



# **PROGRAM HANDBOOK**

**Policies and Procedures of the**

**Florida International University  
School Psychology Program**

**Ed.S. Degree**

**Prepared by the School Psychology Faculty**

**Department of Counseling, Recreation & School Psychology  
School of Education & Human Development  
College of Arts, Sciences, & Education**

**Revision August 2020 for Spring, Summer, Fall 2020 New Students**

# **School Psychology Program Handbook**

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# SCHOOL PSYCHOLOGY GRADUATE PROGRAM

## I. INTRODUCTION

### Welcome

Welcome to the School Psychology Program (SPP) at Florida International University (FIU)! We are pleased that you have selected this program for your professional preparation in School Psychology. You are entering the field during this unprecedented time, when education and mental health are taking center stage. The School Psychology Program faculty and supporting faculty members from the School of Education & Human Development (SEHD) share the goal of making graduate studies as productive and rewarding as possible. We encourage you to meet with faculty regularly and develop mentoring relationships with them. Individual attention, performance feedback, and encouragement from faculty members are invaluable aspects of professional preparation. We are pleased that you selected FIU for your graduate education and look forward to working with you to support your learning and development as school psychologists.

This *Handbook* was designed to help guide and support you throughout your graduate education experience. It contains the policies and procedures pertaining to the School Psychology Program that will help you to navigate through graduate school. The *Handbook* is intended: (a) to guide you in setting, monitoring, and achieving your goals in your graduate education and future employment, (b) to familiarize you with the program's general educational policies, expectations, and standards, and (c) to assist faculty in their advising of students and in ensuring that the program's policies are applied systematically and fairly.

The *Handbook* also includes information regarding admissions, advising, program requirements, university and community resources, procedures for addressing concerns and complaints, time limits, and dismissal policies. We want you to be successful in this program and we want policies and expectations in the program to be clear to you. This handbook was written to be consistent with FIU's University Graduate School (UGS) and the College of Arts, Sciences and Education (CASE) policies and is intended to clarify the academic issues that are unique to the School Psychology Program. Students should familiarize themselves with the [FIU Graduate Catalog](#), along with general information about the [School of Education & Human Development](#). We invite suggestions for improving the usefulness of the *Handbook* as we annually revise and update it.

We look forward to your contributions to this community.

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## Overview

Florida International University (FIU) offers a graduate training program in School Psychology through the College of Arts, Sciences & Education, Department of Counseling, Recreation & School Psychology. Graduates receive an Educational Specialist (Ed.S.) degree and upon graduation meet state (FL) and national certification requirements for school psychologists. Additionally, after three years of successful supervised practice, graduates meet the State of Florida educational and experience requirements for private practice licensure in the specialty area of School Psychology. The program was designed specifically for professional preparation in school psychology and was developed to meet relevant national accreditation standards (most notably, the Council for the Accreditation of Educator Preparation [CAEP] and the National Association of School Psychologists [NASP]). The program is accredited by the Florida Department of Education. It is also a nationally recognized program and fully approved by NASP since Fall of 2017. The program is located in the Modesto Maidique Campus (MMC), the main campus of FIU in Miami FL.

## **II. MISSION STATEMENTS**

### Institutional Mission Statement

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

### School of Education & Human Development Mission

The School of Education & Human Development (SEHD) exists in an urban, multicultural setting and has a three-part mission:

- To prepare professionals who have the abilities and dispositions to facilitate and enhance learning and development within diverse settings.
- To promote and facilitate the discovery and dissemination of knowledge related to learning, teaching and development.
- To develop professional partnerships to promote meaningful educational, social, economic and political change.

The SEHD is committed to conducting high-quality research that informs practice and drives policy. We serve as a resource for our community by supporting our partners and preparing outstanding professionals and leaders in the field. We aim to serve as a model and drive the national conversation on education.

### School Psychology Program Mission

The mission of the FIU School Psychology Program is to prepare school psychologists to deliver sound school psychological services within an urban multicultural setting for the purpose of promoting the educational and psychological development of children and youth. Its aim is to produce graduates who are sensitive to individual, cultural, and linguistic differences and who value and protect the interests and welfare of those they serve.

