service for disposal of confidential information when they become obsolete after the ten year period.

REMEDIATION POLICY

A candidate earning a grade of "F" in any course must repeat and successfully complete the course within one year (two full semesters, excluding summer sessions and leaves of absence). Both the initial and the remediation grade shall remain on the candidate's academic record and shall count toward an accumulation of below "B-" grades; however, only the higher of the two grades will be counted toward the candidate's grade point average.

A grade lower than "B-" in any course with the exception of an elective does not satisfy curriculum requirements, and the course must be repeated. If a grade lower than "B-" is earned in an elective course, the candidate has the option of repeating the course or taking another course that will satisfy the curriculum requirements. Both grades shall remain on the candidate's record and shall count toward accumulation of below "B" grades. If a course is repeated, only the higher of the two grades will be counted toward the candidate's grade point average; however, if an alternate elective is taken, both grades will be counted toward the candidate's grade point average.

As part of the Remediation Policy of the college, an instructor who gives a grade below B- indicates on a written form the reason for the grade and suggestions for remediation. The Program Director will review these suggestions and meet with the student's instructor for further remediation planning. Any student earning a grade below B- or placed on academic probation is required to meet with the Program Director for advisement, to determine the reasons for not making satisfactory progress, and to implement appropriate supports (e.g., a candidate who evidences difficulties in statistics may evidence an underlying mathematics deficit).

A grade lower than a "B-" in a practicum course reflects inadequate performance and requires the candidate to repeat the practicum and be evaluated by the program director as to fitness to continue in the practicum sequence. Dismissal from or otherwise being asked to leave a practicum likewise requires formal evaluation by the Program Director. At his/her discretion, the Program Director may include other members of the primary school psychology faculty in such determination. If reinstatement in the practicum sequence is judged to be feasible, successful completion of a remediation process may be required prior to such reinstatement. In addition, if a candidate is to

be continued, the practicum is to be repeated (although not at the same practicum placement) and a grade of "B-" or better must be achieved in the repeated practicum course.

Remediation Process for Practicum

If a candidate in a practicum evidences difficulties in knowledge acquisition and/or skill development or shows behavioral difficulties that interfere with his/her acquisition of the competencies needed to enter the profession, including but not limited to those pertaining to Core Standards for Admission and Progress, three stages of remediation can be employed. First, the field-based supervisor, faculty supervisor, or both will discuss the difficulties with the candidate, suggest changes (e.g., directed readings) or implement changes (e.g., review of additional audio recordings of student practicum performance), and monitor and provide feedback on their impact. Second, if such steps do not lead to the warranted knowledge or skill improvement, the field-based and faculty supervisor will jointly develop a written performance improvement plan, review it with the Program Director, and discuss and sign it with the candidate before implementation. The fully signed performance improvement plan will be provided to the Program Director for review, monitoring, and placement into the candidate's file. Working with the school psychology faculty, he/she will meet with the student and his/her supervisors, identify the areas of continuing deficit or surfeit, and determine whether interruption of the clinical practicum sequence is warranted to facilitate more intensive remediation steps. Such steps can include, but are not limited to, retaking a specified skills course, shadowing more advanced practicum students, interns, or postdoctoral residents, and/or seeking personal therapy with a specified outcome. A minimum time period for the remediation process may be specified. Behavioral indicators for successful completion of the remediation process will be identified and included in a written remediation plan. At the scheduled conclusion of the remediation period, the candidate and the practicum supervisors will meet again to review the student's performance on the behavioral indicators, and determine whether the student (1) can return to clinical practicum training, (2) needs to extend the remediation plan with or without modification(s), or (3) warrants referral to the Professional Standing Committee for a determination of his/her fitness to continue doctoral training.

Remediation Guidelines

In addition to earning course grades below a "B-," remediation may occur if the candidate, faculty, or field-based supervisors identify concerns regarding candidate performance in the completion of coursework, directed study, practica, internship, or in any area of professional behavior. As part of the remediation guidelines for the Doctoral Program in School Psychology, the following applies:

   a. *Identifying a candidate in need of remediation:* Identification of a candidate in need of remediation is the responsibility of the course instructor and can occur during the course or at completion of course requirements. Upon completion of each course, instructors shall record the percentage earned for each competency area assessed in that course.
   b. *Determining the remediation task:* Remediation tasks are determined by the candidate, course instructor, and Program Director and a Competency Remediation Plan (CRP) is developed. Many issues can be resolved through dialogue with the course instructor, field-supervisor or your faculty advisor. However, if a consistent pattern of challenges emerges in meeting the program competencies, the faculty will develop a remediation plan to assist candidates in meeting program benchmarks. Remediation plans will focus on setting goals and measureable outcomes for improvement. The candidate will be expected to successfully complete the goals delineated within the remediation plan within a designated

time limit. At times, field-based practicum supervisors will be involved in this process if the issue is related to applied practice. The remediation plan will be reviewed on an ongoing basis and the student and faculty will work together to monitor progress. Candidates may be required to complete a 1-credit independent study course to address deficits comprehensively. If progress is not achieved in meeting the goals, the faculty may recommend that the student not continue in the program. In addition, the program faculty reserves the right to make an immediate recommendation for dismissal when an egregious situation occurs (e.g., ethical violations, harm to clients/students, etc.).

Forms to be used for Remediation are found in Appendices E – F.

ANNUAL REVIEW

Annual review is an important vehicle for monitoring student progress and must be completed during the Fall semester after years one and two, prior to embarking on internship after year three, and during each year that the candidate is enrolled in the doctoral program. Candidates are required to submit an Annual Student Self-Evaluation and Annual Student Survey prior to the annual review each academic year. Candidates are expected to document their progress in the completion of the *Doctoral Program in School Psychology Annual Survey* by providing information regarding their (a) performance in academic course work and attainment of at least a minimum level of achievement (MLA) of profession-wide and discipline-specific competencies, (b) passing scores on required competency examinations, (c) research and writing, (d) attendance at professional conferences and workshops, (e) professional presentations, (f) membership in professional associations, (g) teaching and research assistantships, (h) service delivery, (i) professional behavior, (j) other professional activities, (k) other work and community activities, (l) goals for the next academic year, and (m) a well-developed self-care plan. Within these areas, progress will be rated as "unsatisfactory," "satisfactory," or "exceptional." Prior to the meeting with their faculty mentor, candidates will also submit (as appropriate) the Continuous Professional Improvement Plan developed in *PSY 8197 Practicum in School Psychology: Foundations III* or the Self Improvement Plan (SIP) which is developed in *PSY 8292 Comprehensive Data-Based Assessment: Integrated Report.* Candidates will be provided both oral and written feedback regarding their performance in these areas by their mentor. Strengths and areas for growth are identified and incorporated into the self-improvement plan for each candidate. If remediation is required, activities are further identified and a Competency Remediation Plan (CRP) is devised. Candidates who require additional support or who demonstrate deficiencies are reviewed more regularly and no later than six months after the annual review. At times, remediation may necessitate support at the level requiring the candidate to enroll in an independent study for 1 credit hour as outlined by the plan. Annual review information will be evaluated by the school psychology faculty and a copy of the review will be provided to the candidate.

Numerous other data points will be identified and evaluated within the context of the doctoral program. In addition to course-embedded examinations and work products, candidates will be required to complete case studies in their internship class which will be evaluated utilizing the program's rubric. Furthermore, candidates will be required to pass the Florida Department of Education (DOE) Professional Examination in School Psychology (required for certification in the state of Florida) prior to embarking on internship. The Florida DOE school psychology specialty examination requires that candidates obtain a passing score of at least 68%. In addition, prior to

graduation, candidates must obtain an 80% passing score (at least 147) on the National School Psychology Examination offered as the Praxis School Psychologist test (5402). Cohort data on these assessments will be aggregated and analyzed to inform curriculum development and modification. Finally, in order to obtain licensure as a psychologist, candidates are required to take the Examination for Professional Practice of Psychology (EPPP). Candidates are referred to the state in which they intend to be licensed for specific requirements.

Forms to be used for Annual Review are found in Appendices A – D.

GRADING POLICY

The following policies apply to all academic programs in the College of Psychology effective Fall 2017. All degree programs in the College of Psychology doctoral programs assign grades to coursework according to the following system:

Grade	Points or Percentage Earned	Quality Points
A	93–100	4.00
A-	90–92	3.75
B+	88–89	3.50
B	83–87	3.00
B-	80–82	2.75
C+	78–79	2.50
C	73–77	2.00
C-	70–72	1.75
F	Below 70	0.00

In all courses, a letter grade will be assigned based on the individual instructor's assessment and evaluation of the candidate's work. Some courses (e.g., Directed Study, internship) are assigned grades of **Pass (P)** or **Fail (F)**.

A grade of "**W**" is assigned when a candidate withdraws from a course after the "last day to drop courses with refund," as indicated in the Academic Calendar. A grade of "**W**" will appear on the official transcript. Candidates failing to officially withdraw before the specified date will be subject to grading as described in the course syllabus.

A "**PR**" (Progress) grade indicates that clinical activities (e.g., internship) are **ongoing** within the field-based sequence of training. At the end of the final semester of the training sequence either a letter grade or a grade of **P** must be issued. A grade of "**PR**" (Progress) is issued for a practicum course when the hour requirements have not been met. A grade of "**PR**" is also used during the remediation process when a candidate fails to attain the minimal level of achievement (MLA) on a Profession-Wide Competency (PWC). The grade of "**PR**" may also be used for Directed Study in which a candidate continues to demonstrate progress toward the completion of said requirement.

A grade of "**I**" (Incomplete) indicates that the candidate has not completed some of the course requirements during the scheduled time and the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. An "I" grade is not assigned by faculty when

students fail to complete the majority (at minimum 50%) of course requirements. Candidates cannot be assigned an "I" to finish extra credit work.

A candidate must request a grade of Incomplete from the instructor. If the instructor approves an Incomplete, a contract form is signed by the instructor and the candidate and submitted to the Program Office. The contract must specify the following:

1. The requirements to be completed by the candidate to remove the grade of Incomplete.
2. The time period within which the candidate must satisfy the Incomplete. The time limit is to be specified by the instructor, but must not exceed 10 weeks from the end of the semester.
3. The grade that the candidate will receive if the Incomplete is not satisfied by the conclusion of the specified time period.

Should the instructor choose not to assign a grade of Incomplete, the grade assigned will then be based upon the instructor's assessment of the quality and quantity of work completed.

A candidate will not be permitted to register for a sequential course when a grade lower than a B- or an **"I"** (incomplete) has been received in a prerequisite course.

Grade Dispute Policy
Grade disputes shall be limited to concerns about the method(s) (i.e., error in calculation of grades) by which grades are determined. A student seeking to dispute a decision regarding a course grade and/or other evaluation should seek solutions through the following administrative channels by entering at the appropriate level and proceeding in the order stated:

   a. Course Instructor/Supervisor

   b. Program Director

   c. Department Chair or Designee *(Final Decision of Dispute Process)*

A student seeking to resolve a grade problem or dispute through the administrative channels cited above must initiate such action in writing within five business days (excluding official school holidays and weekends) from the date that the grade was recorded in Self-Service Banner/WebSTAR. The grade appeal should include a concise statement of the basis of the appeal and shall not exceed one (1) page. The student will then have five days from the time of notification of the decision at each level in order to proceed to the next level in the administrative channels cited above (i.e., if the student receives notification of an unfavorable decision by the course instructor/supervisor, the student must proceed with his/her appeal to the program administrator within five days of said notification). Where a student fails to either initiate this process or proceed through this process within the specified time frame, the student will be deemed to have waived his/her right to dispute the grade in question.

