SCHOOL PSYCHOLOGY PROGRAM

DOCTORAL HANDBOOK—2016

The Educator/Practitioner as a Facilitator of Change, a Reflective Professional and Scholarly Researcher

Howard University

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Welcome

The purpose of this document is to provide essential information regarding the Doctoral program in School Psychology. It is based on the revised school psychology doctoral curriculum effective in 2012 and 2014. The policies and procedures outlined in this handbook apply to all school psychology doctoral students admitted Fall 2012 or thereafter. It is intended to serve as a source of information for student applicants and facilitate the adjustment of candidates recently admitted into the School Psychology Program. The handbook is also designed to answer questions raised by continuing candidates and supplement existing documents pertaining to the School Psychology program. More detailed information with regard to program regulations may be found on the Graduate School's website under the "Rules and Regulations for the Pursuit of Academic Degrees" handbook section. Interested parties may refer to this document and/or a faculty advisor for answers to additional questions.

Students should retain a copy of the Handbook issued in the year of doctoral admission as it contains the policies and procedures which govern the student's doctoral studies. When the policies change, advisors, the Graduate School and the School of Education will have current revisions available for inclusion in the Handbook. Students requiring information beyond what is presented in this publication should contact advisors, Doctoral Committee Chairpersons, the Director of School Psychology Training, the Graduate School Coordinator, or the Department Chairperson.

Celeste Malone

Director, School Psychology Programs
Department of Human Development and Psychoeducational Studies
School of Education
Howard University
2441 4th Street N.W.
Washington, DC 20059
Fax: (202) 806-5205
Web Page: http://www.howard.edu/schooleducation/Departments/HDPES/HDPES_SCHP_DOC.html

HOWARD UNIVERSITY POLICY ON EQUAL OPPORTUNITY

Howard University does not discriminate on the basis of race, color, national or ethnic origin, gender, marital status, religion, disability, age, sexual preference, political affiliation or any other basis prohibited by Federal or District of Columbia law. This policy covers administration of the University's education policies, admission policies, scholarship and loan programs, other University administered programs, and employment. Inquiries regarding provisions for handicapped persons, equal opportunity and Title IX should be addressed to the appropriate person listed below:

Section 504 Coordinator (handicapped)
Dean of Special Student Services
Howard Center, Suite 725
(202) 238-2420

Deputy Title IX Coordinator
Candi Smiley, Esq., Office of the General Counsel
Administration Building, Room 321
(202) 806-2650

Equal Opportunity Officer
Antwan Lofton
Howard Center, Suite 304
(202) 238-5960

MISSION

Howard University is a comprehensive, research-oriented, predominantly African-American university committed to providing an educational experience of exceptional quality at reasonable cost to candidates of high academic potential. Particular emphasis is placed upon providing educational opportunities for African-American men and women and other historically disenfranchised groups. Furthermore, Howard University is dedicated to attracting, sustaining, and developing a cadre of faculty who, through their teaching and research, are committed to producing distinguished and compassionate graduates who are seeking solutions to human and social injustices in the United States and throughout the world.

VISION STATEMENT

Howard University is a comprehensive research university, unique and irreplaceable, defined by its core values, the excellence of all its activities-- its instruction, research and service-- and by its enduring commitment, particularly to educating youth, African Americans, and other people of color, in, for leadership and service to our nation and the global community.

SCHOOL PSYCHOLOGY
DOCTORAL PROGRAM OVERVIEW

Prepares teachers for
Urban and Diverse Settings

Prepares Human
Support Professionals

Prepares Urban
Educational Leaders

C I T I E S   O F   T H E   F U T U R E   M U S T   H A V E   S C H O O L   S Y S T E M S   T H A T

W O R K

THE HOWARD UNIVERSITY
SCHOOL PSYCHOLOGY
DOCTORAL PROGRAM

INTRODUCTION
School Psychology: Making Tomorrow Different Today

The School Psychology Program at Howard University is designed to fit within the conceptual framework and mission of the School of Education, which centers on the psychological practitioner as a: "facilitator of change, a reflective professional and a scholarly researcher." Further, the program is fully approved by the National Association of School Psychologists (NASP) and aligned with the standards of training and practice set forth by the American Psychological Association (APA).

The School Psychology program is designed to prepare competent graduate candidates in the study and practice of professional psychology with specific emphasis on cultural competence. The program espouses a **scientist-practitioner** model of training along with a **behavioral-ecological approach** for service delivery. In this regard, the program views research and practice as interconnected, reciprocal processes; advocating that psychologists must attend to multiple human systems, considering not only the child's biology and personal traits, but also, and perhaps more importantly, the child's ecology and culture (i.e., home, school, community, and historical contexts). These systems interact in dynamic ways, and are capable (in isolation or in combination) of shaping the educational and psychological outcomes experienced by the child. Thus, students are taught to conceptualize human behavior from both micro (e.g., immediate antecedents and consequences) and macro (e.g., familial and community systems, traditions, beliefs, values, customs, etc.) levels. We believe that this theoretical foundation well equips Howard school psychology students to address the ever widening array of challenges experienced by an increasingly diverse population of children, youth and families. The program strongly prepares its students for practice by (a) ensuring that they have the skills to provide services to ALL children, (b) demanding data-based problem-solving and accountability in their practice, and (c) sharpening their understanding of diverse human behavior, developed under diverse conditions.

To summarize, the School Psychology Program functions on the following philosophical beliefs:

1) ALL children are capable of learning and deserving of safe and effective instructional environments. As such, school psychologists' efforts should focus on determining the conditions under which optimal learning and positive behavior are most likely to occur.

2) Traditional models of service delivery in school psychology have been minimally responsive to the needs of contemporary schools, families and children—particularly those from urban, impoverished, and underdeveloped environments.

3) Intervention and prevention, not labeling, are the fundamental purposes (goals) of assessment.

4) School Psychologists need not 'wait for children to fail' before providing appropriate services. Prevention, early intervention, and pre-referral services are key in this regard.

5) Effective psychological service delivery (including assessment, interpretation, communication, consultation, intervention and prevention) must be ecologically-based and driven by sound theory, empirical support, and high standards of ethical practice.

6) The under-representation of ethnic minorities in the profession of School Psychology (at all levels) remains a major challenge for the field and is (at least partially) reflected in the overrepresentation of ethnic minorities in special education.

7) Behavioral and bio-cultural frameworks are crucial approaches to addressing the needs of an increasingly diverse population of children and families.

8) Collaborative relationships between school psychologists, families, schools, and community-based organizations are paramount to effective service delivery. As such, school psychologists must be skilled consultants with the ability to interact and work effectively across highly diverse settings, persons, cultures, and situations.

9) "Function" is more important than topography, labels, and diagnostic categories in designing individualized instruction and intervention. The latter are more important for inter- and intra- professional communication, research, and generalized or broad-based intervention practices.

10) School psychologists must be facilitators of positive change and advocates for human rights across all levels of society (e.g., the individual child, family, school, school district, and the global community).

11) School psychologists must expand their roles to not only include service delivery at the individual level, but also class-wide and systems-level intervention, and prevention services whenever possible.

12) A child's dignity, safety, integrity, and quality of life are central concerns of professional School Psychologists.

PROGRAM GOALS

The major goal of the program is to develop School Psychologists who meet Bardon and Benett's (1974) vision of a professional; one who:

> "…must care about what happens to people….be capable of genuine identification with different kinds of people and their mode of behavior, including those whose cultural backgrounds, ethnic origins, and basic beliefs may be different from his. [S]he must have a sincere and positive attitude toward humanity that will enable him to try new

approaches and persist even in the face of discouragement, lack of results, and frustration (p. 176).

From this vision, the program has established three broad training goals:

1. To "<u>diversify the profession</u>" by increasing the representation of African American and minority individuals in the field of School Psychology

2. To produce culturally competent School Psychology scientist-practitioners who are prepared to respond to the educational and mental health needs of ALL children.

3. To produce psychologists who are competent consumers and producers of culturally responsive research (Scientist-Practitioners).

PROGRAM OBJECTIVES & COMPETENCIES

Based on the above program beliefs and goals, as well as the standards set forth by NASP and APA, the training objectives of the program are to recruit, train, and prepare students who:

GOAL 1 OBJECTIVES AND COMPETENCIES

Objective 1-A: To recruit, retain, and graduate highly qualified graduate students from diverse backgrounds.

1-A Competencies:
1. The program attracts and recruits qualified candidates who meet minimum application requirements of the Graduate School and possess a scholarly background in psychology or related field.
2. The program attracts and recruits candidates who express an interest in working with diverse populations,
3. The program attracts and recruits candidates from culturally/linguistically diverse backgrounds that traditionally are underrepresented in School Psychology.
4. The program retains and graduates candidates from culturally/linguistically diverse backgrounds who demonstrate knowledge of, experiences with, and interests in working with diverse populations.

Objective 1-B: To recruit highly qualified and diverse faculty with expertise in, and a commitment to, culturally responsive teaching, research and practice related to diverse populations.

1-B Competencies:
1. The program recruits and retains faculty who are committed to engaging in or facilitating culturally relevant and culturally responsive teaching and practice.
2. The program recruits and retains faculty who engage in culturally relevant research or conducts research with diverse populations.

GOAL 2 OBJECTIVES AND COMPETENCIES

Objective 2-A: To produce culturally competent psychologists who are knowledgeable of psychological foundations, including the interface between culturally responsive theory and professional practice.

2-A Competencies:
1. Students demonstrate adequate knowledge of the breadth of scientific psychology, including: (1) cognitive/affective, (2) social and (3) biological bases of behavior, as well as, (4) history and systems of psychology
2. Students demonstrate adequate knowledge of the foundations of professional psychology, including: (1) typical and atypical (psychopathology) human development, (2) cultural factors and (3) individual differences.
3. Students demonstrate adequate working knowledge of ethical, legal, and professional standards/guidelines pertinent to the delivery of psychological services with diverse populations
4. Students demonstrate adequate knowledge of ethical, legal, and professional standards pertinent to the provision of psychoeducational services within diverse schools.

Objective 2-B: To produce school psychologists who engage in data-based, culturally competent assessment and diagnosis.

2-B Competencies:
1. Students are able to identify and integrate cultural and developmental aspects into their assessment and diagnostic decision-making (case conceptualization).
2. Students demonstrate adequate knowledge of culturally responsive behavioral, social-emotional, cognitive, and academic assessment methods with diverse populations.
3. Students engage in ethical assessment and problem-solving practices that are data-driven and empirically-based.
4. Students demonstrate strong methodological and interpretive skills related to culturally competent assessment and diagnosis of behavioral, social-emotional, cognitive, and academic concerns.

Objective 2-C: To produce culturally competent school psychologists who engage in empirically-based intervention and consultation.

2-C Competencies:
1. Students identify and integrate cultural and developmental aspects into their intervention and consultation practices, including the child's psychological, social, and cultural assets, (case conceptualization).
2. Students demonstrate their knowledge and skills in the design and implementation of empirically-based behavioral, cognitive, academic, and social-emotional interventions, with diverse individuals or groups.

3. Students demonstrate the ability to meet the complex needs of diverse clientele through consultative/indirect service delivery methods.
4. Students demonstrate knowledge of, and competency in, evaluating the efficacy of prescribed interventions or programs designed to address the needs of diverse individuals, groups or systems (data-based decision making).

Objective 2-D: To produce psychologists who not only are skilled in remediation, but also are competent in the development and application of proactive/preventive methods that incorporate the school, home and community.

2-D Competencies:
1. Students demonstrate an understanding of the characteristics of prevention programs (e.g., primary, secondary, and tertiary prevention)
2. Students demonstrate knowledge and skill related to the implementation of prevention-oriented outreach or psychoeducational programs with at-risk children, schools, families or communities, either conceptually or in practice.

Objective 2-E: To produce psychologists who possess strong professional identities as school psychologists and engage life-long learning.

2-E Competencies:
1. Students demonstrate the knowledge, skills, and dispositions needed to engage in career-long professional development.
2. Students are members of professional associations
3. Students attend/present at professional conferences or engage in other activities that improve their understanding of, and effectiveness in, the provision of services with diverse populations.
4. Students demonstrate a strong professional identity as a school psychologist, including an understanding of the roles and functions of school psychologists.

GOAL 3 OBJECTIVES AND COMPETENCIES

Objective 3-A (Consumers of research): To produce scholars who have a firm knowledge of scientific psychology (research, evaluation, measurement, and statistics), and are able to use research as a means of problem solving, particularly with respect to diverse populations.

3-A Competencies:
1. Students demonstrate competence in understanding, analyzing and interpreting research data.
2. Students can critically evaluate scholarly literature and use research findings to inform their research efforts with diverse populations.
3. Students can critically evaluate and use relevant scholarly literature to inform their practices with diverse populations.

Objective 3-B (Producers of research): To prepare informed researchers who produce, and advocate for, culturally responsive research designed to improve conditions of diverse children, families and communities.

3-B Competencies:
1. Students demonstrate understanding of psychometrics, testing, and psychological measurement.
2. Students demonstrate understanding of research methodology and techniques of data analysis.
3. Students demonstrate competency in developing original research designed to address research questions/issues relevant to diverse populations
4. Students demonstrate competency in conducting ethical and empirically sound research relevant to diverse populations.
5. Students disseminate research within scholarly outlets. .

PROGRAM OVERVIEW

General Information

The Doctoral program in School Psychology at Howard University aspires to prepare culturally and technologically competent school psychologists who are (a) skilled in the interface between theory, research, and practice; and (b) competent in the application of empirically-derived techniques to improve the cognitive, academic, social-emotional, and behavioral functioning of <u>all</u> children.

The doctoral curriculum plan strongly emphasizes issues of diversity and multicultural education. Students also are provided with the building blocks for effective psychological service delivery. The curriculum reflects instruction and experiential training in areas considered basic to the general study of professional psychology (e.g., research theory and quantitative methods; psychological measurement; biological, social, and cognitive-affective bases of behavior; and individual differences), as well as those germane to the specific practice of school psychology (e.g., school-based consultation; psycho-educational assessment and remediation; behavior analysis and intervention; data-based decision making; brief therapy techniques; human learning; outreach programs [both reactive and proactive] for the school, home and community; professional issues [roles and functions] and ethics; wellness promotion; and crisis intervention).

The curriculum plan and other degree requirements have been designed in alignment with the standards of training and practice set forth by the National Association of School Psychologists (NASP), and the American Psychological Association (APA); the program is fully NASP approved and is seeking full APA accreditation status. As such, completion of the doctoral degree, fulfillment of any state requirements for post-doctoral training, coupled with sufficient documentation of graduate training experiences should more than adequately qualify for: (a) licensure to practice as an independent psychologist, and (b) certification as a School Psychologist, both locally (D.C., MD, and VA) and nationally (NCSP).

Most states (as well as NASP certification standards) require an EdS degree or 'Specialist' level training (i.e., 60 credit hours of graduate study, including a 1200 clock hour internship) to fulfill the minimum requirements for entry into the field of school psychology (i.e., to obtain certification as a School Psychologist within the schools). Students who graduate from the doctoral program at Howard not only meet this minimum requirement, but also are prepared for licensure as independent psychologists. In contrast to 'specialist' level training, the doctoral program provides students with more in-depth and extended training in: (a) content area knowledge and skill related to psychological service delivery; (b) research experience and expertise; and (c) community, clinic, and school-based practical experiences.

Candidates in the School Psychology Doctoral Program must complete five years of specialized training (118 credit hours), including field-based experiences (including

1200-1500 hours Practicum and a yearlong [1800 hours], pre-doctoral internship). The minimum course of study for the doctorate degree in School Psychology is outlined in Section 2 of this handbook. In keeping with the Graduate School of Arts and Sciences, which confers the Doctor of Philosophy in School Psychology, candidates are admitted to the program on a full-time basis only; Candidates are required to take four semesters of residence and at least nine hours of full-time study per semester.

In short, we believe that the doctoral program course and content represents a modern School Psychology training program that reflects innovations and developments that have emerged over recent years in the field of school psychology.

School Psychology Program Faculty

Core Faculty: The School Psychology program has three core program faculty members:

Salman Elbedour, Ph.D.
- Dr. Elbedour is currently a Professor of School Psychology. He earned his Ph.D from the University of Minnesota and taught for seven years in the School Psychology and Counseling program at Ben-Gurion University, Israel. Dr. Elbedour's research and clinical interests are focused on the area of psychopathology, maltreatment, child abuse and neglect. He has published in the areas of cross-cultural and developmental studies of at-risk children and adolescents, specifically children exposed to political unrest, family conflict and home, school and community violence. He has published extensively on these social problems in journals such as Journal of Educational Psychology, Journal of Social Psychology, Journal of Cross-Cultural Psychology, International Journal of Mental Health, Child Abuse & Neglect, and the Journal of Youth and Adolescence.

    He can be contacted at:
    Office: 202-806-6412
    Email: selbedour@howard.edu

Celeste M. Malone, Ph.D., M.S.
- Dr. Celeste Malone is an assistant professor and program coordinator of the school psychology program at Howard University. She received her Ph.D. in school psychology from Temple University and completed her predoctoral internship at the Baltimore Lab School and a postdoctoral fellowship in clinical child and pediatric psychology at the Johns Hopkins School of Medicine. Prior to obtaining her doctorate, Dr. Malone received her M.S. in school counseling from Johns Hopkins University. Her research focuses on multicultural competence in the training and practice of professional psychology and her dissertation examined the personal and professional characteristics related to the development of multicultural competence in school psychology trainees. Additionally, Dr. Malone also has a strong interest in the identification of specific

learning disabilities, cognitive assessment in children with chronic health conditions, and social skills training for children and adolescents. She is extremely active in psychology professional associations; her memberships include the National Association of School Psychologists (NASP), the Maryland School Psychologists' Association (MSPA), the American Psychological Association (APA) and four divisions in the Association (2, 16, 31, 45), and the Maryland Psychological Association (MPA). She is currently on the editorial board for APA Division 16 (School Psychology) newsletter The School Psychologist.

> She can be contacted at:
> Office: 202-806-7345
> Email: celeste.malone@howard.edu

Gregory K. Reed, Ph.D.

- Dr. Reed received his doctorate in School Psychology from The University of Iowa in 2002. He completed his pre-doctoral internship in Behavioral Pediatrics at the Children's Hospital of Iowa, and his post-doctoral fellowship at the Marcus and Kennedy Krieger Institutes and Johns Hopkins University School of Medicine. After training, Dr. Reed continued as faculty at the Marcus Institute where he served as Director of Outpatient Services for the Pediatric Feeding Disorders Program. Currently, Dr. Reed holds joint appointments at Howard University as an Associate Professor of School Psychology and Associate Dean for SOE Accreditation and Technology. He also has served on the Editorial Board of the Journal of Applied Behavior Analysis. Dr. Reed's research and teaching interests include: behavioral interventions, developmental disabilities, severe behavior disorders, culturally competent assessment, cross cultural applications of cognitive assessment.

> He can be contacted at:
> Office: (202) 806-5334
> Email: g_reed@howard.edu

Adjunct Faculty: The School Psychology program also utilizes a number of adjunct/visiting faculty to support program instruction/training.