The program is grounded in a scientist-practitioner model of professional preparation. Students develop core content knowledge in psychology, education, assessment, intervention, research/measurement, and professional school psychology. Students are expected to display applied psychological practices that are consistent with this knowledge. Within the scientist-practitioner model, the program's mission can be accomplished best by preparing graduates with the knowledge, skills, and attitudes important to scientific inquiry. The bodies of knowledge used to guide the delivery of school psychological services are dynamic rather than static. Therefore, graduates must use methods of scientific inquiry to evaluate and synthesize the knowledge base upon which they develop and deliver school psychological services. School psychologists rely on scientific inquiry and data-based decision-making skills to solve problems encountered in professional practice and to evaluate the effectiveness of their professional services.

Using a problem-solving model, the specialist program is committed to preparing graduates to provide comprehensive and culturally responsive school psychological services with emphasis on promoting social justice. Although graduates are prepared to work in various settings, the primary focus falls on schools. Delivery of effective school-based services requires sufficient breadth and depth of knowledge related to schooling and school systems. Services may promote positive student development, and prevent, mitigate, or reduce students' behavioral, emotional, social, and academic problems. These services may be delivered at the individual, classroom, building, or system levels. To this end, graduates are prepared to develop the competencies needed to provide assessment, prevention, direct intervention, and indirect intervention services.

The program is NASP-approved and adheres to (i.) the Principles for Professional Ethics developed by the National Association of School Psychologists, (ii.) the Ethical Principles and Code of Conduct developed by the American Psychological Association (APA), and (iii.) the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida. Consistent with the ethical goal of promoting human welfare, school psychologists aim to help others understand and attain their legal, educational, moral, and individual rights. Professional preparation is guided by NASP and APA ethical principles, training standards established by NASP, and professional standards established by APA and NASP.

### **III. COURSE OF STUDY**

#### Full-Time or Part-Time Study

Each year, approximately two-thirds of enrolled students are enrolled in the program on a full-time basis (9-12 credits for Fall/Spring semesters). The course of study is competency-based and grounded in a scientist-practitioner model of professional preparation. Students acquire

knowledge and skills relevant to the practice of school psychology, are provided with performance feedback, and are evaluated on the competencies they display. Students are expected to integrate academic study and applied practice. This objective is addressed by having students complete rigorous course work, practica (i.e., field experiences completed in conjunction with academic requirements), and an internship (i.e., a professional apprenticeship completed under the supervision of both site-based and university supervisors).

Although it is possible for students to complete the program within three years, this would require intensive full-time study (12 credits Fall/Spring) including summer sessions (9 credits; see Appendix A). Students who engage in part-time study are advised to complete the program in 4-5 years (6 credits per semester) including summers; but internship must be completed full-time only. All students, whether enrolled in full- or part-time status, engage in activities to establish professional identity as school psychologists and develop an affiliation with colleagues and faculty. For example, all students are required to become members of both the Florida Association of School Psychologists (FASP) and the National Association of School Psychologists (NASP). Active FASP and NASP student members can take advantage of online resources and discounts when registering for annual conferences. NASP student members also receive discounts when purchasing textbooks published by NASP. Other opportunities for full- and part-time students include:

- Active membership and involvement in the School Psychology Student Association (SPSA)
- Attending local and national conferences in School Psychology (e.g., FASP, NASP, APA)
- Contributing to recruitment, student admissions, and interview days of applicants
- Participating in, developing, or assisting with faculty research projects
- Becoming a mentor (as an advanced student) to an assigned mentee (incoming student).

All students must meet the standards advanced by the FIU University Graduate School (UGS), the College of Arts, Sciences, & Education, the Department of Counseling, Recreation & School Psychology, and the FIU School Psychology Program.

### Requirements for the Ed.S. Degree in School Psychology

#### NASP Practice Model (2020)

School psychologists provide comprehensive and integrated services across 10 general domains of school psychology, as outlined by NASP (2020). The FIU School Psychology program ensures that all graduates demonstrate knowledge, skills, and competencies in these domains through coursework and field experiences (see Appendix B). The following domains include:

1. Data-Based Decision Making
2. Consultation and Collaboration
3. Academic Interventions and Instructional Supports
4. Mental and Behavioral Health Services and Interventions
5. School-Wide Practices to Promote Learning
6. Services to Promote Safe and Supportive Schools