In the case of a grade dispute or other appeals relating directly to a student's academic performance, an administrator may not substitute his/her judgment for the performance appraisal of the faculty member rendering the grade or assessing the students' work. **The decision of the faculty chair is the final decision in the process. There are no further appeals permitted.**

REGISTRATION

All enrolled candidates are expected to be in continuous enrollment every semester until they receive their degree (see section on Student Enrollment). Arrangement with the Office of the Bursar regarding payment of tuition and fees is part of the registration process and registration is a prerequisite to class attendance.

Registration Policies and Procedures

Continuing candidates register directly on the university system: https://sharklink.nova.edu. Personal Identification Numbers (PINs) used as a password to gain entry into the system are assigned at the beginning of a candidate's enrollment.

All candidates must complete the Student Enrollment Agreement (SEA) form in order to register for classes. The SEA requires candidates to agree with NSU standards and policies regarding course registration and withdrawal, financial responsibility, a release of liability, and more. Candidates registering for courses will be prompted to complete the form as part of the registration process on Sharklink and Self Service Banner.

Payment of Tuition and Fees

Payment of tuition and fees is due within 30 days of the beginning of a particular semester. Candidates awarded financial aid will have fees/tuition deducted before receiving a refund.

Arrangement with the Office of the Bursar regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance.** The academic calendar stipulates the last day for completing late registration.

After candidates have registered, should any problems arise related to registration information or credit for fees, candidates should contact the Program Office at (800) 541-6682 (NOVA), Ext. 25826.

Candidates receiving financial aid will be required to pay tuition and registration fees in accordance with the policies of the Office of Student Financial Planning.

Tuition and Fees for the 2025-2026 Academic Year
Doctoral tuition for 2024-2025 will be charged at the rate of $1308 per credit hour. **Candidates should anticipate an annual review of fees by the university and possible increases.** Candidates are expected to pay tuition in full at the time of registration. Candidates receiving financial aid must familiarize themselves with the requirements of that office with regard to payments, and may defer payment only if they have been officially notified of an award. Once a loan check is disbursed, candidates will be responsible for making all appropriate payments.

Application Fee	$ 50.00 (nonrefundable)
Tuition Fee	$ 1396.00 per credit hour
Student Service Fee	$ 680.00 per semester (4 or more credits)
	$ 340.00 per semester (1–3 credits)
*Student Health Insurance	$2430.00 (12-month coverage)
Textbooks and Supplies	$1014.00 (approximate cost per semester)
Late Payment Penalty	$ 100.00 per semester
Professional Liability Insurance Fee	$ 10.00 per semester
Transcript fee	$ 19.50 printed, $17 electronic
Fingerprinting/Background Checks	Determined by Agency
Comprehensive Examinations	Examination fees apply

*All NSU students are required to maintain adequate health insurance. Students who already have comparable coverage may waive out of the NSU plan. Fees are assessed per semester. For details, visit the NSU Student Health Insurance website: https://www.nova.edu/bursar/health-insurance/index.html

The expenses outlined above are to be considered very general estimates and may vary considerably depending on individual circumstances. Some courses may require additional fees for laboratory and/or equipment (e.g. calculator, testing materials) and supplemental course materials. Candidates are provided NSU email computer accounts at no charge. Candidates need to make arrangements for Internet access and pay the corresponding fee.

*Please note that all above fees are subject to change without notice.

Professional Liability Insurance
All doctoral candidates are required to carry professional liability insurance coverage provided through the University. Candidates are required to enroll in the plan at the time of each registration. All candidates are required to abide by ethical standards of the profession as delineated in the State Board of Education, rule 6B-1.001, FAC the Code of Ethics of the Education Profession in Florida. Candidates will similarly adhere to the *National Association of School Psychologists (NASP) Principles for Professional Ethics* (2020 Revision) (https://www.nasponline.org/standards-and-certification/professional-ethics) and to the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (2024 Amendments) (http://www.apa.org/ethics/code/index.aspx). In addition to complying with the policies and procedures of the College of Psychology, candidates must also follow all rules and regulations of the agency/school/district where his or her practicum and/or internship will be completed.

The college/candidate professional liability insurance policy provides protection while the candidate is attending Nova Southeastern University and while he or she is engaging in approved

college activities. This policy does not provide coverage for non-approved or non-college related activities.

Refund Policy
Fees other than tuition are not refundable. Candidates who wish a tuition refund must notify the program office in writing of their request and their reason for withdrawal. Unless written notification is on file, candidates are assumed to be active participants and are responsible for tuition payments.

Any student in good standing enrolled in the Doctoral Program in School Psychology wishing to withdraw from classes because of illness or some other satisfactory reason must contact the School Psychology Program Office immediately at (954) 262-5826 / (800) 541-6682, ext. 25828 or email osulliva@nova.edu.

Adjustment of tuition fees will be computed from the date on which the notice is received by the Program Office.
   a) No part of the application fee or the registration fee will be refundable upon withdrawal.
   b) The refundable percentage of the total tuition (paid or due) will be computed in accordance with the refund schedule and rates provided of the College of Psychology Academic Calendar in at the beginning of this handbook.

Class Cancellation Policy
The university reserves the right to cancel any class. If a class is cancelled and a replacement is not offered, then candidates will receive a full refund of tuition paid for the cancelled class. If the candidate registered only for that class, then the registration fee would be refunded as well.

Drop/Add & Refund Schedule
The academic calendar outlines the dates and refund schedule for courses dropped or added. A course that is dropped within the time frame indicated on the academic calendar will not appear on the candidate's official transcript.

Withdrawal from a Course
When the candidate withdraws from a course prior to the first class, the course is deleted from the candidate's record. A grade of "W" (Withdrawn) is assigned when a candidate withdraws from a course after the "last day to drop courses with refund" as indicated in the Academic Calendar. If the candidate fails to withdraw by the final published date to withdraw for the term, the candidate will be assigned the grade earned in the course or a grade of "F". **Withdrawal from a course may affect the candidate's financial aid status and/or require return of dispersed funds.** A withdrawal on the official transcript will be included in attempted credit hours.

Auditing a Course
An audit is a registration status allowing students to attend a course without receiving academic credit. Undergraduate, graduate, and professional students may audit a course that does not require special preparation (e.g., prerequisite courses) and/or admissions to a program of study. Students have access to course materials and assignments but will not be required to submit assignments, participate in discussions, or take exams.

NSU must ensure all students participating in a course are registered to have accurate class rosters of individuals in a classroom in case of an emergency, to comply with maximum seating limits as set by fire marshal regulations, and to maintain university records.

Requirements for Course Audit

- A course may only be audited with the written approval from the instructor and Department Chair/Director after determining if the student has met any prerequisites tied to the course.

- Students wishing to audit a course must complete the Course Audit Request Form found at [Course Audit Policy (nova.edu)](nova.edu).

- A course can only be audited on a space-available basis. The registration will not be processed until all non-audit students are registered.

- Students are not able to register to audit a course through their SharkLink account. The registration(s) must be processed through their advisor or program office.

- An audit course does not affect a student's part-time or full-time enrollment status and does not count toward the determination of continuous enrollment.

- An "AU" grade will be posted to the student's academic record and will appear on the academic transcript for any audited course(s) but will not affect the student's attempted credits, earned credits, and grade point average (GPA).

- Students must identify themselves to their instructor as auditing students and discuss the parameters of participating in class discussions and completing assignments and exams.

- Evaluation of course work is at the discretion of the instructor.

- An audited course cannot be changed to a letter grade once the course has begun (or vice versa). If a letter grade is required, a student must retake the course and pay full tuition and all applicable fees.

- An audited course(s) does not fulfill degree or certificate requirements.

- Except for students participating in the Lifelong Learning Institute, the cost of an audit course will be 100 percent of the course tuition cost as well as the University Student Services Fee, the Registration Fee, and any additional applicable fees.

- Financial aid (e.g., scholarships, grants, discounts, and loans) will not be available to cover the cost of an audit course. Audited courses will not be counted toward a student's financial aid eligibility.

- Instructors may request the Department Chair/Director to officially withdraw a student who is auditing a course if the student is interfering with learning in the class. A tuition refund will be considered in accordance with the semester/term refund schedule dates.

- Any course required for the completion of the student's program/degree can only be audited after it has been previously passed. In other words, students may audit a course as a "refresher" but not as a "practice run.

Transfer of Credit

All transfer credits must be awarded during the candidate's **first academic year** in the doctoral program. Consideration will be given only to doctoral level courses taken within the past five years and before matriculation in the doctoral program. A request for transfer credit for first semester courses must be made by July 30th. Request for transfer credit for all other courses must be made by September 30th.

Transfer of credits will be awarded when the course being evaluated meets **all** of the following criteria:

1. It is a doctoral level course taken at an APA accredited program.

2. Only courses that meet the criteria defined by the APA Standards of Accreditation as Category 1, Category 2, or Category 4 in discipline-specific knowledge will be considered for transfer. Specifically, these are: History and Systems of Psychology, Cognitive Aspects of Behavior, Affective Aspects of Behavior, Biological Aspects of Behavior, Developmental Aspects of Behavior, Research Methods, Statistical Analysis, and Psychometrics.

3. No transfer credits may be applied to pre-practicum, practicum, internship, research, theses, or electives.

4. It was completed no longer than five (5) years before the candidate's first enrollment in the program.

5. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grades cannot be accepted as equivalent.

6. The course is not offered solely in an online format.

Candidates requesting transfer of credit must submit a written request for transfer along with supporting documentation to the doctoral program administration. The candidate must provide the Program Director with a syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses will consider the quality/rigor, currency, standardization, and fairness of the method of establishing the knowledge of courses being evaluated. Faculty members evaluating transfer courses may require the candidate to provide further documentation and supporting material such as class notes, and may request that they meet with the student to obtain clarification. The resulting evaluations are reviewed by the Director of Training who makes the final determination.

Transfer credits are not taken into account when computing the candidate's grade point average. The maximum number of transfer credits that will be applied toward graduation is fifteen (15). Although credits awarded beyond this number may be used to excuse a candidate from a particular course, an equivalent number of elective courses must be taken in order to fulfill the degree requirements.

Federal Regulations require that veteran candidates **MUST** report all prior credit and training, and that the school **MUST** evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the Veterans Affairs and candidate so notified.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

DEGREE CONFERRAL

Candidates who have completed all requirements for the en-route Master of Science or the doctoral degree must submit an application for degree. Forms are available via the Office of Registrar's website: https://www.nova.edu/registrar/instructions.html.

Degree applications require approval by the Office of the Dean, Bursar, Registrar, and Library. These offices verify that requirements are met and that the candidate's accounts, records, etc. are in good standing.

Upon approval, the application is presented to the University Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the candidate. Candidates are encouraged to submit their degree applications at least one (1) month prior to the completion of their program.

GRADUATION

Commencement (graduation) exercises for Nova Southeastern University take place each summer. Eligibility is determined by having completed all requirements prior to the graduation date or expecting to complete internship by the end of the summer term. Candidates eligible to participate in graduation may contact the Office of the University Registrar for information about graduation ceremonies.

DEGREE RECISSION POLICY

Nova Southeastern University (NSU) awards degrees on the basis of the successful completion of all academic and program requirements and in accordance with NSU's Code of Conduct requiring academic honesty and integrity. NSU reserves the right to rescind a degree in the event there are findings of academic misconduct, fraud, or other violations committed by a student in completing and/or obtaining the degree. The Dean or designee of the college or school that oversees the degree program is essential in determining the discovery and receipt of credible information for review or investigation and will follow the protocols outlined in the applicable student catalog and handbook.

The recission recommendation is presented to the Provost and President for review and support. The decision to rescind the degree is the responsibility of the President of the University with the approval of the NSU Board of Trustees.

