

NSU

Florida

College of Psychology
**NOVA SOUTHEASTERN
UNIVERSITY**

Specialist Program in School Psychology

Policies and Procedures Handbook 2024-2025

*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>

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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.

Vision 2025

By 2025, NSU will be recognized as a preeminent, professional-dominant, doctoral-research university that provides competitive career advantages to its students and produces alumni who serve and lead with integrity.

Mission Statement

The mission of NSU—a selective, doctoral-research university—is to deliver innovative academic programs in a dynamic, lifelong learning and research environment fostering integrity, academic excellence, leadership, and community service through engaged students and faculty and staff members.

Core Values

Integrity
Academic Excellence
Community
Diversity
Innovation
Opportunity
Scholarship/Research
Student Centered

(The Vision 2025 Statement, Mission Statement, and Core Values were adopted by the NSU Board of Trustees on March 29, 2021.)

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).

Nondiscrimination Statement

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Title II, Rehab Act, ADA, Title IX, and the Florida Civil Rights Act), it is the policy of Nova Southeastern University not to engage in any discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action 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 nondiscrimination policy applies to admissions; enrollment; scholarships; loan programs; athletics; employment; and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Title IX

Information about NSU's Title IX/Sexual Misconduct policy, confidential resources, rights of all parties, definitions and examples of prohibited behaviors, and the procedures for investigating and resolving reports of sexual misconduct is available on the Title IX website [Title IX / Nova Southeastern University](#). Individuals may report incidents through a secure online form on the Title IX website and/or may contact the Title IX Coordinator directly. The Title IX Coordinator also assists students in learning about their protections under Title IX, such as those for pregnant/parenting students as well as those who may have experienced sexual violence on- and off-campus that affects their ability to participate in an NSU educational program or activity.

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

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

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College of Psychology Dean's Message

On behalf of our faculty, staff, and alumni, I am honored to extend a warm welcome to you from Nova Southeastern University and the College of Psychology. We look forward to guiding you through a rich and transformative journey where you will grow personally, academically, and socially on the road to becoming major contributors to our diverse society. We strive to provide students with the support and opportunities necessary to develop skills needed to impact the quality of life for individuals, families, communities, and institutions.


Our College offers a wide range of degree programs from bachelor's programs in psychology and neuroscience to graduate programs in counseling, clinical psychology, school psychology, and experimental, forensic, and general psychology. In addition, the College has doctoral internship and postdoctoral residency programs, and offers continuing education to professionals. Our Psychology Services Center offers an array of therapy and assessment services to the community, while providing supervised training for future practitioners. Students in every program, from first year undergraduates to doctoral and postdoctoral candidates, benefit from the instruction and mentorship of experienced faculty who reach beyond the classroom to model professional success in the lab, clinic, and community.

The scope of psychology, counseling, neuroscience, and related fields is expansive, as our disciplines describe and explain the effects of psychological processes from the level of individual brain cells to the scale of complex social interactions. The areas of expertise our faculty collectively possess are similarly diverse. Regardless of the specific field or subfield of study, however, our students benefit from the greater involvement that small classes provide and from the related opportunities for research collaborations and experiential placements in community settings.

While the lasting memories of one's years at a university include many events beyond the confines of the classroom, one's day-to-day enjoyment while enrolled as a university student depends largely on his or her chosen field of study and engagement with its particular subject matter. The College of Psychology is proud to house engaging undergraduate majors, an array of highly regarded graduate programs and related opportunities, and a clinic that serves our community. We hope that these opportunities will figure positively in the memories our students have of their university experience.

On behalf of all of us at NSU and in the College of Psychology, I encourage you to explore everything the university and college has to offer. We look forward to working with you as grow, learn, and serve.

Sincerely,



Karen S. Grosby, Ed. D.
Dean, College of Psychology

Department of Clinical and School Psychology

Chair's Message

On behalf of the faculty, staff, and students, welcome to the Department of Clinical and School Psychology in the College of Psychology! Our department is home to the specialist (Psy.S.) program in school psychology, as well as a doctor of psychology (Psy.D.) program in school psychology, a doctor of psychology (Psy.D.) program in clinical psychology, and a doctor of philosophy (Ph.D.) program in clinical psychology.

As a graduate student in our department, you will have access to unparalleled resources and opportunities to support your professional development. First, we have an exceptional faculty consisting of approximately forty individuals with expertise in the various specialties and subspecialties of professional psychology. Our faculty are committed to providing the highest quality educational experience to current (and future) psychologists, advancing knowledge through research, and delivering high-quality psychological services to individuals from diverse backgrounds. I encourage you to actively seek out and to develop relationships with them. Arrange for an individual meeting, learn about their program of research, volunteer to work on projects, and submit proposals for papers and posters at the state and national levels. In fact, attending and presenting at professional association conferences will broaden your training experience, provide you with opportunities to meet the people who write your textbooks and publish the journal articles you read, facilitate the creation of a network of support, and prepare you for lifelong learning. Developing relationships with faculty who will mentor you along your academic journey is critical to your personal and professional development as a health service psychologist. These relationships will have a lasting impact throughout your life.

Field-based placements are an integral component of your graduate education. Whether you are placed in a hospital, school, community mental health center, forensic setting, or other agency, practicum experiences are crucial in preparing you for the role of practitioner-informed-by-science and scientist-practitioner. Moreover, the College of Psychology is the proud home of the Psychology Services Center (PSC) which facilitates the integration of psychological theory to the provision of evidence-based practice. The PSC subsumes numerous faculty-directed specialty clinics and generalist services that provide psychological evaluations and clinical interventions for the community and are integral to our tripartite mission of teaching, service, and research.

Develop relationships with your peers. The demands of graduate training are rigorous. While your family and friends will be there to support you, it is often difficult to truly understand the multitude of pressures that are required in pursuing graduate education. Your colleagues will also understand this firsthand which will serve to foster lifelong friendships.

Take advantage of leadership opportunities outside of the classroom. We have a very active Student Government Association (SGA), as well as numerous student organizations that reflect the diversity of interests and lived experiences of our students. These groups provide you with opportunities to attend presentations and to engage in research, a chance to become involved in philanthropic activities, and an ability to participate in activities that will have a lasting impact on our department and the community.

The NSU community provides a variety of supports to ensure your success during your graduate training. Be sure to take advantage of the resources available within the Alvin Sherman Library, where staff members are available to assist you in learning how to access databases to support your academic and clinical needs. The NSU *Write from the Start*, Writing and Communication Center (WCC), offers individualized writing and communication assistance during any stage of the writing process; from brainstorming to editing. Moreover, make use of our state-of-the-art Recreational Complex (the RecPlex) and identify ways early in your training to recharge and rejuvenate so that you are best able to care for yourself and to support the clients you serve. In addition, the department sponsors a very active continuing education program, approved by the American Psychological Association (APA). You are invited to attend lectures presented by national and international speakers at no charge.

You have chosen to complete your graduate education at a university located within a vibrant and incredibly diverse area that offers numerous cultural, recreational, and entertainment events. I encourage you to enjoy all that our community has to offer as you complete your graduate studies.

Finally, enjoy your time as a graduate student, as this period of your life will be over much more quickly than you can possibly imagine. In a few short years, you will emerge transformed, growing into a health service psychologist, and making a tremendous difference in the lives of others. I wish you much success and happiness as you work toward making your dreams a reality.

It is my honor to serve as chair of a department that includes such an accomplished group of faculty, staff, and graduate students, all of whom are dedicated to supporting the mental health of individuals through the provision of education, clinical services, and research. As we begin this journey together, let's work toward building meaningful relationships, growing intellectually and psychologically, developing skills to make a difference in the lives of the individuals we serve, and creating lasting memories in the process!



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

SCHOOL PSYCHOLOGY PROGRAMS

ACADEMIC CALENDAR 2024-2025

FALL 2024 – Full Semester	
Monday, August 19	Fall semester classes begin Last day for completing regular registration
Sunday, August 25	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 1	End of 75% refund
Monday, September 2	Labor Day – university offices closed
Sunday, September 8	End of 50% refund
Sunday, September 15	End of 25% refund Last day for dropping classes with refund
November 8, 9, 10	Residential Skills Development Institute – Ft. Lauderdale (<i>Online Specialist in School Psychology</i>)
Sunday, November 17	Last day to withdraw from classes (no refund)
Thursday, November 28 Friday, November 29	Thanksgiving – university offices closed
Sunday, December 8	Fall semester classes end
TBA	Winter Holiday – university offices closed * Subject to university president's discretion and approval

Fall A 2024 (8-Week / Intensive Weekend Format)	
Monday, August 19	Fall A classes begin Last day for completing regular registration
Sunday, August 25	End of 100% refund Last day for completing late registration / adding classes
Sunday, September 1	End of 75% refund
Monday, September 2	Labor Day – university offices closed
Sunday, September 8	End of 50% refund
September 13, 14, 15	Intensive weekend-format class meeting
Sunday, September 15	End of 25% refund Last day for dropping classes with refund
Sunday, September 22	Last day to withdraw from classes (no refund)
October 4, 5, 6	Intensive weekend-format class meeting
Sunday, October 13	Fall A classes end
Fall B 2024 (8-Week / Intensive Weekend Format)	
Monday, October 14	Fall B classes begin Last day for completing regular registration
Sunday, October 20	End of 100% refund Last day for completing late registration / adding classes
Sunday, October 27	End of 75% refund
November 1, 2, 3	Intensive weekend-format class meeting
Sunday, November 3	End of 50% refund
Sunday, November 10	End of 25% refund Last day for dropping classes with refund
Sunday, November 17	Last day to withdraw from classes (no refund)
Thursday, November 28 Friday, November 29	Thanksgiving – university offices closed
December 6, 7, 8	Intensive weekend-format class meeting
Sunday, December 8	Fall B semester classes end

WINTER 2025 – Full Semester	
TBA	Winter Holiday – university offices closed * Subject to university president's discretion and approval
Monday, January 6	Winter semester classes begin Last day for completing regular registration
Sunday, January 12	End of 100% refund Last day for completing late registration / adding classes
Sunday, January 19	End of 75% refund
Monday, January 20	Martin L. King, Jr. Day – university offices closed
Sunday, January 26	End of 50% refund
Sunday, February 2	End of 25% refund Last day for dropping classes with refund
March 3 – March 7	Spring Break
Sunday, April 13	Last day to withdraw from classes (no refund)
Sunday, May 4	Winter semester classes end

Winter A 2025 (8-Week / Intensive Weekend Format)	
Monday, January 6	Winter A classes begin Last day for completing regular registration
Sunday, January 12	End of 100% refund Last day for completing late registration / adding classes
Sunday, January 19	End of 75% refund
Monday, January 20	Martin L. King, Jr. Day – university offices closed
Monday, January 26	End of 50% refund
January 31, February 1, 2	Intensive weekend-format class meeting
Sunday, February 2	End of 25% refund Last day for dropping classes with refund
Sunday, February 9	Last day to withdraw from classes (no refund)
February 28, March 1, 2	Intensive weekend-format class meeting
Sunday, March 2	Winter A classes end
Winter B 2025 (8-Week / Intensive Weekend Format)	
Monday, March 10	Winter B classes begin Last day for completing regular registration
Sunday, March 16	End of 100% refund Last day for completing late registration / adding classes
Sunday, March 23	End of 75% refund
Sunday, March 30	End of 50% refund
April 4, 5, 6	Intensive weekend-format class meeting
Sunday, April 6	End of 25% refund Last day for dropping classes with refund
Sunday, April 13	Last day to withdraw from classes (no refund)
May 2, 3, 4	Intensive weekend-format class meeting
Sunday, May 4	Winter B semester classes end

SUMMER 2025 – Full Semester	
Monday, May 5	Summer semester classes begin Last day for completing regular registration
Sunday, May 11	End of 100% refund Last day for completing late registration / adding classes
Sunday, May 18	End of 75% refund
Sunday, May 25	End of 50% refund
Monday, May 26	Memorial Day – university offices closed
Sunday, June 1	End of 25% refund Last day for dropping classes with refund
Friday, July 4	Independence Day – university offices closed
Sunday, July 20	Last day to withdraw from classes (no refund)
Sunday, August 10	Summer semester classes end

Summer A 2025 (8-Week / Intensive Weekend Format)	
Monday, May 5	Summer A classes begin Last day for completing regular registration
Sunday, May 11	End of 100% refund Last day for completing late registration / adding classes
Sunday, May 18	End of 75% refund
Sunday, May 25	End of 50% refund
Monday, May 26	Memorial Day – university offices closed
May 30, 31, June 1	Intensive weekend-format class meeting
Sunday, June 1	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
June 20, 21, 22	Intensive weekend-format class meeting
Sunday, June 22	Summer A classes end
Summer B 2025 (8-Week / Intensive Weekend Format)	
Monday, June 23	Summer B semester classes begin Last day for completing regular registration
Sunday, June 29	End of 100% refund Last day for completing late registration / adding classes
Friday, July 4	Independence Day – university offices closed
Sunday, July 6	End of 75% refund
Sunday, July 13	End of 50% refund
July 18, 19, 20	Intensive weekend-format class meeting
Sunday, July 20	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
August 8, 9, 10	Intensive weekend-format class meeting
Sunday, August 10	Summer B semester classes end

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

FALL 2024	
Session A: August 19 – October 13 September 13, 14, 15 October 4, 5, 6	
Session B: October 14 – December 8 November 1, 2, 3 December 6, 7, 8	
WINTER 2025	
Session A: January 6 – March 2 January 31, February 1, 2 February 28, March 1, 2	
Session B: March 10 – May 4 April 4, 5, 6 May 2, 3, 4	
SUMMER 2025	
Session A: May 5 – June 22 May 30, 31, June 1 June 20, 21, 22	
Session B: June 23 – August 10 July 18, 19, 20 August 8, 9, 10	

Specialist Degree Program in School Psychology

The **Specialist Degree Program in School Psychology** (Psy.S.) was developed in response to the national and state critical shortage of school psychologists and the increased public attention being paid to the important role that school psychologists play in addressing daunting challenges such as school violence, youth suicide, academic failure, etc. The school psychologist is a professional practitioner whose general purpose is to provide psychological services for students and to bring a psychological perspective to bear on the problems of educators and the children, youth and families whom educators serve. The education and training of candidates prepares them to provide a range of psychological services, including assessment, intervention and prevention, and health promotion, as well as program design, implementation and evaluation with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems.

The specialist program prepares candidates to facilitate the educational, social, and emotional development of children and adolescents in a variety of settings. School psychology candidates learn to work collaboratively with administrators, educators, parents, and students to provide preventive and remedial psychological services. The program integrates theoretical and practical training, which provides candidates with expertise in the following areas: psychological and educational foundations, assessment, prevention and intervention, consultation, research, social justice and advocacy, and professional ethics and standards.

The specialist program is approved by the Florida Department of Education (FLDOE) and is part of the accreditation by the Council for the Accreditation of Educator Preparation (CAEP) through the Abraham Fischler College of Education and School of Criminal Justice (FCE & SCJ). In addition, the program holds national recognition by the National Association of School Psychologists (NASP). The curriculum is designed to meet the educational requirements for licensure in school psychology under Chapter 490, *Florida Statutes*, and to be consistent with the 2020 national standards for the training of school psychologists as defined by NASP.

Program Philosophy

The specialist program in school psychology embodies the mission espoused by the College of Psychology at Nova Southeastern University (NSU) through education and training in psychology, provision of service to the community, and advancement of empirically supported clinical findings. Training is guided by our commitment to use the sciences of psychology and education to promote the welfare, achievement, and mental health of all students through empirically supported and innovative service delivery approaches.

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 all children. Candidates are prepared to offer a full continuum of empirically supported and innovative services, including prevention, consultation, assessment, and intervention at the individual, group, and systems levels.

Training builds upon the crucial base of scientific knowledge and skills necessary for professional competence and prepares candidates to be lifelong interpreters and utilizers of research. Formal

practica and course-specific tasks are designed to provide the opportunity, under close supervision, for the application and integration of methods of psychological assessment and intervention. Internship provides the culminating training experience in preparing the candidate as a school psychology practitioner.

The program recognizes the importance of delivering school psychological services from a collaborative framework. Candidates learn to view problems from a systems perspective, focusing on the roles of the child, family, school and community. Training emphasizes knowledge of, and inherent respect for individuals, families, and schools with diverse characteristics, cultures, and backgrounds. Equitable practices for diverse populations and advocacy for social justice are emphasized in every domain of practice and in all aspects of training. Technological resources and competencies are similarly woven throughout the curriculum to train school psychologists to deliver services in the most efficient manner.

The curriculum has been developed as an organized and sequential set of courses and field experiences which actualize the three program goals: (1) demonstrate understanding of the foundational knowledge base in psychology and education relevant to school psychology service providers, (2) acquire and use assessment, consultation, prevention, and intervention skills for school psychology service providers, and (3) demonstrate knowledge and skills in evaluating and using scientific findings to inform professional practice. The learning objectives of the Specialist Program in School Psychology are aligned with the competencies fundamental to the professional practice of school psychology as defined by the Florida Department of Education (DOE) and the National Association of School Psychologists (NASP). The program objectives have been linked to each of the three goals and are taught and assessed in a carefully designed sequence of courses and training experiences. In doing so, program faculty are assured that graduates are prepared to provide a comprehensive range of school psychological services that positively impact the educational and social-emotional needs of all children they serve.

Program Goals and Objectives

The school psychology program espouses a practitioner-informed-by-science model of training which prepares graduates to serve the educational, behavioral, social, and emotional needs of the individuals, families, educational stakeholders, and systems they serve. In keeping with this model, three broad goals for training are outlined below.

Curricular objectives are consistent with the state and national standards for the training of school psychologists as defined by the Florida Department of Education Competencies and Skills 26th edition and the *Standards for Graduate Preparation of School Psychologists* (The Professional Standards of the National Association of School Psychologists [NASP, 2020]). Course offerings are cross-referenced with the appropriate goals and objectives and provided below. A detailed discussion of course sequence and integration are similarly addressed.