Note: *In addition to the core and adjunct program faculty, students receive instruction, mentorship, and research supervision from other graduate faculty in the Departments of Human Development & Psycho-educational Studies; Psychology; Curriculum & Instruction; and Educational Administration and Policy. Faculty in the aforementioned departments often advise dissertations as well as serve on dissertation committees.*

Admissions Procedures & Criteria

The doctoral program in School Psychology aspires to recruit mature, culturally diverse individuals who have a high motivation to learn and make major contributions to the needs of diverse school-aged children and their families. The HUSP Doctoral program curriculum is designed for students entering at the post-Bachelor's level of study. For graduate students who enter the program with existing graduate-level (Masters) work from Howard or another university, the Program Director, in consultation with core HUSP faculty, will make recommendations by the end of the first semester as to which courses taken elsewhere should be credited toward the HUSP doctorate. An applicant who wishes to apply to the program is required to complete a formal Howard University Application. Applications for admission can be obtained from the Office of Graduate Admissions, Howard University, 4th and College Streets, NW, Washington, D.C. 20059 or online at the Graduate School website (http://www.gs.howard.edu/).

Admission criteria and materials include:

1. Bachelor's Degree from an accredited institution
2. GRE scores- minimum 1000 (old scale) or 300 (new scale) combined Verbal/Quantitative & Analytical
3. Graduate transcripts with minimum GPA of 3.0 (B average)
4. 3 letters of recommendation, with at least two (2) from academic professors
5. Completed Graduate School Application
6. Autobiographical Statement & Statement of Interest/Professional goals
7. For International applicants, TOEFL scores.
   a. ALL transcripts must be evaluated by World Education Services (www.wes.org) or AACRAO (www.aacrao.org) and be forwarded to Graduate Recruitment and Admissions.

Even though admissions criteria require candidates to have a combined GRE score of 1000/300, we consider other indicators of success in the reviewing process. Given the concern of some scholars/researchers and our own experiences regarding the predictive utility of the GRE for certain minority groups, it is essential for us to consider other data such as academic records, letters of recommendation, professional history, personal statements, and personal interviews.

Candidate Load & Time Investment

Completion of the Doctoral (Ph.D.) degree requires 5 to 6 years of full-time study depending on the students' prior level of training and experience in the field of school psychology. Nine (9) credits hours per semester is considered a full-time schedule. However, a load of twelve (12-15) semester hours is normal for graduate candidates at Howard. The maximum load for a graduate candidate is fifteen (15) semester hours. Work for which there is no credit allowance is not included as part of the normal candidate load. Courses are available primarily during the afternoon and evenings, with a select number of courses offered in the morning and during summer months.

Practicum training experiences vary in time commitment each semester. However, students should plan to engage in 8-10 hours of practicum per week following their first year of study. Overall, a minimum of 1200 total clock hours of practicum are required for program completion. Students also are required, in their final year of training, to complete a full-time, full year pre-doctoral internship of 1800 clock hours.

FINALLY, CANDIDATES ARE EXPECTED TO COMPLETE THE DOCTORAL DEGREE WITHIN A MAXIMUM OF SEVEN CALENDAR YEARS FROM THE DATE OF INITIAL REGISTRATION IN THE PROGRAM. THOSE WHO HAVE NOT COMPLETED THE DEGREE WITHIN THAT TIME WILL BE DROPPED AUTOMATICALLY FROM THE PROGRAM. STUDENTS DROPPED IN THIS MANNER MAY PETITION FOR READMISSION FOR A SPECIFIED PERIOD UPON RECOMMENDATION OF THE DEPARTMENTAL GRADUATE FACULTY AND APPROVLA OF THE EXECUTIVE COMMITTEE OF THE GRADUATE SCHOOL.

Registration
Students must register for classes during the registration period and follow procedures for registration as outlined in the *Student Reference Manual and Directory of Classes* (http://www.howard.edu/enrollment/registration). Prior to registering for courses, students must obtain an alternate pin number from either their academic advisor or the Director of Training. After receiving the alternate pin number, students may enroll for classes during the pending semester, online, through BisonWeb (http://www.howard.edu/bisonweb). Students should meet with their academic advisor during the pre-registration period to ensure that they are meeting program curriculum requirements and objectives.

Enrollment
Students in the School Psychology program are expected to maintain full-time enrollment throughout their tenure in the program. Students must be continuously enrolled every fall and spring semester of the academic year until such time as the degree is conferred unless students have requested a temporary leave for personal or professional reasons. Students who discontinue enrollment must apply for readmission to the University and will be subject to the admissions requirements in effect at the time the application is submitted.

SCHOOL PSYCHOLOGY
DOCTORAL DEGREE CURRICULUM

School Psychology: Doctoral Study
at Howard University

The Howard University School Psychology Program (HUSP) is structured to meet the requirements for licensure as a school psychologist (Nationally Certified School Psychologist) and psychologist. The program is currently fully NASP approved, with training requirements that are fully aligned with both NASP and APA standards of graduate training for Doctoral level psychologists.

Professional Training Sequence

The Howard University School Psychology (HUSP) Doctoral training sequence involves 5-6 years of full-time study. Emphasis is placed on developing cultural, clinical, and scientific competencies necessary for students to assume the responsibilities of a psychologist in school, clinical and community settings, as well as in university faculty positions. Graduate students are expected to progress toward the Doctoral degree by achieving five graded and sequential levels of competency. These five levels of competency/progress are aligned with training standards from the NASP Domains of School Psychology Graduate Education and Practice and the APA Competency benchmarks for Professional Psychology, and include: the Psychology Scholar (Year 1), the Psychology Apprentice (Year 2), the Emerging Scientist-Practitioner (Year 3), the Doctoral Candidate (Year 4), the Pre-Doctoral Intern (Year 5), and the Doctoral Graduate (Year 6). Students' matriculation or progress through each level is competency-based, rather than "time-based" and thus, is evaluated annually through the annual review process. Students must successfully complete/achieve each level of competency before matriculating onto the next level of training. The training curriculum balances competencies in theoretical, applied, and scientific aspects of psychology and school psychology through a sequence of didactic and experiential training experiences (see the HUSP Doctoral Curriculum—Course Sequence & Benchmarks Table below).

The HUSP Doctoral program curriculum is designed for students entering at the post-Bachelor's level of study. For graduate students who enter the program with existing graduate-level (Masters) work from Howard or another university, the Program Director, in consultation with core HUSP faculty, will make recommendations by the end of the first semester as to which courses taken elsewhere should be credited toward the HUSP doctorate. If the student wishes to receive credit for one of the core school psychology courses, approval **must** be obtained from the HUSP faculty teaching that course before a recommendation is made by the Program Director. With regard to other transfer credits (non-core HUSP courses), the student's advisor will make a recommendation to the Program Director and HUSP faculty at large regarding the applicability of the courses/credits of interest.

Revised 9-2013

Summary of Field Training Sequence: Practicum and Internship

The professional training sequence in School Psychology is designed to incorporate clinical training experiences (integrated with didactic course work) during each year of the program:

Year 1: Students complete brief, structured, course-based practical experiences (pre-practicum experiences during the Intro to School Psychology course) designed to increase their understanding of, and exposure to, the roles and functions of School Psychologists.

Year 2: Students participate in a structured two-semester Practicum in School Psychology Assessment (1cr each), one day per week in local elementary or middle schools. Students gain experience with various aspects of the assessment process. Clients may present with academic challenges or general behavioral concerns.

Year 3: Students complete a structured two-semester Practicum in School Psychology Assessment & Intervention (2cr each), two days a week in local elementary, middle, or high schools. Students gain additional assessment and case conceptualization skills, and engage in direct and indirect intervention services. Clients may present with academic challenges, severe behavior disorders, or social-emotional concerns.

Year 4: Students complete a structured two-semester Practicum in School Psychology & Supervision (3cr each), two-three days a week. Students have the option of gaining additional school-based experience, or completing an individualized Practicum designed to provide training in a specialized setting or with a special population; students also gain knowledge and experience in the supervision of psychological services (students will provide supported supervision for junior level graduate students). Clients may present with the full range of academic, social, emotional, and behavioral concerns.

Year 5: Students complete a full-time 9-12-month (or part-time 24-month) internship (1800-2000 clock hours total). Client population presents with the full range of academic, social, emotional, and behavioral concerns.

Areas of Training:

- Foundations in Scientific Psychology
- Theoretical Foundations of Practice
- Psychological Assessment, Intervention, and Consultation/Prevention (Core)
- Research Methods & Evaluation
- Applied Psychology/Field Experiences

TOTAL HOURS: 118 credits

HUSP DOCTORAL SCHEME
COURSE SEQUENCE & BENCHMARKS

FIRST YEAR- The Psychology Scholar

Fall Semester		
HUDE 222	Introduction to School Psychology	3
HUDE 322	Individual Assessment of Cog Ability I	3
HUDE 201	**Human Development (or Alt. Lifespan Dev.)	3
HUDE 605	Clinical Interviewing/Micro-Counseling	2
HUDE 300	Educational Research I	1
HUDE 447	Cult. Diversity in Psych Practice	3
	TOTAL	**15**
Spring Semester		
HUDE 432	Cog II: Culturally Competent Assessment	3
HUDE 516	Cognitive/Affective Basis of Behavior	3
HUDE 400	Intermediate Statistics	3
HUDE 446	Professional Ethics & Legal Issues in Psychology	3
HUDE 300	Educational Research I	1
	TOTAL	**13**
Summer Semester (Optional)		
HUDE 227	Personality and Social Psychology	3
	TOTAL	**3**

Benchmarks in Preparation For Practicum
- ☐ **Attend New Student Orientation (Sept/Oct)**
- ☐ **Attend School Psychology Portfolio Orientation (Oct/Nov)**
- ☐ **Review program, APA/NASP training standards; Review written Doctoral Plan of Study (by Dec)**
- ☐ **Enroll in the HUSP Taskstream online student assessment & tracking system**
- ☐ **Complete Dispositions and Demographic (background questionnaire) surveys through TaskStream**
- ☐ **Join at least one national/international professional psychology association (e.g., APA, NASP, ABAI, ABPsi, etc.)**
- ☐ **Attend at least one local psychology-related professional conference (e.g., DCSP, MSPA, HU Graduate Research Symposium, etc.)**
- ☐ **Successfully complete Pre-practicum activities (Intro to School Psychology)**
- ☐ **Join and Participate in School Psychology Club (SASP)**
- ☐ **Apply for funding for the following year (Jan/Feb)**

- ☐ **Develop research agenda through Ed Research I course; develop & successfully submit Research Apprenticeship Project/Presentation (by end of Summer Session I).**
- ☐ **Collect/Create documents and materials for E-Portfolio**
- ☐ **Review initial Portfolio progress with Advisor (Dec)**
- ☐ **Complete, upload, and pass Benchmark Course Assignments and "Psychological Scholar" (Year 1) Portfolio to Taskstream for Annual Review (May)**
- ☐ **Maintain above "B" GPA for entire year**
- ☐ **Complete RCR workshop and CITI Basic Training in Human Subject Research**
- ☐ **Complete Expository Writing Examination Requirement**
- ☐ **Demonstrate Core APA Competency Benchmarks in Readiness for Practicum**

SECOND YEAR- The Psychology Apprentice

Fall Semester		
HUDE XxX	Assessment in Pediatric Psychology (3cr) (admitted 2014)	3
HUDE 421	Intro to Applied Behavior Analysis (3cr)	3
HUDE 455	**Issues and Trends in Measurement Theory (if admitted on odd numbered year; if admitted in even numbered year, this course is taken in Fall of 1st year, instead of Human Development).	3
HUDE 500	Advanced Statistics	3
HUDE 301	Educational Research II	1
HUDE 333	Practicum in School Psychology Assessment	1
	TOTAL	**14**
Spring Semester		
HUDE 504	Advanced Applied Behavior Analysis	3
HUDE 429	Psychoeducational Assessment	3
PSYCH 211	Brain and Behavior	3
HUDE 502	Multivariate Analysis	3
HUDE 301	Educational Research II	1
HUDE 333	Practicum in School Psychology Assessment	1
	TOTAL	**14**
Summer Semester (optional)		
HUDE 333	Practicum in School Psychology Assessment	**1**
HUDE 300	Educational Research II	**1**

Benchmarks in Preparation for Practicum

- ☐ **Meet with Advisor regarding feedback from Annual review (develop remediation plan as needed)**
- ☐ **Attend (or present at) at least one National psychology-related professional conference (e.g., NASP, APA, ABPsi, etc.)**
- ☐ **Attend HUSP program Meeting**
- ☐ **Participate in School Psychology Club (SASP)**
- ☐ **Apply for funding for the following year (Jan/Feb)**

- ☐ **Complete Dissertation Research Advisor Agreement Form**

- ☐ **Collect/Create documents and materials for E-Portfolio**
- ☐ **Review Portfolio progress with Advisor (Dec)**
- ☐ **Complete, upload, and pass Benchmark Course Assignments and "Psychology Apprentice" (Year 2) Portfolio to Taskstream for Annual Review (May)**
- ☐ **Successfully complete Assessment-related Practicum experiences**
- ☐ **Maintain above "B" GPA for entire year**
- ☐ **Demonstrate Core APA Competency Benchmarks in Readiness for Practicum**

THIRD YEAR-The Emerging Scientist Practitioner

Fall Semester		
HUDE 327	Developmental Psychopathology of Childhood	3
HUDE 529	Child Abuse & Neglect	3
HUDE 430	Consultation in School Psychology	3
PSYCH 222	Social Psychology of the Individual	3
HUDE 333	Practicum in School Psychology Assessment & Intervention	2
	TOTAL	**14**
Spring Semester		
HUDE 404	Psychodiagnostics: Soc-Emotional-Behavior Assessment	3
HUDE 515	RtI and the Prevention of Academic Problems	3
HUDE 521	Theories and Methods of Mental Health Intervention and Prevention	3
HUDE 502	Design & Analysis of Research Projects	3
HUDE 333	Practicum in School Psychology Assessment & Intervention	2
	TOTAL	**14**
Summer Semester (optional)		
HUDE 333	Practicum in School Psychology Assessment & Intervention	2

Benchmarks in Preparations for Pre-Doctoral Internship

- ☐ **Meet with Advisor regarding feedback from Annual review (develop remediation plan as needed)**
- ☐ **Present at local or national professional conference (e.g., APA, NASP, ABAI, MSPA, Graduate Research Symposium, etc.) or submit scholarly paper for publication (e.g., paper based on apprenticeship project, or a research/discussion paper in collaboration with peers/faculty)**
- ☐ **Attend HUSP program Town Hall Meetings**
- ☐ **Participate in the School Psychology Club (SASP)**
- ☐ **Continue to Collect/Create/Update documents and materials for E-Portfolio**
- ☐ **Successfully complete Assessment & Intervention-related Practicum experiences**

- ☐ **Complete, upload, and pass Benchmark Course Assignments and "Scientist-Practitioner" (Year 3) Portfolio to Taskstream for Annual Review**
- ☐ **Maintain above "B" GPA for entire year**
- ☐ **Demonstrate Core APA Competency Benchmarks in Readiness for Internship**
- ☐ **Take NCSP (Praxis II) Examination by end of Summer; (NOTE: passing score must be submitted by Oct 15th prior to application for internship in Fall, 4th year)**

FOURTH YEAR- The Doctoral Candidate

Fall Semester		
HUDE 401	Evaluation Methodology	3
HUDE 444	Group Processes	3
Xxx	Counseling/Therapy Elective (2-3cr; Systems, Psychodynamic, or Cog-Behav Interventions)	3
PSYC 206	History & Systems in Psychology	3
HUDE 333	Practicum in School Psychology and Supervision	3
	TOTAL	**15**
Spring Semester		
PSYC 288 or 271	Neuropsychological Assessment OR Psychopharmacology	3
EDUC 330	Seminar in School Psychology	3
Xxx	Subspecialty Elective	3
PSYC 266	Psychology of Exceptional Children	3
HUDE 333	Practicum in School Psychology and Supervision	3
	TOTAL	**15**
Summer Semester (optional)		
XXX	Specialty Elective	*3*
HUDE 333	Practicum in School Psychology & Supervision	**3**

Benchmarks in Preparation for Pre-Doctoral Internship

- ☐ **Meet with Advisor regarding feedback from Annual review (develop remediation plan as needed)**
- ☐ **Apply for Internship (NOTE: Passing scores from School Psychology Certification Exam must be submitted prior to Oct 15th)**
- ☐ **Continue to Collect/Create/Update documents and materials for E-Portfolio**
- ☐ **Successfully complete School Psychology Practicum & Supervision experiences**
- ☐ **Complete , upload, and pass Benchmark Course Assignments and "Doctoral Candidate" (Year 4) Portfolio to Taskstream**
- ☐ **Maintain above "B" GPA for entire year**
- ☐ **Demonstrate Core APA Competency Benchmarks in Readiness for Internship (as evaluated by Faculty/Practicum Supervisors)**

Successfully Propose Dissertation (NOTE: Dissertation Proposal must be completed & approved before beginning Internship in 5th year)

FIFTH YEAR- The Pre-Doctoral Intern

	Fall Semester		
HUDE 509	Dissertation Research		1
HUDE 519	Internship in School Psychology		1
		TOTAL	2
	Spring Semester		
HUDE 509	Dissertation Research		1
HUDE 519	Internship in School Psychology		1
		TOTAL	2
	TOTAL DOCTORAL CREDITS		118

Benchmarks in Preparation for Pre-Doctoral Internship

- **Successful completion of Internship (NOTE: All coursework and Dissertation Proposal must be successfully completed to engage in the Internship)**
- **Continue to Collect/Create/Update documents and materials for E-Portfolio**
- **Upload full "Pre-Doctoral Intern" (Year 5) Portfolio to TaskStream for online review by faculty (May)**
- **Demonstrate Core APA Competency Benchmarks in Readiness for Entry to Professional Practice (as evaluated by Faculty/Internship Supervisor)**
- **Successfully Defend Final Dissertation project (Summer Year 5, recommended); Complete dissertation within 2 years of completing internship (required).**

SCHOOL PSYCHOLOGY
ADDITIONAL DOCTORAL REQUIREMENTS

FIELD EXPERIENCES (PRACTICUM & INTERNSHIP)

Practicum

Overview
The School Psychology curriculum integrates both didactic (formal coursework) and experiential (practicum and internship) training, and views these experiences as crucial elements of effective training and professional development. Given the program's emphasis on diversity and cultural competence, the purpose of the practicum sequence is to help candidates merge technical skills and formal university training with culturally sensitive clinical and interpersonal skills in the delivery of assessment, intervention, consultation, and preventive services.

Students are required to participate in a number of supervised applied training experiences. These experiences are designed to facilitate the application of classroom instruction and aid in the development/refinement of students' professional/clinical skills. The practicum sequence involves a progression of closely supervised applied experiences in which students are expected to: (a) learn the roles and functions of school psychologists, (b) develop a knowledge of the organization, operations, and procedures of educational, clinical, and community-based systems of service delivery, (c) assume a progressively larger role in the provision of psychological services to children and families (e.g., assessment, consultation, prevention, and intervention), and (d) develop a sense of accountability in practice and professional growth. During practicum, students develop and refine their knowledge and skills in the following areas: professional practice, psychoeducational assessment, academic support & intervention, psychological consultation, instructional consultation, functional behavioral assessment, function-based intervention, interviewing, brief individual and group therapy, report writing, and the design and evaluation of prevention and intervention programs for children with social-emotional problems, developmental disabilities, and various other handicapping conditions.

Comments/Questions about practicum requirements should be directed to the Program Coordinator, Dr. **Celeste Malone,** 321 ASA (SOE), 202-806-7345.