Once the decision to rescind a degree has been approved by the NSU Board of Trustees, the

following will occur:

1. The Provost will communicate the actions required to formally rescind the degree and will provide the University Registrar, with a copy to the Dean, written authorization to proceed as follows:

    a. Send a certified notification to the individual informing the individual of the university's decision to rescind the degree and requesting return of the diploma provided after degree conferral.

    b. Remove the degree conferred status and date from the individual's academic record, the official transcript, and in all other pertinent education records maintained in the student information system (current and archive).

    c. Inform the College Dean, the National Student Clearinghouse, the Office of Alumni Affairs, the Library (if applicable for publications), and, if applicable, any local, state, national, or international agency of the degree rescission so that their records are revised to reflect this action.

    d. Enter a "Degree Rescinded" notation on the individual's academic record indicating rescission action and date of the Board of Trustee's decision.

    e. Place a University (UA) Hold on the individual's record to prevent future admissions, registration, and enrollment at the university.

    f. Ensure the Provost's written authorization and all supporting documentation are placed in the individual's permanent university records.

Core Performance Standards
for Admission and Progress

The standards required for admission and evaluation of progress are designed to protect the safety and well-being of clients and others whom graduates of the program will eventually serve in applied settings. Candidates will be evaluated on an ongoing basis, including in courses, practica, field experience, internship, capstone experiences, etc. Candidates for the degree must possess with or without reasonable accommodation(s), multiple abilities and skills. In additional to academic abilities and skills, candidates must possess intrapersonal, communication, behavioral, and personal attributes that are considered integral and necessary parts of professional functioning. Many of these correspond to the Profession-Wide Competencies assessed throughout the program.

Candidates should be aware – prior to program entry, and at the outset of training – that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a candidate's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, capacity for self-care, and personal fitness for practice); and (b) ensure – insofar as possible – that the candidates who complete the program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, and within the parameters of their administrative authority, faculty, training staff, supervisors, and administrators must strive not to advance, recommend, or graduate candidates with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

While it is difficult to operationally define all characteristics associated with the quality of professionalism, candidates and faculty have targeted several observable behavioral categories that are considered to be an integral and necessary part of professional functioning. These broad areas include the following:

1. **Responsible Behavior**
   a) Responds constructively to feedback from supervisors or program faculty
   b) Demonstrates dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
   c) Accepts responsibility for own work.
   d) Successfully completes remediation plans and activities;
   e) Resolves issues or problems that interfere with the capacity to acquire knowledge, skills, and attitudes necessary to enter the profession, professional development, or other functioning in a satisfactory manner.
   f) Seeks needed guidance from appropriate sources.
   g) Demonstrates professional comportment.

h) Abides by the Nova Southeastern University Student Code of Conduct, all College of Psychology policies and procedures, policies and procedures of practicum, internship, or field experience agencies or schools, and state and/or federal law.
i) Reports immediately any change in status, including arrests, convictions, or incidents in school or field experiences when enrolled as a student.

2. **Ethical Behavior**
   a) Abides by the ethical standards of the profession as delineated in the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (www.apa.org/ethics/code2024.pdf). Candidates will similarly adhere to the *Professional Conduct Manual of the National Association of School Psychologists (NASP)* (www.nasponline.org/standards/ProfessionalCond.pdf), the State Board of Education, rule 6B-1.001, FAC the Code of Ethics of the Education Profession in Florida (http://www.fldoe.org/edstandards/code_of_ethics.asp), and to the State of Florida Statutes for licensed psychologists (Title XXXII, Chapter 490) (http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0490/0490ContentsIndex.html).
   b) Complies with university and program requirements, including academic integrity.

3. **Intrapersonal Behavior**
   a) Displays usual and customary judgment, flexibility, discretion, self-awareness, self-reflection, and self-evaluation.
   b) Demonstrates the ability to function independently.
   c) Understands the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.
   d) Participates in activities that are pursuant to professional development.

4. **Interpersonal Behavior**
   a) Demonstrates mature behavior.
   b) Presents a generally respectful, non-hostile, and cooperative attitude.
   c) Demonstrates social skills that facilitates interaction and communication with others; listens well, demonstrates empathy.
   d) Relates well to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.
   e) Is open to the processes of supervision, including the provision of feedback on personal or interpersonal functioning.
   f) Is able to explore issues that may interfere with the appropriate provision of care or impede professional development or functioning.

PROCEDURES FOR THE MANAGEMENT OF CANDIDATE PROFESSIONAL MISCONDUCT WITHIN THE SCHOOL PSYCHOLOGY PROGRAMS

When a candidate's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the candidate, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of the university program or psychology to the profession or public, representatives of the programs will review such conduct in the manner described below. Candidates should be aware that these areas of professional functioning apply to social media platforms as well. As such, posting or other social media activities/content that violate the *APA Ethical Principles of Psychologists and Code of Conduct*, the *Professional Conduct Manual of the National Association of School Psychologists (NASP)*, legal statutes, NSU Code of Student Conduct, or the College's Core Performance Standards for Admissions and Progress may result in a similar review of conduct as described below.

Faculty are responsible for monitoring these areas of functioning, identifying deficits in their candidates, providing constructive feedback to them and offering a remediation plan to address those difficulties. Listed below are the procedures in place for addressing these areas of functioning.

Level I Intervention: Candidate violates professional standard or questionable behavior for the *first time*
1. Instructor/Supervisor conferences with candidate, gives feedback, and suggests remediation.
2. Instructor/Supervisor completes **Professional Behavior Checklist** (see Appendix G) and submits it to the program office where it will be maintained in the candidate's file. It will list concerns and suggested remediation.

Level II Intervention: Candidate violates standards or questionable behavior for the *second time* with same or another instructor
1. Instructor/Supervisor conferences with candidate, gives feedback, and suggests remediation.
2. Instructor completes **Professional Behavior Checklist** and submits it to the Director of Training where it will be maintained in the candidate's file. It will list concerns and suggested remediation.

With TWO referrals, the Director of Training and the Director of Academic Affairs will meet with the candidate, provide feedback, and suggest remediation. The meeting will be documented, and the candidate will be monitored as delineated in the remediation plan Director of Training and the instructor/supervisor.

Level III Intervention: Candidate violates standards or questionable behavior for *third time* with same or another instructor
1. Instructor/Supervisor conferences with candidate, gives feedback, and suggests remediation.
2. Instructor/Supervisor completes **Professional Behavior Checklist** and submits it to Academic Affairs where it will be maintained in the candidate's file. It will list concerns and suggested remediation.

With THREE referrals, the candidate will be referred to the Professional Standing Committee for evaluation, feedback, and remediation. The meeting will be documented, and the committee will follow-up with the candidate in whatever manner it deems appropriate. It is within the purview of the committee to recommend actions up to and including remediation, suspension, or termination from the program. If any behavior is deemed to be severe in nature, it may result in an immediate referral to the Professional Standings Committee, the NSU Behavioral Concerns Committee, or the NSU Office of Student Affairs.

CANDIDATE CONDUCT

All candidates are expected to comply with the legal and ethical standards of this institution. Moreover, candidates are expected to comply with the ethical codes and standards of practice of the profession/field of study. Academic dishonesty and/or nonacademic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

When a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of the university program or psychology to the profession or public, representatives of the programs will review such conduct in the manner described below. Candidates should be aware that these areas of professional functioning apply to social media platforms as well. As such, postings or other social media activities/content that violate the APA Ethical Principles of Psychologists and Code and Conduct, legal statutes, NSU Code of Student Conduct, or the College's Core Performance Standards for Admissions and Progress may result in a similar review of conduct as described below.

The institution reserves the right to require a candidate to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a candidate whose conduct is determined to be unsatisfactory.

Candidates who feel their rights have been denied are entitled to due process.

PROFESSIONAL STANDING COMMITTEE

The Professional Standing Committee of the College of Psychology is appointed by the Dean of the college and serves in a variety of capacities related to the review of candidate professional standing matters. The Committee consists of faculty, a student representative, and other members as appointed by the Dean.

The Committee may be asked to review alleged violations of the NSU Student Code of Conduct (https://www.nova.edu/studentconduct/index.html), including academic standards and ethical standards of the field. In addition, the Committee may conduct reviews concerning emotional or behavioral problems serious enough to suggest interference with professional functioning, academic performance, or performance in a practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions; but may encompass efforts to remediate a deficiency or problems so that the candidate can continue their education and function competently as a professional. Committee activities are designed to ensure a process by which all relevant facts can be determined, including providing the candidate with full opportunity to present important information. Actions the committee may recommend to the Dean could include, but are not limited to remediation, referral, warning or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the Dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases the committee will adhere to professional standing committee guidelines that ensure a timely and complete review of the facts. The process will insure that the candidate and involved parties have the opportunity to present relevant information.

Candidate Rights and Responsibilities

ETHICAL ISSUES IN THE SCHOOL PSYCHOLOGY PROGRAMS

The school psychology programs are concerned with the welfare of the public, the educational experience of the candidate, and the development and maintenance of high standards of ethics and practice in the profession and in the program. All candidates and graduates are expected to be knowledgeable regarding and conform to both the letter and spirit of the current *Professional Conduct Manual of the National Association of School Psychologists* as approved and adopted by the National Association of School Psychologists Association (NASP). In addition, candidates should review the provisions of the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct.* A copy of the full text of materials to which candidates and graduates are expected to conform will be made available in the courses *PSY 8190 – Practicum in School Psychology: Foundations I* and *PSY 8270 – Ethical, Legal, and Professional Issues for School Psychologists*, and are also available on the following websites: www.nasponline.org/standards/ProfessionalCond.pdf and www.apa.org/ethics/code2024.pdf. From time to time these materials are amended. Candidates and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

Special attention should be paid to the following ethical and professional issues, which are illustrative rather than exhaustive or comprehensive:

1. Candidates have an obligation to disclose if they have been convicted of a criminal offense, been found guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication. **The disclosure obligation is a continuing one. All candidates must report to the College of Psychology any such event that occurs after filing their application.** The College of Psychology will consider new information submitted and, in appropriate circumstances, may change the status of an applicant or candidate. Candidates at application give permission to make any necessary inquiries and voluntarily and knowingly authorize any former school; government agency; employer; person; firm; corporation, its officers, employees and agents; or any other person or entity making a written or oral request for such information.

2. No candidate should represent him/herself as being in possession of the master's, doctoral, or any other degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed and the Board of Trustees has met and conferred the degree.

3. It is misleading and inappropriate to append "doctoral candidate", or some similar designation, after your name.

4. A candidate should guard against being in a position of having final clinical **responsibility** for clinical work. This is most important both ethically and legally.

5. When a candidate is in practicum, the candidate will verbally identify him/herself to his/her supervisor, the agency or school staff, and each client as a "school psychology trainee".

6. In Florida, new graduates are legally ineligible to represent themselves as "school psychologists" until certified by the Department of Education and/or licensed by the Florida Department of Helath, or to offer or to advertise independent school psychological services until the Florida license is obtained.

7. In Florida, recent graduates may apply for a provisional license. "A provisional licensee must work under the supervision of a licensed school psychologist/psychologist until the provisional licensee is in receipt of a license or a letter from the department stating that he or she is licensed as a school psychologist/psychologist." A provisional licensee must "submit a letter signed by a licensed school psychologist/psychologist who is in good standing and not under disciplinary investigation, who agrees to supervise the provisional licensee according to law."

8. Any academic, professional, or personal difficulty that results in action being taken by the College of Psychology regarding a candidate will be brought to the attention of a program administrator. Depending upon the particular type of difficulty identified, a number of procedures are available to the program administrator.

9. Candidates should familiarize themselves with Chapter 490, *Florida Statutes*, the Florida State law governing licensure as a school psychologist, as well as Chapter 64B, Florida Administrative Code, the rule implementing Chapter 490, *Florida Statutes*.