Goal 1: Demonstrate understanding of the foundational knowledge base in psychology and education relevant to school psychology providers

Objective 1 – Demonstrate understanding of developmental and diversity factors in development and learning as a foundation for effective practice (NASP Domain 6, 8; FL DOE Competency 3, 6)

Training for this objective focuses on principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. In addition, training for this objective focuses on principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socio-economic status, and other variables.

Courses:

PSY 700 – Learning and Human Development

PSY 710 – Psychology of Exceptional and At-Risk Children

PSY 715 – Child and Adolescent Psychopathology

PSY 798 – Seminar in School Psychology: Introduction

PSY 799 – Seminar in School Psychology: Current Topics

PSY 705 – Diversity Considerations in School Psychology

Curricular Sequence:

Several first-year courses address a variety of factors which influence student development, learning, and behavior. *PSY 700 Learning and Human Development* provides candidates with a broad overview of classical and contemporary theories of development as they pertain to children and adolescents. Candidates develop an understanding of various factors that impact child and adolescent development in a variety of areas including physical, intellectual, language, behavioral and social emotional functioning. Consideration of diversity and other developmental factors within a risk and resilience paradigm is applied using case vignettes. *PSY 715 Child and Adolescent Psychopathology* more fully addresses principles of social-emotional/affective theory and promotes an understanding of complex psychological states evidenced during childhood and adolescence. Further, in *PSY 715* candidates are taught to recognize symptoms of abuse and the impact of child abuse and substance abuse and dependence on the development and behavior of children and adolescents.

Another first year course, *PSY 710 Psychology of Exceptional and At-Risk Children*, requires candidates to consider diversity from the perspective of individual differences, abilities, and disabilities as they learn about characteristics of students with various exceptionalities.

Additionally, two introductory first year courses, *PSY 798 & PSY 799 Seminar in School Psychology: Introduction and Current Topics*, also introduce candidates to diversity within the context of families, schools, and communities and facilitate understanding of how these factors impact student learning, behavior, and physical and mental health. A focus on the role of the school psychologist in serving diverse students, families, and schools takes place in *PSY 798*, while discussion and reflection on the importance of promoting fairness and social justice in educational programs and services is considered in *PSY 799*. In a more advanced third year course, *PSY 705 Diversity Considerations in School Psychology*, candidates apply knowledge and further develop skills in integrating diversity considerations into school psychological practice through role playing, case vignettes, and simulated activities.

Objective 2– Demonstrate knowledge and understanding of schools and systems (NASP Domain 5; FL DOE 4, 6, 10)

Training covers school systems’ structures, organization, and theory; general and special education programming; implementation science; evidence-based school-wide practices that promote learning, positive behavior, and mental health.

Courses:

PSY 710 – Psychology of Exceptional and At-Risk Children

PSY 735 – Organization and Operation of Schools

PSY 798 – Seminar in School Psychology: Introduction

PSY 799 – Seminar in School Psychology: Current Topics

PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists

Curricular Sequence:

During the first year of academic coursework, candidates develop a knowledge base regarding organization, policies, and various educational placements in the public school system. In *PSY 710 Psychology of Exceptional and At-Risk Children*, candidates develop an awareness and understanding of the historical and legislative movements in public and exceptional student education and how this knowledge is applied to the practice of school psychology. Also, candidates identify the continuum of programs and services available for both exceptional and at-risk students. Content covered in *PSY 735 Organization and Operation of Schools* focuses on organizational theory and behavior and principles of management and their application to public education and the school system. In this course, candidates learn about effective learning environments and design a “highly effective school.”

Also in Year 1, in *PSY 798 and 799 Seminar in School Psychology: Introduction and Current Topics*, candidates are introduced to a multi-tiered system of supports as a model of service delivery, as well as practices to promote effective learning environments and optimal academic, behavioral and social emotional development. They observe various types of academic settings in order to gain practical understanding of district policies and procedures regarding assessment and intervention, characteristics of students with varying exceptionalities and cultural and linguistic backgrounds, and placement of students in various educational programs. In *PSY 799*, candidates research a school’s test scores on a state assessment, as compared to district and statewide scores, as the basis for determining areas of school improvement and the role of the school psychologist in assisting the school in meeting its school improvement goals.

Later in the training, candidates receive greater and more in-depth coverage of specific laws related to public education in *PSY 770 Ethical, Legal, and Professional Issues for School Psychologists*. Further, candidates consider roles and functions of the school psychologist within the context of professional standards of practice, as well as accountability and regulations within the public schools.

Objective 3 – Understand and apply legal, ethical and professional standards for the practice of school psychology (NASP Domain 10; FL DOE 4, 7, 10)

Training covers the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and professional standards, as well as federal, state, and local policies relevant to the practice of school psychology. Application of professional work characteristics/dispositions needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity woven throughout coursework and applied field experiences.

Courses:

PSY 710 – Psychology of Exceptional and At-Risk Children
PSY 798 – Seminar in School Psychology: Introduction
PSY 799 – Seminar in School Psychology: Current Topics
PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists
PSY 800 – Practicum in School Psychology: School Based
PSY 805 – Practicum in School Psychology: Applied Skills

Curricular Sequence:

Throughout the curriculum, candidates are exposed to ethical and professional standards as they relate to specific course content and professional functioning. Additionally, these standards are addressed specifically in several courses. In the first year in *PSY 710 Psychology of Exceptional and At-Risk Children*, candidates learn relevant federal, state, and local policies related to the practice of school psychology and exceptional student education. Also in the first year in *PSY 798 & PSY 799 Seminar in School Psychology: Introduction and Current Topics*, candidates gain an understanding of the profession of school psychology from a historical and current perspective, identify guidelines for professional conduct as stated in relevant ethical codes, and consider major legislative initiatives influencing the profession. Also in *PSY 799*, candidates reflect on school improvement plans and determine areas for professional growth as tied to school needs.

Integration and application of material learned in earlier courses takes place in *PSY 770 Ethical, Legal, and Professional Issues for School Psychologists*, a course devoted to the translations of ethical and professional standards into applied practice. Candidates apply guidelines for professional conduct as stated in applicable ethics codes and practice standards, and demonstrate knowledge of current litigation and landmark court decisions related to school psychological practice.

In *PSY 800 Practicum in School Psychology: School-Based* and *PSY 805 Practicum in School Psychology: Applied Skills*, didactic training is augmented with field experiences designed to allow candidates to experience first-hand how regulations, policies, and procedures are put into practice by school psychologists. Under close supervision, candidates apply legal, ethical, and professional standards as they work with students, families, and schools in various settings.

GOAL 2: Acquire and use assessment, consultation, prevention, and intervention skills for school psychology service providers

Objective 1 – Demonstrate knowledge and skills in gathering, analyzing, and communicating assessment data for the purpose of identifying strengths and needs, as well as monitoring and evaluating student and program level progress and outcomes (NASP Domain 1; FL DOE 2)

Training includes various assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. Additionally, training addresses the importance of systematically collecting data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and consideration of ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Courses:

PSY 765 – Applied Behavioral Assessment

PSY 782 – Cognitive Assessment I: Theory, Research, and Practice with Lab

PSY 784 – Cognitive Assessment II: Linking Assessment to Intervention

PSY 780 – Academic Assessment for Intervention

PSY 786 – Assessment of Personality & Social Emotional Functioning for Intervention

PSY 792 – Comprehensive Data-Based Assessment: Integrated Report

PSY 800 – Practicum in School Psychology: School Based

PSY 805 – Practicum in School Psychology: Applied Skills

Curricular Sequence:

Beginning in year 1, candidates begin a series of courses designed to provide a knowledge base in specific skills and techniques for accurately assessing a wide array of areas at the student, group, and systems levels. Training in traditional assessment begins with *PSY 782 Cognitive Assessment I: Theory, Research, and Practice with Lab* and *PSY 784 Cognitive Assessment II: Linking Assessment to Intervention*. In these courses, candidates acquire foundational knowledge in measurement theory and individual differences and develop the skills necessary to conduct intellectual assessment and to interpret the data in a standardized fashion. They are taught to evaluate the utility of various measures of intelligence based on their psychometric properties and to apply theory and rationale in selecting, administering, scoring, and interpreting various measures of intelligence. In *PSY 784*, candidates also consider assets and limitations of measures of intelligence in the assessment of culturally/ethnically and linguistically diverse students and learn how to determine the appropriateness of various tests for use with students with special needs.

As training progresses, candidates extend understanding of concepts established in introductory seminar courses regarding group level decision-making, as well as the problem-solving model and its application to the practice of school psychology. Candidates learn and apply principles of functional assessment of behavior and closely consider behavioral methods of assessment as part of a systematic problem-solving process in *PSY 765 Applied Behavioral Assessment*. Further, candidates learn to integrate behavioral and ecological assessment data to develop hypotheses about the function of student behavior, to plan interventions, and to determine procedures for evaluation of student progress and outcome. They also develop skills in using technology to communicate assessment results in narrative and graph form to educational stakeholders.

Further, candidates gain an understanding of the concept of psychoeducational assessment and develop proficiency in the use of current instruments and techniques for both ESE eligibility decision-making and intervention planning and monitoring in *PSY 780 Academic Assessment for Intervention*. Course emphasis is on planning and conducting comprehensive assessments for a variety of learning problems and integrating and communicating assessment results in written form. Candidates learn to tailor the use of both traditional and curriculum-based measures in order to determine student strengths and weaknesses, as well as intervention needs. They further their skills in evaluating the utility of psychoeducational instruments based upon psychometric properties to include standardized achievement and cognitive process measures. Further, candidates are required to consider various psychoeducational tests and techniques in light of the assets and limitations for use with culturally/ethnically diverse students.

Later in the assessment sequence, candidates apply skills in evaluating the utility of psychological instruments and techniques based on their psychometric properties to measures of personality and behavioral/emotional functioning in *PSY 786 Assessment of Personality and Social-Emotional Functioning for Intervention*. Similarly, they are required to apply theory and rationale in selecting, administering, scoring, and interpreting measures of behavioral and emotional functioning based on referral questions and student needs and to recognize the strengths and limitations of measures when used with diverse populations.

Candidates continue to learn and to use methods of assessment as they move into the final assessment courses; however, the focus shifts to one of integration of data with the goal of effectively communicating assessment results and planning for recommendations and intervention. In *PSY 792 Comprehensive Data-Based Assessment: Integrated Report*, candidates utilize knowledge from previous assessment courses and demonstrate proficiency in determining critical information from a referral packet as a guide in planning an appropriate assessment battery to address all areas of concern about students. They also are provided comprehensive assessment data on a student and are required to interpret the data and to generate a comprehensive psychological report.

To enhance and to extend these skills further, trainees are provided multiple opportunities to employ a variety of assessment measures and procedures in applied settings through the practicum courses, *PSY 800 Practicum in School Psychology: School-Based* and *PSY 805 Practicum in School Psychology: Applied Skills*. In the first practicum experience, *PSY 800*, candidates utilize skills in data collection and aggregation, as well as visual presentation of data using technology, while working within a MTSS framework as they collaborate with problem-solving teams to meet the needs of diverse students. They also administer and score various standardized assessment measures for the purpose of educational decision-making and planning. In the second field-based experience, *PSY 805*, closely supervised candidates plan and conduct or participate in conducting assessment batteries on referred cases, integrate data, generate comprehensive written psychological reports, and provide or participate in providing feedback to parents and teachers.

Objective 2 – Demonstrate knowledge and skills in consultation and collaboration with diverse students, families, and other stakeholders (NASP Domain 2, 7, 8; FL DOE 9)

Training covers varied methods and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. Additionally, the training focuses on developing skills to consult, collaborate, and communicate effectively with others.

Courses:

PSY 755 – School Consultation Skills

PSY 760 – Contemporary Clinical Interventions for the School Psychologist

PSY 705 – Diversity Considerations in School Psychology

PSY 800 – Practicum in School Psychology: School-Based

PSY 805 – Practicum in School Psychology: Applied Skills

Curricular Sequence:

Candidates develop an understanding of the major theories and techniques of consultation and how to apply these techniques in individual or team settings in *PSY 755 School Consultation Skills*. They extend skills in considering and planning for the needs of diverse students, families, and schools as they complete problem-identification interviews, gather relevant data, generate hypotheses, and develop and evaluate culturally responsive interventions for students. Specific models of multicultural consultation are also introduced to address evidence-based practices in working with diverse families and schools.

Also in *PSY 800 Practicum in School Psychology: School-Based*, candidates complete two seminar activities designed to provide them with opportunities for furthering knowledge and skills in collaborating and communicating with families, schools, and communities and in facilitating effective collaboration between families and schools to enhance outcomes for students. First, they research a timely topic relevant to their field-based placements and develop an inservice presentation to demonstrate skills in professionally communicating information to a group of parents, teachers, or other stakeholders. They receive feedback on their presentations and use that feedback to modify and improve their oral and written communication skills. Secondly, candidates develop knowledge and skills in facilitating family-school-community collaboration as they

consider cultural and contextual factors when developing plans to transition students from varied backgrounds and disabilities to work or secondary education. Moreover, candidates develop understanding of the need for and use of community agencies and partners for enhancement of academic, social-behavioral, and vocational outcomes for students.

Two advanced courses, *PSY 705 Diversity Considerations in School Psychology*, and *PSY 760 Contemporary Clinical Interventions for the School Psychologist*, address knowledge and skills in consultation and collaboration with diverse individuals and systems. In *PSY 760*, candidates participate in role-plays designed to improve skills in facilitating communication and collaboration with parents while considering culture and contextual factors in prevention and intervention services for students and systems. *PSY 705* provides in-depth consideration of family systems, socioeconomic background, and culture as candidates practice the use of strategies to foster communication with families to assist them in creating environments that support student learning, behavior and mental health. In these more advanced courses, candidates build on the foundational knowledge and skills established in earlier courses to extend their consultation and collaboration skills when working with challenging and complex students, families, and schools.

The second field-based experience, *PSY 805 Practicum in School Psychology: Applied Skills*, also allows for further practice and skill development in consultation and collaboration and in implementing evidence-based strategies to support families in creating healthy and supportive environments for children. Candidates use effective communication skills as they gather social and developmental histories of children, work with teachers and parents in determining student strengths and needs, collect and interpret traditional assessment and progress monitoring data, and provide assessment and intervention results to various stakeholders.

Objective 3 – Demonstrate knowledge and skills in providing effective academic, behavioral, and mental health interventions with diverse populations (NASP Domain 3, 4; FL DOE 5, 8)

Training covers biological, cultural, and social influences on academic skills, mental and behavioral health; human learning, cognitive, and developmental processes as well as behavioral and emotional impacts on learning; evidence-based curricula and instructional strategies and the use of assessment and data collection methods to implement and evaluate services that support academic skills development and promote social-emotional functioning in children.

Courses:

PSY 799 – Seminar in School Psychology: Current Topics

PSY 750 – Counseling Theories and Techniques

PSY 730 – Instructional Strategies for Students with Diverse Needs

PSY 765 – Applied Behavioral Assessment

PSY 755 – School Consultation Skills

PSY 760 – Contemporary Clinical Interventions for the School Psychologist

PSY 776 – Academic/Behavioral Prevention and Intervention Strategies

PSY 742 – Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents

PSY 800 – Practicum in School Psychology: School-Based

PSY 805 – Practicum in School Psychology: Applied Skills

Curricular Sequence:

Several courses in the curriculum provide opportunities for candidates to gain knowledge and skills in direct interventions to assist children and families. Candidates are first introduced to the provision of direct services (either in individual or group formats) within a multi-tiered system of supports (MTSS) framework in *PSY 799 Seminar in School Psychology: Current Topics*. Further, training in specific intervention strategies begins in the first year in *PSY 750 Counseling Theories and Techniques* as candidates begin the process of understanding counseling models/theories and of applying fundamental counseling strategies. The foundation and skills application of counseling

theories and techniques is expanded to include group counseling in *PSY 760 Contemporary Clinical Interventions for the School Psychologist*.

In *PSY 765 Applied Behavioral Assessment*, candidates develop an understanding of applied behavior analysis and its use in matching interventions to student needs. In *PSY 755 School Consultation Skills*, candidates develop interventions at the individual student level based on hypotheses regarding function and knowledge of the evidence-base in various problem areas.

Candidates also complete *PSY 776 Academic/Behavioral Prevention and Intervention Strategies*, a prevention and intervention course specifically designed to expand the breadth of candidate knowledge in empirically supported prevention programs, as well as evidence-based interventions that focus on academic, behavioral, social/emotional, and mental health needs of children and families.

Following *PSY 776*, candidates further their knowledge of best practices in academic instruction and the relevance of these practices in selecting, implementing, and evaluating integrated curricula designed for students with varying developmental levels and exceptionalities and diverse learning needs in *PSY 730 Instructional Strategies for Students with Diverse Needs*. Also in this course, candidates use a MTSS model to research and develop interventions at each Tier for students experiencing academic difficulties. Similarly, in *PSY 742 Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents*, candidates focus on interventions to address behavioral and mental needs of students.

Development of knowledge and skills in intervention strategies is practiced and enhanced in the field-based courses through field-based experiences and university seminar discussions. In *PSY 800 Practicum in School Psychology: School-Based*, candidates incorporate their understanding of the factors impacting academic and cognitive functioning and the importance of the integration of the student's strength and weaknesses as they collaborate with others to gather and use assessment data for educational planning and intervention development. Further, in collaboration with others, candidates apply knowledge of various influences on child behavioral and social-emotional functioning as they research evidence-based strategies to support socialization, learning and mental health in students with whom they are working. In *PSY 805 Practicum in School Psychology: Applied Skills*, knowledge and skills in researching and implementing services that support cognitive and academic skills, as well as socialization, and mental health are solidified as candidates are required to engage in these activities in the course of their field experiences.

Objective 4 –Demonstrate knowledge and skills in system-wide prevention and crisis services with diverse populations (NASP Domain 6; DOE 8)

Training covers preventative and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety. Additionally, training addresses crisis prevention, protection, mitigation, response, and recovery.