Requirements & Procedures

Practicum Hours and Sequence: The practicum sequence is designed to provide students with an organized, graduated series of experiences. Students are exposed to experiences that progressively increase in terms of requirements for time and credit hour commitments, expectations for competency in relevant skill areas, and level of independence with various entry-level professional tasks (e.g., assessment and intervention). Doctoral candidates must obtain a total of **1200-1500** clock hours of supervised practica prior to Internship.

Informal practical experiences are gained starting from the first semester in the program—a pre-practicum experience of 20 to 40 (in-school) clock hours will be

required during their first semester of study as part of the Intro to School Psychology course. The purpose of the pre-practicum experience is to orient students to the sequence of subsequent practicum experiences, particularly with regard to the roles and functions of school psychologists in culturally diverse educational settings. Pre-practicum students are expected to gain knowledge (through observation, interview, and didactic instruction) of the various services, tactics, and responsibilities of school personnel, particularly the school psychologist.

Beginning in the second year, candidates are required to enroll in formal practicum courses, while simultaneously engaging in closely supervised training experiences in local schools and clinical sites. **In order to enroll in the formal practicum courses, students must receive a grade of B or higher in HUDE322: Individual Assessment of Cognitive Abilities, HUDE222: Introduction to School Psychology, and HUDE446 Professional Ethics & Legal Issues in Psychology.** The requirements for practicum training increase in terms of time engagement and training goals/content as students' progress through the program (see Summary of Field Training table below for additional descriptions). In year two, candidates register for the course, Practicum in Assessment (beginning practicum); candidates register for Practicum in Assessment and Intervention (intermediate practicum), and Practicum in School Psychology and Supervision (advanced practicum) in years 3 and 4 of the program, respectively. Practicum courses are held weekly. They are designed to provide candidates with didactic instruction and supplemental feedback, as well as opportunities for candidates to engage in peer review, professional development activities (e.g., topical presentations, case study, Praxis II preparation, consultation, etc.) and discuss their respective practicum experiences with their peers and faculty. During practicum, candidates are required, under close supervision, to apply relevant knowledge and skills gained through coursework with children and families. Candidates are expected to obtain diverse practice experiences in terms of the populations they serve, as well as the systemic, procedural (assessment, intervention, and preventive), and theoretical approaches they use to serve diverse populations. As such, the practicum and course sequence provide candidates with sufficient training experiences to help them master the practice-related skills needed in preparation for more intensive work at the Pre-doctoral Internship level.

Program Year	Summary of Field Training Sequence: Practicum and Internship	Hours
Year 1: Pre- Practicum	Student's complete brief, structured, course-based practical experiences (pre-practicum experiences during the Intro to School Psychology course) designed to increase their understanding of, and exposure to, the roles and functions of School Psychologists.	**20-40 Hours 1st semester**
Year 2: Practicum In Assessment	Students participate in a structured two-semester Practicum in School Psychology Assessment (1cr each), one day per week in local elementary or middle schools. Students gain experience with various aspects of the assessment process. Clients may present with academic challenges or general behavioral concerns. (150 hours/semester)	**150 Hours/ Semester**
Year 3: Practicum in Assessment and Intervention	Students complete a structured two-semester Practicum in School Psychology Assessment & Intervention (2cr each), two days a week in local elementary, middle, or high schools. Students gain additional assessment and case conceptualization skills, and engage in direct and indirect intervention services. Clients may present with academic challenges, severe behavior disorders, or social-emotional concerns.	**200-300 Hours / Semester**
Year 4: Practicum in School Psychology & Supervision	Students complete a structured two-semester Practicum in School Psychology & Supervision (3c r each), one-two days a week. Students have the option of gaining additional school-based experience, or completing an individualized Practicum designed to provide training in a specialized setting or with a special population; students also gain knowledge and experience in the supervision of psychological services (students will provide supported supervision for junior level graduate students). Clients may present with the full range of academic, social, emotional, and behavioral concerns.	**250-300 Hours/ Semester**
Year 5: Internship	**Year 5:** Students complete a full-time 9-12-month (or part-time 24-month). Clients present with the full range of academic, social, emotional, and behavioral concerns.	**Total of 1800-2000 hours**

NOTES:
- For documentation purposes (practicum logs), clock hours are determined by a combination of 3 types of training experiences: Direct, Indirect, and Supervision

hours (defined below). For example, Practicum in Assessment (Year 2) requires a minimum of 150 total hours per semester. This requirement translates into 8-10 clock hours per week over a 15-16 week semester, and at least 1 and 2 hours (per week) of individual and group supervision, respectively.

- Additionally, students may sign up for 1-3 semester hours of practicum during the summer months.

- <u>All</u> students are required to complete practicum experiences while enrolled in the HU School Psychology PhD program, regardless of prior experience or school psychology certification. Please refer to the Course Waiver section for more details regarding the transfer of practicum hours.

Settings: Practicum experiences are conducted in both urban and non-urban settings within the Washington DC-Baltimore Metropolitan areas. Howard University is ideally situated in the heart of Washington D.C., which is a dynamic, diverse, urban environment consisting of a broad range of cultures, ethnicities, languages, and socio-economic conditions. The communities, cities, and counties of the Washington-Baltimore Metropolitan Area (including D.C., Maryland and Virginia) affords our students access and exposure to urban, suburban, and rural settings of practice. The schools, clinics, and community mental health agencies within these local areas well-reflect the rapidly increasing cultural, linguistic, and ethnic diversity of our nation's schools. As such, they provide numerous opportunities for our students to work in settings and on research projects where knowledge and interests in multicultural issues, bilingual assessment, urban education, and issues of poverty are of particular importance. Thus, students at Howard University are necessarily exposed to a wide variety of practice settings that will no doubt aid in their effective future practice.

Particular practicum settings vary by student level and interests. Practicum experiences may be gained in the school as well as in a variety of clinic and community-based mental health settings serving school-aged children. Initial practicum placements are typically in the schools (unless a student has prior professional experience as a school psychologist). Clinic-based practicum experiences are typically during the summer or during the 4th year. Students should obtain diverse experiences with respect to age, ethnicity, socioeconomic background, and geographic locations of the populations served and a broad range of systemic, procedural, theoretical, and practical experiences from the settings and mental health professionals providing training. However, given the emphasis of the Howard program, urban school/clinical settings also are strongly encouraged.

Students also must note the following with regard to practicum setting:
- Outside of specially approved clinical/forensic sites (e.g., Children's Hospital or DC Superior Court), and summer placements, students are required to engage in year-long practicum placements (Fall and Spring semesters) for increased continuity of experience, and for the benefit of working within one system and developing a relationship with one supervisor.

- Practicum placements longer than one academic year, in the same setting and with the same supervisor, generally will not be approved.
- A minimum of one practicum experience must be completed in an elementary school, and a minimum of one practicum must be completed in a middle school or high school setting.
- Students who wish to complete their internship in a non-school setting such as a clinic or hospital must have completed a minimum of 600 total clock hours (Masters/Specialists level experiences may be included in this total) of practicum in a school setting. A school setting is defined as a public or private setting that serves a full range of students, including those in regular education. Without the minimum 600 clock hours of school-based practicum experience, non-school internships will not be approved by the program faculty.
- Additionally, per NASP Graduate Standards, a minimum of 600 hours of the internship must be completed in a school setting. If an internship does not meet that requirement, students will have to complete an additional part-time internship in a school setting prior to applying for a non-school based internship, unless the student has previous internship experience for which to count these hours.

The following settings/agencies have been approved as practicum sites for Howard University students: schools served by D.C. Public School System, Arlington County Public School System, Alexandria County Public School System, Community Academy Public Charter School, Montgomery County Public School System, Howard County Public School System, Howard University Early Learning Center, Charles County Public Schools, The Friendship Public Charter Schools, Alexandria Public Schools, and Prince Georges County Public Schools. Students also gain practical experience in a number of clinic-based organizations such as the University Counseling Center, Lab Schools, the Neurobehavioral and Pediatric Feeding Disorders Inpatient and Outpatient Clinics at Kennedy Krieger Institute. Other clinics/programs operated on and off campus are also available to students in the program upon approval. **Please be advised that students will be placed at a practicum site and are not allowed to seek their own practicum placement unless it is approved by the Coordinator of Field Experiences.**

Client Contact Definitions: Practicum clock hours are determined by a combination of 3 types of experiences: Direct, Indirect, and Supervision. These types are differentiated below:

Direct client contact hours—contact with children, adolescents, or adults—can include observation of children, consultation with teachers and parents, and other client-directed activities assigned by supervisors. Activities can include interviews, assessments, interventions, and sessions conducted with another psychologist, if the student actively participates (otherwise it is considered observation). Practicum students cannot count observation of their supervisor as direct client contact.

Indirect hours—Indirect activities are writing case notes, reports, processing tapes, preparing for sessions, attending practicum seminars or other professional developmental activities.

Supervision—Supervision consists of scheduled, weekly meetings with an assigned supervisor, who is: (a) a Ph.D.-level psychologist, (b) an intern or a certified school psychologist, or (c) another professional who is directly supervised by a Ph.D.-level psychologist (who is, in turn, the "supervisor of record"). The supervisor may be on staff at the site, or if a supervisor is unavailable at the site, a member of the school psychology faculty will serve as "supervisor of record."

Notes & Guidelines for practicum hours:

- It is the student's responsibility to keep a current and accurate record of the hours devoted to the various settings, activities, and populations during practicum experiences, using the Documentation Form provided by the program.

- Students should aim for 25-50% direct contact time. Direct contact hours tend to be more difficult to obtain during initial practicum experiences; however, students should work to get as many as possible and recognize that the direct experiences typically increase as the practicum sequence progresses, especially in advanced practicum.

- If a student is scheduled to spend one day per week at a site (8-10 clock hours) he/she cannot count any more than 8 additional hours of preparation, report writing, etc. for that site—regardless of how many hours are actually spent on other days. Note: You are not allowed to count hours preparing for your practicum class (i.e. class assignments etc.)

- It is important to differentiate and document information on hours of direct client contact, hours of other appropriate practicum hours, supervision, populations served, assessments/interventions/services provided, settings worked in, etc. because the APPIC internship application form requires a great deal of detail. Please visit www.appic.org for more details.

Practicum Application and Registration Policy/Procedures: Students planning to take practicum must follow the application and registration policy and procedures outlined below. **Please note that completion of a practicum application does not guarantee practicum placement.**

- Practicum sites will be assigned by the Coordinator of Field Experiences.
- Practicum assignments are determined based on: student needs, goals and interests; availability of sites/qualified supervisors; student experience/skills /readiness relative to the needs of the proposed practicum site; students' satisfactory completion of prerequisite courses; faculty input; and performance (in terms of

practical competence, professionalism, and ethical behavior) on previous practicum experiences. If multiple students apply for the same practicum site, and insufficient slots are available, then the site will be given to the most qualified and senior student(s).

- Students also may submit requests for non-approved practicum sties. Such placements shall not be used until approved by program faculty; approval decisions will be made based on availability of supervision, appropriateness, organization, and feasibility of the proposed practicum placement.

- Sites beyond a reasonable driving distance from Howard University may be used only by students who have successfully completed two practica, and then only if the site is approved. Because students at such sites cannot typically attend the practicum seminar, they must show (when seeking site approval) that they will have an experience equivalent to the seminar. This could take the form of participation in staff development sessions, supervised independent readings, or some other experience.

- Students register for 1, 2, or 3 credit practicum courses (depending on their experience in the field and their level in the practicum sequence) as they would for any other graduate program coursework.

- Students must apply for practicum placement during the preceding semester of the expected practicum experience; given the summer break, applications for the Fall semester must be submitted during the preceding Spring semester.

- If the student is continuing (for the second semester) a practicum placement, he/she must provide documentation that the site supervisor is willing to continue the training/practicum relationship and indicate new goals for the upcoming semester (if not previously specified in the formal practicum agreement).

- Applications for practicum placement will be distributed electronically and should be submitted to the Coordinator of Field Experiences on the following approximate time schedule (due dates may vary from semester to semester):
  - **Applications for Fall and Summer placements are due April 15th.**
  - **Applications for Spring placements are due November 15th**

- Late applications may result in failure to be placed.

- **The Coordinator of Field Experiences may deny student placement if the student has demonstrated a lack of professional behavior or if a student has not demonstrated the skills necessary for that level of practicum. If this occurs, the Coordinator of Field Placements and the student will develop a remediation plan with student goals, a plan of action and a date that the student may return to practicum. <u>Additionally, student placement is contingent upon successful completion of coursework (i.e., GPA of 3.0 or higher) and satisfactory performance evaluation from the practicum site supervisor in the preceding semester.</u>**

- Students unsatisfied with the site assignment may appeal to the Coordinator of Field Experiences for feedback and if appropriate, reconsideration by the faculty.

- Once a placement has been arranged, the student will be notified to contact the supervisor and proceed with goal setting and practicum contracting with the supervisor.

- The Practicum Contract is to be completed by the school psychology student, site supervisor, and course instructor prior to starting the field experience. This contract is to include a description of goals for skills and competencies to be developed, and the expected duties and activities to be provided/expected.

Evaluation of Practicum Performance: Student performance is evaluated based on: (1) the students' performance relative to their prior level of experience, coursework, etc., (2) their ability to adhere to, and meet the various personal and professional goals established at the practicum's inception, and (3) the students professional conduct and performance across the following areas of development, as relevant: assessment, intervention, consultation and collaboration, diversity, professionalism, legal and ethical behavior, case conceptualization, and dissemination of information.

Formal evaluation takes place twice during the year: at midyear and at the end of the practicum experience. Formal evaluation begins with a meeting between the student and the site supervisor that is designed to focus on the student's progress to date. At midyear and final evaluations, the student and the site supervisor complete the evaluation forms provided by the program. The university supervisor should make at least one site visit at the practicum site, to meet with the student and his/her site supervisor, and to observe the types of activities in which the student is engaged. This site visit may be conducted in conjunction with the midyear or final evaluation. A copy of the evaluation form is placed in the student's training file.

The grade for the Practicum course is based on midyear and final evaluations of the site supervisor, completion of requisite documentation of the practicum experience, and completion of requisite coursework as indicated in the course syllabus.

Informal evaluations will occur at the mid-semester mark. This evaluation is designed to make sure that the student is making adequate progress towards their goals and is meeting the supervisor's expectations.

Any students receiving a less than satisfactory performance evaluation by their on-site supervisor can be removed from the practicum site will be required to complete a remediation plan prior to engaging in another practicum experience.

Liability Insurance: Students on practicum and internship assignments are required to purchase and maintain liability coverage during field experiences. Several agencies provide such coverage. More information may be obtained from the American Psychological Association (APA; www.apa.org) and from the National Association of School Psychologists (NASP; http://www.nasponline.org/membership/index.html#insurance).

PRE-DOCTORAL INTERNSHIP

Overview

NASP defines an internship as "…a supervised, culminating, comprehensive, pre-degree field experience through which school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in prior course and practice, as well as to acquire new competencies consistent with the training program goals." (p.36). The pre-doctoral internship in school psychology at Howard University is designed in accordance with this definition and also is aligned with the training standards and guidelines established by the Criteria for Accreditation of Internship Programs by APA, the Council of Directors of School Psychology Programs (CDSPP) and the Association of Psychology Postdoctoral & Internship Centers (APPIC).

As such, the Internship occurs during their final year of study and is intended to be the culminating step in professional preparation at the graduate level. Interns are expected to demonstrate their acquired knowledge in school psychology, including advanced case conceptualization and the implementation of a broad array of applied skills. In general, the internship is completed on a full-time basis for one year or on a half-time basis over two consecutive years. Interns must obtain a **minimum of 1800 clock hours** of training (but are encouraged to obtain 2000 hours), and be supervised by an appropriately credentialed school psychologists in school-settings or, for non-school settings, a psychologist appropriately licensed for the internship setting. Interns also receive supervision from the field placement coordinator at Howard University who acts as a liaison with the internship setting and monitors candidate progress and performance as part of the Internship in School Psychology course (HUDE 509).

Goals & Objectives of the Internship

The internship is intended to be the final step in professional preparation at the graduate level. Interns are expected to engage in service delivery at a semi-independent level (i.e., with ongoing supervision), with the primary goal of gaining increased professional competency and independence. Students also are expected to demonstrate their acquired knowledge in school psychology, including advanced case conceptualization and implementation of a broad array of applied skills for the benefit of children and families of diverse ethnic/cultural backgrounds and service needs. The internship should provide opportunities for ongoing professional development in new areas of service, program development (e.g., prevention/outreach programs), and, if appropriate, research. Specific goals and objectives for training are determined prior to internship based on: (1) the individual needs, careers goals, and interests of the student, (2) the requirements, goals, and objectives of the program, and (3) the goals, objectives, expectations, and available opportunities offered by the internship site.

Eligibility for Internship

To qualify for the pre-doctoral internship, students must complete/pass the following:
A. <u>All</u> approved coursework (unless otherwise approved by faculty advisor).
B. A minimum of 1200 total combined hours of practicum experience in school psychology
C. Dissertation proposal
D. Comprehensive Examination (Praxis II & Written Examinations of School Psychology Research & Practice, General Psychology, and Research Methods and Statistics (6 hour exam).
E. Consultation and approval of primary advisor/school psychology faculty and the Coordinator of Field Experiences.

Initiating Internship Approval and Placement.

1. An application for Internship must be submitted to primary faculty advisor to determine if the student is eligible for internship (i.e., that the doctoral student has completed the above indicated program requirements). Less than satisfactory performance (i.e., grades less than B in courses or scores less than 3 on benchmark/key assessment competencies), as well as un-remediated difficulties in clinical training constitute ineligibility for internship approval.

2. The student should research, compile, and submit to his/her doctoral advisor, a list of potential internships sites. Potential internship sites may be identified from a number of sources. The internship may be a formal, APA accredited or APPIC member training program (i.e., those listed in the APPIC directory), or an individualized experience negotiated and organized by the student and an appropriate school or service setting (e.g., local school district). The following are common sources for potential internship sites:
    • APPIC Directory listing APA-accredited and APPIC-member Internships (http://www.appic.org).
    • CDSPP <u>Directory of Pre-doctoral Internships in School Psychology</u>
    • School systems (public, charter, or private) and or applicable clinics, hospitals, or community-based mental health providers.

3. APA accredited, APPIC member, and CDSPP approved internship training programs, by definition, already meet published standards and guidelines established by relevant accrediting and professional organizations in psychology. As such, if a student proposes ONLY the sites noted above, then further documentation and program approval will not be needed. The student is directed then to <u>Step # 5</u> below.

4. However, if <u>non</u>-approved (i.e., non APA, APPIC, or CDSPP) sites are to be considered, the student must seek program approval by providing documentation that the internship site adequately conforms to established training guidelines. Thus, the student should do the following:

A. Review the guidelines for internship training programs listed below and those published by the above organizations.
B. Complete, preferably through interview with the director, lead psychologist/supervisor, etc. of the proposed internship site, the <u>Internship Planning Form.</u>

5. In consultation with his/her advisor, the list of potential internship sites should be narrowed to six or less, and the student completes and submits the requisite application packets to each of the selected internship sites for consideration of placement.

6. Students should seek guidance and review of their application materials from their advisor and/or the Coordinator of Field Experiences; this may include mock interviews with faculty. This is designed to ensure quality submissions, adequate preparation for the internship placement process, and increased probability of success.