7. Family, School, and Community Collaboration
8. Equitable Practices for Diverse Student Populations
9. Research and Evidence-Based Practice
10. Legal, Ethical, and Professional Practice

### Coursework

The program requires a minimum of **70 semester hours** of credit or at least three years of graduate study including internship. The program is designed to meet Florida state requirements for licensure, and state and national requirements for certification. Thus, little flexibility for specialization exists. However, students may be encouraged to take additional courses to develop an area of specialization, with approval from their program advisor. Program coursework is distributed across the following six core competency areas as outlined by the Florida Department of Education (<http://www.fldoe.org/teaching/certification/administrative-rules/6a-4-0311.shtml>) and is aligned with the NASP domains:

1. Psychological Foundations (NASP Domains #1,4,8). Graduates have knowledge of biological, cognitive, developmental, and social aspects of behavior. They consider cultural and linguistic aspects of behavior when making decisions that affect culturally and linguistically diverse children or youth. Consistent with the ethical goal of promoting human welfare, they learn that the task of distinguishing between individual differences in behavior and psychopathology requires sensitivity and rigor.
2. Educational Foundations (NASP Domains #1,3,5,10). Graduates have knowledge of general education, special education, and related educational services. They have knowledge of the historical, theoretical, scientific, and methodological foundations of school psychology. They view schools as systems and have knowledge of historical forces that have shaped schooling in America. They understand the theoretical and empirical foundations of learning (e.g., literacy) and can identify evidence-based instructional strategies and interventions.
3. Assessment/Data-based Decision Making (NASP Domains #1,8). Graduates are familiar with the process of gathering information necessary for making decisions and accomplishing objectives that are in the best interest of children and youth, their parents, and educators. They engage in assessment to accomplish objectives such as promoting academic, psychological, and social functioning; preventing academic, psychological, and social difficulties; diagnosing existing problems; developing sound interventions; and monitoring and evaluating intervention outcomes. Graduates are able to select, administer, score, and interpret a variety of psychological and educational tests and use other assessment methods (e.g., behavioral observation and interviewing).
4. Intervention (NASP Domains #2,3,4,5,6,7). Students learn a variety of methods useful for working directly and indirectly with children and families. Graduates acquire experiences in the design, implementation, and evaluation of intervention plans, as well as counseling and therapeutic techniques to improve academic, social-emotional and behavioral



outcomes. They also acquire consultation and collaboration skills necessary for working with parents, teachers, or other professionals.

5. Measurement and Research Methodology (NASP Domains #1,9). Students learn how to use methods of scientific inquiry to evaluate and synthesize the knowledge base upon which they develop and deliver school psychological services. Graduates rely on scientific inquiry and data-based decision-making skills to solve problems encountered in professional practice and to evaluate the effectiveness of their professional services.
6. Supervised Field Experience (NASP Domains #1-10). Students are required to complete practicum during the first two years of the program. Students are also required to enter an internship under the supervision of a field-based school psychologist for a period of at least 1200 clock hours. However, students typically do an internship for a full academic year for an approximate total of 1500 clock hours

Students complete the following core competency courses. Complete course descriptions can be found in the [FIU Graduate Catalog: SEHD Course Descriptions](#). **Project SPECIAL scholars complete a different course sequence (See Appendix A – Program Plan).**

<u>Psychological Foundations (12)</u>	<u>Credit Hours</u>
EDF 6211 Psychological Foundations in Education	3
EDP 6276 Human Development: Childhood and Adolescence	3
SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools	3
SPS 7705 Neuropsychological Issues in the Schools	3
<u>Educational Foundations (6)</u>	
EEX 5259 Literacy in Special Education	3
SDS 5240 Counseling Students with Disabilities <b>OR</b>	3
EEX 5075 Teaching Students with Exceptionalities in Inclusive Setting	3
<u>Professional in School Psychology (3)</u>	
SPS 6805 Professional Problems and Issues in School Psychology	3
<u>Assessment (12) All four courses must be taken in sequence</u>	
SPS 6190 Academic Assessment and Intervention in the Schools	3
SPS 6191 Psycho-educational Assessment I: Intellectual	3
SPS 6192 Psycho-educational Assessment II: Process	3
SPS 6193 Psycho-educational Assessment III: Behavior	3
<u>Intervention (18)</u>	
SPS 7407 Behavioral Interventions in the Schools	3
MHS 5400 Counseling Skills & Techniques	3
SDS 5460 Crisis Counseling and Intervention	3
SDS 6411 Counseling Children and Adolescents	3
SPS 6199 Family-School Consultation and Collaboration	3
SPS 7176 Consultation and Assessment with CLD Populations	3