Courses:

PSY 798 – Seminar in School Psychology: Introduction

PSY 799 – Seminar in School Psychology: Current Topics

PSY 760 – Contemporary Clinical Interventions for the School Psychologist

PSY 776 – Academic/Behavioral Prevention and Intervention Strategies

PSY 800 – Practicum in School Psychology: School-Based

Preparation in this area begins in the first-year course, *PSY 798 Seminar in School Psychology: Introduction*, in which candidates are introduced to the role of the school psychologist in crisis preparation and response. Also in Year 1, candidates are introduced to multi-tiered models of service delivery and the use of primary, secondary, and tertiary strategies within the public health framework to address student needs in *PSY 799 Seminar in School Psychology: Current Topics*.

Further, they are introduced to the role of the school psychologist in prevention and intervention in the areas of academics, behavior, and mental health.

In the first field experience course, *PSY 800 Practicum in School Psychology: School-Based*, candidates learn to identify components of successful prevention programs as they interview their field supervisors regarding prevention programs that are currently being used in practice and research and observe school and district-wide prevention programs in their assigned schools and districts within the context of best practices of prevention programming. Also, in *PSY 776 Academic/Behavioral Prevention and Intervention Strategies*, candidates gain knowledge regarding system-wide prevention programs in areas such as bullying prevention, school climate, and positive behavioral support. In the advanced course, *PSY 760 Contemporary Clinical Interventions for the School Psychologist*, candidates learn and practice skills in effective crisis assessment and management techniques, as well as in school violence prevention.

GOAL 3: Demonstrate knowledge and skills in evaluating and using scientific findings to inform professional practice

Objective 1 – Demonstrate understanding of appropriate methodology for research and program evaluation (NASP Domain 9; FL DOE 1)

Training covers foundational knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

Courses:

PSY 740 – Educational Statistics

PSY 745 – Issues and Techniques in Research Design

Curricular Sequence:

Education in the foundational aspects of applying research as the foundation for service delivery begins early in training, with foundational courses in *PSY 740 Educational Statistics* and *PSY 745 Issues and Techniques in Research Design* which introduce the pivotal relationships among critical thinking, empirical inquiry, and the use and evaluation of empirically validated procedures. Candidates develop an understanding of the use of data analysis in applied settings and in utilizing research as a foundation for professional practice and service delivery. They complete statistical analyses using school-wide academic screening data and practice single subject design in evaluating intervention effectiveness in these courses as well.

Objective 2 – Demonstrate skills in applying research and evaluation to support effective practices at the individual, group, and systems levels (NASP Domain 9)

Training focuses on applying research as foundation for service delivery. Additionally, training covers various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Courses:

PSY 745 – Issues and Techniques in Research Design and Evaluation

PSY 800 – Practicum in School Psychology: School-Based

PSY 805 – Practicum in School Psychology: Applied Skills

Curricular Sequence:

Candidates learn the fundamentals of statistical interpretation and research design needed to interpret and to evaluate quantitative research in education and the behavioral sciences in *PSY 745 Issues and Techniques in Research Design and Evaluation*. Throughout this course, emphasis is placed on the development of skills in critically evaluating empirical research, both at the individual study level, as well as synthesizing cumulative bodies of research to inform practice. A focus is also placed on applying these skills in investigating and intervening in real world problems such as evaluation of individual and group interventions, as well as educational programs.

In the first field-based experience, *PSY 800 Practicum in School Psychology: School-Based*, candidates utilize skills in data collection, aggregation and visual presentation of data using technology to support schools in data-based decision making (e.g., progress monitoring, intervention effectiveness, etc.). In the second field experience, *PSY 805 Practicum in School Psychology: Applied Skills*, candidates apply research and evaluation skills as they complete assessments, write comprehensive reports and plan, monitor, and evaluate the effectiveness of interventions for students and families.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Florida Educator Accomplished Practices (FEAPs) were adopted by the State of Florida Department of Education to delineate the knowledge base and skills required of educators in the public school system. Articulation of the FEAPs capture the content required by the Florida Department of Education and reflects the commitment of the College of Psychology (COP) to a performance-based assessment of these essential competencies.

A definition, description, and benchmark course in which each of the FEAPs are assessed is provided. The skills and competencies consistent with the FEAPs are emphasized throughout the curriculum of the program. However, evaluation of proficiency, remediation, and monitoring of the FEAPs are conducted only in benchmark courses where one FEAP Key Assessment tasks has been delineated. The emphasis of skills in such courses is deemed so essential that success in the course cannot occur without demonstration of proficiency in those FEAPs. Pre-professional mastery of FEAPs is achieved only if a grade of 80% or greater is achieved in the course and the candidate achieves an average of 80% or greater on the “marker” task(s) used to assess the Accomplished Practice in that course. In the event a candidate obtains a 79% or below on the average of the marker task(s) in a course where an Accomplished Practice is formally evaluated, an Individual Remediation Plan (IRP) (Appendix F) will be devised in collaboration with the instructor, full-time or core school psychology faculty, program director, and candidate to provide appropriate opportunities for the development of a skill . Candidates will have 30 days from the time the remediation plan has been developed to complete the assigned tasks.

Each year at Annual Review, candidate performance on the FEAPs, including remediation plans as applicable, is reviewed. During the capstone experience of training, the 1200 clock hour school psychology internship, mastery of all six FEAPs is evaluated. Hence, 80% mastery in the internship course is required in order to be recommended for degree conferral.

Development of competency in the FEAPs is a process that will continue throughout the candidate’s educational and professional careers. Specific tasks have been carefully designed and implemented by the faculty of the school psychology program to ensure adequate opportunities to learn, practice, and achieve pre-professional mastery of competencies in each of the FEAPs. See

table below for alignment of FEAPs with specific benchmark courses and individual remediation plan.

INDEX TO FLORIDA EDUCATOR ACCOMPLISHED PRACTICES IN COURSEWORK AND FIELD EXPERIENCES		
Accomplished Practice	Number & Title of Benchmark Course	Key Assessments and Marker Tasks
a.1 Instructional/ Intervention Design and Lesson Planning	PSY 755 School Consultation Skills	Key Assessment: Intervention Plan
	PSY 810 Internship in School Psychology	<i>Internship Midpoint and Final Evaluation Form</i> (final ratings)
a.2 The Learning Environment	PSY 735 Organization and Operation of Schools	Key Assessment: The Learning Environment
	PSY 810 Internship in School Psychology	<i>Internship Midpoint and Final Evaluation Form</i> (final ratings)
a.3 Instructional / Intervention Delivery and Facilitation	PSY 800 Practicum in School Psychology: School-Based	Key Assessment: In-Service Presentation and Critique
	PSY 810 Internship in School Psychology	<i>Internship Midpoint and Final Evaluation Form</i> (final ratings)
a.4 Assessment	PSY 730 Instructional Strategies for Students with Diverse Learning Needs	Key Assessment: Case Study
	PSY 810 Internship in School Psychology	<i>Internship Midpoint and Final Evaluation Form</i> (final ratings)
b.5 Continuous Professional Improvement	PSY 799 Seminar in School Psychology: Current Topics	Key Assessment: Continuous Professional Improvement for the Purpose of Improving Practice to Meet the Needs of Students
	PSY 810 Internship in School Psychology	<i>Internship Midpoint and Final Evaluation Form</i> (final ratings)
b.6 Professional Responsibility and Ethical Conduct	PSY 798 Seminar in School Psychology: Current Topics	Key Assessment: Observation, Discussion, and Reflection on Ethical Issues – Code of Ethics and Case Studies
	PSY 800 Practicum in School Psychology: School-Based	<i>Professional Behaviors and Skills and Candidate Evaluation Form</i> (School-Based Practicum)
	PSY 805 Practicum in School Psychology: Applied Skills	<i>Professional Behaviors and Skills and Candidate Evaluation Form</i> (Applied Skills Practicum)
	PSY 810 Internship in School Psychology	<i>Internship Midpoint and Final Evaluation Form</i> (final ratings)

ESOL REQUIREMENT

Once enrolled in the school psychology program, all candidates are required to submit documentation of having taken a course covering the Florida Teacher Standards for English for Speakers of Other Languages (ESOL) endorsement (2010). Candidates who have not met the ESOL requirement are required to take *TSOL 510 – Survey of TSOL for Teachers* through Nova Southeastern University's Fischler College of Education. TSOL 510 is an on-line course that was created for secondary classroom teachers and Initial Certification Plan (ICP) candidates who are not majoring in TESOL. It provides a broad conceptual framework for understanding the potential hurdles of the LEP student in a classroom. It surveys the Florida Teacher Standards, reviews the latest research, and provides the concepts and methods necessary to successfully teach and evaluate LEP students in the classroom. The course is divided into five modules that address the TESOL endorsement areas: cross-cultural studies, applied linguistics, TESOL methods, TESOL curriculum development, and testing and evaluation for TESOL students.

Admission Requirements

The standards required for admission keep in mind the safety and well-being of the children the candidates will eventually serve in educational and clinical settings. Candidates for the degree must possess, with or without reasonable accommodation, multiple skills including intellectual, conceptual, integrative, and quantitative abilities; and interpersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity.

MINIMUM REQUIREMENTS FOR ADMISSION

All applicants must hold a bachelor's degree in psychology, education, or a related field from a regionally accredited institution and have completed 3 credit hours in research and evaluation or statistics prior to the start of the program. Additional criteria reviewed will include the following:

- Relevant experience, professional accomplishment, or exceptional credentials;
- Quality of the applicant's written statement of professional experiences and goals;
- Professional/faculty letter of recommendation;
- Personal interview.

To be considered for admission to graduate study in the specialist (Psy.S.) program in school psychology, all applicants are required to present evidence of scholastic ability, significant interest in the area of school psychology, interpersonal sensitivity, personal stability, and sound moral character. The school psychologist is required to interact with children of various ages, parents, teachers, and a variety of school personnel. Interpersonal effectiveness, including maturity, flexibility, and professionalism, must be demonstrated by applicants. Admitted candidates may be subject to a background check upon acceptance into the program.

Specialist Program (Psy.S.)

An applicant who meets the following criteria, in addition to the above minimum requirements for admission, may be considered for acceptance into the program as a degree-seeking candidate:

- A bachelor's degree in psychology, education, or a related field from a regionally accredited institution;
- A 3.0 GPA based upon the last 2 years of undergraduate study preferred, or a 3.4 GPA from a regionally accredited graduate program in psychology, education, or a related field based on a minimum of 18 credit hours;
- Completion of 3 credit hours of undergraduate or graduate coursework in research and evaluation or statistics. Examples of acceptable statistics courses are *Introduction to Statistics*, *Probability and Statistics*, *Statistical Methods in Psychology*, *Inferential Statistics*, and *Quantitative Psychology*.

Provisional Admission

Candidates may be provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be received within 90 calendar days from the start of the term. If these final and official documents and/or requirements are not received by that time, the candidate will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional candidate until he or they have been fully admitted as a regular candidate (i.e., all admission requirements have been

approved by the college/program admissions office). Candidates who have an unpaid balance 30 days from the start of the term will be assessed a \$100 fee.

The University welcomes applications from all qualified candidates. Applications are reviewed after all required documents have been received. No waivers of the admission policies stated above will be offered.

TOEFL Requirement

Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) to establish proficiency in reading, listening, speaking, and writing in English. Proficiency in English may also be demonstrated by a minimum score of 153 of the GRE verbal test or a 40th percentile score on the MAT. For application forms, write to TOEFL, Educational Testing Services, Princeton, New Jersey 08540. Additional procedures are required for admission of nonresident alien students. Contact the international student advisor at (945) 262-7240.

Foreign Coursework

Undergraduate and/or graduate coursework taken at a foreign institution must be evaluated for U.S. institutional equivalency and also include a listing of all courses and grades, and an overall GPA (on a 4.0 scale). It is the applicant's responsibility to have coursework evaluated using any National Association of Credential Evaluation Services member listed on www.naces.org.

International Students

International students are advised that all practicum and internship training through the College of Psychology must be completed in the United States. It is recommended that candidates contact NSU's International Student and Scholars office to review and/or inquire about student visa, as a student visa may be required for individuals that come to the United States to study. Information regarding NSU's International Student and Scholars office can be found at the following link: <https://www.nova.edu/internationalaffairs/students/index.html>. Students should be prepared to make whatever arrangements necessary to complete clinical training requirements including a leave of absence, adjustment of the work schedule, etc. Prospective students should determine in advance of their enrollment their ability to access appropriate practicum training (if required).

Transfer of Credits

The transfer of a maximum of 15 credit hours of graduate-level coursework from a regionally accredited institution taken in the last five years will be allowed upon approval by the department chair. Coursework must meet the following specific criteria: a grade of *A* or *B*, and equivalency to a required course in the school psychology program. No transfer credits may be applied to practica. Transfer credits are not taken into account when computing a candidate's grade point average.

Degree Candidacy

Psy.S. candidates will be reviewed for degree candidacy (matriculation) after completion of the first 12 credits (excluding transfer credits). During the formal review for matriculation, the candidate's academic performance and professional functioning will be examined. A minimum GPA of 3.0 or above is required in the designated coursework.

Curriculum and Degree Completion Requirements

The **Specialist Program in School Psychology** is offered in both online and campus-based formats to accommodate diverse learning preferences and professional schedules. Regardless of the format in which the candidate completes the program, all coursework and field-based experiences within the curriculum are required and delivered in a sequential set of learning experiences.

In the **online format**, the program typically requires 3½ to 4 years of post-baccalaureate study. This format is particularly suited for working professionals who need the flexibility to balance their studies with other commitments. Candidates usually take an average of nine to twelve credits hours per semester. Course are delivered via Zoom in two formats: an eight-week format featuring live weekend class meetings and a traditional fifteen-week evening format. All courses are available either fully online or through a hybrid model, ensuring that students have the flexibility to access their education remotely. Additionally, a key component of the online format is the Residential Skills Development Institute, which mandates annual in-person attendance to provide essential hands-on training and development.

Conversely, the **campus-based format** is an accelerated program that typically requires three years of post-baccalaureate study. This format also caters to working professionals by offering a more intensive study schedule. Candidates generally enroll in 12-15 credits per semesters. The campus-based courses are available in an eight-week format with weekend class meetings and a traditional fifteen-week evening format, providing a structured, yet flexible, learning environment. All courses are conducted on the Fort Lauderdale campus, with some courses offered in a hybrid model or online.

A candidate must complete all courses for the degree with a grade point average of at least 3.0. **The Specialist Program in School Psychology requires 79 semester hours of graduate credit, including two practica and a full-time internship.** All candidates are required to pass the comprehensive examination requirement as part of their degree requirements. A candidate is expected to complete and graduate from the specialist program within seven years from the date of first enrollment.

The program is Florida Department of Education (FL DOE) approved since 2006. Candidates who are not certified teachers in the state of Florida may need to complete additional course work or to submit documentation as required by the state. This documentation will be organized in a systematic manner for the purpose of communicating and demonstrating the candidate's competencies in the required areas as specified in State of Florida statutes. This is especially relevant for non-certified teachers. Admission to the program will require additional requirements to be met prior to degree conferral including, but are not limited to, the Florida Teacher Certification Examination–Professional Education Test, the Florida Teacher Certification Examination–Subject Area Test in School Psychology, and any additional course work identified during the continued program approval process. As state requirements are subject to change, candidates should expect changes or modifications to the curriculum and degree requirements.

Certification/Licensure

Nova Southeastern University, College of Psychology, Specialist Program in School Psychology meets the educational degree certification requirements for the Florida Department of Education (FLDOE) and the National Association of School Psychologists (NASP) National Certification in School Psychology (NCSP). The NCSP is considered a non-practice credential, which means that it does not, by itself, permit the practice of school psychology in any state. However, the carrying of the NCSP demonstrates that the NASP standards for graduate preparation of school psychologists and for continuing education are met. The NCSP is recognized by most states as part of their credentialing regulations, and a more efficient path to state licensure or certification is offered for those applicants who have obtained their NCSP.

In accordance with 34 C.F.R § 668.43, NSU has reviewed whether the Program meets state educational requirements for licensure and/or certification in all U.S. states and territories. For a comprehensive list of states and territories where the program satisfies these educational requirements, please refer to the Professional Licensure Disclosure Statement for the PsyS in School Psychology through the following link: <https://psychology.nova.edu/professional-licensure-disclosure/school-psys-disclosure.pdf>. This disclosure does not account for any changes in state laws or regulations that may affect a candidate's application for certification or licensure after this disclosure has been made.

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/school-psychology-credentialing-resources>.

A degree conferred by any College of Psychology program may not automatically mean (1) acceptance of the program curricula by a given state for the purpose of professional licensure or certification; (2) acceptance of the program curricula for the purpose of any nongovernmental certification; or (3) satisfaction of an employer's preconditions/qualifications for employment. Candidates are responsible for periodically verifying their individual eligibility for licensure, certification, internship, and employment through careful review of the applicable requirements of specific states, provinces, agencies and employers, as such requirements are subject of change without notice.

Course Work

The general curriculum of the specialist program is designed to provide the knowledge and training necessary for the candidate to function effectively as a practicing school psychologist. The curriculum was designed by faculty following consultation with Florida school districts, the Florida Department of Education (FL DOE), the Florida Association of School Psychologists (FASP), and the National Association of School Psychologists (NASP). The program is designed to be consistent with NASP Standards for Training Programs in School Psychology, current educational requirements for the Florida DOE specialization certification (Rule 64-04311, Plan One), and licensure as a school psychologist (Chapter 490, *Florida Statutes*). However, as stated previously, since state certification and licensure requirements vary and/or are subject to change, candidates are strongly encouraged to stay informed and review the requirements in the state where they intend to apply to determine if educational and other requirements are met. Candidates should seek advisement from the program director, if needed.

The curriculum of the program is presented on the next several pages, including a model course sequence for candidates electing either the three or four-year plan. While the courses will generally be offered in the sequences shown, exceptions do occur. The candidate should not regard the sequence as inviolable. The candidate should exercise care to ensure that all prerequisites are met and should seek advisement from the program director as needed.