7. Once the student is accepted by a preferred internship site, the Internship Contract Form <u>must be completed by the Internship Site</u> and returned to Coordinator of Field Experiences. The University requires this endorsement as evidence of approval of the student's placement.

Guidelines and Requirements for Internship

Supervision:

During the internship, the on-site supervisor has a much greater responsibility for the day-to-day supervision of the Intern. The on campus supervisor may make periodic visits to the site but the primary supervision and training is conducted by the on-site supervisor. The on-site supervisor and the Intern work closely with one another through direct, face to face supervision that is held on a regular basis. Site supervisors should be appropriately credentialed school psychologists in school-settings or, for non-school settings, a psychologist appropriately licensed for the internship setting. Direct supervision should be provided at least once per week (min 2 hrs.) by the on-site supervisor(s). The primary supervisor responsible for the internship experience must be clearly designated. However, he/she may be assisted by other school district/clinic personnel. Interns also receive supervision from the field placement coordinator at Howard University who also acts (as needed) as a liaison with the internship setting.

Setting:

Internships in school psychology are typically completed in schools; however they may be completed in clinical or other non-school settings. The setting must have a substantial component of a school relationship unless the intern has met the school-based internship requirement through a specialist level internship or equivalent prior experience. In such instances, the student may complete the doctoral internship in a

non-school setting in accordance with individual student and program objectives. A minimum of 600 hours of the internship experience are in a school setting (unless this requirement has been met by prior experience).

Duration:

The internship occurs on a full-time basis over a period of one academic year (or for two years on a part-time basis). The internship will consist of a minimum of 1800 clock hours. The internship is completed on a full-time basis for one year or on a half-time basis over two consecutive years.

Evaluation:

Evaluation of the intern's total performance will be viewed as an ongoing process. Feedback will be provided throughout the duration of the internship.   In addition, the site supervisor will conduct an evaluation of the intern's performance. Evaluation of intern performance will be based on the established internship goals and objectives, and completed using the Universities standard internship evaluation form. This will serve as a major determinant of the intern's grade for the course. For in-state interns, there will be two scheduled on-site visits and for the out-of-state interns, site "visits" will be conducted via the internet or phone conferences.

Other General Guidelines and Requirements for Internship:
- The internship should be an organized training program (not simply a supervised experience or on-the-job training), that is designed to provide the intern with a planned, programmed sequence of training experiences.
- The internship provides training in a range of assessment and treatment activities conducted directly with patients seeking mental health services.
- The intern is exposed to a wide range of children with respect to age, grade/ability levels, and needed services.
- The intern shall spend at least 30% of his or her time in direct (face-to-face) psychological services to clients or patients.
- A written agreement that describes the goals and content of the internship is developed and approved by the internship agency, university, and intern.
- Full-time internships may be completed in no less than 9 months (no more than 24 months for part-time) with a minimum of 1,800 hours.
- There are scheduled, ongoing learning activities such as case conferences, seminars, workshops, group supervision, and in-service trainings available to interns.
- Trainee has a title such as "intern," "resident," "fellow," or other designation of trainee status.

RESEARCH REQUIREMENTS

Students are encouraged to participate in ongoing research projects either within or outside of the School of Education throughout their graduate training. In addition, students are expected to fulfill complete a Research Apprenticeship and Doctoral Dissertation (Final Exam).

Research Apprenticeship

All school psychology students are required to complete a research apprenticeship project. The goal of the apprenticeship is to promote a close link between coursework and research experiences by introducing students to the process of conducting research early in the graduate program, and thereby advancing the student's preparation for his or her eventual dissertation work. The end-product of the apprenticeship project will be twofold: Year 1: Submission of a Presentation for a research/professional conference, and Year 2: a critical literature review (i.e., a written document that may well serve as the literature review for the dissertation project—Chapter II). The formal requirements of the research apprenticeship for school psychology students generally include the following procedures:

1. Register for and successfully complete EDUC 300 – 2 total credits, 2 semesters at one credit each in the first year of study; Register for and successfully complete EDUC 301 – 2 total credits, 2 semesters at one credit each in the second year of study;

2. Meet regularly with your research advisor to discuss plans and ideas for the apprenticeship project.

3. Propose a topic and craft presentation proposal to be submitted to a local or national conference in psychology, education, or closely related field. (Year 1)

4. Complete a critical literature review on a topic in psychology, education, or closely related field. (Year 2)

5. Each year, obtain a passing score (rating of 3 or above) on your Apprenticeship Project, which is to be uploaded and evaluated on the Taskstream® online system.

NOTE: The apprenticeship must be completed before students can take the comprehensive exam in school psychology.

Doctoral Dissertation

The dissertation is an original, scholarly, empirical study that demonstrates the student's research competence and makes a substantive contribution to psychology/education. The **dissertation proposal** is a plan of study for the dissertation research. It consists of 3 chapters which introduces the topic (Chapter 1), reviews and critiques extant literature (Chapter 2), and proposes a method of scientific inquiry (Chapter 3) for a particular research topic. An approved dissertation proposal is a prerequisite to beginning the pre-

doctoral internship, admission to Doctoral Candidacy, and permission to begin formal data collection. Students are admitted to candidacy as a condition of successfully completing the dissertation proposal (see Admission to candidacy section on page 42 of this document). Student may register for Dissertation credits only after they have been admitted to candidacy. During the proposal defense, a committee of 4 faculty (dissertation advisor, and three other faculty committee members) will evaluate the merits of the research and study design. Committee members must all be faculty at Howard University; at least two members of the committee must be faculty within the School Psychology program.

The **final dissertation research project** will include 5 chapters (Introduction, Literature Review, Methods, Results, and Discussion). The final step in the dissertation process and the Doctoral degree is the Oral Examination and Defense of the Dissertation.

As indicated in the Graduate Handbook of Rules and Regulations, the candidate shall be required to pass a final oral examination in defense of the dissertation. The dissertation is evaluated by the examination committee, consisting of a minimum of five members, at least one of whom shall be from outside the University (external reviewer). All committee members internal to the University must be members of the Graduate Faculty and the external member(s) must also be of comparable stature.

For comprehensive instructions on the formatting of the dissertation, students are referred to the Thesis and Dissertation Manual provided by the Graduate School.

Dissertation Defense Structure and Procedures:
The defense for the dissertation proposal, the pre-defense (see below) and final oral defense are similar in general structure and procedures.

Scheduling and Structure: Students, in consultation with their research advisor, coordinate a date/time for the defense, and submit a copy of the document (dissertation proposal or final dissertation) to the entire committee within two weeks of the scheduled defense date (unless otherwise agreed upon by the committee; see your advisor for additional details in this regard).

- *Proposal Defense:* The proposal defense is generally held in the school of education and is scheduled by the student and his/her advisor. At least 3 of the 4 committee members must be present during the proposal defense.

- *Dissertation Pre-Defense*: Final dissertation defenses are generally preceded by a "pre-defense," which is generally held in the school of education, and scheduled by the student and his/her advisor to occur AT LEAST one week prior to the final dissertation defense. The purpose of the "pre-defense" is to ensure that the student is adequately prepared for the final defense; it also serves as a dry run, prior to the final defense. The "pre-defense" must be attended by AT LEAST 3 of the 4 committee members.

- *Final Dissertation Defense*: The final defense is generally held in the Graduate School, and scheduled by the Graduate Academic Coordinator (currently Mrs. Betty Goodwin) in consultation with the dissertation student and his/her research advisor (for questions about scheduling the final dissertation defense, students are first advised to speak with their research advisor, and then to contact Mrs. Goodwin; she may be reached at 202-806-5804 or by email, at:bgoodwin@howard.edu). The final dissertation defense must be attended by all dissertation committee members, an external reviewer, and the Director of Graduate Studies (currently, Dr. Angela Ferguson). As such, students are responsible for ensuring that all committee members, the Director of Graduate Studies, and the external reviewer are available for the final defense meeting.

All defense meetings (proposal, pre-defense, and final oral defense) are generally scheduled for 2-4 hours. In general, proposal defenses may be scheduled to occur at any point during the Fall or Spring semesters. Summer proposal defenses are allowed; however, they depend on the availability of your selected committee members, as faculty are generally on 9 month contracts and are not obligated to participate on dissertations during the summer months. Final dissertation defenses are regulated by the Graduate School, and typically must occur before a certain period before the end of the semester. Students are directed to contact the Director of Graduate Studies or Mrs. Goodwin for exact date limitations. NOTE: in keeping with the rules and regulations of the Graduate School, final dissertations defenses may not occur in the same semester as admission to candidacy.

Defense Procedures: Dissertation defenses (proposal, pre-defense, and final defense) generally include the following procedures:

A. Introduction of the committee and the doctoral candidate by the Chair of the meeting. NOTE: The dissertation advisor generally serves as Chair of the dissertation proposal and predefense meetings; however, the Director of Graduate Studies generally serves as Chair of the Final Dissertation Defense.

B. Summary of the purpose and procedures for the meeting by the Chair.

C. 15-20 minute research presentation by the doctoral candidate

D. First round of questions and feedback from the committee; each committee member is given an opportunity to ask questions of/provide feedback to, the candidate.

E. Second round of questions and feedback from the committee; each committee member is given a second opportunity to ask questions of/provide feedback to, the candidate.

F. Candidate is excused from the meeting

G. Committee deliberates and discusses the quality of the dissertation. Each committee member completes the Dissertation Evaluation form; each form is then submitted to the Dissertation advisor who averages the committee evaluations, and enters the scores into Taskstream, along with uploading scanned copies of each evaluation into Taskstream. The committee then votes on whether the candidate has passed or failed with regard to two elements: (1) The written document, and (2) The oral presentation of the dissertation.

H. Once a decision has been reached on the above, the candidate is called back into the meeting and the dissertation advisor reviews the results of the discussion, including any revisions/modifications recommended by the committee.

I.   Relevant documentation is signed by all committee members, unless otherwise agreed upon by the committee. Candidates are responsible for ensuring that all necessary documentation is available and complete for the dissertation defense. To obtain dissertation documentation, including candidacy application forms, please visit: http://www.gs.howard.edu/FA-Forms%20and%20Applications.htm For question about completing the required dissertation documents, students are directed to: a) their dissertation advisor, b) the Director or Graduate Studies, and/or c) Mrs. Goodwin in the Graduate School.

Additional Research Opportunities

From a research standpoint, students also are encouraged to participate in ongoing research projects both within and outside of the School of Education. Students also participate in a number of university and grant sponsored research assistantships. They also get an opportunity to form collaborative, mentoring relationships with a variety of faculty. A number of co-academic units/programs are part of the School of Education and serve as research and training opportunities for students. These units include the following nationally known centers:

- The Center for Disability and Socioeconomic Policy Studies (C.D.S.P.S.) is a training and research unit dedicated to understanding and remediating the effects of various handicapping conditions. 202-806-8086

- The Center for Drug and Alcohol Research strives to increase the participation of faculty and candidates at Howard University in drug abuse research. 202-806-8600

- The Center for Research on the Education of Candidates placed at Risk (C.R.E.S.P.A.R)/Capstone Institute operates projects aimed at discerning and documenting differing determinants of success for candidates placed at risk and linking these to important themes such as ensuring successful transitions at key points in children's development, building on the assets children bring to school, and scaling up successful educational reform programs/practices for more widespread implementation. 202-806-8497

- [The District of Columbia Area Writing Project](#) is a local site of the National Writing Project, the purpose of which is to improve the writing of students in all grade levels in the District of Columbia metropolitan community through professional development and research. 202-806-7524

- [The Early Learning Program](#) is a campus-based early childhood facility serving children ages 3-5. 202-806-7102

- [The Evaluation Training Institute](#) seeks to expand the number and capacity of mathematics and science project evaluators who can plan and implement evaluations that are technically sound, contextually relevant and have increased utility. 202-806-5050

- [The Family Life Center](#) utilizes Howard University candidates to serve as volunteer-mentors for elementary school candidates who are at risk to be perpetrators or victims of antisocial behaviors. Their goal is to enhance the social skills and the academic abilities of these candidates through the implementation six Family and Community Violence Prevention (FCVP) Program components. 202-806-9298

- [The Journal of Negro Education (J.N.E.)](#) is now in its 75th year of publishing scholarly investigations of issues related to the education of Black people. 202-806-8122

- [The TRIO program](#)s, include the [Upward Bound Program](#), designed to enhance the probability that area youth will pursue post secondary education, [the Math/Science Initiative](#), and Candidate Support Services (formally known as Special Services for Disadvantaged Candidates). 202-806-5132

EXAMINATIONS

PERFORMANCE-BASED PROFESSIONAL COMPETENCY ASSESSMENT
The requirements for the Taskstream e-Folio process extend across the candidates' entire graduate experience. Doctoral candidates are introduced to the e-Portfolio requirements and review process in their first semester of graduate training via a formal orientation meeting. Candidates initiate their portfolio during the first course in School Psychology (Introduction to School Psychology), and complete the final portfolio requirements during the Internship, which occurs in the fourth or fifth year of the program. The e-Portfolio includes candidate-selected artifacts representing the various learning objectives and outcomes from key school psychology courses, as well as relevant field and professional development activities. For practicum, candidates are required to submit permanent products of their practical experiences, such as case studies, psychological reports, copies of performance ratings from site supervisors, intervention evaluations, and a reflective summary of their practical experiences. For Internship, candidates are required to submit a number of documents including: a statement of career goals, NASP application for National Certification, the NCSP Case study, NASP Domains of professional practice Matrix, and a summary of their internship experience, including all internship documentation (planning form, logs, internship contract, performance evaluations, etc.). Other artifacts include: honors and distinctions, scholarly presentations at local and national conferences, evidence of workshops and conferences attended, publications and other writing samples (e.g., terms papers, research/literature reviews, etc.), sample psychological reports, summaries of ethical dilemmas related to research and/or practice, a yearly goal statement, updated professional vitae, and leadership, professional development, and community service activities. These artifacts are reviewed annually, on an ongoing basis, beginning at the end of their first academic year.

The e-Portfolio provides us with excellent quantitative and qualitative information about learning outcomes. Candidates are required to develop, upload, and maintain their e-Portfolio using the online Taskstream folio system (www.taskstream.com; see advisor for additional information beyond that presented during the e-Portfolio orientation meeting held each Fall semester). Faculty review candidate's e-Portfolios and their progress towards training outcomes each year as part of the annual candidate review process. Each e-Portfolio is evaluated independently by core faculty in School Psychology using standard rubrics within the Taskstream folio system. Each artifact is rated by at least two core faculty on a scale ranging from 1 = "Inadequate" to 5 = "Excellent." Currently, only candidates admitted during the Fall of 2012 and beyond have been introduced to the new Taskstream e-Portfolio requirements and procedures.

COMPREHENSIVE EXAMINATIONS
To successfully matriculate through the PhD program candidates must pass a Comprehensive Examination, which consists of the Praxis II School Psychology Examination (National School Psychology Certification Examination) and a six hour written examination of core content knowledge. Taken together, these examinations

cover core foundations in both school psychology and scientific psychology, including assessment of candidate competencies in research methods and statistics.

Praxis II (Comprehensive Examination of School Psychology Practice)
Students are required to take and submit their scores from the National School Psychology Certification Examination (PRAXIS Series II Exam). The School Psychology Certification Exam (code 5402) is administered through the Praxis Series of Educational Testing Service. The 2 hour, 20 minute exam consists of multiple choice questions, and requires a test registration fee of $115.00 (NOTE: Income-based reductions in registration fees are provided for students who qualify, please contact ETS for details). Students MUST take this exam at Howard University in order for their scores to qualify for the comprehensive examination. They also are required to submit their official scores directly to the program via Taskstream®. To both pass the Praxis II portion of the comprehensive exam AND meet national certification standards (NASP National Certification as School Psychologist—NCSP), students must obtain a score of at least 147 (on a 100-200 reporting scale).

6-Hour Written Comprehensive Examination in School Psychology
The six-hour written examination is designed to assess candidate competencies across four broad areas of scientific psychology: (1) Culturally Competent School Psychology Practice, (2) Scientific Psychology, (3) Foundations in Development and Individual Differences, and (4) Research Methods and Statistics. The written exam is administered twice per year, once in the fall and again in the spring. The format of the written examination is as follows:

Morning Session
Domain 1: School Psychology Theory and Practice
1. Culturally competent school psychology practice (assessment, intervention, prevention, consultation, ethics) (1 question)

Domain 2: General Psychology/Foundations of School Psychology
2. Scientific psychology: (1) cognitive/affective, (2) social and (3) biological bases of behavior, as well as, (4) history and systems of psychology
3. Foundations in development and individual differences: (1) typical and atypical (psychopathology) human development, (2) cultural factors and (3) individual differences

Afternoon Session
Domain 3: Research Methods and Statistics
1. Culturally relevant/sensitive research (submitted by school psychology faculty and evaluated by school psychology and research/stats faculty from HDPES)
2. General research and statistics/evaluation/measurement (submitted by research/stats faculty from HDPES and evaluated by school psychology and research/stats faculty)

Waiver for Research Methods and Statistics Domain
The Research and Evaluation section of the written portion of the comprehensive examination may be waived for students who produce a first authored or singly authored publication of an empirical study in a non-paid, peer reviewed psychology or education related journal. The empirical study must include the following elements:
- Evidence-based literature review
- Research questions/problems, hypothesis, data analysis
- Clearly articulated research design (quantitative, qualitative, or mixed methods, including single-case experimental designs)

Candidates for this waiver must also demonstrate, through an oral defense, their knowledge and understanding of the proposed research to a committee comprised of at least two HUSP faculty members and one research/statistics HDPES faculty member. In the oral defense, candidates are expected to clearly and concisely describe the literature related to the study and demonstrate an understanding of the data analysis methods used, as well as adequately interpret the results.

Candidates must provide proof of the publication's acceptance in a non-paid, peer reviewed psychology or education related journal before the oral defense can be scheduled. Additionally the oral defense must occur prior to the comprehensive examination application deadline. Otherwise, the student MUST complete all domains of the written portion of the comprehensive exam for which they are scheduled.

Prerequisites
In order to sit for the comprehensive examination, students must have completed the following courses:
- 222 – Introduction to School Psychology
- 322 – Individual Assessment of Cognitive Ability I
- 201 – Human Development (or Alt. Lifespan Dev)
- 447 – Cultural Diversity in Psych Practice
- 446 – Professional Ethics & Legal Issues in Psychology
- 432 – CogII: Culturally Competent Assessment
- 516 – Cognitive/Affective Basis of Behavior
- 400 – Intermediate Statistics
- 430 – Consultation in School Psychology
- 455 – Issues & Trends in Measurement Theory
- 500 – Advanced Statistics
- 429 – Psychoeducational Assessment
- 515 – RtI and Prevention of Academic Problems
- 327 – Developmental Psychopathology of Childhood
- 404 – Psychodiagnostics: Social-Emotional-Behavioral Assessment
- 421 – Introduction to Applied Behavior Analysis
- 529 – Child Abuse & Neglect
- 521 – Theories & Methods of Mental Health Intervention and Prevention
- 504 – Advanced ABA: Clinical Research & Practice
- PSYCH211 – Brain & Behavior

- PSYCH222 – Social Psychology of the Individual

Additionally, students must be in good academic standing (i.e., GPA of 3.0 or higher; no more than two course grades less than B) and obtain the approval of their academic advisor.