<u>Research and Measurement Methodology (6)</u>		
EDF 5481	Foundations of Educational Research <b>AND/OR</b>	3
MHS 6910	Directed Study in Counseling and School Psychology	1-3
EDP 7058	Behavioral Intervention Research and Evaluation in Education	3
 <u>Supervised Field Experience (13)</u>		
SPS 6941	Supervised Practicum in School Psychology	3
SPS 6678	Supervised Field Experience in School Psychology (1200 clock hours)	10

### Additional Requirements

All students entering the graduate program with an undergraduate degree in an area other than education must enroll in courses in general professional education (see below) as required by the Florida Department of Education in order to meet state certification requirements, and to prepare for the Florida Teacher Certification Exams (FTCE). Unless students have proof of full teacher certification, **these co-requisite education courses must be taken prior to graduation.**

### Co-requisite Education classes (non-education majors)<sup>1</sup>:

EDG 3321/5414	Instructional Decisions and Classroom Management	3
RED 4325/5339	Subject Area in Reading	3
TSL 4324/5361C	TESOL for Secondary Teachers	3

The following requirements are necessary for program completion and graduation:

- GPA of at least 3.0
- Earning a minimum of a B grade in two semesters of the school psychology internship
- Successful demonstration of the Florida Educator Accomplished Practices (FEAPs)
- Passing all sections of the **General Knowledge Test** or passing all sections of the CLAST prior to July 1, 2002 (*prior to completing the first year in program*)<sup>2</sup>
- Passing the **Professional Education** section of the FTCE (*to be taken prior to internship year, and no later than summer prior to internship*)
- Passing the FTCE **Subject Area Examination in School Psychology** *This exam should be taken in December or January of their internship year. The rationale for this is that the student will be best prepared to pass the exam AFTER completing one semester of their internship.* <http://www.fl.nesinc.com/testPage.asp?test=036>

Students can also review their program requirements by accessing their Panther Degree Audit (PDA), through their <http://my.fiu.edu> account. All competency areas need to be noted as

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<sup>1</sup> Because the graduate courses are similar to undergraduate requirements at FIU, it is acceptable to take these courses at the undergraduate level. Please consult with your program advisor for more information. Students must take a graduate-level course if under contract with Graduate Assistantship. Additional information regarding applying for certification and other requirements in Florida can be found here: <http://www.fldoe.org/teaching/certification/>

<sup>2</sup>For M-DCPS, the General Knowledge Test and Professional Education section of the FTCE may be required prior to starting internship.

“satisfied” for successful completion of the program and for graduation. If there are areas highlighted as “not satisfied,” please contact your advisor.

Students are strongly encouraged to take the Praxis School Psychology exam after completing the FTCE Subject Area Exam in School Psychology. Students will need to submit scores to FIU, using the institutional code 5206. Although not required for graduation, the Praxis is required for obtaining the National Certification for School Psychologists (NCSP): <https://www.ets.org/praxis/prepare/materials/5402>

### TaskStream

[TaskStream](#) is a web-based portfolio system that allows students to upload and share selected work, which are evaluated by a panel of faculty members every semester. TaskStream assignments and evaluation rubrics are outlined in the syllabi for all core School Psychology courses. All students enrolled in the School Psychology Program will be required to purchase and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an e-portfolio of their work. Although different from portfolios used for applying for internships and jobs, TaskStream is used to manage and report student and program outcomes for regional accreditation. Course enrollment codes are provided on their webpage and are updated each semester.

- SEHD Taskstream Office: ECS 467, 305-348-3655 or [tstream@fiu.edu](mailto:tstream@fiu.edu)

## **IV. ACADEMIC POLICIES AND PROCEDURES**

### Continuous Enrollment

The School Psychology Program and the University Graduate School (UGS) require continuous enrollment in the program until completion of the Educational Specialist (Ed.S.) degree. Students are expected to enroll in a minimum of one course per semester. Most if not all students enroll in at least two classes per semester, in order to **complete the program within six (6) years**, the maximum time limit allowed for graduate program completion. If students anticipate finishing the program beyond six years, then an Electronic Petition for Exception to Graduate Requirements will need to be submitted and approved by the program director, college dean, and UGS.