Candidates electing the online format typically are enrolled in two (2) eight-week, intensive weekend format courses and one (1) or two (2) fifteen-week traditional format course each semester, while those in the campus-based plan will have additional courses each semester. In the eight week courses, candidates begin assignments and readings independently and will often be required to meet for live course orientation via videoconference to occur during the first week of the course. In addition, preparation is supplemented by on-line feedback and interaction with faculty, discussion with colleagues, and completion of assignments via a dropbox on Canvas. Candidates are expected to have completed all assigned readings and assignments prior to the first class meeting. This allows for integration, clarification, and an active use of knowledge during formal instruction. Class meetings occur approximately one weekend per month, with a total of two weekends of 45 contact hours per course or its equivalent. Course examinations may occur outside of formal class time via the online platform. Fifteen-week courses meet on a weekly basis for three hours, with a total of 45 contact hours.

En-Route Master of Science in School Psychology

Candidates enrolled in the Psy.S. program in school psychology may earn as an intermediate degree, the master of science degree. The curriculum for this degree consists of all courses in the first two years of the model specialist curricula (51 credit hours). Courses transferred into Nova Southeastern University's specialist 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.S. candidate to demonstrate master's level achievement in school psychology, or to qualify for master's level of employment.

Candidates completing the above requirements may complete a degree application form and pay the required fee to receive the degree; however, they may not participate in the graduation ceremony.

Comprehensive Examinations

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

1. Florida Teacher Certification Examination – Professional Education Test (PEd)
(Complete during Years 2/3)
2. Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) (required for certification in the state of Florida)
(Complete during the Year 3/4)

3. Praxis School Psychologist Examination (5403) (required for school psychology licensure in the state of Florida and NCSP certification)
(Complete during internship year)

Passing scores are required on the FTCE Professional Education Test, and the FTCE Subject Area Test in School Psychology in order to graduate. Further information will be provided to candidates at the appropriate time in their curriculum.

Candidates who do not pass the required FLDOE examinations on the first try may wish to obtain assistance and support through the following web sites:

FLDOE: The FLDOE provides content resources to assist students in preparing for their exams, including sample questions, test information guides, and tutorials (see FLDOE Resources at <http://www.fl.nesinc.com/resources.asp>).

Learning Liaisons: This web site also offers Florida-specific on-demand video courses and online workshops as well as services that assist universities in developing training platforms and programs (see <http://www.thelearningliaisons.com/?categoryid=11>).

It is the candidate's responsibility to register for and pass all required examinations at the appropriate time in the program. **When registering for each FLDOE test, candidates should elect to have their test score sent directly to their enrolled institution, e.g., NSU using code 5514.** This allows the program direct access to official score reports and allows your scores, along with those of all participants, to be used to evaluate the quality and effectiveness of your program preparation.

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY*
Specialist Degree Curriculum*
Seventy-Nine (79) Credit Hours

Psychological Foundations

PSY 700	Learning and Human Development
PSY 705	Diversity Considerations in School Psychology
PSY 710	Psychology of Exceptional and At-Risk Children
PSY 715	Child and Adolescent Psychopathology

Educational Foundations

PSY 730	Instructional Strategies for Students with Diverse Needs
PSY 735	Organization and Operation of Schools

Statistics, Measurement, and Research Design

PSY 740	Educational Statistics
PSY 745	Issues and Techniques in Research Design and Evaluation

Interventions and Specialized Techniques

PSY 750	Counseling Theories and Techniques
PSY 755	School Consultation Skills
PSY 760	Contemporary Clinical Interventions for the School Psychologist
PSY 765	Applied Behavioral Assessment and Intervention
PSY 776	Academic/Behavioral Prevention and Intervention Strategies
RED 550	Foundations of Reading for Content Area Teachers
PSY 742	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents

Professional School Psychology

PSY 770	Ethical, Legal, and Professional Issues for School Psychologists
PSY 798	Seminar in School Psychology: Introduction
PSY 799	Seminar in School Psychology: Current Topics

Psychoeducational Assessment

PSY 780	Academic Assessment for Intervention
PSY 782	Cognitive Assessment I: Theory, Research, and Practice with Lab
PSY 784	Cognitive Assessment II: Linking Assessment to Intervention
PSY 786	Assessment of Personality and Social-Emotional Functioning for Intervention
PSY 792	Comprehensive Data-Based Assessment: Integrated Report

Practica and Internship

PSY 800	Practicum in School Psychology: School Based
PSY 805	Practicum in School Psychology: Applied Skills
PSY 810	Internship in School Psychology

* The curriculum is subject to change or modifications.

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY

Sample Course Sequence – Online Format

			<u>Credits</u>
1st Year	PSY 700	Learning and Human Development	3
	PSY 715	Child and Adolescent Psychopathology	3
	PSY 735	Organization and Operation of Schools	3
	PSY 740	Educational Statistics	3
	PSY 750	Counseling Theories and Techniques	3
	PSY 782	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
	PSY 798	Seminar in School Psychology: Introduction	1.5
	PSY 799	Seminar in School Psychology: Current Topics	1.5
2nd Year	PSY 710	Psychology of Exceptional and At-Risk Children	3
	PSY 745	Issues and Techniques in Research Design	3
	PSY 755	School Consultation Skills	3
	PSY 765	Applied Behavioral Assessment	3
	PSY 776	Academic/Behavioral Prevention and Intervention Strategies	3
	PSY 780	Academic Assessment for Intervention	3
	PSY 784	Cognitive Assessment II: Linking Assessment to Intervention	3
	PSY 786	Assessment of Personality and Social-Emotional Functioning for Intervention	3
	PSY 800	Practicum in School Psychology: School Based	3
	RED 550	Foundations of Reading for Content Area Specialists	3
3rd Year	PSY 705	Diversity Considerations in School Psychology	3
	PSY 742	Evidenced-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3
	PSY 730	Instructional Strategies for Students with Diverse Needs	3
	PSY 760	Contemporary Clinical Interventions for School Psychologists	3
	PSY 770	Ethical, Legal, and Professional Issues for School Psychologists	3
	PSY 792	Comprehensive Data-Based Assessment: Integrated Report	3
	PSY 805	Practicum in School Psychology: Applied Skills	3
4th Year	PSY 810	Internship in School Psychology	6
		Total Degree Credits	79

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY

Sample Course Sequence – Campus-Based Format

			<u>Credits</u>
1st Year	PSY 700	Learning and Human Development	3
	PSY 710	Psychology of Exceptional and At-Risk Children	3
	PSY 715	Child and Adolescent Psychopathology	3
	PSY 735	Organization and Operation of Schools	3
	PSY 740	Educational Statistics	3
	PSY 750	Counseling Theories and Techniques	3
	PSY 755	School Consultation Skills	3
	PSY 765	Applied Behavioral Assessment	3
	PSY 780	Academic Assessment for Intervention	3
	PSY 782	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
	PSY 798	Seminar in School Psychology: Introduction	1.5
	PSY 799	Seminar in School Psychology: Current Topics	1.5
	PSY 800	Practicum in School Psychology: School Based	3
	RED 550	Foundations of Reading for Content Area Specialists	3
2nd Year	PSY 705	Diversity Considerations in School Psychology	3
	PSY 742	Evidenced-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3
	PSY 730	Instructional Strategies for Students with Diverse Needs	3
	PSY 745	Issues and Techniques in Research Design	3
	PSY 760	Contemporary Clinical Interventions for School Psychologists	3
	PSY 770	Ethical, Legal, and Professional Issues for School Psychologists	3
	PSY 776	Academic/Behavioral Prevention and Intervention Strategies	3
	PSY 784	Cognitive Assessment II: Linking Assessment to Intervention	3
	PSY 786	Assessment of Personality and Social-Emotional Functioning for Intervention	3
	PSY 792	Comprehensive Data-Based Assessment: Integrated Report	3
	PSY 805	Practicum in School Psychology: Applied Skills	3
3rd Year	PSY 810	Internship in School Psychology	6
	Total Degree Credits		79

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY

Course Descriptions

PSY 700 Learning and Human Development (3 credits)

This course covers how developmental maturation and social learning shape personality, in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality, self-regulation, and self-concept. Applications to the school setting are examined.

PSY 705 Diversity Considerations in School Psychology (3 credits)

This course addresses research and principles related to diversity factors that influence learning, behavior, and mental health, including family strengths, needs, and culture. The focus builds upon student understanding of individual differences, abilities, disabilities, and other diverse characteristics to enhance school psychology service provision by addressing evidence-based assessment and intervention strategies for children, families and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. The course also examines the manner in which diversity factors impact family, school, and community partnerships and focuses on developing skills to engage families and schools to address the needs of children.

PSY 710 Psychology of Exceptional and At-Risk Children (3 credits)

This course addresses the history, laws, policies, and practices in exceptional student education. Included are the definitions, prevalence, causes, and assessment techniques utilized with the various exceptionalities within special education.

PSY 715 Child and Adolescent Psychopathology (3 credits)

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. Currently used interventions with psychologically troubled youths will be examined.

PSY 730 Instructional Strategies for Students with Diverse Needs (3 credits)

This course covers the principles of curriculum development and related research as they apply specifically to students with various styles, exceptionalities, and achievement levels. Theory and research regarding teaching and instructional planning for at-risk and exceptional students with unique needs are emphasized. *Prerequisite: PSY 776 or permission of instructor*

PSY 735 Organization and Operation of Schools (3 credits)

This course is designed to provide an overview of educational administration. Emphasis is placed on issues related to special education, school and community-based resources, and alternative service delivery systems. The role of the school psychologist as well as that of other support and itinerant staff is explored.

PSY 740 Educational Statistics (3 credits)

This course covers basic inferential and descriptive statistics as it applies to educational data and problems. Emphasis will be placed on the application of statistics to program evaluation in school psychology.

PSY 742 Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents (3 credits)

This course focuses on specific evidence-based strategies for the prevention and treatment of child and adolescent disorders that may be implemented in school settings. Specific emphasis will be on the rationale and empirical support for selecting appropriate interventions, implementation, and monitoring of selected interventions, and assessment of intervention outcomes.

PSY 745 Issues and Techniques in Research Design and Evaluation (3 credits)

This course will focus on research methodology and scientific thought. Candidates will consider a variety of ways to conduct evaluation and critically evaluate data. Course material will examine basic experimental design (between and within groups), single subject experiments, group experimental design, non-experimental design (correlational research, case study, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized. Focus will be placed upon the evaluation of research, translation of research into practice, and the ability to plan and conduct program evaluations for the improvement of service provision within the schools.

RED 550 Foundations of Reading for Content Area Teachers (3 credits)

This course is designed for candidates who are not enrolled in a Reading Education Program. The focus of this course is to offer a general overview of literacy study, including major aspects of written, oral, and visual literacy and the reading process. Additionally, candidates will learn classroom instructional strategies for reading across the curriculum with specific emphasis on content areas such as social studies, science, language arts, and mathematics.

PSY 750 Counseling Theories and Techniques (3 credits)

This course surveys the major theories of counseling and psychotherapy and their application to school settings. Emphasis will also be placed upon developing a theoretical foundation upon which to base a counseling approach. The acquisition of skills related to empathy, therapeutic listening skills, the counselor-counsee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity will similarly be addressed.

PSY 755 School Consultation Skills (3 credits)

This course focuses on developing specific techniques including communication and interpersonal skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation models and their application within the school setting are explored. Emphasis is placed upon team building. Case examples are discussed, and opportunities for skill development are provided through role-playing. *Prerequisite: PSY 765 or permission of instructor*

PSY 760 Contemporary Clinical Interventions for the School Psychologist (3 credits)

The course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined that promote the mental health and physical wellbeing of students. Short-term individual psychotherapy techniques as well as structured group therapy programs will be explored. *Prerequisite: PSY 750*

PSY 765 Applied Behavioral Assessment and Intervention (3 credits)

This course covers basic behavior analytic principles and methods in applied settings. The principles of learning and applied behavior management techniques within the classroom and school setting will be addressed. Particular emphasis is also placed on the functional assessment of behavior as well as techniques in counseling parents and relevant school personnel in behavioral intervention.

PSY 770 Ethical, Legal, and Professional Issues for School Psychologists (3 credits)

This course covers standards for professional conduct in school psychology and educational law. Ethical and legal decisions that school psychologists must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students are discussed. Ethical use of computer generated reports as well as issues in report writing will be explored. Case examples, current regulations, standards on utilizing assessment data, and issues in counseling culturally diverse students are explored. Emphasis will similarly be placed on the history and foundation of school psychology, service models and methods, as well as public policy.

PSY 776 Academic/Behavioral Prevention and Intervention Strategies (3 credits)

This course will address content specific to research-based strategies and materials that can be implemented within a multi-tiered system of supports (MTSS). More specifically, academic (reading, writing, and mathematics) and behavioral (including social/emotional) strategies, programs, and supports will be reviewed at each of the three tiers: Tier 1 (prevention) and Tiers 2/3 (intervention). The research and/or evidence basis of the strategies will be discussed, as well as implementation considerations (e.g., training, time, feasibility). The information obtained in this course will provide the basis for prospective school psychologists to appropriately recommend and/or select and implement academic and behavioral strategies for students within the school setting. *Pre or Corequisite: PSY 765, RED 550*

PSY 780 Academic Assessment for Intervention (3 credits)

This course introduces candidates to the administration, interpretation, and communication of psychoeducational assessment results and the link to educational intervention. Emphasis is placed upon planning and conducting comprehensive assessment of learning problems. Focus will include integrating and presenting results verbally and within the context of a psychoeducational report. Candidates will identify appropriate data gathering methods (e.g., background information, checklists, record reviews, assessment instruments, interviews, behavioral observations, and curriculum-based assessments). Candidates will synthesize data from multiple sources to make appropriate recommendations and to determine response to evidence-based interventions via progress monitoring.

PSY 782 Cognitive Assessment I: Theory, Research, and Practice with Lab (4 credits)

This course is designed to provide an in-depth overview of the theories, research, and practice in assessing the cognitive functioning of children, adolescents, and adults. Fundamentals of test construction, its psychometric properties, and the history and current status of cognitive theory will be examined. Candidates will be trained to administer, score (including computer scoring), interpret and communicate the results of cognitive assessment data to answer educationally relevant questions. Psychological issues in intelligence testing, as well as ethical and legal considerations will be explored. Emphasis is placed upon the principal aspects of interviewing, establishment of rapport, behavioral observation, interpretation, and report writing. Special emphasis will be placed upon developing foundational assessment skills that can be generalized to other measures.

PSY 784 Cognitive Assessment II: Linking Assessment to Intervention (3 credits)

This course explores the rationale for selection of cognitive measures based upon the referral questions, as well as variables such as cultural and linguistic background, and/or handicapping conditions. Focus will be placed on interviewing, behavioral observations, test interpretation, and reporting assessment results, with the goal of linking assessment results to intervention.

Prerequisite: PSY 782

PSY 786 Assessment of Personality and Social-Emotional Functioning for Intervention (3 credits)

This course provides an introduction to the theory, administration, scoring, and interpretation of the major implicit or performance-based measures of personality and social-emotional functioning (including apperception, drawing, and sentence completion measures) as well as major explicit or self-report measures. The specific values of implicit/performance-based measures and explicit/self-report measures and associated research findings will be discussed. An introduction to integrating assessment materials into coherent case conceptualizations, evidence-based intervention plans, and the writing of psychological test reports that provide personalized, collaborative, culturally-informed, and highly involving test feedback to clients and families will be provided.

PSY 792 Comprehensive Data-Based Assessment: Integrated Report (3 credits)

The primary goal of this course is to teach the candidate how to write a well-integrated and meaningful psychoeducational report and to learn the art of providing feedback to the person being evaluated, parents, teachers, and other professional as appropriate. Starting with basic data obtained through interview and developmental history, the candidate is guided through the process of clinical inference; learning to select appropriate data collection procedures; to examine and analyze the data; to formulate integrative hypotheses; and to generate a synthesized, integrated, and meaningful psychoeducational report useful to all target audiences. Emphasis will also be placed on understanding the legal issues involved in psychoeducational report writing.

Prerequisites: PSY 765, PSY 780, PSY 782, PSY 784, PSY 786 or permission of program director

PSY 798 Seminar in School Psychology: Introduction (1.5 credits)

The purpose of this course is to introduce candidates to the field of school psychology from a historical and current perspective. The roles and functions of school psychologists will be emphasized, along with an introduction to the expected competencies required of school psychologists by state and national accrediting bodies. Legal and ethical issues, professional association involvement, and research and technology within the practice of school psychology will also be addressed.

PSY 799 Seminar in School Psychology: Current Topics (1.5 credits)

The purpose of this seminar is to discuss contemporary issues and challenges in the field of school psychology and education. The multiple roles and functions of school psychologists in assessment, prevention, and intervention contexts will be examined. An introduction to current educational issues and legislation influencing the profession, the impact of cultural and linguistic diversity in the provision of school psychology services, and best practices in the field will also be considered.

PSY 800 Practicum in School Psychology: School Based (3 credits)

This 125-hour practicum is designed to provide a comprehensive field experience in a school setting which allows candidates to further their understanding of the roles and functions of school psychologists practicing in PK-12 settings. Under close supervision, candidates will develop skills in assessment, consultation, and intervention planning, implementation, and evaluation.

Prerequisites: PSY 700, PSY 710, PSY 715, PSY 735, PSY 750 or permission of program director

PSY 805 Practicum in School Psychology: Applied Skills (3 credits)

The 150-hour practicum is designed to facilitate the development of competencies in the areas of assessment, consultation, and intervention with expanded populations in varied settings. Candidates will complete psychoeducational evaluations, as well as intervention case studies for students with academic, behavioral, and social-emotional difficulties.

Prerequisites: PSY 755, PSY 770, PSY 780, PSY 782, PSY 784, PSY 786, PSY 792

PSY 810 Internship in School Psychology (6 credits)

The candidate is required to complete a supervised field placement in a public or private school setting or related agency, covering a 30-week period of 1,200 hours. This will provide the candidate with an opportunity to demonstrate competencies and refine skills in the areas of assessment, consultation, and intervention.

Prerequisites: PSY 760, PSY 800, PSY 805

**** Course descriptions are subject to change***

APPLIED TRAINING

Field Experiences in Coursework and Practica

The applied professional practice sequence in the specialist program is intended to provide the candidate with exposure to a broad range of school psychological service delivery models and closely supervised assessment, consultation, prevention, and intervention experiences. A graduated sequence of field experiences, which take place during each year of the curriculum, is required of all candidates to bridge the gap between theoretical foundations, classroom instruction, and applied practice.