Students planning to sit for the comprehensive examination must complete the program and department's "Intent to Take the Comprehensive Examination" forms. On the program form, students must indicate the year and semester each prerequisite course was completed and if they are requesting a waiver for the Research Methods and Statistics domain. The program form must be signed by two program faculty (one of whom must be the academic advisor) before the department form may be submitted. Students must assume the responsibility for registering with their academic advisor to take the written examination at least 30 days before the scheduled examination date.

Performance Contingencies: Evaluation and Re-Evaluation
The doctoral comprehensive exam is comprised of the Praxis II and a written examination. In order to receive a passing score on the comprehensive exam, students must meet the following performance criteria:
- Passing score on the Praxis II Exam
- Passing score on written portion
  - Overall mean score of 3 or higher across all three domains (school psychology theory and practice; general psychology/foundations of school psychology; research & evaluation) with a score no lower than 2 in any domain
  - Receive a score of 3 or higher on at least two domains

Students who do not pass the written portion of the comprehensive exam (as defined above) must re-take the entire exam. Students who score less than 2 (i.e., 0 – 1.99) on only one (1) domain, must remediate by retaking that domain only; students who score less than 2 on multiple domains, must retake the entire written exam (i.e., all 3 domains of the written examination). Additionally, students who pass the comprehensive exam, but receive a score of 2 on any domain for the written examination or score below the average range in a content-specific category for the Praxis II Exam, must complete a remediation activity for that specific domain/Praxis category. The remediation activity will be developed by the program faculty.

EXPOSITORY WRITING EXAMINATION

All graduate candidates must demonstrate their competency in the English language as evidence by a passing score on the English Proficiency Examination or the successful completion of the Expository Writing Course. The expository writing examination is required of all candidates enrolled in graduate study at Howard University. The exam is scheduled out of the Graduate School by the Graduate Writing Program Department. The exam is scheduled during the first two weeks of each academic semester. The

graduate writing exam consists of a 500 word written essay that allows candidates to demonstrate their competency in the English language and composition writing. The exam is conducted during a two-hour period on a topic chosen by the candidate from a list provided by the program. The essay is evaluated by the use of the following grading scale: (a) 25 points for the quality of the material, including, the relevance and seriousness of the ideas presented on the topic; (b) 35 points for the organization and development, including the effective use of the introduction, body, and conclusion; defining and developing the thesis; and using relevant details with the logical arrangement of sentences and paragraphs; (c) 10 points for style, including unity, coherence, coordination and subordination, including subject-verb and pronoun-antecedent agreements, correct spelling, punctuation, capitalization, abbreviations, syllabification; and the absence of run-on and unparalleled sentences, sentence fragments, and misplaced/dangling modifiers.

Students must receive a grade of 80 out of a possible 100 points in order to demonstrate a passing score and receive certification. Candidates who do not pass the exam must enroll in and successfully complete the Expository Writing course. Enrollment in a program of study for the development of essential writing skills is required for candidates found to be deficient in writing skills, as revealed through their inability to satisfy the above requirement. A non-credit, required course, "Writing Workshop in Exposition for Graduate Candidates," is offered for candidates identified as needing such services in accordance with the above.

Information about the exam can be obtained from the Graduate Writing Program by contacting Dr. Barnes, the Program Director of the Graduate Writing Program at **202-806-6864.**

PROGRAM PROGRESSION AND EVALUATION

Academic Standards: Candidates completing the Doctoral program must maintain a cumulative average of 3.00 (B) or above for matriculation and graduation. In addition, candidates are only permitted two "C" grades on their academic transcript, by Graduate School regulations. "C" grades earned at the master's level at Howard University or elsewhere are not to be included in this count; only "C" grades received in a Ph.D. program at Howard are counted. Candidates who fall below the 3.0 G.P.A. limit, will be provided with remedial guidance to improve their academic level by the following semester. Those candidates who do not improve will be dismissed from the program. Candidates are permitted to appeal the expulsion in writing with the Director of Graduate Studies in the School of Education. The above notwithstanding, the goal of the HUSP is to graduate doctoral level scientist-practitioners who are minimally competent across all areas of training; as such, the program does not view "C" course grades as an adequate demonstration of minimal competency. Thus, although graduate candidates are allowed up to two "C" grades by the Graduate School, the program requires that candidates who earn course grades of "C" demonstrate minimal competency by either: (a) retaking the course to earn a higher grade (mark of competency is grade "B" or above), and/or by (b)

demonstrating their competence in the specific areas of course-related deficit through an alternative remedial activity/assignment, as determined by a the relevant course instructor and the candidate's graduate advisor. Such may include a revised submission of an existing e-Portfolio artifact (benchmark assignment) and successful completion of another relevant program requirement (i.e., relevant aspect of the comprehensive examination).

Annual Review/Progress Monitoring:

The program develops clear learning objectives and outcomes for each course and field training experience. Instructors communicate clear expectations of what it is that candidates are to learn and apply. Our program uses a learning centered assessment paradigm. Thus, learning objectives and candidate progress are routinely measures/assessed through the e-Portfolio and Annual Review Process. The School Psychology program faculty meets annually to review the performance of all Doctoral candidates in the program. The purpose is to monitor and evaluate the progress of our candidates and to provide candidates with written feedback regarding their status in the program; this process also serves a preventive function, as an ongoing screening process designed to: (a) identify early those candidates who may not be a good fit for the program or for doctoral study, (b) identify candidates in need of alternative or remedial support for ongoing matriculation and retention, and (c) identify areas of persistent concern for candidates that may reflect a need for training modifications or program improvement. For the Annual review candidates are assessed across a number of rubrics and measures designed to evaluate their competency and progress towards professional and scientific training goals, as well as their (a) ready to matriculate to the next level of doctoral study, (b) in need of remedial support to their readiness for matriculation to the next level of training, or (c) in need of dismissal from the program. Specific evaluation indices include: 1) Annual e-Portfolio Assessment Results from Taskstream®, including relevant Benchmark Assignments; 2) Review of candidate progress across course, research, and professional requirements, including practica and professional development (Annual Review Survey); 3) Practicum/Internship Performance Evaluations. Candidates are expected to complete and submit all relevant forms, surveys, and assignments in the Taskstream online folio system by May 15th.

- The advisor presents a summary of the candidate's progress at the faculty review meeting held in the Spring. If the candidate so desires, he or she may meet to discuss his or her progress with the core faculty, contingent upon prior notification to the Program Director.
- Faculty discuss the candidate's progress and development in both academic and professional areas (e.g., professionalism and relationships with peers/faculty).
- In the candidate's absence, the faculty decides on a rating of the candidate's progress. A final rating, decided by majority vote, is then given to the candidate on the following scale:

  1. Excellent: The candidate is making excellent progress through the program; in addition to progressing through coursework, research, and/or qualifying examinations at an above average rate; and the candidate is excelling in practical training.

2. Satisfactory: The candidate is making satisfactory progress through the program; the student has completed the normal requirements for that year and is achieving at a satisfactory level in research, course work, and practica.
3. Unsatisfactory: The candidate's progress is unsatisfactory; the candidate is not achieving at a desired level in course work and/or practicum or is not behaving in a professional or ethical manner within the practicum setting.
4. Probation: The Graduate School may put a candidate on probation if his or her grade-point average falls below the necessary minimum (3.0). The School Psychology faculty may place a candidate on probation if he or she receives a designation of unsatisfactory progress for **two sequential semesters**.
   (a) Candidates placed on probation receive a letter from the Director of Graduate Studies which clearly specifies the nature of the deficiencies, the criteria for removing or addressing the deficiencies, and the length of time of the probationary period.
   (b) The faculty reviews the candidate's progress at the first regularly scheduled faculty meeting after the close of the probationary period. At this meeting, the advisor—with the candidate, if he/she so chooses—**documents** the degree to which the student has fulfilled the probationary stipulations. Faculty then, by majority vote, decide to do one of the following:
       i. Removed the candidate from probationary status.
       ii. Grant an extension of the probationary period (**only one extension allowed**).
       iii. Terminate the student from the program.

Candidates receive immediate feedback on the quality of their e-Portfolio through the Taskstream folio system. Candidates also receive a formal written correspondence of their progress/performance in the program during the summer. The candidate and his or her advisor meet at the beginning of the following Fall semester to discuss the candidate's progress with respect to the following specific criteria (as described in the progress letter received during the summer):
   a. progress in required course work
   b. progress in required practica
   c. progress in qualifying examinations: comprehensive examinations (as appropriate).
   d. achievement in course work (minimum grade-point average of 3.0 across all courses) and relevant Benchmark Assignments.
   e. achievement in practica experiences (performance ratings)
   f. achievement in areas of professional development (e.g., paper presentations, HU Student Affiliates in School Psychology [HUSASP] participation, membership/active roles in local/national professional organizations [APA/NASP/MSPA], graduate assistantship, research participation, publications, ethical/professional behavior, etc.)

Remediation Policy and Procedures:

Students found to be performing below satisfaction undergo a remediation process.
Problem Identification
Faculty meet formally with each student two times during the school year: at the beginning of the Fall Semester; at the beginning of the Spring Semester; and once again at the end of the year; program faculty advisors meet with each of their students to review their progress in the program. Problems/concerns in potential need of remediation may be identified during one of these scheduled meetings or at any point during the semester—either formally or informally. Problems can be reported by a student (e.g., witnessing unethical behavior of a peer, self-reporting a concern with clinical training or course performance, etc.), a faculty member (e.g., poor course performance, witnessing of unethical student behavior, etc.), or a clinical supervisor (e.g., reporting a student's unprofessional behavior or poor performance during clinical training, etc.). Regardless, the faculty advisor discusses the problem with the student (and any other relevant faculty [e.g., course instructor] or third party [e.g., other graduate student(s), clinical supervisor, or staff, etc.]) to determine if remediation is warranted. This process may involve additional consultation with the Program Coordinator, and/or program faculty. If it is determined that no further action (remediation) is needed, then the remediation process is ended. However, if it is determined by the faculty advisor or larger program faculty that remediation is needed, then a Remediation Planning Conference is scheduled.

Remediation Planning Conference
The purpose of the Remediation Planning Conference is to review the nature and scope of the problem, determine the level and intensity of intervention needed, and develop a formal remediation plan of action (RPA). If the problem or concern is related to course grades, benchmark competency assessments or comprehensive examinations, then the Remediation Planning Conference will consist of the student, the faculty advisor, and (if needed) the relevant content faculty (e.g., course instructor). If the problem or concern is related to clinical training, then the Remediation Planning Conference will consist of the student, faculty advisor, and Field Experience Coordinator (Clinical Director). During the conference, the faculty advisor (and Clinical Director, if concern involves clinical training) confers with the student to develop a Remediation Plan of Action (RPA) to address the training concerns and/or progress in the program. Once the RPA is developed, the RPA is documented using the "Remediation Plan of Action" form, and is signed by both the Faculty Advisor and the student. The conference allows for a shared understanding of the concerns, as well as for a shared understanding of not only the remediation requirements, but also the remediation timeline and the contingencies for failing to meet remediation requirements. During this meeting Faculty may also provide information, and resources that assist with remediation. If the RPA is deemed unsatisfactory by the student, s/he may initiate an appeal of the RPA with the Program Coordinator; requests for appeal or modification of an RPA must be submitted to the Program Coordinator (in writing) within 10 business days of the Remediation Planning Conference. The Program Coordinator then has 10 business days to meet with the student, consider the appeal, and respond (in writing) with a decision.

Progress Monitoring

Once the RPA has been developed, Faculty may monitor the student's progress or provide additional supports at the level s/he believes is necessary to ensure student success. Ultimately, however, it is the student's responsibility to adhere to, and meet, the requirements and timeline established in the RPA. Additional conferences (or check-in meetings) between the faculty advisor and student also may be needed to address unanticipated problems or to make modifications to the initial remediation action plan. The consequences for failing to meet RPA requirements, including the timeline for completion, must be clearly described in the RPA. Unless otherwise approved by the Program Coordinator, RPA's have two timeline criteria: (a) one semester, or (b) two semesters (i.e., one academic year).

Evaluation of Remediation Completion

Upon completion of RPA, the faculty advisor evaluates the extent to which the RPA requirements have been met. If the outcome is satisfactory, the student concern is considered remediated, and no further action is required. If the outcome is unsatisfactory, the contingencies described in the RPA are enacted; these may include, but are not limited to: additional coursework/remediation, halted matriculation/program progression, program dismissal, removal from clinical training site, etc.

Remediation Flowchart
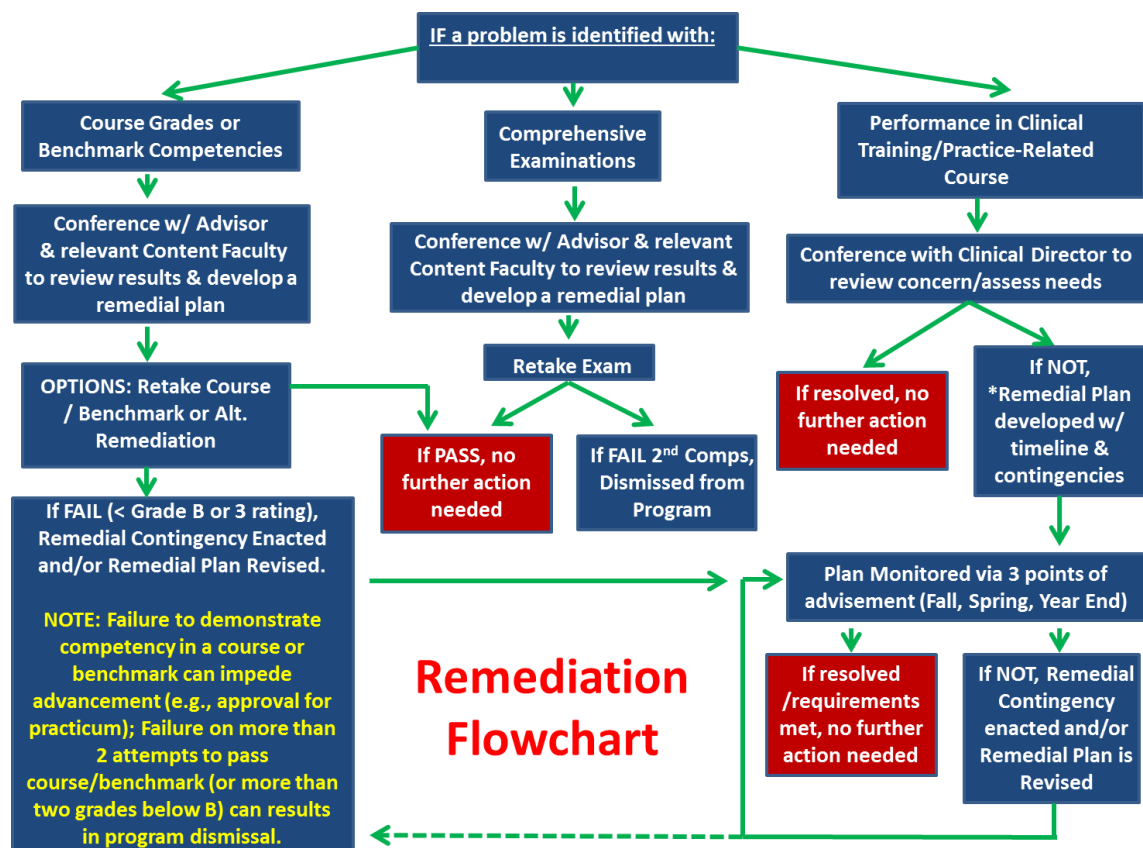
Admission to Candidacy: Admission to graduate study is not tantamount to admission to candidacy for the doctoral degree. Before a student can be admitted to candidacy for the Ph.D. degree, he/she must have:

- Submitted an "Admission to Candidacy Form" from the Office of the Dean for completion by departmental representative. The student must submit a list of graduate courses completed, being taken, and yet to be pursued in the field of his/her graduate study.
- Completed the number of credits in graduate courses specified by the department.
- Passed the qualifying (Comprehensive) examination administered by the department/program.
- Satisfactorily demonstrated expository writing proficiency to the Office of Educational Affairs.
- Passed the foreign language examination or fulfilled the approved substitute (where applicable).
- Submitted an approved topic and proposal for dissertation research.
- Received the recommendation of his/her major advisor and department.

A student must be admitted to candidacy <u>no later</u> than the semester before he/she expects his degree. In order to be admitted to candidacy for the Ph.D. degree, a student must have received approval of a topic for dissertation research and a copy of the proposal with the signature of the advisor and the committee members. The proposal must be submitted along with the candidacy form. Upon the student's admission to candidacy, the major department shall appoint a committee of at least four members of the Howard Graduate Faculty to supervise the studies upon which his dissertation will be based, and the department shall inform the Dean of the Graduate School of the personnel of the committee.

Candidacy for the Ph.D. degree shall be valid for no more than five calendar years. Any student whose candidacy has expired may make application to the Executive Committee of the Graduate School for readmission. The department in which the student is seeking the degree shall determine the conditions under which he, or she, may be reinstated, subject to the approval of the Executive Committee of the Graduate School. The responsibility for fulfilling these requirements on time is that of the student.

SUMMARY OF SEQUENCE AND REQUIREMENTS FOR THE DOCTORAL DEGREE IN SCHOOL PSYCHOLOGY

1. Admission (GPA, letters of recommendation, GRE scores, and personal interview).

2. Development of a "Doctoral Program of Study" (first or second semester of study). The Program of Study must be typed on the appropriate form, and approved by program faculty.

3. Successful completion of the Expository writing exam

4. Completed practicum experiences (1200 total clock hours of supervised clinical experience).

5. Successful completion of Research Apprenticeship

6. Successful completion of the Comprehensive Examination (Praxis II & Written Examination).

7. Successful Dissertation Proposal: (3 chapters outlining the purpose, rationale, relevant literature, and methods of the dissertation research).

8. Application for Admission to Candidacy. Admission to candidacy requires (a) successful completion of major course work, (b) passing the Comprehensive Examinations, (c) satisfying the Expository Writing Examination requirement, and (d) securing an approved dissertation proposal, and (e) IRB approval for dissertation project.

9. Completion of an 1,800 hour, year long, Pre-doctoral Internship in School Psychology

10. Dissertation Defense (Final Oral Examination).

Additional Program Information &
Candidate Resources

ACADEMIC ADVISEMENT

Student advisement adheres to the policies and procedures set forth by the Howard University Academic Advising Handbook for Faculty and the Handbook for the Department of Human Development and Psychoeducational Studies.

In the first semester enrolled, candidates are required to schedule an appointment with their primary academic advisor. The purpose of this initial meeting is to establish a working relationship with primary advisor. At this time, goals, objectives, and expectations will be discussed and the candidate and advisor will begin to develop a "**School Psychology Doctoral Program of Study**".

Students have a responsibility to:

1. Read and understand the academic policies and procedures contained in the following Howard University publications:

   a. Howard University Academic Affairs Policies and Procedures
   b. Howard University, The Office of Candidate Activities Candidate H-Book &
   c. Planner
   d. Howard University, The Graduate School of Arts and Sciences, Rules and Regulations for the Pursuit of Academic Degrees
   e. Howard University, School of Education, Academic Policies and Procedures
   f. Handbook for the Department of Human Development and Psychoeducational Studies
   g. School Psychology Program Manual and Handbook

2. Consult with their advisors during registration periods for course scheduling and <u>any</u> program modifications.

3. Inform their advisor of any academic difficulties, program or career changes.

4. Maintain scheduled appointments with their advisors and be prepared for advisement sessions with any supporting documentations or materials that could assist the advisor.