### Leaves of Absence

Students may request a leave of absence. Students making this request must provide the program faculty with a written explanation as to the need, the length of time, and the date to re-enter the program. Requests typically will be granted to students who are in good standing and have sufficient cause for the leave of absence (e.g., medical, pregnancy, death in the family, personal hardships). Medical leaves of absence will need to submit a petition to Enrollment Services. More information about student petitions can be found at this link: <https://studentaffairs.fiu.edu/health-and-fitness/student-health/forms/medical/index.php>. Students

who are granted a leave of absence extending one year (three consecutive semesters, including summer) or longer must complete an online Petition for Exception to Graduate Requirements Form to be readmitted to the program.

Students who were not granted a leave of absence and who have not enrolled in any course at FIU for three (3) consecutive semesters (including summer) will be dismissed from the program. Reapplication through the regular admission process, where the student is treated as a new applicant, is then required for readmission (e.g., must achieve at least 3.2 graduate GPA, etc.). However, readmission to the program is not always guaranteed. For example, if a student has failed to maintain satisfactory progress (e.g., placed on a remediation plan) prior to the leave of absence, then the student may be denied readmission. Note that if a student is readmitted to the School Psychology program, the current requirements for the degree will take effect. For example, if a student's first program of studies does not require a graduate course in reading but the program into which the student was readmitted does, then the student is required to complete the reading course.

#### Course Inclusion

Students who have completed graduate courses at FIU as a non-degree seeking student prior to their entry into the School Psychology program and who want to apply these courses to program requirements must do so **AFTER** official admission into the program. Students must petition the program to apply prior coursework by completing the [FIU OneStop's Graduate Course Inclusion Form](#). This Course Inclusion Form must be approved and signed by the student's academic advisor. A maximum of 12 graduate credits is allowed for course inclusion.

#### Transfer of Graduate Credit

Courses completed at another university, as a non-degree seeking student, may be substituted for those required at FIU. Students requesting such substitutions must provide:

- Completed *Graduate Course Waiver/Transfer Form* (see Appendix)
- A copy of the course syllabus
- A completed online Petition for Exception to Graduate Requirements
- A memo from the student's advisor stipulating his or her approval

Students may transfer a **maximum of 27 semester hours of graduate credit** earned from another institution. This currently applies to those with a completed graduate degree (e.g., a Masters or Specialist) in a related field. As of July 19, 2019, there is no time limit for transferring of graduate credit if the course was part of a completed graduate degree. A petition is not required, but students must complete the *Graduate Course Waiver/Transfer Form* (see Appendix). Faculty will submit approved waivers/transfers to the Registrar after students have completed all coursework but prior to internship. Acceptance of transfer credits is dependent on the provisions that:

- The student completed the course at an accredited institution
- The student received a grade of 3.0 or better on a 4.0 scale
- The course is listed on an official transcript received by the Graduate Admissions Office

- The Program Director, the student's academic advisor, and a professor who typically teaches the requested course to be substituted for judges the course to be an appropriate substitute for the FIU course requirement

If students are seeking to transfer graduate courses from an incomplete graduate degree, then those courses need to be taken within 6 years prior to anticipated graduation. Students can transfer between 6 to 12 credits at most (or 20% of required total program credits). However, **validation of the course will be required if the transferred course was taken over six years between time it was taken and anticipated date of graduation, which may require a petition to the University Graduate School.** Please consult with the advisor for additional information. Helpful Forms and Graduate School Policies:

- *FIU OneStop: Registration, Course Inclusion, and Student Record Forms:*  
<https://onestop.fiu.edu/forms-and-policies/all-forms/>
- *FIU University Graduate School Policies:*  
<http://gradschool.fiu.edu/facultystaff/#toggle-id-1>
- *FIU Medical Leaves of Absence Requests:*  
<https://studentaffairs.fiu.edu/health-and-fitness/student-health/forms/medical/index.php>

### Standards of Academic Conduct

Graduate students shall observe the highest standards of academic conduct, ethics and integrity.