Field-based experiences linked to foundational coursework are required of all candidates beginning in the first semester of training. Through shadowing, observations, and other information gathering activities, candidates develop an applied understanding of the role of the school psychologist and other professionals, as well as knowledge of classrooms, schools, and other agencies serving diverse students and families. Courses in which field experiences are required are as follows:

- PSY 798 – Seminar in School Psychology: Introduction
- PSY 799 – Seminar in School Psychology: Current Topics
- PSY 700 – Learning and Human Development
- PSY 710 – Psychology of Exceptional and At-Risk Children
- PSY 735 – Organization and Operation of Schools

Practicum settings include placements in school districts and/or clinics. These practicum placements give candidates the opportunity to work with a diverse range of students and problems. Faculty and administrators of the specialist program approve the candidate's readiness for practicum and determine the candidate's practicum site placement based upon their annual review. **Candidates who do not meet the minimum requirements are advised and remediated as appropriate.** To be eligible to register for practicum, candidates must have been matriculated and have successfully completed the following course work:

Pre- or Co-requisite Courses for the Specialist Practica

Practicum in School Psychology: School Based

- PSY 700 – Learning and Human Development
- PSY 710 – Psychology of Exceptional and At-Risk Children
- PSY 715 – Child and Adolescent Psychopathology
- PSY 735 – Organization and Operation of Schools
- PSY 750 – Counseling Theories and Techniques
- PSY 780 – Academic Assessment for Intervention

OR

- PSY 782 – Cognitive Assessment I: Theory, Research, and Practice with Lab

Practicum in School Psychology: Applied Skills

PSY 755 – School Consultation Skills

PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists

PSY 780 – Academic Assessment for Intervention

PSY 782 – Cognitive Assessment I: Theory, Research, and Practice with Lab

PSY 784 – Cognitive Assessment II: Linking Assessment to Intervention

PSY 786 – Assessment of Personality and Social-Emotional Functioning for Intervention

PSY 792 – Comprehensive Data-Based Assessment: Integrated Report

PSY 800 – Practicum in School Psychology: School Based

Two practicum courses are required to afford candidates an opportunity to work with a variety of students, parents, and educational stakeholders over time. Practicum responsibilities may include providing school support for the MTSS process (e.g., observations, screenings, progress monitoring, graphing of data), individual and small-group skills training/counseling, consultation, parent conferencing, assessment and data-gathering, involvement in the exceptional student education process, and other experiences relevant to the practicum setting.

Practicum placement procedures vary from county to county, and from state to state. Candidates must abide by the differing guidelines. **Certain sites may require candidates 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 currently employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their practicum. Candidates may be required to take some leave or to make other necessary arrangements to fulfill this requirement. **Please be advised that waiver of the practicum experience or transfer of credit for any reason is not permitted.**

Candidates are ineligible for practicum if they have not completed or not enrolled in prerequisite/co-requisite courses, have not passed or remediated all DOE FEAPs associated with the prerequisite courses, are on academic probation, or have been deemed as not ready by faculty and administrators of the program 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 Internship

The culminating field based training experience of the specialist program is the internship in school psychology. All candidates are required to successfully complete a supervised field placement consisting of a minimum of 1,200 clock hours in an elementary and/or secondary school setting. The internship is typically completed in one academic year following completion of all prerequisite course work with a GPA of 3.0 or higher.

Pre-requisite Courses for the Specialist Internship

PSY 760 – Contemporary Clinical Interventions for School Psychologists

PSY 800 – Practicum in School Psychology: School Based

PSY 805 – Practicum in School Psychology: Applied Skills

It is the candidate's responsibility to investigate and to apply for internship opportunities. Prior to submitting applications, candidates' eligibility must be reviewed. The Program Office will verify the candidate's eligibility to accept and subsequently begin an internship. Because of the competitive nature involved in the process of obtaining an internship, each candidate is required to apply to at least three settings.

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

ONLINE CLASS PARTICIPATION EXPECTATIONS

When your classes are conducted on Zoom, it is important to remember that Zoom meetings serve as our online classroom. Therefore, all regular classroom policies apply. When in an online classroom, please adhere to the online etiquette rules described below. The goal of these guidelines is to create the most supportive and inclusive learning environment for all participants.

1. Do not share the URL and/or password of the class meeting.
2. Log in on time to avoid disruptions.
3. Test your microphone, camera, and internet connection before the class.
4. Find a quiet, well-lit space for attending class.
5. Keep your camera on during class unless instructed differently by the instructor. If your camera remains off for a significant portion of the class without the instructor's permission, you will be marked as not attending and not participating.
6. Minimize background distractions and interruptions. Avoid potentially offensive backgrounds (real or virtual).
7. Position your camera to show your face. Avoid directing it too high or too low.
8. Do not join a class from a public area or from your car.
9. Dress as you would for an in-person class to maintain a professional atmosphere.
10. Smoking or consuming adult beverages are not permitted in the online classroom.
11. Keep your microphone muted when you're not speaking to reduce background noise.
12. Unmute yourself when you want to contribute to the discussion.
13. Allow others to speak without interruption. Use non-verbal cues (like raising your hand) to indicate you have something to say.
14. Turn off all notifications, and ensure your cell phone is turned off or on silent.
15. Avoid multi-tasking during the class session. Do not work on other tasks, such as checking your email, texting, gaming, or working on other classwork. Give the class your full attention and focus.
16. Maintain eye contact with the camera.
17. Treat your classmates, instructors, and teaching assistants with respect.
18. Communicate respectfully and professionally in both verbal and written communication.
19. Use proper grammar and spelling when using the chat feature. Avoid "text talk."
20. Do not take screenshots or record the session without permission.
21. Be cautious about sharing personal information.
22. When discussing specific student cases, do not use actual names or share personally identifiable information.

23. Protect sensitive information. If sharing your screen, ensure that only intended content is visible. Close unnecessary tabs and apps, clear the browser to avoid auto-complete results, and ensure nothing personal or sensitive is on the desktop.
24. Be aware of the class policies regarding attendance, participation, and assignments.
25. Adhere to any guidelines or rules set by the instructor.

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, student 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 specialist program is divided into three semesters. Candidates are expected to register for Fall, Winter, and Summer classes at the designated time and place and in accordance with procedures outlined in this text and in program literature unless they have an approved leave of absence (see section on Candidate Enrollment).

Attendance

Candidates are expected to attend all scheduled learning activities including classes, lectures, seminars, and examinations. Anticipated absences should be cleared in advance with the instructor. Absences from any part of eight-week, weekend format courses will 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.

CANDIDATE ENROLLMENT

All degree-seeking and provisional degree-seeking candidates are considered full-time students by the program 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 candidate status, all candidates are to be in continuous registration until they receive their degree unless prior approval is received from the Program Office. **Failure to remain in continuous registration will be considered formal withdrawal from the program. Candidates who do not complete courses for two consecutive semesters will be considered not in continuous enrollment and will be reviewed by the program office.**

Residency and Full-Time Status

For program purposes, candidates are considered to be full-time if they complete six credit hours each semester. The final internship year requires completion of two (2) credit hours 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 specialist program office. **It is the responsibility of the candidate to seek advisement of options available for completing the specialist 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.

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

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 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 and skills, candidates are required to complete their program within seven years from the date of first enrollment. Candidates are expected to graduate with the specialist degree within this time period. In the event that a matriculated candidate who has been in continuous enrollment does not complete all requirements within the seven-year time limit (excluding approved leaves of absences), they must enroll in the Specialist Program and:

1. Maintain full-time status (minimum six (6) 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.

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.

Matriculation Requirements (Degree Candidacy)

Candidates who are admitted into graduate study at the specialist level are reviewed for degree candidacy (matriculation) after completion of the first semester courses (minimum 6 credits) in which they are enrolled. During the formal review for matriculation, candidates' academic

performance in their first semester courses will be examined. Candidates must earn a grade point average of 3.0 or above in the designated courses to be matriculated. **Candidates who receive two grades below a "B-" or a grade of "F" in any of the four designated courses will not be matriculated and will be immediately withdrawn from graduate study.**

Prior to the formal matriculation review, should a candidate receive a second grade below "B-" or a grade of "F", the candidate will automatically be withdrawn from graduate study. Under no circumstances will candidates who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in the College of Psychology.

Candidates with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

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 the opportunity to meet with program faculty and administration.

Academic Advisement

The specialist program offers academic advisement to candidates through the program office. Faculty are accessible to candidates to assist with course planning and selection, appraisal of academic standing, review of university policies and procedures, and to respond to individual circumstances. The formal orientation program begins the advisement process. Candidates will be familiarized with the academic program and requirements, registration procedures, library information, candidate rights and responsibilities, and other relevant programmatic issues. Candidates may meet with an advisor regularly during registration or at any time upon request.

Advisement about specific course content is available from the faculty teaching a specific course. 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 site managers. Candidates should meet with an advisor regularly, especially prior to registration and application for practicum.

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

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/core faculty at each campus.

CANDIDATE RETENTION AND PROGRESSION

A summary of successful candidate performance and progression to the program is provided in the following table.

Decision Point	Key Assessment Indicators
Admission <i>Does the applicant demonstrate potential for graduate study?</i> <i>Does the applicant demonstrate potential for ethical, reflective, professional practice in diverse communities?</i>	<u>Traditional Admission</u> <ol style="list-style-type: none"> 1. GPA (3.0 based upon last 2 years undergraduate study preferred; 3.4 GPA from a regionally accredited graduate program in psychology, education or a related field based on a minimum of 18 hours) 2. Professional/Faculty letters of recommendations (2) 3. Faculty interview ratings 4. Written statement of professional experiences 5. Completion of 3 credit hours of coursework in research and evaluation or statistics
Matriculation (after completion of the 1st semester) <i>Does the candidate demonstrate knowledge, skills, and dispositions necessary for successful performance in the graduate program?</i>	<p>Applicants must meet the following matriculation criteria in order to be admitted to degree candidacy:</p> <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ in their first semester (minimum of 6 credits) 2. Candidates must not receive two grades below “B-” or a grade of “F” in any of the four designated courses. Candidates who do so are automatically withdrawn from graduate study and not permitted to take graduate level courses in the program. 3. Faculty evaluation of professional functioning (work characteristics/dispositions)
Practicum in School Psychology: School-Based <i>Does the candidate demonstrate knowledge, skills, and dispositions necessary for practicum?</i>	<p>Documentation of the <i>Candidate Evaluation and Feedback Form – Year 1</i> of the following:</p> <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices Key Assessments completed in Year 1 3. Faculty evaluation of professional functioning (work characteristics/dispositions) 4. Signed log documenting completion of required 35 hours of course-related field experiences 5. Successful completion of prerequisite or enrollment in corequisite coursework: PSY 700, 710, 715, 735, 750
Practicum in School Psychology: Applied Skills <i>Does the candidate demonstrate knowledge, skills, and dispositions necessary for third year practicum?</i>	<p>Documentation of the <i>Candidate Evaluation and Feedback Form – Year 2</i> of the following:</p> <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices Key Assessments completed in Year 2 3. Faculty evaluation of professional functioning (work characteristics/dispositions) 4. Successful completion of prerequisite or enrollment in corequisite coursework: PSY 755, 770, 780, 782, 784, 786, 792, 800 5. Practicum supervisor’s ratings of candidate’s practicum performance in Practicum in School Psychology: School-Based (PSY 800) (Candidate achieves ratings of 80% or higher in each domain)

Decision Point	Key Assessment Indicators
Internship <i>Does the candidate demonstrate knowledge, skills and dispositions necessary for the internship?</i>	Documentation of the <i>Candidate Evaluation and Feedback Form – Year 3</i> of the following: <ol style="list-style-type: none"> 1. Cumulative GPA of 3.0+ 2. 80% or greater on all Florida Educator Accomplished Practices Key Assessments completed in Year 3 3. Faculty evaluation of professional functioning (work characteristics/dispositions) 4. Successful completion of prerequisite coursework: PSY 760, 800, 805 5. Practicum supervisor’s ratings of candidate’s practicum performance in Practicum in School Psychology: School-Based (PSY 800) and Applied Skills (PSY 805) (Candidate achieves ratings of 80% or higher in each domain)
Degree Conferral <i>Has the candidate demonstrated the knowledge, skills, and dispositions necessary for professional practice?</i>	Final Internship Portfolio Review and Program Performance Evaluation Internship Portfolio Artifacts include: <ol style="list-style-type: none"> a. Psychoeducational Evaluation Report b. Case Study – Academic (includes impact on student learning) c. Case Study – Behavioral (includes impact on student learning) d. Consultation/Collaboration Audio-recording e. School-Based MTSS Project f. Florida Teacher Certification Examination –Subject Area Test in School Psychology (SAE) (passing scores required) g. PRAXIS II School Psychologist Test (completion of examination in fall with passing score; completion of second administration in winter if failing score obtained in Fall) h. Field Supervisor evaluation of internship competencies (Final Internship Evaluation) i. Final Internship log documenting a minimum of 1200 hours
Follow-up <i>Has the program adequately prepared graduates for ethical, reflective, professional practice in diverse communities?</i>	<ol style="list-style-type: none"> 1. Follow-up survey of graduates 2. Follow-up survey of graduates’ employers

ACADEMIC STANDING (Following Matriculation)

The grading 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. Failure to meet these requirements will result either in academic probation or dismissal as detailed below. The Program Office monitors academic standing for all candidates each semester and coordinates remediation as needed.

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 received;
3. Three concurrent incompletes “I” appear on the transcript.

The candidate, the specialist program administration, and the Office of Student Financial Assistance will be notified in writing of the candidate's probationary status. A candidate is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status.

Dismissal

Automatic dismissal from any graduate 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 received;
3. Two grades of “F” are received;
4. A grade of “Fail” is earned for internship.

READMISSION

Candidates dismissed from the program may petition for readmission after one academic year. Such candidates will have their records examined by the specialist program admission committee. Applicants should supply documentation regarding remediation, as well as a plan for achieving academic success. Upon approval, the candidate will be readmitted to the program in effect at that time. Only those courses within the past five years with grades of “B” or the are equivalent will be applied toward the specialist degree.

Students withdrawn from NSU due to academic inactivity and seeking readmission to their academic program will be required to petition their specific college or academic program for readmission.

REMEDIATION POLICY

A candidate receiving 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 grades shall remain on the candidate's 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 the following courses: PSY 800: Practicum in School Psychology–School Based and PSY 805: Practicum in School Psychology–Applied Skills, reflects inadequate performance and does not satisfy curriculum requirements. The candidate must repeat the course and a minimum grade of “B-” must be achieved. Both grades shall remain on the candidate's 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.

Remediation Guidelines for Coursework and FEAPs

The Director of the Specialist Program coordinates remediation in coursework and FEAP Key Assessment Tasks. Remediation is required when (a) a grade of “F” is earned in any course; (b) a grade lower than a “B-” is earned in PSY 800 or PSY 805; or (c) a candidate obtains a grade below “B-” or below 80% on the FEAP Key Assessment Task in a designated course.

1. *Earning a grade of “F” in any course or a grade lower than a “B-” in PSY 800 or PSY 805*

A candidate receiving 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 grades shall remain on the candidate’s record and 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 a “B-” in PSY 800 and PSY 805 reflects inadequate performance and does not satisfy curriculum requirements. Candidates must repeat the course and earn a grade of at least a “B-”. Both grades shall remain on the candidate’s record and 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.

2. *Earning less than 80% in “benchmark” FEAP courses*

A candidate earning less than 80% in any of the “benchmark” FEAP courses or on the key assessment of the FEAP must be remediated (see *Candidate Guide to Florida Educator Accomplished Practices*).

- 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 complete the appropriate task grading rubric, record the percentage earned for each key assessment task on the matrix located on the last page of the syllabus, and return it to the program office along with course grades.
- b. *Determining the remediation task:* Remediation tasks are determined by the candidate and course instructor, and monitored by core faculty and program administration. An Individual Remediation Plan (IRP) is developed.

- c. Time permitted to complete the remediation tasks: Remediation tasks should be completed within 30 days from the date of assignment. Should a candidate fail a remediation task, he or she shall be provided one additional remediation attempt by the instructor and be provided with an additional 30 days. Failure to be remediated shall prompt referral of the candidate to the program director for coordination of formal review with faculty.
- d. Individual Remediation Plan (Appendix F): Candidates being remediated shall develop a remediation plan that addresses the identified problem in consultation with the instructor of the course, a full-time or core faculty member, and administrators as necessary. Remediation interventions shall be documented in a written plan that includes the following:
 - i. Candidate name, instructor name, course number, semester, site where course is taught
 - ii. Identified problem (*Why does the candidate need to be remediated?*)
 - iii. Objective (*What are the specific goals of remediation?*)
 - iv. Assignment (*What task shall the candidate be given?*)
 - v. Signatures of candidate, course instructor, and monitoring faculty
 - vi. Due date
- e. Distribution and monitoring of the IRP: Both the candidate and program director are provided with a copy of the signed IRP. Once an assignment is complete, the course instructor shall evaluate the work and assign a percentage. Monitoring faculty and program administration shall be notified once the remediation task is complete.

ANNUAL REVIEW

Annual review is an important vehicle for monitoring candidate progress and for determining the candidate's readiness for the field experience designated for the upcoming academic year (e.g., Annual Review at Year One determines the candidates' readiness for PSY 800 Practicum in School Psychology: School-Based) or degree conferral. As part of this process, candidates meet with at least one faculty member for formal review of their progress in several areas. Prior to their meeting with faculty, candidates submit paperwork which includes course grades, and percent mastery of key assessment FEAP tasks and completed remediation plans as applicable. Participation in professional development, and candidate ratings of professional behaviors and skills by course instructors are reviewed and discussed. Strengths and weaknesses are identified and a continuous professional improvement plan is prepared for each candidate for implementation the following academic year. In order to be approved for the field experience designated for the following academic year, candidates must have a GPA of 3.0 or better, demonstrate 80% criterion mastery of course embedded tasks, demonstrate appropriate professional behavior (based on instructor ratings and faculty observations) and meet prerequisite coursework as outlined in field-based course descriptions.