5. Provide advisors with feedback and follow through on advisor recommendations as needed.

Consortium of Universities of the Washington Metropolitan Area (CUWMA).

The CUWMA is a cooperative arrangement in post-secondary education that is designed to permit the sharing of academic resources by member institutions and to offer qualified students the opportunity to enroll at other institutions for courses not available on their own campus.

Howard University offers its qualified graduate degree seeking students the opportunity to enroll in courses at American University, Catholic University, Gallaudet University, Georgetown University, George Mason University, George Washington University, Marymount University, Southeastern University, Trinity College, University of the District of Columbia and University of Maryland-College Park. Students must be registered and validated at Howard University for the same semester they are interested in taking a Consortium course. Courses pursued through the Consortium Program must be courses not available at Howard during the given semester or year. Additionally, the total number of hours taken through the Consortium must not exceed a 15 total credits toward the Doctoral degree.

Consortium registration forms are available in Suite 105 of the Administration Building during the registration period each semester. For more information on the CUWMA and participating universities course schedules, please visit the Office of Enrollment Management or one of the following websites: http://www.consortium.org or http://www.howard.edu/enrollment/exchange/cuwma.htm.

SCHOOL PSYCHOLOGY TESTING LAB

The urban school psychology testing laboratory is located on third floor of the School of Education in Room 310. This room contains books, assessment materials, references, journals, research reports, and coursework readings. Reference materials (e.g., Best Practices in School Psychology, Praxis II study materials, etc.), professional journals are available for immediate checkout upon program entry; assessment materials (e.g., assessment kits or record sheets) are available for checkout only after the candidate pays the candidate testing lab fee for the relevant course.

Candidates are responsible for all checked out materials, and will be held accountable for missing or damaged materials. The School of Education and the school psychology program maintains a current inventory of assessment and intervention toolkits. The candidates are expected to return the laboratory materials in the condition that it was checked out.

Testing materials are checked out on a first come first serve basis. The testing lab is maintained and new materials are purchased with departmental funds, fees collected from candidates or through grants. The Lab is maintained by Dr. Gregory Reed and an assigned Graduate Assistant.

FEES AND HOURS OF OPERATION

In order to checkout assessment materials, candidates must pay fee to testing lab coordinator/GA. Resource fees are associated with various courses; once these courses are compete, students maintain access to the assessment and intervention materials, testing protocols, and all research materials housed in the testing lab for remainder of their program enrollment.

Testing lab hours vary by semester and are posted on the front door of the testing lab.

GRIEVANCE PROCEDURES

Candidates are encouraged to handle all grievances with the relevant departmental faculty member prior to making a formal complaint. However, if the candidate is not satisfied with the proposed resolution the candidate has three options. The options are: 1) to meet with the program coordinator to implement a formal intervention, 2) meet with the chair of the department, 3) meet with the academic or school of education dean to implement a final resolution.

DISMISSAL AND READMISSION TO THE GRADUATE SCHOOL

A candidate who has been dismissed for academic reasons, exclusive of a second failure of (a) the comprehensive examination or (b) the oral defense of the thesis or the dissertation, must **first** submit a university application to the Office of Admissions. **Second**, the candidate must submit a written request for readmission to the Dean of the Graduate School. **Third**, the candidate must receive approval for readmission from the Dean of the Graduate School and from the department in which the candidate was a degree candidate. The reinstatement of a candidate may be subject also to his/her fulfillment of special conditions. The Dean of the Graduate School will give notification of those special conditions to the candidate. A period of at least one semester must elapse between the candidate's dismissal and his/her re-admittance.

A candidate who fails the comprehensive examination or the final oral examination in defense of the thesis or dissertation a second time will be dropped from the Graduate School. When dropped for either of these reasons, the candidate **will not be readmitted** to the Graduate School.

GENERAL REGISTRATION INFORMATION

No candidate is allowed to register for a class who has not returned his/her completed enrollment forms. New candidates and old candidates returning must also submit medical forms to the University Health Service. Failure to submit the forms by the requested date may result in the candidates' having to register in person during the period officially designated for late registration fee. The registration process is not officially completed until fees are paid and the candidate's program has been submitted to the Registrar.

Candidate registration is conducted during the **Fall** and **Spring** semesters of each academic year. All new and returning candidates must meet with an academic advisor prior to registering for courses. In addition, current candidates must submit an updated program of study form to their faculty advisor.

Candidates can register using the electronic system BISON WEB on the Howard University website during the registration period of each academic semester. Candidates will need their candidate identification number and alt pin number in order to register using this system. Candidates are also permitted to register at the Administration Building with the documentation from the department during the hours of Monday – Friday 9:00 a.m. to 3:30 p.m.

Course information can be obtained on-line at the Howard University website under the course listing icon on the Howard Homepage at **www.Howard.edu** or in the Howard University course catalog that can be obtained in the department.

Candidates are required to register before classes begin and during the prescribed registration period in order to avoid any late registration penalties. During the academic semester candidates are allowed to make schedule adjustments (including change sections, change grading options, and cancel a course without a "W" withdrawal) during the drop add period only.   Schedule adjustments made after this date require additional departmental approval and may result in a "W" withdrawal status placed on the candidate's transcript.

Candidates whose financial support is pending should not delay registration and contact the Office of Candidate Accounts or Office Candidate Financial Aid to make payment arrangements, check on the status of funding, or obtain additional information. The Department of Enrollment Management enforces candidate refunds and candidates should consult the Office of Candidate Accounts for additional information. Further details on these policies, as well as tuition and fees are available through the Graduate School of Arts and Sciences or on-line at **www.Howard.edu.**

Transfer of credit to the Doctoral degree

The term "transfer of credit" for Ph.D. degrees refers to granting credit toward the total number of semester hours required for the degree from graduate hours earned in other graduate programs. This applies to graduate work done at Howard University and other accredited colleges and universities. In all instances where transfer of credit is granted,

it must be the considered judgment of the department that the work is relevant and meets the same objectives as a comparable course in its program. Even though a course requested for transfer may be suitable and meets the above criteria, a department may still reserve the right to require that its own course(s) be taken.

Departments are permitted to accept a limited number of graduate hours for transfer to satisfy the requirements for master's and doctoral degrees with the approval of the Dean of the Graduate School. Such transfer may not be used to satisfy the resident requirement. A grade of C may not be transferred for credit toward a graduate degree at Howard University.

Total Allowable Credits for Transfer: Upon recommendation of the Graduate Faculty of the department, the Graduate School may approve the transfer of up to 24 credits into a PhD program. If you have a master's degree, up to 24 credits from that program can count towards the PhD, subject to approval of the Graduate Faculty, but you would not be allowed to transfer any additional credits beyond that into your program.(students also are referred to the appropriate section under General Requirements for Doctor of Philosophy Degree).

GRADING SYSTEM

Grades earned in graduate program at Howard University are based on the following system:

A = four points per credit hour
B = three points per credit hour
C = two points per credit hour
D = one point per credit hour
F = zero points per credit hour

A graduate candidate earns no degree credit for D and F grades received in graduate level courses. Such courses **must** be repeated for a passing grade if they are to be counted as credit toward a graduate degree. However, grades of D and F are a permanent part of the record and are used in the calculation of the grade point average. As previously noted, our goal as a program is to graduate doctoral level scientist-practitioners who are minimally competent across all areas of training; the program does not view "C" course grades as an adequate demonstration of minimal competency. Thus, although graduate candidates are allowed up to two "C" grades, the program requires that candidates who earn course grades of "C" demonstrate minimal competency by **either**: (a) retaking the course to earn a higher grade (mark of minimal competency is a grade "B" or above), and/or (b) demonstrating their competence in the specific areas of course-related deficit through an alternative remedial activity/assignment to be determined by a the relevant course instructor and the candidate's graduate advisor.

> **Change of Grade:** A grade assigned for work in a course is not subject to change. Exceptions may be considered in case of a specific error that may be corrected upon petition by the teacher of the course, to be submitted in writing for the approval of the Dean of the Graduate School, no later than one month after the beginning of the succeeding semester in which the candidate is in residence.

Incomplete Grades: All incomplete grades, except those for thesis and research courses, carry an alternate grade indication. The grade "I" with alternate indicates that the work, otherwise satisfactory, was incomplete at the time of making the grade report, but it can be completed by the candidate by the end of the last day of the next semester in which the candidate is enrolled. This grade may be given to those candidates who, upon petitioning the instructor, have provided acceptable justification for some portion of the course requirement being incomplete at the time when final grade reports are due. Normally, this will involve the submission of such things as term papers, exams, and notebooks, but may also include completion of contracted periods of service that may not correspond to the grading period. At the time the alternate grade is given, the teacher shall indicate in the space provided on the grade sheet the reason for giving the grade of "I" alternate. The alternate grade shall indicate the mark that will stand if the incomplete grade is not removed.

If in very exceptional circumstances the teacher cannot submit an alternate grade for a candidate, the Dean of Graduate School may allow an "I" to be submitted with an explanation on the grade sheet.

"W" Grades

The grade of **"W"** is given candidates who withdraw from a course after the first five days of the term.

CANDIDATE RESEARCH

Candidates are encouraged to participate in research in various capacities during their enrollment in the School Psychology Program. In addition to the required dissertations, candidates are also permitted to engage in research under the supervision of a faculty member or outside source through participation in research assistantships, faculty research teams, and practica. Candidates are also encouraged to present their work through conferences, symposia, and colloquia. In order to engage in research at the university, candidates must conform to all university policies governing research as well as conduct themselves according to the professional and ethical standards set forth by NASP and APA.

POLICY GOVERNING RESEARCH INVOLVING HUMAN SUBJECTS

Candidates and faculty intending to conduct research at Howard University must be cleared through the University Institutional Review Board (IRB) committee. Candidates can obtain information regarding IRB application requirements and deadlines for submissions on-line at the university website at www.howardirb.edu. Candidates are strongly encouraged to review this website before beginning the IRB application process. Candidates are reminded to allow sufficient time for the committee to review the applications for research. IRB submissions can take between 2 weeks and 2 months to be reviewed.

CANDIDATE POLICY FOR PROFESSIONAL PRACTICE

Candidates are required to participate in supervised professional practice during their enrollment in the urban school psychology program. Candidates may obtain this practice through supervised practica and internship experiences. Candidates are reminded to adhere to the university, NASP, and APA policies for professional practices while engaging in these field experiences.

At no time during these experiences may the candidate engage in public activity including work as a volunteer, within or outside of the university in which he/she represents himself or herself as a school psychologist. In addition, no unlicensed person may engage in unsupervised practice of psychology, including: counseling, psychotherapy, consultation, intervention, or psychometric evaluation. Candidates should consult with the program coordinator to obtain information on how to obtain provisional licensure while pursing graduate studies.

A candidate, even when engage in permissible practices, must always identify themselves as a candidate in training and obtain written consent to practice. In addition, candidates are never permitted to utilize university stationary without the approval of the program coordinator.

SPECIAL CANDIDATE SERVICES

Howard University is committed to providing an educational environment that is accessible to all candidates. In accordance with this policy, candidates in need of accommodations due to a disability should contact the Office of the Dean for Special Candidate Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each semester. The Dean of the Office of Special Candidate Services, can be reached at (**202) 238-2420**

LIBRARY SERVICES

Library services are available to all candidates enrolled in graduate study at Howard University. Eligible candidates have access to unlimited on-line and in-person library services at both the undergraduate and graduate libraries. To obtain more information or to arrange a tour of the graduate library, please contact Founders library **202-806-7250**. Candidates may also utilize the Health Sciences library.

HOWARD UNIVERSITY BOOKSTORE

The Howard University Bookstore is a state of the art facility that offers a wide variety of textbook selections and course materials to candidates that attend Howard University. In addition, the bookstore offers many other exciting signature and academic materials that can be purchased at a reasonable price. The bookstore accepts cash, check, ATM, electronic debit, candidate account and all major credit card purchases.

The Howard University Bookstore, by Barnes and Nobles is located at:
2400 6th Street, NW
Washington, DC 20059
 202-238-2640

FINANCIAL ASSISTANCE

Fellowship and scholarship awards are usually made to applicants whose credentials are superior to those normally required for admission to the University. Teaching assistantships and fellowships are usually available to advanced candidates with at least one year of residence in a doctoral program.

Research assistantships require that the candidate possess skills which match the needs of the departmental faculty. Additionally, recipients of graduate research assistantships are required to work no more than 12 hours each week, regardless of the source of funds (theses are in line with the graduate school requirements). Generally these assignments are designed to facilitate the overall professional development of the candidate. To the extent possible, the assignment of candidates will be made according to the mutuality of academic, professional, and research interests.

There are also a limited number of stipends available which are selected by a committee and awarded to advanced candidates in the program. Tuition and fees are not given to recipients of any of the awards unless they are specifically identified by the Graduate School or School of Education.

All of the forms of candidate aid are awarded on a competitive basis. Applications for Financial Assistance can be obtained directly from the department or the graduate

school. The various types of university, school and departmental financial aid sources are identified below. With the exception of the Trustee Scholarship, no outside employment is permissible for a person who receives one of the following types of aid:

Financial Awards

Trustee Tuition Scholarships
• Students must secure an application and a Graduate Professional School Financial Aid Service form from the Office of Financial Aid or the Graduate School

Terminal Dissertation Fellowships
• Students who are actively involved in doctoral dissertation research are eligible to apply. Information about these fellowships can be obtained from the Graduate School.

Graduate Assistantships
• Students must secure an application online or from the School of Education Office of the Dean; support also may be sought through the Graduate School.

Teaching Assistantships
• Students must secure an application online or from the School of Education Office of the Dean; support also may be sought through the Graduate School.

Students interested in receiving financial aid should obtain the necessary forms from the Graduate School and School of Education by the deadline. Please note that priority is given to those individuals who have completed nine or more semester hours and who demonstrate excellent academic performance. Please contact the departmental chairperson or program coordinator for additional information about financial aid.

CANDIDATE HOUSING

There is a limited amount of housing available to graduate Students within the Student Housing Complex. New Students interested in obtaining Student housing must submit an application for housing concurrently with an application for graduate admission, in order to be consider for the priority deadline. All other Students must contact the Office of the Dean of Residence Life to obtain housing availability. An off-campus Student referral system is also available through residence life for those seeking off-campus housing. For additional information contact the campus housing department at **202-806-613.**

STUDENT ASSOCIATION MEMBERSHIP

The Student Affiliates in School Psychology (SASP) is a formally recognized Student organization that meets monthly to discuss pertinent issues that relate to Student achievement in the doctoral and specialist programs. The Student association has annual dues that are to be paid at the beginning of each academic school year. Meetings are held in the Room 316 in the School of Education building. Student participation in the organization is done on a volunteer basis and is presided over by the organizational president. Information about the Student association can be obtained from the SASP Student Faculty Advisor.

PROFESSIONAL ASSOCIATION MEMBERSHIP

Student involvement in professional organizations is a vital part of the training and development of all urban school psychologists. Membership is available by contacting the professional organizations directly using the following resources:

National Association of School Psychologists
http://www.nasponline.org

American Psychological Association
http://www.apa.org

American Psychological Association, Division 16
http://www.apa.org/about/division/div16.html

Student Affiliates in School Psychology
http://www.saspweb.org/

The Maryland School Psychologists' Association
www.mspaonline.org

Maryland Psychological Association
http://www.marylandpsychology.org

DC Psychological Association
http://www.dcpsychology.org

The Association of Black Psychologists
http://www.abpsi.org/

APPLYING FOR NATIONAL CERTIFICATION

Prior to completion of the Doctoral degree requirements, and certainly upon graduation, candidates can apply for The National Certified School Psychologist (NCSP), the professional credential of the National School Psychology Certification System.   The purpose of the NCSP is to promote excellence in the field of school psychology through the initiation and completion of a set of national recognized certification procedures. The system is open to NASP members and non-members. The minimum requirements for NCSP certification include the following:

1) Completion 60 semester/ 90 quarter hours of graduate study (e.g., ED.S or "Advanced Graduate Study Certification) through an organized program of study officially titled "School Psychology." Graduates of NASP-approved programs automatically meet this requirement. (available on-line at www.nasponline.org/certification/becoming_NCSP.html).
2) Completion of at least 1200 hours of supervised internship training in school psychology, of which 600 hours must be in a school setting.
3) Passing score on the Praxis II—School Psychology Examination administered by the Educational Testing Service. The passing score required for National Certification is 147; however, the passing score required for specific state certification varies from state to state, and may be lower.

For more information or an application, visit **www.nasponline.org**
Or write to:

National School Psychology Certification System
National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
Office: 301-657-0270 Fax : 301-657-0275

STATE CERTIFICATION IN THE METROPOLITAN AREA

Students interested in obtaining state certification in the D.C. metropolitan region (including Virginia, Maryland, District of Columbia) must refer directly to the official state website to obtain the certification requirements. Please note that each state adheres to a rigorous certification process that aligns itself with the NASP credentialing guidelines. Please ask your advisor for additional information. In addition, the Director of Teacher Education (Dr. Bonner) may also be of assistance when seeking SP Certification in the District of Columbia.

Virginia State Department of Education
http://www.pen.k12.va.us/

Maryland State Department of Education

http://www.msde.state.md.us/hrweb/

District of Columbia Public Schools System Academic credentialing office**: 202-442-5377**
http://www.k12.dc.us/dcps/opportunities/hroffices.html

Written Policies and Procedures:
Written policies and procedures regarding admissions and degree requirements, advisement, financial aid, students' general performance expectations and evaluations, and due process grievances are available and readily accessible to both prospective and current students.

The Main University webpage contains several key sites for current (http://www.howard.edu/students/current.htm) and prospective (http://www.howard.edu/students/prospective.htm) students to obtain the above information. For current students, information relevant to Academics, Students and Campus Life, Technology and Library Resources, Courses and Registration, and Financial Responsibilities. The Policy and Procedures webpage also contains information regarding both informal and formal grievance procedures.

The Graduate School's website (http://www.gs.howard.edu) also contains general information, written policies and procedures specific to Master's and Doctoral candidates. Likewise, this information can be found in the "Rules and Regulations for the Pursuit of Academic Degrees" document published by the Graduate School. Information more specific to the policies and procedures of the Doctoral program in School Psychology can be found on line at:

http://www.howard.edu/schooleducation/Departments/HDPES/school_psychology_Ph.D.htm).