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Misconduct includes:

**Cheating** – The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct. <http://integrity.fiu.edu/>

**Plagiarism** – The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet

sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct. <http://integrity.fiu.edu/>

The student is advised to consult the *Publication Manual of American Psychological Association Seventh Edition* for further clarification regarding plagiarism when writing scholarly papers.

### Faculty Advisors

Students will be assigned an advisor when they enter the program. The goal of advisement is to foster student progress. Faculty advisors help students plan their sequence of study and locate field and research experiences. Moreover, faculty advisors provide support and encouragement to students as well as constructive feedback regarding student performance and progress. Newly admitted students may consult with the School Psychology Program Director to determine their assigned advisor prior to the program orientation in August each year.

### Planning Student Programs of Study

#### a) Meeting with advisor

Students **MUST** meet with their advisor every semester either in person or by phone to plan and evaluate their program of studies. Many classes are offered only once a year during a specific semester while some are offered only every two years. Thus, it is imperative that students plan carefully so they make continuous progress and do not delay their internship. **Students are strongly discouraged from self-advising or peer advising if they do not meet with faculty on a semester basis to plan coursework. This will jeopardize planning for internship as students will not be familiar with regular changes in the schedule. This is especially important as our university adjusts to the COVID-19 pandemic.**

#### b) Number of courses to take

Students need to be conservative in the number of courses they take each semester. It is recommended that students budget their time carefully. We hope every student learns a great deal in each course they take. To get the most out of each course requires doing outside readings, experiencing practicum type activities, engaging in research, writing APA style papers, and integrating and synthesizing knowledge.

In order to guide students, the faculty has developed these guidelines for first year students, who are considering enrolling on a part-time basis. Depending on the student's schedule, faculty will prescribe a course sequence/schedule which will assist in planning courses for the next 3 to 5 years (See Appendix A). Significant deviation from the course sequence will result in delay of internship.

- For students working 33-40 hours a week, we recommend no more than two courses per semester and follow a 5-year plan.

- For students working 17-32 hours, we recommend no more than three courses per semester and follow 4-year plan.
- For students working 9-16 hours, we recommend no more than four courses per semester and follow either a 3- or 4-year plan.
- For students going to school full time, we recommend no more than five courses per semester and follow a 3-year plan.
- As a rule of thumb, students should budget about 3 hours of time outside of class for every hour they are enrolled in class. For example, a student taking a 3-semester hour class should budget their time for 12 hours per week.

### Annual Student Evaluation

At the end of each academic year, students will receive a review of their professional development and progress. The purpose of this meeting will be to discuss the student's academic and professional progress as well as future plans and goals. A goal of this review is to help ensure that students get enough practicum experience or other professional experience working with children, adolescents, and families during their program of studies. This review serves as an opportunity to guide students in selected areas of research and plan necessary course work.

Students should submit an updated curriculum vitae and a transcript. Faculty members will consider GPA, courses completed during the past year, and practicum experience or other professional experience working with children, adolescents, and families when evaluating student's professional development and progress. Additionally, intern performance appraisals and portfolios (see below) will be considered following a student's internship experience. If faculty have specific concerns regarding a student's progress, then a formal letter of evaluation is completed by the faculty advisor and forwarded to their advisees. The faculty member will meet individually with their advisee then to discuss the faculty's evaluation.

### Portfolios

A portfolio is a systematic and organized collection of products concerning a student's knowledge and professional competencies. Portfolios are intended to allow students to demonstrate the specific competencies that are expected in the FIU School Psychology Program. Students should collect products from coursework, practicum, and relevant professional or volunteer experiences that highlight their competencies, strengths, and special interests. Students complete their portfolios during their internship year. The portfolio can be compiled electronically (i.e., Taskstream), or using a three-ring binder to bring to in-person interviews. All identifying information regarding clients should be removed from each product. The portfolio should include at least the following products:

- A current curriculum vitae (CV) that includes education, practicum and field experiences, professional positions, professional memberships, awards or recognitions, and presentations or publications.