If a candidate is not approved to enroll in the applied field experience designated for the following academic year (i.e., practicum or internship), a formal remediation plan is required. This plan is developed by faculty members (as relevant), candidate, and program director and progress is reviewed again within a minimum of six months of the annual review.

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

GRADING POLICY

The following policies apply to all academic programs in the College of Psychology. All degree programs in the College of Psychology 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., internship) are graded in terms of **Pass (P)** or **Fail (F)**.

A grade of **“W”** is assigned when a candidate withdraws from a course after the “last day of drop courses,” as indicated in the Academic Calendar. A grade of **“W”** will appear on the official transcript. Candidates failing to officially withdraw as indicated in the Academic Calendar will be assigned a final grade based on the work completed and will be subject to grading as described in the course syllabus. Candidates should consult the College's Academic Calendar for specific dates associated with these deadlines.

An **“IP”** (In Progress) or **“PR”** (Progress) grade indicates that clinical activities (e.g., practica and internship) are ongoing.

An **“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 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 an 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" 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 Coordinator
- 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 Assistance.

Tuition and Fees for the 2024-2025 Academic Year

Specialist tuition for 2024-2025 will be charged at the rate of \$996 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	\$ 996.00 per credit hour
Student Service Fee	\$ 600.00 per semester (4 or more credits) \$ 300.00 per semester (1–3 credits)
*Student Health Insurance	\$2520.00 (August 1, 2024–July 31, 2025) \$1056.00 (August 1–December 31, 2024) \$1464.00 (January 1–July 31, 2025)
Textbooks and Supplies	\$1100.00 (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>

Professional Liability Insurance

All specialist 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) (<http://www.nasponline.org/standards-and-certification/professional-ethics>) and to the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (2010 and 2016 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

The period in which a candidate is able to obtain a 100% refund occurs during the first week of the semester. Furthermore, a candidate shall receive a full refund of tuition fees paid by the candidate **prior** to the commencement of instruction if the candidate submits a written request to the institution within three working days of the payment. Refund schedules for tuition fees after the commencement of instruction may be found at the beginning of this handbook under Academic Calendar.

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 candidate in good standing enrolled in the Specialist 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. 25826 or email osullivan@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 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

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 “W” grade is assigned when a candidate withdraws from a course after the last date indicated on the academic calendar to drop courses with a refund and **prior** to the last published date to withdraw for the term. If the candidate fails to withdraw by the final published date to withdraw for the term, the candidate will be assigned a grade of “F”. **Withdrawal from a course may affect the candidate’s financial aid status and/or require return of disbursed funds.**

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 <https://www.nova.edu/registrar/forms/course-audit-request-form.pdf>.
- 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.
- 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.
- 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 specialist program**. Consideration will be given only to courses taken before matriculation in the specialist program. For candidates entering during the fall semester, a request for transfer credit for first semester courses must be made by August 15th. Request for all other transfer credit must be made by October 15th. For candidates entering during the winter semester, a request for transfer credit for first semester courses must be made by December 15th. Request for all other transfer credit must be made by February 15th.

Candidates requesting transfer of credit must submit a written request for transfer along with supporting documentation to the specialist program administration. The candidates must provide a syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses may require the candidate to provide further documentation and supporting material, such as class notes, and/or to meet with them. Transfer credits are not taken into account when computing the candidate's grade point average. The maximum number of credits transferred that will be credited towards graduation is fifteen (15).

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

1. It is a graduate level course taken at an accredited college, or university as a post-baccalaureate candidate. A graduate course is defined as one that would be credited towards a post-bachelor's degree at an institution where the course was taken. This must be verified in the school's bulletin or a letter from the chair of the department and an official transcript.
2. It is evaluated as equivalent to a course in the program's required curriculum.
3. It was completed no longer than five years before first enrollment in this program.
4. 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 to B unless it can be officially verified as such.

5. The candidate must successfully demonstrate competence to the evaluating faculty member for assessment courses.

It will be the responsibility of the candidate to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded. Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

Courses completed at other institutions after the candidate has enrolled in the Specialist Program in School Psychology will be considered only if there has been prior approval by the Office of Academic Affairs. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

No transfer credit may be applied to practicum or internship.

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 VA and candidate so notified.

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

TRANSFERS BETWEEN ONLINE AND IN-PERSON FORMATS

The Specialist Program in School Psychology recognizes that students may need to transition between online and in-person formats based on individual circumstances. Such transfers will be evaluated on a case-by-case basis and requires the approval of the Program Director.

It is essential for students to discuss their plans with their faculty mentor and/or Program Director to understand the implications of the transfer on their academic and professional goals. Students wishing to transfer from one format to another must submit a formal request in writing to the Program Director, detailing the reasons for the requested transfer. The Program Director will then review the request, considering the student's academic performance, reasons for transfer, and potential impact of the student's progress in the program. The decision of the Program Director will be final, and students will be informed of the outcome in writing.

An important consideration for students to note is the implications for applications to the doctoral program. While students from both online and in-person formats are eligible to apply for the doctoral program, **only credit obtained in the in-person format are eligible to be transferred into the doctoral program.**

PROVISIONAL ADMISSIONS

Candidates may be provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be received within 90 calendar days from the start of the term. If these final and official documents and/or

requirements are not received by that time, the candidate will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional candidate until he or she has been fully admitted as a regular candidate (all admissions requirements have been approved by the college/program admissions office).

DEGREE CONFERRAL

Candidates who have completed all requirements for the en-route master of science or the specialist degree must submit an application for degree. Forms are available via the Office of Registrar's website: <http://www.nova.edu/cwis/registrar/instructions.html>.

Degree applications require approval by the Office of the Dean, Office of the 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 (<https://www.nova.edu/studentconduct/index.html>) 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, and field experiences (e.g., practica and internship). Candidates for the degree must possess with or without reasonable accommodation(s), multiple abilities and skills. In addition 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 Professional Skills and Dispositions 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 (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 (<https://www.nova.edu/studentconduct/index.html>), 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* (<https://www.apa.org/ethics/code/>). Candidates will similarly adhere to the *National Association of School Psychologists (NASP) Principles of Professional Ethics* (<https://www.nasponline.org/standards-and-certification/professional-ethics>), 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 facilitate 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.

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 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, postings or other social media activities/content that violate the APA Ethical Principles of Psychologists and Code of 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 ensure 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 (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 798 – Seminar in School Psychology: Introduction* and *PSY 770 – Ethical, Legal, and Professional Issues for School Psychologists*, and are also available on the following websites: <https://www.apa.org/ethics/code/> and <https://www.nasponline.org/standards-and-certification/professional-ethics>. 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. At application, candidates 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 "specialist 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, or to offer or to advertise independent school psychological services until the Florida license is obtained.
7. 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 the Program Director. Depending upon the particular type of difficulty identified, a number of procedures are available.
8. 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.

DUAL RELATIONSHIP BETWEEN FACULTY MEMBERS AND CANDIDATES

While in principle the NASP and APA policies of discouraging dual relationships are endorsed, 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, and to avoid them whenever possible.

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 Program Director. 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 candidate 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 eBills 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 INSU 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 (<https://www.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 an 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 liver 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.

STUDENT COVID-19 AND VACCINE INFORMATION

Students are encouraged to be vaccinated against COVID-19 and to monitor developments and requirements for reporting. COVID-19 information can be found at: [Coronavirus Updates | Nova Southeastern University](#).

Students who are assigned to practicum or internship in clinical psychology, school psychology, or counseling may be required to show proof of vaccinations as a condition of their placement, including but not limited to COVID-19.

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 from 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 CLINICAL 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

Department of Clinical and School Psychology

Faculty Professional Interests

Full-Time Faculty

Soledad Argüelles-Borge, Ph.D., Nova Southeastern University, associate professor. Adult caregiving issues; impact of culture on caregiving and psychotherapy; older adults; Cognitive-Behavioral Therapy; clinical supervision.

John S. Auerbach, Ph.D., State University of New York at Buffalo, professor. Psychological and performance-based assessment; attachment theory; relational-intersubjective approaches to assessment and psychotherapy; personality disorders; developmental, relational, and complex trauma.

Ryan Bennett, Psy.D., Nova Southeastern University, assistant professor. Neuropsychology in sport and associated traumatic brain injuries; neurorehabilitation following brain injury; neuropsychological profiles related to neurodevelopmental disorders; neuropsychological and personality assessment.

Ryan Black, Ph.D., Nova Southeastern University, assistant professor. Psychometrics, including Classical Test Theory and Modern Test Theories (e.g., Item Response Theory); linear and nonlinear mixed effects regression models; research design and methodology; assessment and treatment of serious and persistent mental illness; post-marketing surveillance of prescription opioid abuse.

Paula Brochu, Ph.D., University of Western Ontario, Canada, associate professor. Prejudice, stereotyping, and discrimination; intergroup relations and social identity; stigma and diversity; intersectionality; belongingness; body image and disordered eating; weight stigma and discrimination; weight-inclusive health-care approaches.

Peter Caproni, Ph.D., Adelphi University, associate professor. Therapeutic/collaborative assessment; school-based consultation; psychological services within schools; emotional/behavioral issues with children and adolescents; public policy advocacy; post-traumatic growth.

Ralph E. (Gene) Cash, Ph.D., ABPP, NCSP, New York University, professor. School psychology; psychological assessment, diagnosis, and treatment; depression; anxiety disorders; suicide prevention; forensics, including child custody, wrongful death effects, and disabilities; stress management; psychology and public policy.

Alexandru F. Cuc, Ph.D., New School University, associate professor. Cognitive psychology; conversational remembering; group dynamics; collective amnesia of traumatic events; autobiographical memories.

Jennifer Davidtz, Ph.D., University of Massachusetts Amherst, associate professor. Community mental health; the treatment of long-term mental illness, borderline personality disorder, and complex trauma; countertransference and other intersubjective psychotherapy process phenomena; psychotherapy integration.

Christian DeLucia, Ph.D., Arizona State University, associate professor. Recovery from substance use problems; statistical and methodological issues relevant to the design and analysis of psychosocial research.

Amy Ellis, Ph.D., Nova Southeastern University, Assistant Director, Trauma Resolution and Integration Program. Trauma; PTSD.

David Feldman, Ph.D., Gallaudet University, associate professor. Clinical and forensic psychology specializing with the Deaf and hard-of-hearing; sexual offenders; competency; correctional psychology; psychology and the law; psychological evaluation and assessment; military psychology; combat and post-traumatic stress disorders; business of psychology.

Maria Fimiani, Psy.D. Nova Southeastern University, assistant professor. Clinical health psychology; consultation-liaison psychology; medical education and behavioral medicine; provider wellness/burnout prevention.

Ana I. Fins, Ph.D., University of Miami, professor. Clinical health psychology; behavioral sleep medicine; insomnia; Cognitive Behavioral Therapy for Insomnia; psychological and physiological effects of sleep restriction; bi-directional relationships between sleep and chronic illness.

Diana Formoso, Ph.D., Arizona State University, associate professor. Risk and protective factors that shape youth development within low-income, ethnic minority families; family conflict, parenting, and child outcome and how they are impacted by families' ecological and cultural context (e.g., economic hardship, neighborhood risk, immigration and acculturation); intervention development for ethnic minority children and families experiencing adversity; the family lives and school experiences of immigrant youth.

Maria Gallardo-Cooper, Ph.D., NCSP, University of Florida, assistant professor. Psychoeducational evaluations; social-emotional assessment; counseling and therapeutic strategies; crisis response; child and adolescent therapy; parent/family interventions; Latinx psychology; bilingual practice; ethnic identity; clinical supervision.

Barbara Garcia-Lavin, Ph.D., Nova Southeastern University, associate professor, Director of Clinical Training. Psychological assessment, training/supervision, autism and developmental disabilities, youth aggression and conduct problems, health psychology, and school psychology.

Charles Golden, Ph.D., ABPP/ABCN, University of Hawaii, professor. Neuropsychology of head injury, stroke, and multiple sclerosis; neuropsychological and personality assessment; rehabilitation and community reintegration following brain injury; neuropsychology in childhood and in school settings; learning disabilities; hyperactivity; general assessment.

Donna Hillier, Psy.D., Nova Southeastern University, assistant professor. Clinical psychology supervision and professional training; emotional intelligence; high achievers; women's issues.

Iryna Kasi, Ph.D., University of Central Arkansas, assistant professor. Psychological and psychoeducational assessment; school neuropsychological assessment; assessment of culturally and linguistically diverse individuals; differentiating cultural and linguistic differences from disorders.

Tom Kennedy, Ph.D., BCB, University of Miami, associate professor. Forensic psychological assessments; neuropsychological assessments; behavioral medicine interventions; psychotherapy; group therapy; at-risk children and adolescents; domestic violence and human trafficking; psychopathy; reliability and validity of psychological instruments.

Jeffrey L. Kibler, Ph.D., University of Miami, professor. Trauma and posttraumatic stress disorder (PTSD); health consequences of PTSD; behavioral and psychological markers for heart disease.

Christopher Layne, Ph.D., University of California, Los Angeles, associate professor. Traumatic stress bereavement, and grief; community violence and war trauma; developmental psychopathology; theory building; test construction; evidence-based assessment; evidence-based practice; competency based professional training and curriculum development; developing and evaluating manualized interventions for traumatic stress and bereavement; psychosocial mediators and moderators of post-traumatic adjustment.

Janell Mensinger, Ph.D., City University of New York, Graduate Center, associate professor. Eating disorders prevention and treatment; weight stigma; intuitive eating; positive embodiment; biofeedback interventions; interoceptive awareness; traumatic stress; heart rate variability monitoring; self-care and resilience; quantitative methods; psychometrics; mechanisms and moderators of treatment effects.

Timothy R. Moragne, Psy.D., Wright State University, professor. Minority issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS; AIDS and minorities.

Barry Nierenberg, Ph.D., ABPP, University of Tennessee, professor. Rehabilitation and health psychology; psychological factors in chronic illness; biopsychosocial aspects of wellness and disease; multiply determined factors supporting chronic pain; child and family adaptations to acute and chronic medical conditions; examination of Network Medicine applications.

Randy K. Otto, Ph.D., ABPP, Florida State University, associate professor. Forensic psychological assessment, understanding and improving clinical judgment and decision making, communicating expert opinion via report writing and testimony, assessment of response style, risk assessment, mental health law, legal and ethical issues in professional practice.

Scott Poland, Ed.D., Ball State University, professor. Professional experience has included leading national crisis teams and primary interests are suicide intervention, crisis intervention, youth violence, self-injury, school safety and delivery of psychological and counseling services in schools.

Bady Quintar, Ph.D., ABPP, University of Kentucky, professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

David Reitman, Ph.D., University of Mississippi, professor. Cross-setting (home and school) problems involving children and adolescents. Emphasis on disruptive behavior (i.e., attention deficit/hyperactivity disorder, oppositional defiant disorder, conduct disorder). Interventions are behaviorally-based, empirical, and focus on parent disciplinary practices, problem-solving, and skills building.

Jessica J. Ruiz, Psy.D., Nova Southeastern University, associate professor. Assessment, prevention, and intervention of substance use disorders and behavioral addictions; co-occurring disorders; PTSD and other trauma-related disorders; Motivational Interviewing and harm reduction.

Emily Salivar, Ph.D., University of Miami, assistant professor. Couple processes and interventions; treatment dissemination and cost-effectiveness; underserved populations; impact of trauma on relationship functioning.

Robert Seifer, Ph.D., Nova Southeastern University, associate professor. Sport psychology; psychological performance enhancement in athletes; attention deficit hyperactivity disorder; positive psychology; clinical practice in community mental health and private practice settings.

LaToya Shakes Malone, Ph.D., Boston College, assistant professor. Risk and protective factors influencing outcomes for people of color and immigrant youth and families; psychological and psychoeducational assessment; clinical diagnosis and treatment.

Nurit Sheinberg, Ed.D., Harvard University, assistant professor. Early childhood development and evaluation; social-emotional development; challenging behaviors; infant mental health; autism; parental support.

Ashley Stripling, Ph.D., University of Florida, Gainesville, associate professor. Geropsychology, clinical training, research and advocacy, promotion of successful, healthy aging through advocacy and clinical interventions; understanding ageism, subjective aging, and the intersection of aging language and perceptions; combating ageist stereotypes.

Lourdes Suarez-Morales, Ph.D., University of Missouri-Columbia, associate professor. Cultural factors in clinical research; cognitive, environment, and cultural factors and their relationship to anxiety in youth.

Kayla Thayer, Ph.D., University of Miami, assistant professor. Treatment of severe psychopathology in adults; complex clinical presentations with psychiatric and medical comorbidities; recovery-oriented and evidence-based treatments; veteran and military populations; chronic and severe mental illness; culturally-informed treatments; clinical training and supervision.

Jessica Valenzuela, Ph.D., University of Miami, associate professor. Pediatric psychology; Disparities in child health outcomes and health care quality; Chronic illness prevention and disease management; Psychologists in medical settings; Community-based participatory research approaches and academic-community partnerships for health.

Sarah Valley-Gray, Psy.D., ABPP, Nova University, professor. Neuropsychological, psychological, and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development (interaction with caregiver); issues of professional development including training and supervision.

Vincent B. Van Hasselt, Ph.D., University of Pittsburgh, professor. First responder research and training; assessment and prevention strategies for police officers, firefighters, crime scene investigators, and emergency communication operators; crisis (hostage) negotiations; critical incident stress management; Crisis Intervention Team (CIT) training for first responders.

Angela Waguespack, Ph.D., Louisiana State University, professor. Development, evaluation, and dissemination of evidence-based early literacy interventions across home, school, and community settings; consultation in school-based and community out-of-school settings; multi-tiered systems of support as a framework for psychological and educational service delivery.

Contributing Faculty from Other Departments and Colleges

Jonathan Banks, Ph.D., University of North Texas, assistant professor. Impact of stress of cognitive processes; working memory and executive functioning; mind wandering; change and inattention blindness; self-control and ego depletion.

Matthew Collins, Ph.D., McMaster University. Language development and memory; body position/activity and cognitions and representation of language in the mind.