9. Candidates should familiarize themselves with Plan One, Rule 6A-04311, State of Florida Department of Education specialization requirements on certification in school psychology. In addition, candidates should familiarize themselves with the Florida Sunshine State Standards.

DUAL RELATIONSHIP BETWEEN FACULTY MEMBERS AND CANDIDATES

In principle, the NASP and APA policies and ethical standards discourage dual relationships. However, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty members and candidates are bound to arise. Faculty members and candidates are therefore urged to be sensitive to and aware of the existence of dual relationships and to enter into these with full awareness of their implications. Any dual relationships which are not in the best interests of the candidate are prohibited.

Sexual relationships between a university faculty member or administrator and a candidate who are not married to each other or who do not have a preexisting analogous relationship are inappropriate whenever the university faculty member or administrator has a professional responsibility for the candidate in such matters as teaching a course or otherwise evaluating, supervising, or advising a candidate as part of a school program. Even when a university faculty member or administrator has no professional responsibility for a candidate, the university faculty member or administrator should be sensitive to the perceptions of other candidates that a candidate who has a sexual relationship with a professor may receive preferential treatment. A university faculty member or administrator who is closely related to a candidate by blood or marriage or who has a preexisting analogous relationship with a candidate should eschew roles involving a professional responsibility for the candidate whenever possible. Romantic or sexual relationships between a faculty member and a candidate then enrolled in the faculty member's class (including

supervised candidate activities for which academic credit is given) may be or appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism, which can impair the academic experience of all candidates in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a candidate enrolled in the faculty member's class.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a candidate are subject to the prohibition against sexual harassment.

It is specifically required that when either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a candidate, or whenever a candidate or any agency, corporation, or program under the auspices of a candidate employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Dean of the College of Psychology. This documentation shall be retained in both the candidate's and the faculty member's permanent files. As necessary, an ad hoc committee shall be appointed to review any complaints that might arise as the result of dual employment relationships.

Further, no services provided by a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a candidate unless the services are officially rendered as part of the recognized curriculum (e.g., practicum work, supervised university research, internship, or course work). Approval of such rendering of service must be in writing and approved by the Dean.

The provision of psychological services by faculty to candidates is discouraged; however, extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a candidate was in treatment with a faculty member prior to becoming a candidate. In such cases, the Dean must approve the provision of psychological services to a candidate. Adjunct faculty members who expect no further instructional or supervisory relationship with a candidate may provide services without this reporting requirement.

NO DIRECT PAYMENT TO FACULTY

Direct candidate payment to faculty for educational or professional services is not permissible. That is, no candidate is to make private arrangements to reimburse any faculty member for psychotherapy, tutoring, supervision, or other educational assistance. Candidates are encouraged to seek whatever educational help they need from faculty members and to seek professional services (such as psychotherapy or additional supervision for licensure) outside of the program.

CANDIDATE GRIEVANCES AND APPEALS

The College of Psychology faculty and staff value professionalism, honesty, and ethical conduct in the handling of candidate concerns. At all times, matters are handled in the spirit of education and development. The purpose of the candidate grievance and appeals process is to allow for the orderly resolution of candidate grievances concerning a policy, procedure, or administrative action. At all times, the respect and protection of candidates is of utmost concern.

Evaluation of course work and competency examination evaluations reside within the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are not subject to student grievance and appeals under this section unless there is an allegation of federally/state protected discrimination, but rather are subject only to appeal under the policy for Grading Disputes where applicable.

Informal Procedure

Before initiating a formal appeal, the candidate must first meet with the party against whom the complaint is being made and present supporting information in an attempt to resolve the matter informally. If this does not result in an acceptable resolution, the candidates shall bring all matters to the director of training of the school psychology program. If the matter remains unresolved, all matters should be brought to the attention of the Department Chair. This appeal should be presented to the appropriate administrator within 30 working days of its occurrence, where informal resolution will continue. Should the director find insufficient evidence or if this step fails to bring about an acceptable resolution, the candidate must next request intervention through the dean of the College of Psychology within another 30 days.

Formal Procedure

1. A student wishing to proceed with the grievance must file a written appeal with the Dean. This document should contain a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.

2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.

    a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the candidate.

    b. If the Dean decides that a further review should occur, the appeal shall be referred to the college's standing Appeals Committee.

    The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the candidate or any other pertinent person that it judges has information relevant to the review. No persons may have legal counsel accompany them or appear in their behalf.

3. The Appeals Committee will file a written recommendation to the Dean with justification, including whether sufficient evidence exists to uphold or overturn the action being grieved. The Dean will notify the candidate of a determination in writing within a reasonable period following the filing of the appeal. The program will make all reasonable efforts to expedite reviews and conclude the Formal Appeal procedure within 60 days from the date the formal written appeal is submitted to the Dean. However, based upon the individual circumstances and nature of the appeal, the Dean has the discretion to extend the period of time in which to complete the appeal and will inform the candidate of such in writing.

4. If the candidate has evidence that there have been any procedural irregularities within the appeals process, such irregularities must be presented in writing to the dean within five (5)

days of the notification of determination. The dean will review the document and notify the candidate of a decision. Should any irregularities have occurred, the dean will return the appeal to the Appeals Committee for consideration consistent with the process described in this policies and procedures handbook.

5. Following a review of the committee's report, the dean's decision shall be final. Candidates acknowledge upon their acceptance into this program that the above procedure provides for adequate review of university action by any other outside parties or jurisdictions. Further, the jurisdiction for all grievance issues related to policies, procedures, and/or administrative action shall be Broward County, Florida.

Other Policies and Information

FORCE MAJEURE (Revised)

NSU's duties and obligations to the student shall be suspended or modified immediately, without notice, during all periods that the University determines it is closed or ceases or modifies or curtails operations because of force majeure events including, but not limited to, any fire or any casualty, flood, earthquake, hurricane, lightning, explosion, strikes, lockouts, prolonged shortage of energy supplies, riots or civil commotion, Act(s) of God, war, governmental action, act(s) of terrorism, infectious diseases, epidemic, pandemic, physical or structural dangers, or any other event beyond the University's control. If such an event occurs, NSU's duties and obligations to the student (including its delivery and format of classes, student housing and dining, campus facilities, and related services, activities, and events) will be postponed, cancelled, or modified until such time as the school, in its sole discretion, may safely reopen or resume normal operations. Under no circumstances, except as otherwise required by Federal or State statute, will NSU be obligated to refund, reduce or credit any portion of tuition, housing, meal plans, fees, or any other cost or charge attributable to any location, delivery modality, or service affected by any such force majeure event necessitated by Acts of God, University or academic or health and safety decisions, and/or any situations outside of the University's control. This includes, but is not limited to, any suspensions to or changes from in-person, on-campus education, services and/or activities to remote services, activities, and/or remote learning. By choosing to enroll or study at NSU, students agree to these terms.

NEW FLEXIBILITIES IN POLICY STATEMENT

University policies are intended to describe some of the expectations of members of the University community, as well as outline the University's community policies and programs. It is intended to be used as a guideline and does not create an express or implied contract which cannot be changed or modified. Circumstances not specifically addressed in university policies will be handled on a case-by-case basis by the appropriate official selected by the University. As the need may arise, the University reserves the right to, in its sole discretion, modify, revise, supplement, rescind, suspend, terminate, or change its policies, procedures, programs, activities and services, in whole or in part, to the fullest extent permitted by law.

INDEBTEDNESS TO THE UNIVERSITY

NSU offers to all students—on campus, online, clinical, or hybrid—the same quality education and many opportunities for student benefits depending on the educational modality selected. Therefore, the University sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students.

These student fees are blended together to create 1NSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated University. This

mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

By registering for courses at Nova Southeastern University, the student accepts financial responsibility for payment of all institutional costs including, but not limited to, tuition, fees, housing, health insurance, and meal plan (if applicable), and any additional costs when those charges become due. Payment is due in full at the time of registration. NSU *e*Bills are sent the middle of each month to the student's NSU email address. However, to avoid late charges, students should not wait for their billing statement to pay their tuition and fees. A student will not be able to register for future semesters until all outstanding balances from previous semesters have been paid in full. If a student has a balance 30 days after the start of the semester, a hold and a $100 late fee will be placed on his or her account. This hold stops all student services, including, but not limited to, access to the NSU RecPlex, academic credentials, grades, and future registrations. It will remain on the student's account until the balance has been paid in full. Delinquent student account balances may be reported to a credit bureau and referred to collection agencies or litigated. Students with delinquent accounts will be liable for any costs associated with the collection of unpaid charges, including attorney fees and court costs. All registration agreements shall be construed in accordance with Florida law, and any lawsuit to collect unpaid fees shall be brought exclusively in the appropriate court sitting in Broward County, Florida, regardless of the student's domicile.

NSU STUDENT SERVICES FEE

NSU offers to all students—on campus, online, clinical or hybrid—the same quality education and many opportunities for student benefits depending on the student's choice of educational modality. Therefore, the University sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students.   These student fees are blended together to create 1NSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated university. This mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

UNIVERSITY-WIDE ACADEMIC INACTIVITY POLICY

NSU requires all students to make consistent progress toward obtaining an eligible degree or certificate program at the university. Any student who does not complete a course and earn credit(s) for three consecutive semesters/four terms will be considered inactive and withdrawn from the University, excluding any semesters/terms where the student is on an approved leave of absence. Students withdrawn pursuant to this policy who wish to continue their academic program are required to follow the readmission process as detailed in their college or academic program's student handbook/catalog. Readmission is solely at the discretion of the student's college or academic program and may include specific conditions, including the repeat of courses or the entirety of the academic program, when deemed appropriate by the college/academic program. Additionally, students may be subject to the admissions standards and academic program requirements as outlined in the student handbook/catalog for the academic year in which the student is seeking readmission. While this policy is intended to set forth the maximum period of

academic inactivity, colleges and academic programs are permitted to adopt more stringent standards, i.e., shorter time periods of inactivity that will lead to dismissal. Students should consult with their college or academic program for additional information about the maximum period of inactivity applicable to their course of study.

IMAGE USE STATEMENT

As part of the Student Enrollment Agreement (SEA), which students must complete with their first registration each academic year, students are required to agree with the following Image Use Statement:

I permit and authorize Nova Southeastern University (NSU) and its employees, agents, representatives, contractors, and personnel, who are acting on behalf of NSU at any NSU-related event(s) or at any public area(s) on NSU's property, to take and/or obtain and use my photograph, name, alias, a video and/or audio recording, or other likeness of myself (hereinafter collectively referred to as "my likeness"). I grant NSU permission to take and use my likeness for purposes related to the educational mission of NSU— including instructional and/or educational purposes, as well as publicity, marketing, promotion, or other commercial ventures for NSU and its various programs—without compensation to me. I understand my likeness may be copied/reproduced and distributed in any media format. I further understand that my likeness may be subject to reasonable modification and/or editing. I acknowledge that NSU has the right to make one or more reproductions of my likeness in any media. I waive any right to inspect or approve the finished product or material in which NSU may eventually use my likeness. I acknowledge that NSU owns all rights to my likeness. I understand that, although NSU will endeavor to use my likeness in accordance with standards of good judgment, NSU cannot warrant or guarantee that any further dissemination of my likeness will be subject to NSU's supervision or control. Accordingly, I release NSU from any and all liability related to the dissemination, reproduction, distribution, and/or display of my likeness in any media format, and any alteration, distortion, or illusionary effect of my likeness, whether intentional or otherwise, in connection with said use. I also understand that I may not withdraw my permission for use of my likeness, which was granted.