- A statement of professional goals which details short-term and long-term professional goals.
- Two letters of recommendation
- Transcripts
- Documentation of attendance at professional conferences, workshops, or other professional meetings.
- Two psychological evaluation reports that include a reason for referral, background information, test session behaviors, discussion of assessment data, recommendations, and rationale for these recommendations.
- Two intervention case studies with reflection statements that demonstrate a range of intervention competencies such as academic intervention, behavioral intervention, counseling, and consultation. These case studies must address the following areas: background and context of the problem, a description and analysis of the problem, goals for intervention, specific description of the intervention, collaboration efforts, a discussion of treatment integrity, and presentation and discussion of outcome data.

#### Satisfactory Academic Progress

To remain a student in good standing in the School Psychology Program, the graduate student must maintain or exceed a B Average (3.0). Some courses (e.g., SPS 6190, SPS 6191 etc.) may require students to obtain at least a B average or repeat the course in order to continue in the program and/or apply for internship. A graduate student whose cumulative graduate GPA drops below a B (3.0) will be placed on **warning**, indicating academic difficulty. A graduate student whose GPA remains below 3.0 in the following semester will be placed on **probation**, indicating serious academic difficulty. At any point in the student's program planning, a formal remediation plan will be developed by program faculty and/or administrators outlining conditions that must be met in order to continue enrollment. If after the remediation plan is in place, and the graduate student on probation, and/or still attains a semester GPA or cumulative GPA below a 3.0, then the student may be dismissed from the program. Students will not be dismissed prior to attempting a minimum of 12 hours of coursework as a graduate student.

Grades of IN (Incomplete) must be removed as soon as possible. Grades of IN carry no quality points and lower the overall GPA. After two semesters (including summers) the IN will automatically default to an F or the grade that the student earned in the course. There is no extension of the two-semester deadline. All grades of IN, D, or F must be removed prior to beginning the internship.

#### Grievance Procedures

If a student believes he or she has been subjected to an impropriety that has caused them undue distress or hardship, the student should first try to resolve the situation with the party or parties involved. If the situation is not resolved to the student's satisfaction, he or she should bring the matter to the attention of the Department Chairperson of the Counseling, Recreation, & School Psychology by filing a grievance. A grievance, as defined in the Encarta Dictionary, is "a formal complaint made on the basis of something that somebody feels is unfair." Upon receiving a



written letter of grievance, the Chair will schedule a meeting with the student complainant to discuss the nature of the complaint. At this point, FIU grievance procedures will be followed. These procedures are available at <http://integrity.fiu.edu/grievances.html>

## V. PRACTICUM/INTERNSHIP

**Due to COVID-19, there will be additional safeguards and precautions taken for practicum placement, internship and other field experiences.**

### Security Clearance

Prior to starting their practicum and internship, students are required to obtain security clearance from their prospective districts. Each district has their own security clearance procedures. Therefore, if a student is enrolled in a practicum experience in Miami-Dade County Public Schools and the following year does an internship in Broward County Public Schools then security clearances will need to be done for both districts. A security clearance fee is charged to the student. Please see the College of Arts, Sciences, & Education Field Experience Office on the second floor of Ziff Education Building, 130 (ZEB 130) for information about obtaining security clearance. If the candidate believes that there might be a problem in passing the background check, then please see the program director. All shared information will remain confidential.

### The Practicum

The Practicum in School Psychology is designed to provide students with authentic clinical experiences in a school setting. In their first year, students complete an **Observational Practicum**, where they shadow a practicing school psychologist for a total of four (4) days a semester. This allows them to observe the day-to-day role of the school psychologist in the field. Students who work full time at any point during the practicum experience must make arrangements with their employer to dedicate hours to their practicum placement.

As students complete coursework in assessment, consultation, and intervention, students are eligible to enroll in **Field Practicum** typically in the student's second year of the program, and must be completed prior to Internship. The Field Practicum permits students to practice the skills they are learning or have learned in their previous and current coursework, and to begin to engage in the professional activities of a school psychologist. Students develop a better understanding of schools (e.g., systems/organizational level), educational staff and students, cultural diversity, as well as the roles and functions of school psychologists. Students are supervised weekly by a certified or licensed school psychologist. *Students are expected to attend their practicum site for the equivalent of one full day (at least 6 hours) each week during the semester, for a total of 90 hours.* Weekly supervision from the university supervisor is also required to receive credit. Students may reserve 2-4 hours weekly to conduct class assignments in the field setting, the remainder of the time will be spent working directly with the field supervisor. Professional dress and demeanor are expected in both observational and field practicum setting. Additional time in the site may be required to complete course expectations. Practicum students will be formally evaluated by both field and university supervisors to

determine whether the student has attained basic competencies as outlined by NASP 2020 standards.