Timothy Razza, Psy.D., Nova Southeastern University. Psychological assessment; evidence-based treatment of anxiety and disruptive behavior disorders in children and adolescents; assessment of suicide in children and adolescents; stigma of mental illness.

Jose A. Rey, Pharm.D., BCPP, University of Florida. Psychopharmacology, pharmacoeconomics, pain management.

Professors Emeriti

W. Joseph Burns, Ph.D., ABPP, University of North Dakota. Lifespan developmental neuropsychology; developmental neuropsychology; neuropsychological effects of toxins, infections, and head injury in children; neuropsychiatric disorders in the elderly; pediatric neurorehabilitation.

William Dorfman, Ph.D., ABPP, Ohio State University. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psycho-diagnosis; objective personality measurement with the MMPI-2 and MMPI-A; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

John E. Lewis, Ph.D., Syracuse University, professor. Intercultural psychotherapy and assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling; school psychology; international perspectives.

David Shapiro, Ph.D., ABPP, University of Michigan, professor. Forensic psychology; mental health law; forensic and clinical assessment; expert witness testimony; malingering; legal and ethical issues.

Edward R. Simco, Ph.D., Nova University. Applied and computational statistics; research design and evaluation; cluster analysis; psychometrics.

Lenore Walker, Ed.D., ABPP, Rutgers, The State University of New Jersey. Forensic psychology; expert witness testimony; battered women syndrome; violence against women; family and interpersonal violence; sexual harassment; impact of trauma; post-traumatic stress disorder; feminist theory.

Clinical Faculty

Sohani Char, Psy.D., Nova Southeastern University, assistant clinical professor, clinical supervisor of the Unicorn Children's Foundation Developmental Assessment Clinic. Psychology assessment for autism spectrum disorder and developmental delays; cultural disparities in identification and treatment of autism clinical supervision and training.

Nicole Jimenez, Psy.D., Nova Southeastern University, assistant clinical professor, supervisor of the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic, director of the internship training for the South Florida Consortium Internship Program (SFCIP). Clinical supervision and training; treatment of the child, adolescent, and family population; psychological assessment; trauma-informed care.

Leonard Schnur, Psy.D., ABPP, Nova Southeastern University, associate clinical professor. Clinical supervision and training; interests include treatment of mood disorders for adult and adolescent populations, time-limited dynamic psychotherapy, and psychotherapy integration approaches for treatment of personality disorders.

Tara Sheehan, Ph.D., BCBA, Nova Southeastern University, assistant clinical professor, clinical supervisor of the Kapila Family Foundation Challenging Behavior Clinic. Clinical supervision and training in applied behavior analysis, behavior intervention, functional skills assessment, skill acquisition training, functional communication training, and caregiver training; autism spectrum disorder; intellectual and developmental disabilities; attention deficit and hyperactivity disorder; oppositional defiant disorder.

Gesenia Sloan-Pena, Psy.D., Nova Southeastern University, assistant clinical professor, supervisor of the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic, co-director of the Diversity in Assessment Research and Training Lab (DARI). Interests include: neuropsychological/psychological assessment; neurocognitive disorders, assessment of Autism Spectrum Disorder and developmental delays; NICU neurodevelopmental follow-up; research of disparities in identification and treatment of ASD and ADHD; Spanish language testing and assessment; clinical supervision and training.

Yukari Tomozawa, Psy.D., Nova Southeastern University, assistant clinical professor. Provides treatment for children, adolescents, and families as well as psychological testing. Interests include ADHD, Bipolar disorder, anxiety disorders and other chronic mental illnesses.

Shannon Worton, Psy.D., Nova Southeastern University, assistant clinical professor. Training and education; promotion of self-care; suicide prevention; sexual orientation and gender diversity; psychological assessment.

Part-Time Core Faculty

Erin Anderson, Ph.D., University of Florida. School psychology; pediatric psychology; prekindergarten assessment and intervention; neurodevelopmental disabilities; assessment and evaluation; social-emotional and behavioral challenges and disorders.

Emily Cimino, Ph.D., University of South Florida. Mental health services in schools; low incidence populations; early childhood intervention.

Denise Hildebrand, Ph.D., University of Saskatchewan. School psychology; special education eligibility and programming; Multi-tiered systems of support - academic, behavior, social-emotional learning.

Mary Alice Myers, Ed.D., University of Central Florida. Multi-tiered systems of support (MTSS); special education policy and practices; addressing critical shortage of school psychologists; advocacy in education.

Bianca Srivastava, Psy.D., Nova Southeastern University. School psychology; community mental health; social emotional learning in schools; prevention; crisis response and intervention.

Victor O. Wallen, Ph.D., Florida International University. Social welfare; cross-cultural understanding; substance abuse; individual and group therapy; family and marital therapy.

Doctoral and Specialist Programs in School Psychology
Adjunct Faculty

Dana Babain, Psy.D.
Nova Southeastern University

Leticia Barbosa Soares, Psy.D.
Nova Southeastern University

Donna Berghauser, Psy.D.
Nova Southeastern University

Bonnie Cronenberg, Psy.S.
Nova Southeastern University

Laura Cruz, Ph.D.
Florida State University

Hope Gonzalez, Ph.D.
University of South Florida

Priscilla Kucer, Ph.D.
Grand Canyon University

Mark Ledbetter, Ph.D.
George Fox University

Hayley Mitchell, Ph.D.
University of North Carolina–Chapel Hill

Morgan Oldham, Psy.D.
Nova Southeastern University

Valerie Roth, Psy.D.
Argosy University–Sarasota

Dana Weiss, Psy.D.
Nova Southeastern University

Camellia Westwell, Psy.D.
Nova Southeastern University

Ellen Whelan, Psy.D.
Nova Southeastern University

IMPORTANT TELEPHONE NUMBERS

<u>Dean's Office</u>	Karen Grosby, Ed.D. Yvette Coello	(954) 262-5701 (954) 262-5712
<u>Academic Affairs</u>	Tom Kennedy, Ph.D.	(954) 262-5807
<u>Clinical Psychology Programs</u>	Sarah Valley-Gray, Psy.D. Wendy Burrion	(954) 262-5783 (954) 262-5726
<u>Clinical Training Office</u>	Maria Fimiani, Ph.D. Cavell Vassell	(954) 262-5689 (954) 262-5749
<u>Clinics</u>	Davie (Main Campus)	(954) 262-5730
<u>School Psychology Programs</u>	Main Campus Gene Cash, Ph.D. Iryna Kasi, Ph.D. Suzanne O'Sullivan, M.A. Elouise Demestichas, CAS	(954) 262-5826 (954) 262-5783 (954) 262-5716 (954) 262-5826 (954) 540-4509
<u>On-line Specialist Program</u>	Erin Anderson, Ph.D. Emily Cimino, Ph.D.	(352) 514-3705 (813) 362-3970
<u>Other Important Contacts</u>		
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)

COLLEGE OF PSYCHOLOGY				REVISED 7/22/24			
F/T & CLINICAL FACULTY	Phone	Email	Room	FACULTY (87 Total)	Phone	Email	Room
Argüelles-Borge, Soledad	25820	soledada	2040	Shakes Malone, LaToya	24166	shakesma	1082
Auerback, John	22725	jauerba1	1061	Shapiro, David	25705	shapirood	1058
Banks, Jonathan	27965	jb2676	Prkr 241	Sheinberg, Nurit	27136	nurit	2067
Bennett, Ryan	25886	rb1934	1111	Shigeto, Aya	28006	as1959	Prkr 238
Black, Ryan	25794	blackrya	1076	Simco, Ed	25744	ed	2030A
Boucher, Leanne	28469	lb1079	Prkr 223	Starratt, Valerie	27674	vs311	Prkr 236
Brochu, Paula	25870	pbrochu	2065	Sternglanz, Weylin	28177	sterngla	Prkr 240
Burns, Myron	27914	myron.burns	Prkr 229	Stripling, Ashley	25762	astripling	1029
Caproni, Peter	24447/25882	pc491	U Schl 127A/2077	Suarez-Morales, Lourdes	25813	lsuarezmorales	2078
Cash, Gene	25703	cralph	2063	Tartar, Jaime, Chair	28192	tartar	Prkr 226
Collins, Matt	28101	wc292	Prkr 222	ter Maat, Mercedes	25728	termaat	1058
Cuc, Alexandru	25889	calex	2064	Teixeira, Vanessa	45636	vteixeira	ORL 221G
Davidtz, Jennifer	25817	jdavidtz	1036	Thayer, Kayla	25880	kthayer	1027
DeLucia, Christian	25810	cdelucia	1081	Thompson, Eric	25691	ethompson	2034
Dorfman, William	N/A	dorfman	N/A	Thompson, Isabel	25602	ithompson	2040A
Dunagan, Mindy	25781	mdunagan	Tampa 1219	Tinstman Jones, Jessica	25606	jtinstma	ORL
Ellis, Amy	25902	Amy.Ellis	1034	Valenzuela, Jessica	25737	jv637	1028
Feldman, David	25651	dfeldman	2032	Valley-Gray, Sarah, Chair	25783	valleygr	2023
Fernandez, Mercedes	27804	mf934	Prkr 242	Van Hasselt, Vincent	25752	vanhasse	1079
Fimiani, Maria	25689	mf245	2026A	Voltaire, Michael	28190	mvoltair	Prkr 230
Fins, Ana	25897	anaifins	1066	Waguespack, Angela	25719	waguespa	2070
Formoso, Diana	25772	formoso	2068	Walker, Lenore	25724	walkerle	2030A
Gallardo-Cooper, Maria	27897	mg1011	2048	Wright, Galaxina	25608	gwright2	2048A
Garcia-Lavin, Barbara	27917	garciala	1077	CLINICAL FACULTY	Phone	Email	Room
Georgia, Emily	25895	esalivar	1039	Char, Sohani	27194	sb1824	MSC 1218
Golden, Charles	25715	goldench	1055	Jiminez, Nicole	25785	nm519	1027A
Greenleaf, Arie	25610	agreenle	2031	Schnur, Leonard	25731	schnur	1102
Holschbach, Mary (Allie)	25899	mholschb	Prkr 228	Singh, Amrita	27089	as1561	MSC 2239
Hillier, Donna	27264	donnangu	2079	Sloan-Pena, Gesenia	25841	gsloanpe	1083A
Hubbard, Juliette	25830	jh2688	1057	Tomozawa, Yukari	25755	tomozawa	1100A
Iarussi, Melanie, Chair	25734	miarussi	2024	Worton, Shannon	25884	worton	1101
Irvine, Taylor	25742	ti480	2041	RECRUITMENT/ADM	Phone	Email	Room
Jungersen, Tara	25764	tj290	2036	Datis, Gabriella	25898	gd875	2083
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/1058	Gayle, Gregory	25903	ggayle1	2078A
Karl, Shannon	25725	shannon.karl	ORL 221D/1058	Kalam, Sherene (ADM)	25721	kalamd	2030
Kasi, Iryna	25716	ikasi	2073	Matthies, Austin	25832	am3810	2010
Kennedy, Thomas	25807	ktom	2026B	McIntosh, Ashley		ashley.mcintosh	2083
Kibler, Jeffrey	25879	kibler	1072	Noriega, Anthony	26902	anorieg0	DeSantis 1100
Landy, Justin	25653	jlandy	Prkr 247	Perez, Carlos	25702	perez	2026C
Layne, Christopher M.	25718	clayne	1062	CLINICAL PSYCHOLOGY	Phone	Email	Room
Leopold, Patrice	25605	pleopold	2037	Burrion, Wendy	25726	wburrion	2020
Ma, Mindy	27934	mmindy	Prkr 243	Vassell, Cavell	25749	cavell.vassell	2026
Menon, Madhavi	27988	madhavi	Prkr 239	MASTERS PROGRAMS	Phone	Email	Room
Mensing, Janell	25402	jmensing	1073	Castro, Daiana	25891	daiana	2081B
Moragne, Timothy	25735	moragne	1075	Gonzalez, Safiye	25709	sgonzalez1	2081
Munoz, James R.	28070	jm2701	Prkr 237	Levine, Brenda	25799	bl174	2077A
Nierenberg, Barry	25732	nierenbe	1056	Quesada, Nancy	25740	qnancy	2081
Otto, Randy	25787	rotto1	1074	Zawoyski, Pat	25720	zawoyski	2081
Owens, Anna	25904	aowens1	2060	SCHOOL PSYCHOLOGY	Phone	Email	Room
Paro, Carly	25736	cparo1	Flex/Tampa	O'Sullivan, Suzanne	25826	osulliva	2081
Petion, Ashlei	25905	apetion	2054A	UNDERGRADUATE/MASTERS	Phone	Email	Room

Poland, Scott	25881	spoland	1063	Ruggiero, Jeanne	28063	jruggier	Prkr 227
Powell, Patrick	45224	ppowell1	Tampa 1220	Schenck, Regina	25757	rschenck	2014
Quintar, Bady	25751	badyq	2066	SUPPORT STAFF	Phone	Email	Room
Quesada, David	22874	dquesada	CCR 440	Berner, Kirk (Student Support)	25727	kirk	2018
Razza, Timothy	28096	razzatim	Prkr 257	Coello, Yvette (Dean's Office)	25712	ycoellp	2020
Reitman, David	25717	reitmand	2035	Consalvo, Toni (Finance)	27114	ctoni	2017
Rivas, Michele	25847	mrivas1	2073A	Crevecœur, Carise (HR)	25782	crevecœ	2016
Robison, Lisa	25604	lrobiso1	Prkr 245A	Freyre, Erised (EVAL)	25816	freyre	2039
Rodriguez, Josephine	25603	Jrodrig2	2037A	Gutierrez, Digna	25612	gdigna	2015B
Ruiz, Jessica	25614	jessruiz	1035	Iglesias, Robert (Development)	23017	riglesia	DeSantis 5182B
Sabbir, Mohamad	27901	msabbir	Prkr 307	Izzi, Doreen (Clinic)	25788	gainesde	1123
Scheyd, Glenn	27991	scheydj	Prkr 231	Kriss, Marilyn (WP)	25763	krissm	2014
Seifer, Robert	25681	seiferro	1040	Marshall, Susie (Development)	23014	msusanne	Sonken 405D
Maltz Reservations - 25763 Tech Support 20070/ http://nsuservicenow.nova.edu , Clinic Intake - 25823 Public Safety-28999/Testing Library-25940/NSU Student Counseling - 27050				Munoz, Lee (Student Support)	25803	mleonisa	2020
				Palmer, Stacy (HR)	25765	stacpalm	2015A
				Project Rise	25756	projectrise	2029

APPENDICES

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY

Annual Review of Candidate Progress

In preparation for Annual Review, specialist candidates should review all the evaluation items listed below, and prepare all documentation required for the Annual Review meeting. Candidates are asked to upload all reviewed documents into the OneDrive folder shared for this purpose.

- I. **Coursework:** Faculty will review with you all courses you have taken, noting grades, incompletes, and significant learning experiences. In order to facilitate this discussion, upload the following documents into the OneDrive folder:
 - a. Copy of your unofficial transcript printed from DegreeWorks.

- II. **Key Assessments/FEAPs:** Faculty will review with you all courses you have taken, noting significant learning experiences and performance on Key Assessments. In order to facilitate this discussion, upload the following documents into the OneDrive folder:
 - a. Copy of your progress on the FEAPs and other Key Assessments.

- III. **Field-Based Experiences and Training:** Significant learning experiences during course-specific applied tasks and field-based training, as well as field-based supervisor evaluations will be discussed in your Annual Review Meeting. Locate your practicum evaluation form for the previous year's placement and upload a copy for your meeting. In addition, upload copies of your practicum log, as applicable.

- IV. **Professional Development Outside of University Coursework**
 - a. ***Conferences and Workshops Attended:*** List all local, state, and national association meetings you have attended and specify the title and presenter of any workshops/presentations you attended.
 - b. ***Presentations:*** Reference the topic and date of any presentations at professional meetings or teacher/parent in-services you have provided.
 - c. ***Publications, Book Chapters, Encyclopedia Entries, etc.:*** List any documents published or submitted for publication in the past academic year.
 - d. ***Other Professional Activities:*** List any significant educational activities such as professional association involvement, committee work, teaching assistant positions, advocacy efforts, or service efforts that have not been covered in the previous categories.

- V. **COP Professional Behavior/ NASP Professional Work Characteristics/ CAEP Skills and Dispositions:** Feedback in these areas is provided by faculty teaching coursework and practicum evaluations. Faculty will review strengths and weaknesses and discuss with you areas for improvement. Candidates will be required to complete a self-assessment form evaluating their professional behaviors prior to the annual review meeting (Appendix E).

VI. Continuous Professional Development: In order to develop meaningful goals, candidates are asked to reflect on the FEAPs, NASP domains of training, and DOE subject area competencies. Note areas of strengths and weaknesses in each of the designated areas. Upload copies of remediation forms, as applicable. Based on your reflection of professional strengths and weaknesses, outline a draft of professional goals for the next 12 months.

***For first year review candidates, please attach the draft of your Continuous Professional Improvement Plan of Action developed in PSY 799.** 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.*

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY
PsyS Candidate Annual Review
PSY 800 School-Based Practicum Readiness

Candidate: _____ **Date:** _____

Faculty Mentor: _____

I. Coursework

- ☐ Unsatisfactory (GPA below 3.0 or 2 grades below B-)
- ☐ Satisfactory (GPA 3.0-3.5)
- ☐ Exceptional (GPA above 3.5)

Comments:

II. FEAPs/Key Assessments

- ☐ Unsatisfactory: Below 80% in any area
- ☐ Satisfactory: At least 80% in all areas
- ☐ Exceptional: Above 90% in all areas

Comments:

III. Professional Development

Professional Association Involvement and Conference Attendance

- ☐ Unsatisfactory: No professional organization involvement
- ☐ Satisfactory: Active member in at least 1 professional organization
- ☐ Exceptional: Active member in professional organization(s) with conference attendance and/or involvement

Comments:

IV. Professional Behavior

- ☐ Below expectations: Continued concerns reported in area of professional functioning even after corrective feedback has been provided
- ☐ Meets expectations: No reported concerns in area(s) of professional functioning

Comments:

V. 1st Year Field Experiences

- ☐ Below expectations: Fewer than 35 hours of field experiences documented in log
- ☐ Meets expectations: 35 hours of field experiences documented in log
- ☐ Exceeds expectations: Greater than 35 hours of field experiences documented in log

Comments:

I have received feedback on my progress and evaluation from my faculty advisor.