For more detailed information and specific forms, rules, regulations, deadlines, and requirements, please visit Howard

University's webpage for the following web sources:

GRADUATE SCHOOL

Graduate School Bulletin

www.gs.howard.edu/bulletin/default.htm

Financial Aid

www.gs.howard.edu/financial/default.htm

Rules and Regulations

www.gs.howard.edu/rules/

www.gs.howard.edu/rules/GSRules&Regs2007.pdf

Forms

www.gs.howard.edu/FA-Forms%20and%20Applications.htm

Deadlines

www.gs.howard.edu/announcements/pr_dec12_grad_deadlines_sp0607.htm

www.gs.howard.edu/Admissions/adeadlines.htm

Graduate Expository Writing

www.gs.howard.edu/pass/default.htm

SCHOOL OF EDUCATION

School of Education Academic Policies and Procedures

www.howard.edu/schooleducation/Departments/handbook.pdf

School of Education Financial Aid

www.howard.edu/schooleducation/Scholarships/index.htm

School of Education Department of Human Development and Psychoeducational Studies

www.howard.edu/schooleducation/Departments/HDPES/hdadmin.htm

www.howard.edu/schooleducation/Departments/HDPES/school_psychology_Ph.D..htm

www.howard.edu/schooleducation/Departments/HDPES/school_psychology_mission.htm

www.howard.edu/schooleducation/Departments/HDPES/school_psychology_programs.htm

www.howard.edu/schooleducation/Departments/HDPES/school_psychology_M.A_M.Ed.htm

www.howard.edu/schooleducation/Departments/HDPES/school_psychology_CAGS.htm

APPENDIX A – Practicum Contract

HOWARD UNIVERSITY
PRACTICUM CONTRACT

Student:

Site Supervisor:

Supervisor's Credentials:_____

University Supervisor: Dr. Celeste Malone, Assistant Professor/Field Experience Coordinator

Indicate Level of Practicum: ☐ **Beginning Practicum (Initial experience in SP)**
☐ **Intermediate Practicum (2nd semester of SP experience)**
☐ **Advanced Practicum (3 or more semesters of SP experience)**

SECTION I:

A. **As a practicum student from the School Psychology Program at Howard University, I agree to complete a practicum (field) experience with** _____ **on the following terms:**   **(indicate agency/school/district)**

B. **Hours per practicum day on site:**

C. **Number of days per week on agency site (please which specify day[s]):**

D. **Total days per semester on agency site as practicum student:**

E. **I will meet with my Site Supervisor on the following basis** (must be at least 1 hour per week of face-to-face supervision):

F. **I will meet with my University supervisor (Dr. Malone) on the following basis for group supervision:**

   Two hours per week, at Howard University (Tuesdays, 2:10-4pm)

G. **Goals: As part of my practicum experience, I will obtain training/demonstrate competency in the following clinical areas (generate and list at least 3 primary goals below; NOTE: you may use the** accompanying "Goal Selection Sheet" at the end of this document as needed, to help **generate/determine** your **practicum goals).**

   1.

   2.

   3.

   Other goal(s):

Please indicate (by checkmark; double click on the shaded square) which of the following NASP Domains of Training and Practice will be relevant to your practicum experience this semester and provide a brief listing or description of the activities or aspects of your practicum experience that will provide you with exposure to, or relevant training in that particular NASP domain. For example, if your practicum will provide you with FBA experience, then you might select NASP 2.1 (Data-Based Decision Making…) and indicate that exposure to/training in conducting FBA assessment in the space provided; FYI: the final page of this form contains detailed descriptions of each NASP Domain to guide you in this regard):

☐ Data-Based Decision-Making and Accountability (NASP 2.1)
_____
_____
_____
_____
_____
_____
_____

☐ Consultation and Collaboration (NASP 2.2)
_____
_____
_____
_____
_____
_____
_____

☐ Interventions and Instructional Support to Develop Academic Skills (NASP 2.3)
_____
_____
_____
_____
_____
_____
_____

☐ Interventions and Mental Health Services to Develop Social and Life Skills (NASP 2.4)
_____
_____
_____
_____
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_____
_____

☐ School-Wide Practices to Promote Learning (NASP 2.5)
_____
_____
_____
_____
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_____

☐ Preventive and Responsive Services (NASP 2.6)
_____
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☐ Family-School Collaboration Services (NASP 2.7)

_____
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☐ Diversity in Learning and Development (NASP 2.8)

_____
_____
_____
_____
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_____

☐ Research and Program Evaluation (NASP 2.9)

_____
_____
_____
_____
_____
_____

☐ Legal, Ethical, and Professional Practice (NASP 2.10)

_____
_____
_____
_____
_____
_____

SIGNATURES

Signatures below indicate acceptance of the above terms, which are designed in accordance with the policies and procedures of Howard University and the Howard University School Psychology Program, and the Training Standards published by NASP and APA.

PRACTCUM STUDENT:

_____   _____
Signature   Date

_____   _____
Address   City, State, Zip

_____   _____
Cell Phone   Work Phone

PRIMARY FIELD SUPERVISOR:

_____   _____
Signature   Date

_____   _____
Address   City, State, Zip

_____   _____
Cell Phone   Work Phone

FIELD SUPERVISOR (OTHER-if any):

_____   _____
Signature   Date

_____   _____
Address   City, State, Zip

_____   _____
Cell Phone   Work Phone

UNIVERSITY SUPERVISOR: Dr. Celeste Malone

_____   _____
Signature   Date

_____   _____
Address   City, State, Zip

_____   _____
Cell Phone   Work Phone

Student's Name: _____

Practicum Supervisor: _____

Orientation to School/Health Organization

_____ Goal 1: The practicum student will demonstrate a broad understanding of the organizational framework of the school district.

_____ Goal 2: The practicum student will be introduced to the administrative functioning of the school district.
    The practicum student will attend at least one building principal and classroom teacher's staff meeting.

_____ Goal 3: The practicum student will be introduced to the various roles and functions of specialists on the school staff.
    The practicum student will attend and participate in available Instructional Support Team meetings
    The practicum student will observe and meet with members of school staff who provide services to general education students.
    The practicum student will observe and meet with members of school staff who provide services to special education students.

Community Services/Resources

_____ Goal: The practicum student will demonstrate the ability to locate community support resources for various academic and behavioral problems.
    The practicum student will compile a list of both public and private facilities and professional personnel with their function, fees, and potential support functions to the school.
    The practicum student will visit a community mental health and psychiatric hospital facility providing support functions to the school.

Consultation

_____ Goal: The student will demonstrate proficiency in conducting behavioral and/or instructional consultation in applied settings.
    The practicum student will conduct academic and behavioral indirect service delivery and document the results of the consultation in the form of a written report.
    The practicum student will actively participate in the IST (or equivalent) process.

Direct Service Delivery

_____ Goal 1: The practicum student will demonstrate the ability to provide direct service for academic problems.
    The practicum student will provide a direct service delivery intervention to improve a student's academic achievement and provide the University supervisor with a written description of the treatment and results.

_____ Goal 2: The practicum student will demonstrate the ability to provide direct service for behavioral problems.
    The practicum student will provide a direct service delivery intervention to improve a student's behavior and provide the University supervisor with a written description of the treatment and results.

_____ Goal 3: The practicum student will demonstrate the ability to provide direct counseling services for students in crisis situation.
    The practicum student will be involved in the process of delivering counseling oriented interventions for students in crisis situations.

Assessment

_____ Goal 1: The practicum student will demonstrate the ability to conduct a parent interview.
    The practicum student will conduct at least one parent interview to the satisfaction of the field supervisor.

_____ Goal 2: The practicum student will demonstrate the ability to conduct a teacher interview.
    The practicum student will conduct at least one teacher interview to the satisfaction of the field supervisor.

_____ Goal 3: The student will demonstrate the ability to conduct a curriculum-based assessment.
    The practicum student will conduct at least one curriculum-based assessment of a student's skills in at least two subject areas.

_____ Goal 4: The student will demonstrate the ability to conduct an intellectual assessment.
    The practicum student will conduct at least one evaluation including an assessment of cognitive ability for students at elementary and secondary levels.

_____ Goal 5: The student will demonstrate the ability to conduct a behavioral assessment.
    The practicum student will conduct at least one behavioral assessment.

Written Communication

_____ Goal 1: The practicum student will demonstrate the ability to write psychoeducational reports.
   The practicum student will write at least one psychoeducational report consistent with the requirements of the site.
   The practicum student will write at least one summary of the MDT report as consistent with the requirements of the site.

_____ Goal 2: The practicum student will demonstrate the ability to contribute to the continued growth of school psychology.
_____The practicum student will be required to present at least one in-service program to school district staff as requested by the
   participating site.

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship.

2.1   Data-Based Decision Making and Accountability
- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2   Consultation and Collaboration
- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.3   Interventions and Instructional Support to Develop Academic Skills
- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4   Interventions and Mental Health Services to Develop Social and Life Skills
- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5   School-Wide Practices to Promote Learning
- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6   **Preventive and Responsive Services**
- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7   **Family-School Collaboration Services**
- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

2.8   **Diversity in Development and Learning**
- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9   **Research and Program Evaluation**
- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10   **Legal, Ethical, and Professional Practice**
- School psychologists have knowledge of 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 effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social

justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Practicum Evaluation Form

Created With: Taskstream - Advancing Educational Excellence

* = Response is required

Student Information

Student Trainee Information

Please enter the name of the student whom you supervised and the Semester/Year of the training experience

Name of Student	**Semester/Year (e.g., Fall/2013)**
No answer specified	*No answer specified*

Student's Current Level of Field Training

Please choose from among the following levels of training in School Psychology

[▼]

* Training Supervisor Information

Please indicate your name and title, as well as the name of the training site (i.e., name of the agency, school district, hospital or organization).

Name/Title of Supervisor	**Name of Site**
No answer specified	*No answer specified*

* Supervisor's Contact Information

Please indicate your preferred contact information below:

Preferred Phone Contact	**Preferred E-mail Contact**
No answer specified	*No answer specified*

Type of Setting

Please choose from among the following practice settings

[▼]

If you select "Other" above, please complete the following: [   ]

SECTION I. Evaluation of Skills and Competencies in School Psych Practice

Directions (to be completed by site supervisor): Field training is an integral part of training future School Psychologists. The following evaluation is intended to guide you in determining the relative competencies of our School Psychology graduate trainees. Please use the following rating scale in evaluating the progress, demonstrated skill and knowledge of the school psychology candidate under your supervision. Please keep in mind the level of expected performance for your trainee in responding to the items below, the scale is defined as follows:

N/A = No Data/Not Applicable: Skill either not observed or there is insufficient data to make a rating at this time or Not an appropriate goal for the student in this setting

1 = Unsatisfactory: Student's competence in this area is below that expected of a student at his/her level of training; does not meet even minimal performance level in an area.

2 = Needs Improvement: Student has some competence and skills are developing in this area, but performance is below expectations. Plans should be made to ensure student gains extra practice in this skill before next experience and before leaving the program.

3 = Satisfactory: Student's performance in this area reflects sufficient basic mastery for practice at the pre-professional level, with appropriate supervision.

4 = Highly Competent: Student's skills in this area are very well developed and performed an above average level. Student demonstrates an ability to function with only occasional supervision.

5 = Exceptional: Student's skills in this area are exceptionally strong. Student is well-prepared for independent practice in this area.

ASSESSMENT

* Assessment

Response Legend:
1 = Unsatisfactory **2 =** Needs Improvement **3 =** Satisfactory **4 =** Highly Competent **5 =** Exceptional **N/A =** Not Applicable

	1	2	3	4	5	Not Applicable
Ability to identify and clearly specify evaluation questions						
Knowledge of psychometric constructs within assessment measures						
Ability to make decisions about how to select assessment approaches and gather information.						
Judges the appropriateness of selected instruments/assessment methods on the basis of individual ability, socio-cultural/linguistic factors, psychometric properties, and needs of the student/client.						
Demonstrates understanding of fair and ethical assessment practices with diverse populations.						
Demonstrates ability to gather and interpret relevant background information from multiple methods/sources as part of the assessment process (i.e., record review, parent/teacher/child interview, questionnaire, etc.).						
Cognitive functioning: Demonstrates proficiency in the administration, scoring, and interpretation of formal/informal measures of cognitive functioning with diverse populations.						
Academic functioning: Demonstrates proficiency in the administration, scoring, and interpretation of formal/informal measures of academic functioning with diverse populations.						

	1	2	3	4	5	Not Applicable
Social-Emotional-Behavioral functioning: Demonstrates proficiency the administration, scoring, and interpretation of formal/informal measures of behavioral-social-emotional assessments with diverse populations.						
Can identify and synthesize strengths and weaknesses of an individual child and make recommendations that are culturally and developmentally responsive and logically linked to assessment results.						
Demonstrates ability and skills in writing psychological reports that are concise, organized, meaningful, and appropriate to the referral problem.						
Orally reports assessment results in a manner that is clear, concise, and well-organized; oral reports are consistent with, and sensitive to, the educational, personal, cultural, and linguistic characteristics of intended recipients (e.g., parents, teachers, etc.).						
Candidates demonstrate adequate knowledge of DSM and/or						

IDEA diagnostic criteria/categories, and are able to make ethical, culturally competent diagnostic/placement decisions.

INTERVENTION

* Intervention

Response Legend:

1 = Unsatisfactory **2** = Needs Improvement **3** = Satisfactory **4** = Highly Competent **5** = Exceptional **N/A** = Not Applicable

	1	2	3	4	5	Not Applicable
Demonstrates knowledge of intervention theory, concepts, and strategies						
Demonstrates the ability to select empirically-based intervention strategies that are directly related to (linked to) the assessed problem.						
Demonstrates ability to consider and recommend culturally responsive intervention approaches that are consistent with, and sensitive to, the educational, personal, cultural, and linguistic characteristics of diverse populations.						
Ability to clearly delineate the targets and goals of intervention techniques used.						
Demonstrates skill in utilizing individual and/or group counseling techniques with diverse populations, including social skills training.						
Demonstrates skill in designing and/or utilizing behavior analytic/behavioral modification strategies with diverse populations.						
Demonstrates skill in designing and/or utilizing cognitive/academic intervention strategies with diverse populations						
Shows the ability to effectively monitor child progress / intervention results (data-based decision making).						
Orally disseminates/communicates intervention plans and/or results in a manner that is clear, concise, organized, and effective.						

CONSULTATION/COLLABORATION & PREVENTION SERVICES

* Consultation/Collaboration & Prevention Services

Response Legend:

1 = Unsatisfactory **2** = Needs Improvement **3** = Satisfactory **4** = Highly Competent **5** = Exceptional **N/A** = Not Applicable

	1	2	3	4	5	Not Applicable
Seeks consultation and supervision from other professionals skilled in delivering direct/indirect services to culturally diverse clients and effectively incorporates feedback into practice, as appropriate.						
Understands the ethical and legal issues involved in consultation with diverse groups.						
Demonstrates skills/competencies requisite to the consultation process: effective communication, interviewing,						

data collection and analysis, goal setting, intervention development and evaluation, team problem solving.

Understands the framework for behavioral and/or Instructional consultation models (e.g., problem identification, problem analysis, plan implementation and plan evaluation).

Understands the importance of incorporating preventive strategies in school settings (e.g. violence, drug use, etc).

Demonstrates an understanding of the characteristics of prevention programs (e.g., primary, secondary, and tertiary prevention)

Demonstrates knowledge and skill related to the design/implementation of prevention-oriented outreach or psychoeducational programs with at-risk children, schools, families or communities, either conceptually or in practice.

STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING
* Student Diversity in Development and Learning
Response Legend:
1 = Unsatisfactory **2 =** Needs Improvement **3 =** Satisfactory **4 =** Highly Competent **5 =** Exceptional **N/A =** Not Applicable

	1	2	3	4	5	Not Applicable
Demonstrates knowledge of individual differences in student learning and typical/atypical cognitive, social/cultural, and emotional/affective development.						
Demonstrates an understanding of own biases, beliefs, and worldview, and how these factors may impact service delivery.						
Demonstrates knowledge of the potential influence of ethnic/cultural, socioeconomic, gender-related, linguistic, and other diversity related factors on student learning and school performance.						
Demonstrates the sensitivity and skills needed to work with culturally diverse staff, children and families						
Works to eliminate known sources of social discrimination in daily professional practice, specifically with regard to issues of race/ethnicity, gender/orientation, socio-economic status, political affiliations, cultural/religious beliefs/values, as well as linguistic and ability differences.						
Engages in culturally responsive practice: Implements procedures/strategies selected and/or adapted based on individual characteristics, strengths, and needs.						

SECTION II: Competencies related to NASP Domains of Training and Practice
In this section, please rate your trainee's general/overall knowledge/competence on each of the 11 NASP training & practice standards listed below. Only provide an assessment of the trainee's knowledge/competency as applicable to their level of practicum and their demonstrated knowledge and experiences.

* 2.1 Data-Based Decision-Making & Accountability
Trainee demonstrates knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments; ability to use such models and methods as part of a systematic process to collect data and other information,

translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services; demonstrates data-based decision-making in every aspect of professional practice.

[▼]

* 2.2 Consultation & Collaboration

Trainee demonstrates knowledge of behavioral, mental health, collaborative, and/or other consultation models (e.g., instructional) and methods and of their application to particular situations; collaborates effectively with others in planning and decision-making processes at the individual, group, and system levels.

[▼]

* 2.3 Interventions and Instructional Support to Develop Academic Skills

Trainee demonstrates knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

[▼]

* 2.4 Interventions and Mental Health Services to Develop Social and Life Skills

Trainee demonstrates basic knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

[▼]

* 2.5 School-Wide Practices to Promote Learning

Trainee demonstrates either conceptually or in practice, knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health

[▼]

* 2.6 Preventive and Responsive Services

Trainee demonstrates basic knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

[▼]

* 2.7 Family–School Collaboration Services

Trainee demonstrates, either conceptually or in practice, knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

[▼]

* 2.8 Diversity in Development and Learning

Trainee demonstrates knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity

[▼]

* 2.9 Research and Program Evaluation

Trainee demonstrates basic knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings (i.e., students demonstrates ability to use research to inform practice and to evaluate and use data-based practice outcomes to inform decision-making).

[▼]

* 2.10 Legal, Ethical, and Professional Practice

Trainee demonstrates knowledge of 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 effective practice as school psychologists.

[▼]

SECTION III: Professional Demeanor and Ethical Conduct
* Professional & Ethical Behavior

Response Legend:
1 = Unsatisfactory **2 =** Needs Improvement **3 =** Satisfactory **4 =** Highly Competent **5 =** Exceptional **N/A =** Not Applicable

	1	2	3	4	5	Not Applicable
Demonstrates a respect for professionalism, attendance and punctuality; Conforms to agency expectations regarding scheduling, absences, submission requirements, attire, etc.						
Manages time realistically and efficiently.						
Is able to interact and communicate effectively with clients/students and school/agency personnel.						
Demonstrates an ability to meaningfully share information with students, parents, teachers and school/clinic staff in ways that indicate professional concern for the confidentiality and integrity of all parties.						
Able to articulate ideas in a clear, collaborative, and professional manner.						
Accepts and utilizes criticism and feedback from supervision in a constructive and productive manner.						
Willingly accepts and carries out assignments; Completes assigned tasks and duties in a thorough, accurate, and timely manner.						
Shows appropriate initiative and professionalism in every day practice.						

	1	2	3	4	5	Not Applicable
Provides services that have a positive and measurable impact on the learning, development, and functioning of children, youth, and/or families.						
Demonstrates a strong professional identity as a school psychologist, including an understanding of the roles and functions of school psychologists.						
Demonstrates knowledge of, and conduct consistent with, NASP and APA ethical codes of practice.						
Demonstrates knowledge and conduct that is consistent with relevant state, federal, and local laws governing the practice of school psychology and education.						
Shows ethical sensitivity and conduct in the delivery of psychological services.						
Demonstrates ability recognize ethical problems in practice						

(e.g. informed consent, confidentiality, dual relationships, competency, etc.), and engages in ethical decision-making/problem solving.

Ability to recognize limits of knowledge and skills and shows a willingness to seek means of enhancing knowledge and skills

SECTION IV: Overall Evaluation of Student Trainee
* What grade would you assign this traninee, based on his/her overall performance during this experience? (choose one)

[▼]

Please provide any additional comments about the student's performance at your site.
No answer specified
What is the basis for your evaluation of this student? (please check all that apply)

☐ Direct Observation

☐ Comments of Colleagues/Co-supervisors

☐ Comments of Parents/Clients

☐ Comments of Teachers/Other School Pesonnel

☐ Professional outcomes/permanent products (e.g., reports, presentations, record forms, etc.)