RELIGIOUS HOLIDAY POLICY

See the *NSU Student Handbook*, Religious Holidays Policy section. Visit *nova.edu/studentconduct/ religious-holiday-policy.html* for more information. A student with a personal religious belief, requesting to be excused from class or an educational activity for a work-restricted religious holiday, shall notify the NSU Assistant Dean for Student Development at mmichell@nova.edu or (954) 262-7281 within three (3) calendar days after the start of the semester."

CLASS RECORDING POLICY

NSU recognizes that recordings of live class content can be a valuable tool in enhancing the academic experience for students and in supporting the University's goals in improving the delivery of education. As such, course instructors are permitted to record their live class content (e.g. lectures, presentations, student participation, etc.) and make it available for review utilizing

the tools provided by NSU and subject to the requirements of this policy. Students, faculty, staff, and visitors should not have any expectations of privacy while they are in recordable spaces at NSU, such as classroom/lecture halls (including online participants), common areas, or other spaces that are generally open to members of the NSU community. Any course where class content may be recorded should include a syllabus statement detailing the terms and conditions associated with such recordings, such as statement included in this policy detailed below.

Recordings depicting personally identifiable information of students (such as images, audio recordings, or documents) are considered education records subject to the Family Educational Records Privacy Act ("FERPA"). As such, student access to recorded class content will be limited to those students registered to participate in the live offering of the class, regardless of a student's section, discipline, or if they are participating online. (***Some class lectures/content may be delivered to students form separate courses, colleges, or disciplines, in a single classroom setting. For purposes of this policy, all students registered to participate in the class, including those participating online, will be permitted to access and review the recorded course content.***) Faculty members seeking to grant access to or share recordings of class content with students or third parties who were not registered to participate in the live offering of the class must obtain written approval from their college's Dean or designee before doing so. If approved, the faculty member must make the following steps before making the recording available to students or third parties who were not registered to participate in the live offering of the class:

1. Review the lecture recording for any personally identifiable student information and remove or redact any such information from the recording (e.g., blurring the student's image, altering the   student's voice, removing sections of the recording featuring student information, etc.); or

2. Obtain written consent from any student whose personally identifiable information appears in the recording (including video, audio, or student documentation) using the Distribution Student Recording Classroom Consent Form. The college must provide a copy of the signed form to the NSU Registrar's Office to be maintained in accordance with the student's educational records. Faculty members cannot compel or require students to give consent to the release of their information.

3. Nothing in this policy restricts access to or disclosure of classroom recordings where in such   access or disclosure is otherwise permissible in accordance with the Family Educational Rights   and Privacy Act ("FERPA").

Students are prohibited from recording audio or video or taking photographs in classrooms in all modalities (including online classes) without prior written permission from the instructor or pursuant to an approved disability accommodation. Students are further prohibited from reproducing, sharing, or disseminating class content recordings, or any portion thereof with individuals who are not registered for the class. Engaging in such activities will be considered a breach of the NSU Student Code of Conduct (https://www.nova.edu/studentconduct/index.html) and subject to disciplinary action.

Individuals seeking guidance on issues related to student consent and FERPA should contact Nova Southeastern University's Office of the University Registrar at (954) 262-7263 or nsuregistrar@nova.edu.

EXCUSED ABSENCES FOR PARTICIPATION IN CO-CURRICULAR ACTIVITIES

While enrolled at NSU, students are expected to make academic participation their top priority. However, there may be instances when students must miss class due to their commitment to officially represent the University in certain co-curricular activities. NSU will consider travel to and participation in certain University-sponsored co-curricular events as grounds for approval of an excused absence, including but not limited to: NCAA intercollegiate athletic competition, musical/theatrical performances, and academic program field trips. Practices and rehearsals for university-sponsored co-curricular events, participation in club or intramural athletic competition, and field trips that are not associated with the student's academic program are not considered grounds for an approved absence. Students who intend to miss class due to participation in a co-curricular event must still follow all applicable policies and procedures of their academic program to ensure that their academic program and instructors are aware of their absence and to receive direction on the makeup of any missed academic instruction and/or coursework. Students who are approved for an excused absence pursuant to this policy remain responsible for the completion any academic instruction and/or coursework missed during the period of excused absence.

DRUG AND ALCOHOL POLICY

The use of illegal drugs, the use of controlled substances without a prescription, and the use of or being under the influence of alcohol while in class or a clinical rotation/clinical experience are prohibited. Should a student receive a positive drug or alcohol screen and a positive follow-up screen the student will be referred to the dean's office for a professional standing review that could result in dismissal form the program. Students who receive a positive test or screen must follow the procedure for medical review. They cannot participate in a clinical or counseling placement until the disposition of the matter is determined.

If a student reports to the academic program chair for help with a personal drug or alcohol use concern, PRIOR to an impending drug test, the student will be required to report to the Dean's Office for referral to the Student Assistance Program. The student will only be permitted to report to class or a placement if cleared by the committee and Dean's Office.

College of Psychology Drug Screening
College of Psychology students may be required to submit to urine drug screen testing. Students who test positive for illegal or illicit drugs, marijuana even if prescribed or certified by a physician, or for a controlled substance for which they do not have a prescription, will be referred to the College to be handled in connection with the College's policies and procedures.

COLLEGE OF PSYCHOLOGY STUDENT AID PROGRAMS

Scholarships: The College of Psychology maintains a limited amount of scholarship funds. Information on various scholarships is available at: https://psychology.nova.edu/scholarships/.

Assistantships: Assistantships (teaching and research) are available for advanced students through the college.

Student Employment: Student employment opportunities are available within the College of Psychology. These positions are generally awarded on a competitive basis and usually require a 10 to 20 hour time commitment per week.

STUDENT FACILITIES

College of Psychology Testing Library
The college maintains its own library of testing instruments and kits for use by current doctoral and school psychology specialist students, Psychology Services Center and Consortium interns, post-doctoral residents, and College of Psychology faculty. Loan arrangements may vary according to the course and equipment involved. Procedures and conditions for borrowing test equipment will be explained by the course instructor and/or site manager. It is the responsibility of the candidate to check the test kits and materials to verify they are complete and undamaged at checkout. **The candidate is held responsible for replacement of lost or damaged tests, materials, and/or equipment checked out from the Testing Library. Renewed tests are due one week from renewal date, unless otherwise specified. Overdue tests will be assessed a fee of $3.00 per day per test, excluding weekends and holidays.** Failure to return tests or equipment in a timely manner may result in referral to the Professional Standing Committee and/or a hold being placed on registration.

Notice (Bulletin) Boards
Notice boards are in various locations in the Maltz Building and at the regional campuses. These boards are a valuable source of information regarding class schedules, typing services, student meetings, continuing education seminars, apartments for rent, etc. After approval from the Office of the Dean, students may post notices on the bulletin boards located in the first floor lounge, the student carrel area, and designated bulletin boards on the second floor. Other boards are for college or university use only. Candidates are prohibited from posting, altering, or removing notices or messages from these boards. No announcements or notices may be posted anywhere on doors, walls, or in the elevator.

College of Psychology Organization

DEPARTMENT OF CLINCAL AND SCHOOL PSYCHOLOGY ADMINISTRATIVE COMMITTEE

Karen S. Grosby, Ed.D. — Dean

Mindy Ma, Ph.D. — Associate Dean

Sarah Valley-Gray, Psy.D., ABPP — Chair, Dept. of Clinical and School Psychology

Tom Kennedy, Ph.D. — Director of Academic Affairs

Maria Fimiani, Ph.D. — Director of Clinical Training

Leonard Schnur, Psy.D., ABPP — Director of Clinical Services/Chief Psychologist Psychology Services Center

Ralph E. (Gene) Cash, Ph.D., ABPP — Director of School Psychology Doctoral Program

Iryna Kasi, Ph.D. — Director of School Psychology Specialist Program

SCHOOL PSYCHOLOGY ADMINISTRATION

Ralph E. (Gene) Cash, Ph.D., ABPP — Director of School Psychology Doctoral Program

Iryna Kasi, Ph.D. — Director of School Psychology Specialist Program

Suzanne O'Sullivan, M.A. — Academic Program Manager

Elouise Demestichas, CAS — Main Campus Site Manager

IMPORTANT TELEPHONE NUMBERS

Dean's Office   Karen Grosby, Ed.D.   (954) 262-5701
                               Yvette Coello   (954) 262-5712

Academic Affairs   Tom Kennedy, Ph.D.   (954) 262-5807

Clinical Psychology Programs Sarah Valley-Gray, Psy.D.   (954) 262-5783
                               Wendy Burrion   (954) 262-5726

Clinical Training Office   Maria Fimiani, Ph.D.   (954) 262-5689
                               Cavell Vassell   (954) 262-5749

Clinics   Davie (Main Campus)   (954) 262-5730

School Psychology Programs   Main Campus   (954) 262-5826
                               Gene Cash, Ph.D.   (954) 262-5703
                               Iryna Kasi, Ph.D.   (954) 262-5716
                               Suzanne O'Sullivan, M.A.   (954) 262-5826
                               Elouise Demestichas, CAS   (954) 540-4509

On-line Specialist Program

                               Erin Anderson, Ph.D.   (352) 514-3705
                               Emily Cimino, Ph.D.   (813) 362-3970

Other Important Contacts
College of Psychology Student Employment (Carise Crevecouer)   (954) 262-5782
College of Psychology Student Government Association   (954) 262-5909
Accounts Receivable   (954) 262-5200
Library, Research and Tech. Ctr.   (954) 262-4601
NSU Bookstore   (954) 262-4750
Public Safety (Main Campus)   (954) 262-8999
Testing Library   (954) 262-5940
Enrollment and Student Services
  Bursar   (954) 262-5200
  Registrar's Office   (954) 262-7200
  Degree Applications   (954) 262-7226/7
  Financial Aid   (954) 262-3380
  Grades   (954) 262-7235
  International Students   (954) 262-7240/1
  Transcripts   (954) 262-7225
  Loan Deferrals   (954) 262-7251
  Veterans' Affairs   (954) 262-7236

NOTE: Toll free number: 1-800-541-6682, ext. 2xxxx (last 4 digits of telephone number)

APPENDICES

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
Annual Review of Candidate Progress

I. KNOWLEDGE AND SKILLS

1. **Coursework**
    During the Annual Review meeting, faculty will review all courses you have taken, noting grades (including grades below "B" and Incomplete), grade point average. Candidates must earn grades of "B" or higher in all coursework.

    - In order to facilitate this discussion, **print and attach unofficial transcripts from Self-Service Banner.**

2. **Attainment of minimum levels of achievement (MLA)**
    The attainment of minimum levels of achievement (MLA) of 80% is required on all assessments of competency in order to demonstrate satisfactory progress in the program. If these goals are not met, a remediation process is initiated to support the candidate in achieving these goals. In cases where a remediation process was implemented, the outcome of the remediation plan will be reviewed.

3. **Required Competency Examinations**
    To demonstrate mastery of subject area competencies in school psychology and as part of the degree requirements, all doctoral candidates must sit for and **earn passing scores on the following written comprehensive examinations**. Be sure to provide copies of all competency examinations taken for your file.

    - Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) (required for certification in the state of Florida)* *(Complete during the Fall semester of Year 3)*

    - Praxis School Psychologist Examination (5402) (required for school psychology licensure in the state of Florida and NCSP certification). A minimum score of 147 is required on the Praxis (5402) Subject Area Exam. *(Complete during the internship year)*

NOTE: All candidates, regardless of their route to admission (i.e., following completion to the bachelor's degree, 73 credit hours in the specialist program, or following completion of the specialist degree), are required to complete the Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) and the Praxis II School Psychologist Examination (5402) during matriculation in the school psychology doctoral program.

4. <u>**Practicum**</u>

Significant learning experiences during course-specific applied tasks and field-based training, as well as field-based supervisor evaluations will similarly be discussed during Annual Review.