Candidate Signature

Date

I am approving this student for PSY 800 – Practicum in School Psychology: School Based

Faculty Signature

Date

Continuous Professional Improvement Plan of Action (PSY 799)				
Professional Goal #1 Support school-wide goals to improve student academic achievement by NASP Practice Domain #				
Type	Sponsoring Organization	Location	Session Title	Date/Time Completed
Policy Paper	NASP	Website		
Professional Journal Article or Book Chapter	NASP	Website		
Webinar, workshop, conference, or training	NASP	Website		
Professional Goal #2				
Professional Goal #3				

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY
PsyS Candidate Annual Review
PSY 805 Applied Skills Practicum Readiness

Candidate: _____ **Date:** _____

Faculty Mentor: _____

I. Coursework

- ☐ Unsatisfactory (GPA below 3.0 or 2 grades below B-)
- ☐ Satisfactory (GPA 3.0-3.5)
- ☐ Exceptional (GPA above 3.5)

Comments:

II. Accomplished Practices

- ☐ Unsatisfactory: Below 80% in any area
- ☐ Satisfactory: At least 80% in all areas
- ☐ Exceptional: Above 90% in all areas

Comments:

III. School Based Practicum

- ☐ Unsatisfactory: Evaluation rating of 1 or 2 in any area
- ☐ Satisfactory: Evaluation rating of 4 or above in all areas
- ☐ Exceptional: Evaluation rating of 4.5/5 in all areas

Comments:

IV. Professional Development

- ☐ Unsatisfactory: No professional organization involvement
- ☐ Satisfactory: Active member in at least 1 professional organization
- ☐ Exceptional: Active member in professional organization(s) with conference attendance and/or involvement

Comments:

V. Professional Behavior

- ☐ Below expectations: Continued concerns reported in area(s) of professional functioning even after corrective feedback has been provided.
- ☐ Meets expectations: No concerns in areas of professional functioning

Comments:

I have received feedback on my progress and evaluation from my faculty advisor.

Candidate Signature

Date

I am approving this student for PSY 805 – Practicum in School Psychology: Applied Skills

Faculty Signature

Date

Continuous Professional Improvement Plan of Action		
Professional Goal #1		
Objective	Activity	Date/Time Completed
Professional Goal #2		
Objective	Activity	Date/Time Completed
Professional Goal #3		
Objective	Activity	Date/Time Completed

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY
PsyS Candidate Annual Review
PSY 810 Internship Readiness

Candidate: _____ **Date:** _____

Faculty Mentor: _____

I. Coursework

- ☐ Unsatisfactory (GPA below 3.0 or 2 grades below B)
- ☐ Satisfactory (GPA 3.0-3.5)
- ☐ Exceptional (GPA above 3.5)

Comments:

II. Accomplished Practices

- ☐ Unsatisfactory: Below 80% in any area
- ☐ Satisfactory: At least 80% in all areas
- ☐ Exceptional: Above 90% in all areas

Comments:

III. Applied Skills Practicum

- ☐ Unsatisfactory: Evaluation rating of 1 or 2 in any area
- ☐ Satisfactory: Evaluation rating of 4 or above in all areas
- ☐ Exceptional: Evaluation rating of 4.5/5 in all areas

Comments:

IV. Professional Development

- ☐ Unsatisfactory: No professional organization involvement
- ☐ Satisfactory: Active member in professional organization(s) with conference attendance and/or involvement
- ☐ Exceptional: Active member in professional organization(s) with conference attendance and/or involvement and paper/poster submission

Comments:

V. Professional Behavior

- ☐ Below expectations: Continued concerns reported in area(s) of professional functioning even after corrective feedback has been provided.
- ☐ Meets expectations: No reported concerns in area(s) of professional functioning

Comments:

V. Required Examinations

- ☐ Below expectations: Has not taken, registered for, or passed FTCE – Professional Education Test (PEd)
- ☐ Meets expectations: Has registered for FTCE – Professional Education Test (PEd)
- ☐ Exceeds expectations: Has taken and passed the FTCE – Professional Education Test (PEd)

Comments:

I have received feedback on my progress and evaluation from my faculty advisor.

Candidate Signature

Date

I am approving this student for PSY 810 – Internship in School Psychology

Faculty Signature

Date

Continuous Professional Improvement Plan of Action		
Professional Goal #1		
Objective	Activity	Date/Time Completed
Professional Goal #2		
Objective	Activity	Date/Time Completed
Professional Goal #3		
Objective	Activity	Date/Time Completed

SELF-ASSESSMENT RUBRIC FOR PROFESSIONAL BEHAVIOR IN CLASS

Directions: Use this rubric to assess your professional behavior in class by evaluating your interpersonal, intrapersonal, ethical, and responsible behaviors. Each criterion is scored as Advanced, Proficient, or Emerging, allowing you to reflect on and improve your professional conduct.

INTERPERSONAL BEHAVIORS			
Criteria	Advanced	Proficient	Emerging
Communication	I communicate clearly, respectfully, and effectively with peers and instructors.	I generally communicate clearly and respectfully, with occasional minor issues.	I occasionally am unclear or disrespectful in communication, or I avoid communication (e.g., I missed class meeting and did not inform my instructor ahead of time).
Collaboration	I actively engage in collaborative activities, offering support and constructive feedback.	I engage in collaborative activities and provide support with occasional lapses.	I participate in collaborative activities but offer minimal support or feedback.
Conflict Resolution	I effectively manage and resolve conflicts in a professional manner.	I generally manage and resolve conflicts professionally, with occasional guidance needed.	I sometimes struggle with conflict management, requiring frequent guidance.
INTRAPERSONAL BEHAVIORS			
Criteria	Advanced	Proficient	Emerging
Self-Awareness	I demonstrate high self-awareness and reflect on personal strengths and areas for growth.	I show self-awareness and reflect on strengths and areas for growth with occasional lapses.	I display limited self-awareness and reflection on personal strengths and areas for growth.
Emotional Regulation	I effectively manage my emotions, remaining calm and composed in challenging situations.	I generally manage my emotions well, with occasional minor lapses.	I struggle with managing my emotions, leading to occasional disruptions (e.g., I let stress from personal issues affect my interactions in class).
Motivation	I demonstrate high levels of intrinsic motivation and a strong commitment to professional development.	I show good motivation and commitment to professional development with occasional dips.	I display inconsistent motivation and commitment to professional development (e.g., I sometimes prioritize other commitments over my coursework).

ETHICAL BEHAVIORS			
Criteria	Advanced	Proficient	Emerging
Integrity	I consistently demonstrate integrity and honesty in all academic and professional activities.	I generally demonstrate integrity and honesty, with occasional minor lapses.	I display occasional lapses in integrity and honesty.
Confidentiality	I always maintain confidentiality and respect privacy in all situations.	I generally maintain confidentiality and respect privacy, with occasional minor lapses.	I sometimes struggle to maintain confidentiality and respect privacy (e.g., I accidentally shared sensitive information but took steps to address it).
Adherence to Ethical Standards	I consistently adhere to ethical standards and professional codes of conduct.	I generally adhere to ethical standards and professional codes of conduct, with occasional lapses.	I occasionally disregard ethical standards and professional codes of conduct.
RESPONSIBLE BEHAVIORS			
Criteria	Advanced	Proficient	Emerging
Attendance and Punctuality	I always attend class and meetings on time, with no unexcused absences.	I am generally attend class and meetings on time, with occasional minor lapses.	I occasionally am late or absent without valid reasons (e.g., I missed a class due to a practicum commitment).
Preparation	I am always well-prepared for class and meetings, having completed all required readings and assignments.	I am generally well-prepared for class and meetings, with occasional minor lapses.	I am sometimes unprepared for class and meetings, leading to occasional disruptions (e.g., I didn't complete the readings because of other deadlines).
Accountability	I take full responsibility for my actions and assignments, proactively addressing issues.	I generally take responsibility for my actions and assignments, addressing issues when prompted.	I occasionally avoid responsibility for my actions and assignments, requiring frequent prompting (e.g., I needed reminders to submit assignments).

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY

Final Internship Portfolio Review and Program Performance Evaluation

In order to ensure that interns demonstrate competencies at the level required to begin effective practice as school psychologists, a summative performance-based evaluation is conducted by program faculty in which they review and evaluated multiple sources of evidence regarding professional work characteristics, knowledge, and application of professional skills. Within the context of the internship course, candidates are required to submit a portfolio of permanent products that provides evidence of demonstration of competency on the FEAPs and NASP Standards of training. The portfolio artifacts include:

1. Psychoeducational Evaluation Report
2. Case Study: Academic
3. Case Study: Behavioral
4. Consultation/Collaboration Audio Recording
5. School-Based Multi-Tiered System of Supports (MTSS) Project

Candidates are required to submit this electronic portfolio including all artifacts to the university instructor for grading as per the PSY 810 Internship in School Psychology syllabus. These portfolio artifacts become part of the data considered in the final program performance evaluation conducted by core program faculty.

Faculty conduct a comprehensive review of university instructor ratings/scores on portfolio artifacts (including evidence for impact on student learning in case studies), FL DOE Subject Area Examination and Praxis II School Psychologist Test scores, final internship evaluations completed by field supervisors, and final logs and provide a rating of the evidence submitted to demonstrate competency in each NASP Standards, Florida DOE Competencies, and FEAPs. Faculty employ a scoring rubric in each competency area, and intern ratings of “*Proficient*” or “*Advanced*” are required in all areas in order to receive a passing evaluation. Any candidate who fails to meet this level of competency will require an individualized remediation plan developed by core faculty and the university supervisor, in conjunction with field supervisors in order to receive their degree.

FINAL INTERNSHIP PORTFOLIO REVIEW AND PROGRAM PERFORMANCE EVALUATION

(To be completed at the conclusion of the internship year.)

Name of Candidate: _____ Date: _____

Faculty Participating in the Review:

Print Name: _____ Signature: _____

Print Name: _____ Signature: _____

Print Name: _____ Signature: _____

Scoring Rubric in Each Competency Area:

Emerging: One or more elements are missing or all elements are present, but more than one is of unacceptable quality

Proficient: All elements are included; no more than one is unacceptable in terms of quality

Advanced: All elements are included; all are acceptable in terms of quality; two or more are superior

Required Portfolio Artifacts:

- 1) Psychoeducational Evaluation Report (*NASP Domains 1, 8, 9, 10*)
- 2) Case Study: Academic (*NASP Domains 1, 3, 8, 9, 10*)
- 3) Case Study: Behavioral (*NASP Domains 1, 4, 8, 9, 10*)
- 4) Consultation/Collaboration Audio Recording (*NASP Domains 2, 5, 6, 7, 8*)
- 5) School-Based MTSS Project (*NASP Domains 5, 7, 8, 9*)
- 6) Final Internship Evaluation (*NASP Domains 1–10; FEAPs a.1, a.2, a.3, a.4, b.5, b.6*)
Ratings of 4 = 80% (Emerging) / Ratings of 4.5 = 90% (Proficient) / Ratings of 5 = 100% (Advanced)
- 7) Praxis: School Psychologist Test (5403) (*NASP Domains 1–10*)
Ratings of <79% = Emerging / Ratings of 80–89% = Proficient / Ratings of 90–100% = Advanced
- 8) DOE FTCE Subject (*NASP Domains 1–10; DOE 1–10*)
- 9) Final Internship Log

Final Grade for the Year (Internship Instructor): _____ PASS _____ FAIL

Total Number of Internship Hours: _____

Competency Area: Data-Based Decision Making (NASP Domain 1; DOE Competency 02; FEAP a.4)			
Evidence	Rating/Score	Comments	
Psychoeducational Report	Rubric Score =		
Academic Case Study	Rubric Score = Effect Size =		
Behavioral Case Study	Rubric Score = Effect Size =		
Final Internship Evaluation Form Items: Part I Items 1, 3, 4, 14, 22; Part II Item 1, 2, 3	Field-Supervisor Rating		
Praxis: Professional Practices, Practices that Permeate All Aspects of Service Delivery	Content Area Score =		
Faculty Rating of Evidence (Circle One)	<i>Emerging</i>	<i>Proficient</i>	<i>Advanced</i>

Competency Area: Consultation & Collaboration (NASP Domain 2; DOE Competency 09)			
Evidence	Rating/Score	Comments	
Consultation and Collaboration Audio Recording	Rubric Score =		
Final Internship Evaluation Form Items: Part I Items 9, 19; Part II Items 4, 5, 6	Field-Supervisor Rating		
Praxis: Professional Practices, Practices that Permeate All Aspects of Service Delivery	Content Area Score =		
Faculty Rating of Evidence (Circle One)	<i>Emerging</i>	<i>Proficient</i>	<i>Advanced</i>

Competency Area: Academic Interventions and Instructional Supports (NASP Domain 3; DOE Competency 05, 08; FEAP a.1, a.3)			
Evidence	Rating/Score	Comments	
Academic Case Study	Rubric Score = Effect Size =		
Final Internship Evaluation Form Part II Items 7, 8, 9, 10	Field-Supervisor Rating		
Praxis: Direct and Indirect Services for Children, Families, and Schools	Content Area Score =		
Faculty Rating of Evidence (Circle One)	<i>Emerging</i>	<i>Proficient</i>	<i>Advanced</i>

Competency Area: Mental & Behavioral Health Services, and Interventions (NASP Domain 4; DOE Competency 05, 08; FEAP a.1)			
Evidence	Rating/Score	Comments	
Behavioral Case Study	Rubric Score = Effect Size =		
Final Internship Evaluation Form Part II Items 11, 12, 13, 14, 15	Field-Supervisor Rating		
Praxis: Direct and Indirect Services for Children, Families, and Schools	Content Area Score =		
Faculty Rating of Evidence (Circle One)	<i>Emerging</i>	<i>Proficient</i>	<i>Advanced</i>

Competency Area: School-Wide Practices to Promote Learning (NASP Domain 5; DOE Competency 03, 08; FEAP a.2)			
Evidence	Rating/Score	Comments	
School-Based MTSS Project	Rubric Score =		
Final Internship Evaluation Form Part II Items 16, 17, 18, 19	Field-Supervisor Rating		
Praxis: System-Level Services	Content Area Score =		
Faculty Rating of Evidence (Circle One)	<i>Emerging</i>	<i>Proficient</i>	<i>Advanced</i>

Competency Area: Services to Promote Safe and Supportive Schools (NASP Domain 6; DOE Competency 03, 08)			
Evidence	Rating/Score	Comments	
Consultation/Collaboration Audio Recording	Rubric Score =		
Final Internship Evaluation Form Part I Items 8, 13; Part II Items 20, 21, 22	Field-Supervisor Rating		
Praxis: System-Level Services	Content Area Score =		
Faculty Rating of Evidence (Circle One)	<i>Emerging</i>	<i>Proficient</i>	<i>Advanced</i>

Competency Area: Family, School, and Community Collaboration (NASP Domain 7; DOE Competency 09)			
Evidence	Rating/Score	Comments	
Consultation/Collaboration Audio Recording	Rubric Score =		
School-Based MTSS Project	Rubric Score =		
Final Internship Evaluation Form Part I Item 10; Part II Items 23, 24	Field-Supervisor Rating		
Praxis: System-Level Services	Content Area Score =		
Faculty Rating of Evidence (Circle One)	<i>Emerging</i>	<i>Proficient</i>	<i>Advanced</i>

Competency Area: Equitable Practices for Diverse Student Populations (NASP Domain 8; DOE Competency 06)			
Evidence	Rating/Score	Comments	
Psychoeducational Report	Rubric Score =		
Academic Case Study	Rubric Score =		
Behavioral Case Study	Rubric Score =		
Consultation/Collaboration Audio Recording	Rubric Score =		
School-Based MTSS Project	Rubric Score =		
Final Internship Evaluation Form Part II Items 25, 26, 27, 28	Field-Supervisor Rating		
Praxis: Foundations of School Psychological Service Delivery	Content Area Score =		
Faculty Rating of Evidence (Circle One)	<i>Emerging</i>	<i>Proficient</i>	<i>Advanced</i>

Competency Area: Research and Evidence-Based Practice (NASP Domain 9; DOE Competency 01)			
Evidence	Rating/Score	Comments	
Psychoeducational Report	Rubric Score =		
Academic Case Study	Effect Size = Rubric Score =		
Behavioral Case Study	Effect Size = Rubric Score =		
School-Based MTSS Project	Rubric Score =		
Final Internship Evaluation Form Part II Items 29, 30, 31	Field-Supervisor Rating		
Praxis: Foundations of School Psychological Service Delivery	Content Area Score =		
Faculty Rating of Evidence (Circle One)	<i>Emerging</i>	<i>Proficient</i>	<i>Advanced</i>

Competency Area: Legal, Ethical, and Professional Practice (NASP Domain 10; DOE Competency 04, 07, 10; FEAP b.5, b.6)			
Evidence	Rating/Score	Comments	
Psychoeducational Report	Rubric Score =		
Academic Case Study	Rubric Score =		
Behavioral Case Study	Rubric Score =		
Consultation/Collaboration Audio Recording	Rubric Score =		
School-Based MTSS Project	Rubric Score =		
Final Internship Evaluation Form Part I Items 15, 20, 21, 23, 24; Part II Item 32	Field-Supervisor Rating		
Praxis: Foundations of School Psychological Service Delivery	Content Area Score =		
Faculty Rating of Evidence (Circle One)	<i>Emerging</i>	<i>Proficient</i>	<i>Advanced</i>

**Specialist Program in School Psychology
Accomplished Practices: Individual Remediation Plan (IRP)**

Candidate Name: _____ I.D. #: _____

Site: _____ Course # / Section: _____

Instructor: _____ Date of Remediation: _____

1. Identified Problem: _____

2. Remediation Objective: _____

3. Assignment/Activities, Participants, & Plan for Monitoring: _____

4. Final Outcome Review: _____

Candidate Signature

Date

Program Director Signature

Date