☐ Other: [   ]

* If you were sure you were going to take on another trainee next semester, would you invite this trainee back?

○ Yes ○ No

* Would you recommend this student for internship?

○ YES ○ NO

(Optional) Please add any additional comments related to this student's performance. Thank you for your support of our students and program!
No answer specified

APPENDIX C – Internship Contract

HOWARD UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM (HUSPP)
INTERNSHIP AGREEMENT/CONTRACT

Candidate Name:

Internship Agency/District:

Site Supervisor:
Credentials: _____
Contact Information: _____
_____
_____

University Supervisor: Dr. Gregory Reed, Associate Professor, School Psychology

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1. The intern shall provide to the setting high-quality, conscientious work, which meets professional and ethical standards set forth by NASP and the American Psychological Association.
2. The setting shall relate to the intern as a competent, professional-level worker and maintain a commitment to the internship as a diversified training experience.
3. Time shall be allowed the intern during the regular working day for report writing, meetings, and other supportive activities as required by the setting and the nature of the experiences therein. In addition, the intern will be allowed to attend continuing professional development activities, both within and without the training setting.
4. The setting shall provide (on average) a minimum of two hours of direct supervision for the intern every week. Additional time may be negotiated depending on the nature of the experience or at the request of the intern or the setting.
5. The intern's principle supervisor(s) shall be (please specify all assigned supervisors here): _____.
6. The internship shall be for a period of one year (or one academic year), beginning (date):_____ and ending (date): _____, for a total of _____hours (NOTE: 1200-1500 hours required for Specialists; 1500-1800 hours; 1500 is minimally required for NASP/1800 hours encouraged by program).
7. The intern shall be paid by the setting at the rate of: _____ (please indicate rate of pay, if any).
8. Expense reimbursement for travel, professional development, etc. will be provided to the intern in accordance with what is consistent with policies pertaining to other agency psychologists/interns/trainees.
9. The specific experiences engaged in by the intern shall be negotiated by the intern, primary supervisor, and other internship site designees. However, these experiences shall include opportunities for the Intern to gain a full and diverse range of experiences in accordance with NASP Standards for Training and Practice in School Psychology (Domains 2.1-2.10) and professional psychology (APA), including areas germane to psychological: assessment, intervention, consultation, and evaluation—at minimum.
   A. No more than half of the intern's time shall be spent on any one of these activities unless otherwise negotiated.
10. The intern shall be provided an appropriate work environment including adequate administrative supplies, materials, and services, as well as office space, as is appropriate to the setting and other interns/trainees within the specified setting.

11. Both formative and summative evaluations of the interns' skill development, competencies, and professional demeanor will be conducted by the University and Site supervisors as part of the training experience.
    A. Informal evaluations of the internship and the interns' performance shall occur through site visits (local internships) and through supervision meetings (group and individual)
    B. Formal evaluation of the internship and the interns' performance shall be conducted by the site supervisor(s) using (primarily) the Howard University School Psychology Program's "Internship Performance Evaluation Form," which shall be provided by the HUSP training program. Formal evaluation will be conducted twice per year at minimum; additional assessment may be required on an individual basis or to meet the needs of the internship setting.

12. The intern will maintain an complete and accurate log of experiences to be reviewed and approved by both the Site and University supervisors.

13. Supervision:

    A. Group Supervision activities (which may be provided exclusively by the University Training program) will occur on the following basis:

    B. Individual supervision (provided by site supervisor(s) will occur on the following basis:

14. _____(Initial here) A written plan is provided and attached to this document specifying the nature of the internship setting and experience, including the populations served, the type and sequence of training activities and experiences to be provided, and any additional responsibilities of the training program, intern, and/or internship site not specified in the above agreement (*NOTE: a formal written plan for the proposed internship experience must be received by the University prior to initiating the Internship experience; this plan may be furnished by the proposed internship site/agency **or the Howard University Internship Planning Form** may be used by the intern and his/her prospective training agency to develop a formal training plan). The above contract/agreement (or a suitable alternative agreement furnished by the internship site) AND a formal written training plan must be submitted to the University before the intern can begin to accumulate hours of training.

15. **Summary of Internship Goals and Objectives:** The Intern shall agree to arduously work toward, and the Internship setting shall agree to provide opportunities for, the fulfillment of the following goals and objectives for the internship training experience (Briefly describe three broad training goals and specific objectives for the above internship training experience; these goals and objectives should be in-line with your training needs, the goals and mission of the HUSP and the goals, mission, and training opportunities provided by the internship training agency):

    A. Goal 1:
        i. Objective

    B. Goal 2:
        i. Objective

    C. Goal 3:
        i. Objective

SIGNATURES

Signatures below indicate acceptance of the above terms, which are designed in accordance with the policies and procedures of Howard University, the Howard University School Psychology Program, and the Internship Training Standards published by NASP and APA.

INTERN:

_____   _____
Signature   Date

_____   _____
Address   City, State, Zip

_____   _____
Cell Phone   Work Phone

PRIMARY FIELD SUPERVISOR or APPROPRIATE AGENCY REPRESENTATIVE:

_____   _____
Signature   Date

_____   _____
Address   City, State, Zip

_____   _____
Cell Phone   Work Phone

FIELD SUPERVISOR (OTHER-if any):

_____   _____
Signature   Date

_____   _____
Address   City, State, Zip

_____   _____
Cell Phone   Work Phone

UNIVERSITY SUPERVISOR/DIRECTOR OF FIELD PLACEMENTS:

_____   _____
Signature   Date

_____   _____
Address   City, State, Zip

_____   _____
Cell Phone   Work Phone

APPENDIX D—Internship Planning Form

**HOWARD UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM
INTERNSHIP PLANNING FORM**

Name of Intern: _____ ID#: _____ Date: _____

This form will be required from all students for those sites being considered as final choices. The form will be used by students, their advisor, and site supervisor to finalize the Internship placement.

Internship Documentation

1. What is name and location of the Internship agency or School District in which the experience will occur:
   _____

2. Indicate the type of setting(s) in which internship will be served (if more than one, additional forms will be needed for each):_____

3. Who will supervise you? Name, specialty, and credentials of the clearly designated licensed/certified psychologist responsible for the internship:_____

4. Total hours to be spent on internship = _____   (Minimum = 1500 APA/NASP; Howard Goal 1800)

5. Will the intern spend 50% or more of their time engage in direct service delivery

   a. Yes
   b. No (if not, please specify)_____

6. How many other interns or psychologists will interact with the above intern (Minimum of two):_____

7. Official title by which intern will be designated (e.g., school psychology intern, psychology intern, etc.):_____

8. Populations to be served (Includes age ranges, handicapping conditions, etc.): _____
   _____
   _____

9. Please verify (by checkmark) that the planned internship experience shall adhere to the following NASP guidelines for Internship training in School Psychology:

   _____The supervised pre-doctoral internship experience requires the integration and application of the full range of psychological competencies and School Psychology practice domains, including (please endorse and describe all that apply):

   a. ☐ Data-Based Decision-Making and Accountability (NASP 2.1)
      _____
      _____

   b. ☐ Consultation and Collaboration (NASP 2.2)
      _____
      _____

c. ☐ Interventions and Instructional Support to Develop Academic Skills (NASP 2.3)

_____
_____

d. ☐ Interventions and Mental Health Services to Develop Social and Life Skills (NASP 2.4)

_____
_____

e. ☐ School-Wide Practices to Promote Learning (NASP 2.5)

_____
_____

f. ☐ Preventive and Responsive Services (NASP 2.6)

_____
_____

g. ☐ Family-School Collaboration Services (NASP 2.7)

_____
_____

h. ☐ Diversity in Development and Learning (NASP 2.8)

_____
_____

i. ☐ Research and Program Evaluation (NASP 2.9)

_____
_____

j. ☐ Legal, Ethical, and Professional Practice (NASP 2.10)

_____
_____

k. Additional Domain 1: _____
   _____

l. Additional Domain 2:_____
   _____

m. Additional Domain 3:_____
   _____

_____The internship agency will work in concert with the Howard University training program to ensure the completion of activities consistent with the goals of the training program and the needs of the site.

_____3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years.

    _____At least 600 hours of the internship are completed in a school setting. (Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting) *If above requirement has been met through prior experiences, please specify the nature of that experience here:

_____3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.

_____3.5 The internship placement agency provides appropriate support for the internship experience including:
      _____(a) a written agreement specifying the period of appointment and any terms of compensation;
      _____(b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;
      _____(c) provision for participation in continuing professional development activities;
      _____(d) release time for internship supervision; and

      _____(e) a commitment to the internship as a diversified training

Internship Performance Evaluation

Created by: HU School Psychology Manager

* = Response is required
Section I: Information
Student Trainee Information
Please enter the name of the student whom you supervised and the Semester/Year of the training experience

Name of Student	**Semester/Year (e.g., Fall/2013)**
No answer specified	*No answer specified*

* Training Supervisor Information
Please indicate your name and title, as well as the name of the training site (i.e., name of the agency, school district, hospital or organization).

Name/Title of Supervisor	**Name of Site**
No answer specified	*No answer specified*

* Supervisor's Contact Information
Please indicate your preferred contact information below:

Preferred Phone Contact	**Preferred E-mail Contact**
No answer specified	*No answer specified*

Type of Setting
Please choose from among the following practice settings

If you select "Other" above, please complete the following:

SECTION II. Evaluation of Skills and Competencies in School Psych Practice

Directions (to be completed by site supervisor): Field training is an integral part of training future School Psychologists. The following evaluation is intended to guide you in determining the relative competencies of our School Psychology graduate trainees. Please use the following rating scale in evaluating the progress, demonstrated skill and knowledge of the school psychology candidate under your supervision. Please keep in mind the level of expected performance for your trainee in responding to the items below, the scale is defined as follows:

N/A = No Data/Not Applicable: Skill either not observed or there is insufficient data to make a rating at this time or Not an appropriate goal for the student in this setting

1 = Unsatisfactory: Student's competence in this area is below that expected of a student at his/her level of training; does not meet even minimal performance level in an area.

2 = Needs Improvement: Student has some competence and skills are developing in this area, but performance is below expectations. Plans should be made to ensure student gains extra practice in this skill before next experience and before leaving the program.

3 = Satisfactory: Student's performance in this area reflects sufficient basic mastery for practice at the pre-professional level, with appropriate supervision.

4 = Highly Competent: Student's skills in this area are very well developed and performed an above average level. Student demonstrates an ability to function with only occasional supervision.

5 = Exceptional: Student's skills in this area are exceptionally strong. Student is well-prepared for independent practice in this area.

ASSESSMENT
Assessment
Response Legend:
1 = Unsatisfactory **2 =** Needs Improvement **3 =** Satisfactory **4 =** Highly Competent **5 =** Exceptional **N/A =** Not Applicable

	1	2	3	4	5	Not Applicable
Ability to identify and clearly specify evaluation questions						
Knowledge of psychometric constructs within assessment measures						
Ability to make decisions about how to select assessment approaches and gather information.						
Judges the appropriateness of selected instruments/assessment methods on the basis of individual ability, socio-cultural/linguistic factors, psychometric properties, and needs of the student/client.						
Demonstrates understanding of fair and ethical assessment practices with diverse populations.						
Demonstrates ability to gather and interpret relevant background information from multiple methods/sources as part of the assessment process (i.e., record review, parent/teacher/child interview, questionnaire, etc.).						
Cognitive functioning: Demonstrates proficiency in the administration, scoring, and interpretation of formal/informal measures of cognitive functioning with diverse populations.						
Academic functioning: Demonstrates proficiency in the administration, scoring, and interpretation of formal/informal measures of academic functioning with diverse populations.						

	1	2	3	4	5	Not Applicable
Social-Emotional-Behavioral functioning: Demonstrates proficiency the administration, scoring, and interpretation of formal/informal measures of behavioral-social-emotional assessments with diverse populations.						
Can identify and synthesize strengths and weaknesses of an individual child and make recommendations that are culturally and developmentally responsive and logically linked to assessment results.						
Demonstrates ability and skills in writing psychological reports that are concise, organized, meaningful, and appropriate to the referral problem.						
Orally reports assessment results in a manner that is clear, concise, and well-organized; oral reports are consistent with, and sensitive to, the educational, personal, cultural,						

and linguistic characteristics of intended recipients (e.g., parents, teachers, etc.).

Candidates demonstrate adequate knowledge of DSM and/or IDEA diagnostic criteria/categories, and are able to make ethical, culturally competent diagnostic/placement decisions.

Assessment - Comments (if any)

No answer specified

INTERVENTION

Intervention

Response Legend:
1 = Unsatisfactory **2 =** Needs Improvement **3 =** Satisfactory **4 =** Highly Competent **5 =** Exceptional **N/A =** Not Applicable

	1	2	3	4	5	Not Applicable
Demonstrates knowledge of intervention theory, concepts, and strategies						
Demonstrates the ability to select empirically-based intervention strategies that are directly related to (linked to) the assessed problem.						
Demonstrates ability to consider and recommend culturally responsive intervention approaches that are consistent with, and sensitive to, the educational, personal, cultural, and linguistic characteristics of diverse populations.						
Ability to clearly delineate the targets and goals of intervention techniques used.						
Demonstrates skill in utilizing individual and/or group counseling techniques with diverse populations, including social skills training.						
Demonstrates skill in designing and/or utilizing behavior analytic/behavioral modification strategies with diverse populations.						
Demonstrates skill in designing and/or utilizing cognitive/academic intervention strategies with diverse populations						
Shows the ability to effectively monitor child progress / intervention results (data-based decision making).						
Orally disseminates/communicates intervention plans and/or results in a manner that is clear, concise, organized, and effective.						

Intervention - Comments (If Any)

No answer specified

CONSULTATION/COLLABORATION & PREVENTION SERVICES

Consultation/Collaboration & Prevention Services

Response Legend:
1 = Unsatisfactory **2 =** Needs Improvement **3 =** Satisfactory **4 =** Highly Competent **5 =** Exceptional **N/A =** Not Applicable

	1	2	3	4	5	Not Applicable

Seeks consultation and supervision from other professionals skilled in delivering direct/indirect services to culturally diverse clients and effectively incorporates feedback into practice, as appropriate.

Understands the ethical and legal issues involved in consultation with diverse groups.

Demonstrates skills/competencies requisite to the consultation process: effective communication, interviewing, data collection and analysis, goal setting, intervention development and evaluation, team problem solving.

Understands the framework for behavioral and/or Instructional consultation models (e.g., problem identification, problem analysis, plan implementation and plan evaluation).

Understands the importance of incorporating preventive strategies in school settings (e.g. violence, drug use, etc).

Demonstrates an understanding of the characteristics of prevention programs (e.g., primary, secondary, and tertiary prevention)

Demonstrates knowledge and skill related to the design/implementation of prevention-oriented outreach or psychoeducational programs with at-risk children, schools, families or communities, either conceptually or in practice.

Consultation/Collaboration & Prevention Services - Comments (If Any)

No answer specified

STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING
* Student Diversity in Development and Learning

Response Legend:
1 = Unsatisfactory **2** = Needs Improvement **3** = Satisfactory **4** = Highly Competent **5** = Exceptional **N/A** = Not Applicable

	1	2	3	4	5	Not Applicable

Demonstrates knowledge of individual differences in student learning and typical/atypical cognitive, social/cultural, and emotional/affective development.

Demonstrates an understanding of own biases, beliefs, and worldview, and how these factors may impact service delivery.

Demonstrates knowledge of the potential influence of ethnic/cultural, socioeconomic, gender-related, linguistic, and other diversity related factors on student learning and school performance.

Demonstrates the sensitivity and skills needed to work with culturally diverse staff, children and families

Works to eliminate known sources of social discrimination in daily professional practice, specifically with regard to issues of race/ethnicity, gender/orientation, socio-economic status, political affiliations, cultural/religious beliefs/values, as well as linguistic and ability differences.

Engages in culturally responsive practice: Implements procedures/strategies selected and/or adapted based on individual characteristics, strengths, and needs.

SECTION II: Professional Demeanor and Ethical Conduct
* Professional & Ethical Behavior

Response Legend:
1 = Unsatisfactory **2 =** Needs Improvement **3 =** Satisfactory **4 =** Highly Competent **5 =** Exceptional **N/A =** Not Applicable

	1	2	3	4	5	Not Applicable
Demonstrates a respect for professionalism, attendance and punctuality; Conforms to agency expectations regarding scheduling, absences, submission requirements, attire, etc.						
Manages time realistically and efficiently.						
Is able to interact and communicate effectively with clients/students and school/agency personnel.						
Demonstrates an ability to meaningfully share information with students, parents, teachers and school/clinic staff in ways that indicate professional concern for the confidentiality and integrity of all parties.						
Able to articulate ideas in a clear, collaborative, and professional manner.						
Accepts and utilizes criticism and feedback from supervision in a constructive and productive manner.						
Willingly accepts and carries out assignments; Completes assigned tasks and duties in a thorough, accurate, and timely manner.						
Shows appropriate initiative and professionalism in every day practice.						

	1	2	3	4	5	Not Applicable
Provides services that have a positive and measurable impact on the learning, development, and functioning of children, youth, and/or families.						
Demonstrates a strong professional identity as a school psychologist, including an understanding of the roles and functions of school psychologists.						
Demonstrates knowledge of, and conduct consistent with, NASP and APA ethical codes of practice.						

Demonstrates knowledge and conduct that is consistent with relevant state, federal, and local laws governing the practice of school psychology and education.

Shows ethical sensitivity and conduct in the delivery of psychological services.

Demonstrates ability recognize ethical problems in practice (e.g. informed consent, confidentiality, dual relationships, competency, etc.), and engages in ethical decision-making/problem solving.

Ability to recognize limits of knowledge and skills and shows a willingness to seek means of enhancing knowledge and skills

SECTION III: Overall Evaluation of Student Trainee
Based on performance, what grade would you assign this traninee? (choose one)

▼

Based on performance, do you believe s/he is ready for entry into professional practice? (choose one)

▼

What is the basis for your evaluation of this student? (please check all that apply)

☐ Direct Observation

☐ Comments of Colleagues/Co-supervisors

☐ Comments of Parents/Clients

☐ Comments of Teachers/Other School Pesonnel

☐ Professional outcomes/permanent products (e.g., reports, presentations, record forms, etc.)

What are this trainee's major strengths?
No answer specified
What are this trainee's major areas for improvement?
No answer specified

APPENDIX F—Remediation Planning Form

REMEDIATION PLAN OF ACTION FORM

Student Name: _____

Student ID No.: _____ **Year in Program:** _____

Description of Problem: _____
_____
_____
_____
_____
_____
_____

Solution to Problem: _____
_____
_____

Plan of Action: _____
_____
_____
_____
_____
_____

Beginning Date: _____ **End Date:** _____

Action required/Consequences if conditions not met/unsatisfactory: _____
_____

Evaluation of Results:

Results of Remediation Plan (attach all relevant documentation/products from remediation to this document): _____
_____
_____
_____

Remediation Satisfied: No Further Action Required_____

Remediation Not Satisfied: Action Required_____

Signatures:

_____   _____

 Faculty Advisor/Date   **Student/Date**