- **Bring copies of your practicum evaluation form to the Annual Review meeting. In addition, attach copies of your practicum logs for review.**

II. RESEARCH

1. **Research** List progress made toward the completion of your **Directed Study** as outlined in the *Doctoral Program in School Psychology Directed Study Guidelines*.

III. PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIOR

1. **Professional Association Membership.** Provide a list of all professional association membership.

2. **Conferences and Workshops Attended.** List all local, state, national, and/or international association meetings, as well as the specific title and presenter of workshops/presentations you attended.

3. *a) Presentations and Posters*: Provide information regarding any presentations/posters at professional meetings or teacher/parent in-service trainings you delivered.
   b) Publications, Book Chapters, Encyclopedia Entries, etc.: List any documents published or submitted for publication during the past academic year.

   NOTE: Candidates must demonstrate the ability to disseminate research as part of the requirements for degree comferral. Candidates may submit to local, state, national, or international professional association conferences. Candidates must be selected to serve as first author through a peer review process. Alternatively, arrangements may be made and to be evaluated by faculty within the university at didactic seminars.

4. *Professional Engagement*: List any significant educational activities such as professional association involvement, advocacy, committee work, or teaching assistant positions in which you have engaged.

   NOTE: Presentations, posters, and publications should be submitted in APA style and included in your curriculum vitae (CV). Be sure to bring your CV to the Annual Review meeting.

5. **Ethics:** Review items on ethical practice within practicum evaluation forms.

6. **Continuous Professional Development:** In order to develop meaningful goals, candidates are asked to reflect on the following programmatic and professional standards:

- APA Standards of Accreditation
  http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf

- NASP Practice Model
  http://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide

Note areas of strength and areas for growth in each of the designated areas. Attach copies of remediation forms, as applicable. Based on your reflection of professional strengths and areas for improvement, outline a draft of professional goals for the next 12 months.

a. **For the first year Annual Review, please attach the draft of your Continuous Professional Improvement Plan (CPIP) of Action developed in PSY 8197.**
b. **For the second year Annual Review, please attach a copy of your Self Improvement Plan (SIP) developed in *PSY 8292 Comprehensive Data-Based Assessment: Integrated Report.***

These professional goals will be discussed and finalized at your Annual Review Meeting. ***In addition, please attach goals from the previous year including completion dates as applicable.***

7. **Professional Behavior / NASP Professional Work Characteristics / NCATE Skills and Dispositions/APA Competency Benchmarks Professionalism/APA Standards of Accreditation Professional Values, Attitudes, and Behaviors:** Feedback in these areas is provided in selected courses and practicum evaluations. Faculty will review strengths and weaknesses, and discuss with you areas for growth.

8. **Reflective Practice / Self-Assessment / Self-Care Activities**
   Describe a plan that addresses self-care and include with the annual review documents.

IV. PROGRAM EVALUATION AND FEEDBACK

Please provide at least two areas of strengths and two areas for improvement of the doctoral program.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
PsyD Candidate Annual Review – Year 1

Candidate: _____   **NSU #:** _____

Faculty Mentor: _____   **Date:** _____

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
I. Knowledge and Competencies	1. Coursework	GPA below 3.0 or 2 grades below B, or dropped multiple courses	GPA 3.0 – 3.5	GPA above 3.5
	2. Attainment of Minimum Levels of Achievement	Below 80% MLA in any area	At least 80% MLA in all areas	
	3. Foundations Practicum *NOTE: Elements are denoted with an asterisk.*	*Remediation Required* Rating of below a 4 on any Profession Wide Competency element **OR** An average score below 80% on any of the nine PWCs	Rating (on most recent evaluation) of at least 4 on all Profession Wide Competency elements **AND** An average score of at least 80% on all of the nine PWCs	Rating (on most recent evaluation) of 4.5 or above in 5 on all Profession Wide Competency elements **AND** An average score of at least 90% on all of the nine PWCs
	AREA TOTAL: _____ / 5			
II. Research	1. Directed Study	Has not completed *Prospectus Form*. Faculty member may or may not have been identified.	Directed Study progress is consistent with timeline based on the candidate's point in the program	Directed Study progress is further than what would be expected based on the candidate's point in the program
	2. Presentations/ Posters & Publications	No submission.		Submission for presentation/poster at a national conference, or publication to refereed professional journal
	AREA TOTAL: _____ / 4			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
III. Professional Values, Attitudes and Behaviors	1. Professional Association Membership	No membership.		Membership in at least one organization, one of which may be local (university)
	2. Conferences and Workshops Attended	Failure to attend.		Attendance in at least one local, state, national, or international conference or workshops
	3. Professional Engagement	No involvement.		Involvement in one or more service, advocacy, research, and/or teaching assistant activities
	4.Ethical Practice (Practicum Evaluation Form) *NOTE: Elements are denoted with an asterisk.*	*Remediation Required* Rating of below a 4 on any of the elements **OR** An average score below 80% in the assessment of the Profession-Wide Competency **Ethics**	Rating of 4 or above on all of the elements **AND** An average score of at least 80% on Profession-Wide Competency **Ethics**	Rating of 4.5 or above on all of the elements **AND** An average score of at least 90% on Profession-Wide Competency **Ethics**
	5. Social Justice	Has not developed a plan for learning in the area of Social Justice and has not participated in activities in the area of Social Justice	Has a plan for learning in the area of Social Justice but has not participated in activities	Has a plan for both learning and participating in Social Justice activities
	6. Professional Behavior *NOTE: Elements are denoted with an asterisk*	*Remediation Required* Rating of below a 4 on any of the elements **OR** An average score below 80% in the assessment of the Profession Wide Competency **Professional Values, Attitudes, and Behaviors**	Rating of 4 or above on all of the elements **AND** An average score of at least 80% on the Profession Wide Competency **Professional Values, Attitudes, and Behaviors**	Rating of 4.5 or above on all of the elements **AND** An average score of at least 90% on the Profession Wide Competency **Professional Values, Attitudes, and Behaviors**
	7. Self-Care	Has not developed a plan for self-care	Has developed a plan for self-care and engages in one or	Has a well-developed plan of self-care which includes

		and/or engages in no self-care activities	more activities of the plan	activities in which the candidate engages in regularly
	AREA TOTAL: _____ / 14			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
IV. Program Evaluation and Feedback	1. Strengths and Improvements	Candidate failed to provide at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provided at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provided more than two areas of strength and two areas for improvement for the doctoral program.
	AREA TOTAL: _____ / 2			
TOTAL CUMULATIVE SCORE: _____ / 25				

DISCIPLINE SPECIFIC KNOWLEDGE COURSES		
Course Name	Grade Obtained	Mark X if course was retaken
PSY 8100 – Development: Child and Adolescent		
PSY 8105 – Development: Adult and Older Adult		
PSY 8140 – Intermediate Statistics with Lab		
PSY 8150 – Counseling Theories and Techniques		

I have received feedback on my progress in the program as well as in the attainment of the requisite profession-wide competencies.

_____ _____

Candidate Signature   **Date**

Copies of the completed evaluation form should be provided to the student and the program office. Faculty should keep a copy of this document for their records.

_____ _____

Faculty Signature   **Date**

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
PsyD Candidate Annual Review – Year 2

Candidate: _____   **NSU #:** _____

Faculty Mentor: _____   **Date:** _____

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
I. Knowledge and Competencies	1. Coursework	GPA below 3.0 or 2 grades below B, or dropped multiple courses	GPA 3.0 – 3.5	GPA above 3.5
	2. Attainment of Minimum Levels of Achievement	Below 80% MLA in any area	At least 80% MLA in all areas	
	3. School Based Practicum *NOTE: Elements are denoted with an asterisk.*	*Remediation Required* Rating of below a 4 on any Profession Wide Competency element **OR** An average score below 80% on any of the nine PWCs	Rating (on most recent evaluation) of at least 4 on all Profession Wide Competency elements **AND** An average score of at least 80% on all of the nine PWCs	Rating (on most recent evaluation) of 4.5 or above in 5 on all Profession Wide Competency elements **AND** An average score of at least 90% on all of the nine PWCs
	AREA TOTAL: _____ / 5			
II. Research	1. Directed Study	Directed Study progress is not consistent with timeline	Directed Study progress is consistent with timeline based on the candidate's point in the program	Directed Study progress is further than what would be expected based on the candidate's point in the program
	2. Presentations/ Posters & Publications	No presentation/ poster or publication submission	Submission for presentation/poster at a local, state, national, or international conference	Submission as lead author for presentation/poster at a national conference, or publication to refereed professional journal
	AREA TOTAL: _____ / 4			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
III. Professional Values, Attitudes and Behaviors	1. Professional Association Membership	One or fewer professional association/ organization memberships	Memberships in at least two organizations, one of which may be local (university)	Membership in at least three organizations, one of which may be local (university)
	2. Conferences and Workshops Attended	No professional conferences or workshops attended	Attendance in at least on local, state, national, or international conference or workshop	Attendance in at least two local, state, national, or international conference or workshops
	3. Professional Engagement	Involved in one or fewer professional activities outside of coursework	Involved in at least one service, advocacy, research, or teaching assistant activity	Involvement in two or more service, advocacy, research, and/or teaching assistant activities
	4.Ethical Practice (Practicum Evaluation Form) *NOTE: Elements are denoted with an asterisk.*	*Remediation Required* Rating of below a 4 on any of the elements **OR** an average score below 80% in the assessment of the Profession-Wide Competency **Ethics**	Rating of 4 or above on all of the elements **AND** an average score of at least 80% on Profession-Wide Competency **Ethics**	Rating of 4.5 or above on all of the elements **AND** an average score of at least 90% on Profession-Wide Competency **Ethics**
	5. Continuous Professional Development	No reflection upon goals from previous year to inform current year goals	Reflection upon goals from previous year and some indication of progress	In-depth reflection from previous year and substantial indication of progress used to inform the design of future goals
	6. Social Justice	Has not developed a plan for learning in the area of Social Justice and has not participated in activities in the area of Social Justice	Has a plan for learning in the area of Social Justice but has not participated in activities	Has a plan for both learning and participating in Social Justice activities
	7. Professional Behavior *NOTE: Elements are denoted with an asterisk.*	*Remediation Required* Rating of below a 4 on any of the elements **OR** an average score below 80% in the assessment of the Profession Wide Competency **Professional Values, Attitudes, and Behaviors**	Rating of 4 or above on all of the elements **AND** an average score of at least 80% on the Profession Wide Competency **Professional Values, Attitudes, and Behaviors**	Rating of 4.5 or above on all of the elements **AND** an average score of at least 90% on the Profession Wide Competency **Professional Values, Attitudes, and Behaviors**
	8. Self-Care	Has not developed a plan for self-care and/or engages in no self-care activities	Has developed a plan for self-care and engages in one or	Has a well-developed plan of self-care which includes activities in which the

			more activities of the plan	candidate engages in regularly
		AREA TOTAL: _____ / 16		

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
IV. Program Evaluation and Feedback	1. Strengths and Improvements	Candidate failed to provide at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provided at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provides more than two areas of strength and two areas for improvement for the doctoral program.
	AREA TOTAL: _____ / 2			
TOTAL CUMULATIVE SCORE: _____ / 27				

DISCIPLINE SPECIFIC KNOWLEDGE COURSES		
Course Name	**Grade Obtained**	**Mark X if course was retaken**
PSY 8120 – Cognitive/Affective Aspects of Behavior		
PSY 8125 – History and Systems of Psychology		
PSY 8145 – Issues and Techniques in Research Design and Evaluation		
PSY 8220 – Biological Aspects of Behavior		

I have received feedback on my progress in the program as well as in the attainment of the requisite profession-wide competencies.

_____   _____
Candidate Signature   **Date**

Copies of the completed evaluation form should be provided to the student and the program office. Faculty should keep a copy of this document for their records.

_____   _____
Faculty Signature   **Date**

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
PsyD Candidate Annual Review – Year 3 / Year 4

Candidate: _____   **NSU #:** _____

Faculty Mentor: _____   **Date:** _____

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
I. Knowledge and Competencies	1. Coursework	GPA below 3.0 or 2 grades below B, or dropped multiple courses	GPA 3.0 – 3.5	GPA above 3.5
	2. Attainment of Minimum Levels of Achievement	Below 80% MLA in any area	At least 80% MLA in all areas	
	3. Required Competency Examination	Has not taken or has obtained a failing score of the FTCE Subject Area Test (SAE) in School Psychology		Has passed the FTCE Subject Area Test (SAE) in School Psychology and/or the Praxis II School Psychologist exam and has forwarded scores to program office
	4. Applied Assessment and Interventions Practica / Elective Practicum / Elective Internship in School Psychology *NOTE: Elements are denoted with an asterisk.*	*Remediation Required* Rating of below a 4 on any Profession Wide Competency element **OR** An average score below 80% on any of the nine PWCs	Rating (on most recent evaluation) of at least 4 on all Profession Wide Competency elements **AND** An average score of at least 80% on all of the nine PWCs	Rating (on most recent evaluation) of 4.5 or above in 5 on all Profession Wide Competency elements **AND** An average score of at least 90% on all of the nine PWCs
	AREA TOTAL: _____ / 7			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
II. Research	1. Directed Study	Directed Study progress is not consistent with timeline	Directed Study progress is consistent with timeline based on the candidate's point in the program. If candidate is leaving for internship, all documents have been submitted to program office and a grade is reflected on transcript	
	2. Dissemination of Research	Failed to serve as lead author of presentation/poster at a local, state, national, or international conference, or author of a publication in a refereed professional journal	Submission as lead author of presentation/poster at a local, state, national, or international conference, or author of a publication in a refereed professional journal *Must occur prior to departing for internship*	
	3. Presentations/ Posters & Publications	No presentation/ poster or publication submission	One presentation/ poster or publication submission as author or co-author	More than one presentation/poster or publication submission as author or co-author
	AREA TOTAL: _____ / 4			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
III. Professional Values, Attitudes and Behaviors	1. Professional Association Membership	One or fewer professional association/ organization memberships	Memberships in at least two organizations, one of which may be local (university)	Membership in at least three organizations, one of which may be local (university)
	2. Conferences and Workshops Attended	No professional conferences or workshops attended	Attendance in at least on local, state, national, or international conference or workshop	Attendance in at least two local, state, national, or international conference or workshops
	3. Professional Engagement	Involved in fewer than two service, advocacy, research, or teaching assistant activities	Involved in at least two service, advocacy, research, or teaching assistant activities	Involvement in three or more service, advocacy, research, and/or teaching assistant activities
	4.Ethical Practice (Practicum Evaluation Form) *NOTE: Elements are denoted with an asterisk.*	*Remediation Required* Rating of below a 4 on any of the elements **OR** an average score below 80% in the assessment of the Profession-Wide Competency **Ethics**	Rating of 4 or above on all of the elements **AND** an average score of at least 80% on Profession-Wide Competency **Ethics**	Rating of 4.5 or above on all of the elements **AND** an average score of at least 90% on Profession-Wide Competency **Ethics**
	5. Continuous Professional Development	No reflection upon goals from previous year to inform current year goals	Reflection upon goals from previous year and some indication of progress	In-depth reflection from previous year and substantial indication of progress used to inform the design of future goals
	6. Social Justice	Has not developed a plan for learning in the area of Social Justice and has not participated in activities in the area of Social Justice	Has a plan for learning in the area of Social Justice but has not participated in activities	Has a plan for both learning and participating in Social Justice activities
	7. Professional Behavior *NOTE: Elements are denoted with an asterisk.*	*Remediation Required* Rating of below a 4 on any of the elements **OR** a score below 80% in the assessment of the Profession Wide Competency **Professional Values, Attitudes, and Behaviors**	Rating of 4 or above on all of the elements **AND** an average score of at least 80% on the Profession Wide Competency **Professional Values, Attitudes, and Behaviors**	Rating of 4.5 or above on all of the elements **AND** an average score of at least 90% on the Profession Wide Competency **Professional Values, Attitudes, and Behaviors**
	8. Self-Care	Has not developed a plan for self-care and/or engages in no self-care activities	Has developed a plan for self-care and engages in one or more activities of the plan	Has a well-developed plan of self-care which includes activities in which the

				candidate engages in regularly
		AREA TOTAL: _____ / 16		

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
IV. Program Evaluation and Feedback	1. Strengths and Improvements	Candidate failed to provide at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provided at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provided more than two areas of strength and more than two areas for improvement for the doctoral program.
	AREA TOTAL: _____ / 2			
TOTAL CUMULATIVE SCORE: _____ / 29				

DISCIPLINE SPECIFIC KNOWLEDGE COURSES		
Course Name	Grade Obtained	Mark X if course was retaken
PSY 8147 – Theories of Measurement		
PSY 8225 – Social Aspects of Behavior		

I have received feedback on my progress in the program as well as in the attainment of the requisite profession-wide competencies.

_____   _____

Candidate Signature   **Date**

Copies of the completed evaluation form should be provided to the student and the program office. Faculty should keep a copy of this document for their records.

_____   _____

Faculty Signature   **Date**

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
Competency Remediation Plan

Date of Competency Remediation Plan Meeting: _____

Name of Trainee: _____

Primary Supervisor/Advisor: _____

Names of All Persons Present at the Meeting: _____

_____

All Additional Pertinent Supervisors/Faculty: _____

Date for Follow-up Meeting(s): _____

Check all competency domains in which the trainee's performance does not meet the benchmark:

Profession-Wide Competencies:

_____Research   _____Assessment

_____Ethical and legal standards   _____Intervention

_____Individual and cultural diversity   _____Supervision

_____Professional values and attitudes _____Consultation and interprofessional/

_____Communication and interpersonal skills   interdisciplinary skills

Discipline-Specific Knowledge (Category 1):

_____History and systems of psychology

Discipline-Specific Knowledge (Category 2):

_____Affective aspects of behavior

_____Biological aspects of behavior

_____Cognitive aspects of behavior

_____Developmental aspects of behavior

_____Social aspects of behavior

Discipline-Specific Knowledge (Category 3):

_____Advanced integrative knowledge of basic discipline-specific content areas

Discipline-Specific Knowledge (Category 4):

_____Research methods

_____Statistical analysis

_____Psychometrics

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

I, _____, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are attached (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____		_____
Trainee Signature		**Dat**e
_____		_____
Faculty Signature		**Dat**e
_____		_____
Training Director Signature		**Date**

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

_____	_____	_____
Print Name	**Signature**	**Date**
_____	_____	_____
Print Name	**Signature**	**Date**
_____	_____	_____
Print Name	**Signature**	**Date**

Competency Remediation Plan

Competency Domain/ Essential Components	Problem Behaviors	Expectations for Acceptable Performance	Candidate's Responsibilities and Actions	Supervisors'/ Faculty Responsibilities and Actions	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation	Consequences for Unacceptable Remediation

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
Summative Evaluation of Competency Remediation Plan

Follow-up Meeting(s): _____ **Date(s):** _____

In Attendance: _____

Competency Domain/ Essential Components	Expectations for Acceptable Performance	Outcomes Related to Expected Benchmarks (met, partially met, not met)	Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)	Next Evaluation Date (if needed)

I, _____, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED).*

_____   _____
Trainee Signature   **Dat**e

_____   _____
Faculty Signature   **Dat**e

_____   _____
Training Director Signature   **Date**

TRAINEE'S COMMENTS (Feel free to use additional pages):

INTERPERSONAL PROFESSIONAL RELATIONSHIPS COMPETENCY
Rating Form

Trainee Name: _____

Name of Placement: _____

Name of Person Completing Form:_____

Date Evaluation Completed: _____

Was the trainee supervised by individuals also under your supervision? ____YES ____NO

Type of Review: ____Initial ____Mid-Placement ____Final

____Other (please describe): _____

Dates of Training Experience This Review Covers: _____

Training Level of Person Being Assessed: ____1st Year ____2nd Year ____3rd Year

____4th Year ____5th Year ____Intern

INTERPERSONAL PROFESSIONAL RELATIONSHIPS
Establishes, develops, and maintains interpersonal, professional relationships with clients, supervisees, faculty, peers, support staff, allied professionals, organizations, and communities (e.g., effective working alliances/therapeutic relationships with clients, supervisory relationships that foster the growth and development of supervisees, and facilitates client progress)

Select the column corresponding to the training level of the person being assessed. Rate items in the column by responding to the following questions using the scale below:

0	1	2	3	4	N/O
Not at all / Slightly	Somewhat	Moderately	Mostly	Very	No Opportunity to Observe

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1. Empathy, compassion, and desire to be helpful		
Expresses desire to help others 0 1 2 3 4 N/O **Demonstrates compassion (awareness of suffering and the wish to relieve it) for others who are similar to oneself** 0 1 2 3 4 N/O **Demonstrates empathetic listening, behavior, and attitude** 0 1 2 3 4 N/O	**Demonstrates accurate empathy for feelings that are overtly expressed by others, in a manner that furthers the goals of professional activities** *Examples: empathy promotes a positive therapeutic relationship; clients express feeling supported* 0 1 2 3 4 N/O **Demonstrates compassion for others who are dissimilar from oneself** 0 1 2 3 4 N/O	**Demonstrates accurate empathy for feelings that are covertly expressed by others or are outside the awareness of others, as well as in complex, challenging, and/or novel situations** 0 1 2 3 4 N/O **Demonstrates compassion for others who are dissimilar from oneself, who expresses negative affect (e.g., hostility) and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness** 0 1 2 3 4 N/O
2. Experience and Use of Affect		
Demonstrates awareness of inner emotional experience *Examples: notices and expresses feelings* 0 1 2 3 4 N/O **Demonstrates emotional maturity** *Examples: demonstrates comfort with range of emotions; affect does not overwhelm judgement; resiliency around distressing affect* 0 1 2 3 4 N/O	**Attend to own emotional reactions/clinical intuition in interpersonal relationships** *Examples: use emotional reactions/clinical intuition to guide actions in interpersonal relationships in routine practice and professional relationships* 0 1 2 3 4 N/O	**Uses good clinical judgement regarding how to use affective reactions effectively in complex, challenging, and/or novel situations** *Examples: uses affective reactions in the service of resolving disagreements or fostering growth in others* 0 1 2 3 4 N/O
3. Tolerates Affect		
Demonstrates general capacity for affect tolerance, including effective managing of own affect *Examples: notices and expresses feelings* 0 1 2 3 4 N/O **Tolerates ambiguity and uncertainty** *Examples: is flexible when things don't go according to plan* 0 1 2 3 4 N/O	**Demonstrates affect tolerance in professional relationships, contexts, and settings** *Examples: maintain affective equilibrium and focus on therapeutic task in face of client distress* 0 1 2 3 4 N/O	**Demonstrates affect tolerance in professional relationships, contexts, and settings, even in complex, challenging, ambiguous, and/or novel situations** *Examples: tolerates patient's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue; allows, enables, and facilitates the patient's exploration and expression of affectively difficult issues; works flexibly with patient's intense affects which could destabilize the therapeutic relationship* 0 1 2 3 4 N/O

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
4. Effective Boundary Management		
Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries *Examples: recognizes differences between personal and professional relationships; differentiates session content in the context of one's own interests and the client's therapeutic interests* 0 1 2 3 4 N/O	**Demonstrates appropriate use of self-disclosure** *Examples: uses self-disclosure as a technique in treatment; shares countertransference reactions with supervisor; shares personal experiences regarding diversity issues with supervisors and peers in the service of group learning* 0 1 2 3 4 N/O **Establishes and maintains appropriate professional boundaries** *Examples: begins and ends treatment sessions on time; establishes expectations regarding fee payment and addresses nonpayment with clients; establishes clear role expectations for lients; can identify and appropriately respond to questions from clients, including typical conversational questions and intrusive questions* 0 1 2 3 4 N/O	**Demonstrates appropriate and effective boundary management in complex, challenging, and and/or novel situations with others** *Examples: maintains professional demeanor with clients who test the limits; proactively understands multiple roles of self and others and the boundary implications* 0 1 2 3 4 N/O
5. Recognizes Effects of Self on Others		
Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others *Examples: understands aspects of self that affect others, such as facial expressions or postures; understands that others may perceive self differently and interpersonal interactions are shaped by own and others' identities; sensitive to the effects of self on others; examines interactions for effects of self on others* 0 1 2 3 4 N/O	**Demonstrates awareness of the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and context** *Examples: seeks feedback on ways that behaviors may affect others; considers how one's gender and race affect professional relationships; understands that own identities and nonverbal behavior have an effect on others in professional contexts and understands how that may influence therapy and supervision* 0 1 2 3 4 N/O	**Monitors and evaluates the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts, and responds accordingly so as to further professional goals** *Examples: uses effects of behavior as part of immediacy in therapy and supervision; sensitive to the potential effects of own identities in professional situations and anticipates potential conflicts due to those effects; open to supervisor's feedback about these issues* 0 1 2 3 4 N/O

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
6. Respectful Interactions with Others [Across Difference]		
Shows honesty and integrity; values ethical behavior *Examples: follows through on commitments; shows care in speaking about confidential client material; shows respect for the whole client; does not label client pejoratively; is respectful and considerate in interactions with support staff* 0 1 2 3 4 N/O **Respects and shows interest in others' cultures, experiences, values, points of view, goals, desires, fears, etc. even when inconsistent with personal and/or professional beliefs, experiences, values, models, etc.** *Examples: actively participates in course discussions about diversity issues and welcomes others' perspectives; develops better understanding of others' perspetives; able to modify own beliefs/biases* 0 1 2 3 4 N/O **Interactions reflect basic knowledge of literature on individual and cultural differences such as racial identity, acculturation, and historical legacies of racial/ethnic minorities in the United States** 0 1 2 3 4 N/O	**Demonstrates respectful, open engagement with diverse others (e.g., cultural, individuals, and role differences, including those based to age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and demonstrates adaptation to context** *Examples: seeks supervision for how to adapt treatment approach based on diversity considerations; demonstrates awareness of conflicting identities for clients and works to adapt treatment approaches flexibly* 0 1 2 3 4 N/O	**Adapts professional behavior in a manner that is sensitive and appropriate to the need of diverse others** *Examples: adapts treatment approach based on diversity considerations; demonstrates flexibility as various identities are more or less salient for clients* 0 1 2 3 4 N/O

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
7. Demonstrates Effective Interpersonal Skills in Challenging Situations		
Open-minded *Examples: acknowledges others' opinions; articulates more than one perspective in discussions; maintains a broad belief system; statements reflect acceptance of diversity of opinions or beliefs* 0 1 2 3 4 N/O **Tolerates interpersonal conflict** *Examples: maintains engagement during interpersonal conflict; able to process interpersonal conflict; is not confrontational or dismissive with others who have differing opinions* 0 1 2 3 4 N/O **Addresses problematic interpersonal situation using verbal and nonverbal skills** *Examples: verbally acknowledges and engages in discussion of disagreements with colleagues and instructors; does not deny or minimize problematic situation when raised; tolerates discussion of problematic situation without overly hostile or defensive stance; generates possible resolution strategies of ways to handle problematic encounters* 0 1 2 3 4 N/O	**Actively addresses problematic interpersonal situations using verbal and nonverbal skills** *Examples: addresses and works with clients to resolve strains or ruptures in the therapeutic alliance; initiates discussion regarding disagreements with colleagues or supervisors and does so in a timely manner; efforts to resolve disagreements do not escalate negative affect among the parties involved; effectively articulates differences and possible options to resolve; seeks guidance from appropriate persons* 0 1 2 3 4 N/O **Seeks clarification in challenging interpersonal communications** *Examples: uses active listening and reflection* 0 1 2 3 4 N/O **Acknowledges own role in difficult interactions** *Examples: makes self-statements reflecting on behavior* 0 1 2 3 4 N/O **Demonstrates understanding of viewpoints in challenging interactions** *Examples: actively and accurately reflects others' perspectives* 0 1 2 3 4 N/O	**Effectively negotiates conflictual, difficult, and complex professional relationships, including those with individuals and groups that differ significantly from oneself** *Examples: actively seeks others' opinions; generates constructive solutions even when others are defensive; initiates resolution strategies across a variety of settings; modulates approach to context rather than using the same skills across situations; knows how to consult about the process of problematic interaction as opposed to just the content of the interactions* 0 1 2 3 4 N/O

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
8. Open to Providing and Receiving Feedback		
Demonstrates willingness to admit errors *Examples: pursues correction of errors rather than shifting focus to errors of others; acknowledges mistakes forthrightly* 0 1 2 3 4 N/O **Listens to and acknowledges feedback from others** *Examples: acknowledges potential challenges and ways to overcome challenges; does not demonstrate nonverbal rejection such as changing subjects or giving a cursory acknowledgement; attentive to others' ideas and perspectives on own ideas and work; open to feedback* 0 1 2 3 4 N/O	**Accepts and implements feedback from others in a non-defensive manner** *Examples: pursues understanding feedback and learning how to implement successfully rather than suggesting ways the feedback isn't compatible with one's stance or other reasons feedback won't work; listens to suggestions from supervisor and adapts professional behavior is accord with supervisory feedback; welcomes feedback graciously* 0 1 2 3 4 N/O **Provides feedback to others in an empathic, supportive, non-critical fashion** *Examples: provides feedback to supervisor regarding supervisory process; provides thoughtful, helpful feedback to colleagues in case disposition meetings regarding case conceptualization and clinical technique; provides effective feedback to clients regarding outcome of assessment* 0 1 2 3 4 N/O	**Evaluates, negotiates, and implements feedback from others** *Examples: engages supervisor in discussion or technique choice; raises questions and concerns about supervision and supervisor's approach as needed; acknowledges value of feedback even if incompatible with one's own views and discusses reasons for incompatibility non-defensively* 0 1 2 3 4 N/O
9. Cooperation and Collaboration		
Demonstrates ability to cooperate with others *Examples: works effectively with peers in group projects; contributes to group discussion; shares own work; sees the goals and outcomes of group tasks as accomplishments of the group rather than self-accomplishments; adopts a group identity in working tasks rather than an individual identity* 0 1 2 3 4 N/O	**Consults and collaborates with others** *Examples: evaluates need for engages in consultation with allied professional in the service of clients; intervenes with external systems on behalf od clients; shares personal reactions, details, and concerns about clinical interactions with supervisor in an honest and full way* 0 1 2 3 4 N/O	**Collaborates effectively in complex, challenging, and/or novel situations and with others who have diverse perspectives; displays confidence in what one has to offer in collaboration with others** *Examples: uses effects of behavior as part of immediacy in therapy and supervision; sensitive to the potential effects of own identities in professional conflicts due to those effects; open to supervisor's feedback about these issues* 0 1 2 3 4 N/O

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
10. Expressive Skills		
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills *Examples: written work is organized, easy to understand, and conveys the main points; shares opinions with others using language that others can understand; non-verbal behavior is consistent with verbal communications* 0 1 2 3 4 N/O	**Communicates clearly using verbal, nonverbal, and written skills in a professional manner** *Examples: communication is understandable, consistent across expressive modalities; prepares clearly written assessment reports; presents clinical process to supervisor in a succinct, organized, well-summarized way; provides verbal feedback to client regarding assessment and diagnoses using language the client can understand; presents clear; appropriately detailed clinical material* 0 1 2 3 4 N/O **Demonstrates clear understanding and use of professional language** *Examples: uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.; understands terms and concepts used in professional texts and in others' case reports* 0 1 2 3 4 N/O	**Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others** *Examples: adapts treatment approach based on diversity considerations; demonstrates flexibility as various identities are more or less salient for clients* 0 1 2 3 4 N/O
11. Awareness of and Commitment to Interpersonal Competence		
Demonstrates knowledge and clear understanding of interpersonal competencies that are expected in the field *Examples: reviews Benchmarks document* 0 1 2 3 4 N/O **Demonstrates general awareness of own level of interpersonal professional competence** *Examples: self-ratings generally congruent with ratings by instructors and supervisors* 0 1 2 3 4 N/O	**Uses available resources to improve and extend interpersonal skills** *Examples: attends and participates in training seminars designed to develop and enhance interpersonal skills; requests and implements feedback from supervisors regarding interpersonal demeanor and language use* 0 1 2 3 4 N/O	**Demonstrates clear awareness of own level of interpersonal professional competence and limitations** *Examples: demonstrates congruence between self-ratings and ratings by supervisors; knowledge of strengths and weaknesses in interpersonal abilities* 0 1 2 3 4 N/O **Demonstrates commitment to ongoing growth and development of interpersonal professional competence** *Examples: actively participates to competency evaluation process and discussions regarding competencies* 0 1 2 3 4 N/O

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
<u>PROFESSIONAL BEHAVIOR CHECKLIST</u>

Name of Student: _____

<div style="border:1px solid black">

<u>PROFESSIONAL BEHAVIOR POLICY</u>
In addition to academic abilities and skills, students demonstrate the behavioral and personal attributes integral to professional functioning. These behavioral and personal attributes are subsumed in the following categories: Responsible Behavior; Ethical Behavior; Intrapersonal Behavior; and Interpersonal Behavior. Faculty are responsible for monitoring these areas of behaviors, identifying areas for improvement in their students, and providing constructive feedback to address those challenges.

</div>

Check the following areas below that represent deficits in professional functioning in the student listed above.

_____   **Responsible Behavior:**
- Fails to respond constructively to feedback from supervisors or program faculty
- Fails to complete remediation plans successfully
- Fails to participate in personal psychotherapy to resolve intrapersonal challenges
- Fails to resolve issues or problems that interfere with professional functioning
- Fails to uphold commitments
- Demonstrates poor comportment;

NOTE: It is the obligation of the student to report immediately any arrests, convictions, or incidents in school or field experiences when enrolled as a student.

_____   **Ethical Behavior:**
- Violates American Psychological Association (APA) and/or National Association of School Psychologists (NASP) ethical standards
- Fails to abide by the NSU Student Code of Conduct, all College of Psychology policies and procedures, policies and procedures of practicum, internship or field experience agencies or schools, and state and/or federal laws

_____   **Intrapersonal Behavior:**
- Displays poor judgement
- Lacks self-awareness, self-reflection, and self-evaluation
- Unable to acknowledge the potential impact of one's own beliefs, values, and behavior on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.

_____ Interpersonal Behavior:
- Displays immature, disrespectful, and uncooperative behavior
- Unable to accept feedback
- Poor social skills
- Unable to relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories
- Lacks openness to processes of supervision
- Unable or unwilling to explore issues that either interfere with the appropriate provision of care or impede professional development and/or functioning

Describe specific concerns: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____   _____
Faculty/Supervisor Signature   Date

NSU PROGRAM OFFICE USE ONLY

Recommended remediation: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I have reviewed the concerns and recommended remediation listed above.

_____   _____

Student Signature   Date

_____   _____

Program Director Signature   Date