It is occasionally necessary to temporarily withdraw a student from the practicum placement if problems arise due to the student's progress or to unforeseen circumstances at the practicum site. If this should occur, the instructor will consult immediately with the student and the field supervisor to develop a plan to reestablish the practicum as soon as is feasible. Practicum students will be asked to purchase liability insurance prior to starting their fieldwork experience.

- NASP provides options for liability insurance:  
<https://www.nasponline.org/membership-and-community/professional-liability-insurance>

### The Internship

**Internships are the final stage of students' pre-professional preparation.** A successful internship is a dynamic and comprehensive experience in which the intern applies knowledge and skills learned during coursework to real settings while receiving direction, performance feedback, and encouragement from field-based and university-based supervisors. The primary purpose of the internship should be the professional preparation of the intern rather than service to the internship site. Interns attain competencies as outlined by FEAPS and NASP Standards.

Students are required to have completed all their graduate course work prior to beginning their internship in Fall. All school-based internships start in August of the school year. Students are also expected to pass the General Knowledge Test (unless otherwise noted) and Professional Education portion of the FTCE prior to applying for Internship. Internship placement is competitive, and students are encouraged to apply to more than one site. The University training program in consultation with internship sites will approve placement. The individual school district makes the ultimate decision as to whether or not to accept the intern for their year-long internship. Students may apply to internship sites locally, within Florida, or nationally. Internships may be completed at a location outside of the state of Florida under the conditions that the internship meets NASP and SPP standards and the interns are provided with university-based supervision. The school psychology faculty must approve all internship placements prior to initiation of the internship.

**The internship must be full-time, involving a five-day a week and work throughout the school day.** The internship typically begins late summer, prior to the academic year. Students are required to complete a minimum of 1200 clock hours. At least 600 hours of the internship must be completed in a setting that provides services to children from Kindergarten through grade 12 in a public school. Other internship experiences may be approved in individual cases. These may include private state approved educational programs or mental health-related programs or settings for the education of children and youth. Most students complete their entire internship in the public school system. Part of their internship is focused on a "general" school psychologist's role, but in the later half, students may have a specialized internship experience. Interns will receive a performance appraisal completed by field-based supervisors to assess their professional behaviors and competencies.

Internship experiences vary according to the internship site. Please contact the sites to find out specific information regarding their internship programs and application deadlines. Most FIU students intern in Miami-Dade, Broward, or Palm Beach public school systems. However, those who may seek an internship elsewhere should discuss this option with their advisor.

The Florida Consortium of School Psychology Trainers and Supervisors has developed a standardized format for applying for a school psychology internship within the state. Students typically need to apply to the various districts they are interested in serving during January in the year before their internship. Interviews are held by each district in February and applicants receive notification of their internship offers during the first week of March. Districts typically require a letter of intent, sample psycho-educational assessment reports, a curriculum vitae, a graduate transcript, and two or in a few cases three letters of recommendation (one must be from the program director or coordinator of University school psychology internships).

- FASP Internship Guide and Resources:  
[http://www.fasp.org/Standing\\_Committees/School\\_Psychology\\_Students\\_Interns.html](http://www.fasp.org/Standing_Committees/School_Psychology_Students_Interns.html)

Internships are competitive and the SPP cannot guarantee an internship. Consequently, we highly recommend that all applicants apply to a minimum of three districts. Some internships are paid, whereas others are not. Funding and the number of open internship slots varies from year to year. In some instances, potential interns may not know if their internship will be funded until after the acceptance date. Fortunately, all internships for our students since 2013 have been funded. The official date where students will be contacted by the districts in Florida to find out if they have been offered an internship position is typically the first Monday in March. This will vary in other states.

All applicants will receive training in interviewing for their internship. It is strongly advised that all students participate in this training. Students should also begin updating their CV and letter of intent during the beginning of the fall semester in the year prior to internship. This will give faculty the time necessary for editing materials and preparing a letter of recommendation.

#### Contact Information for the Tri-County Area

##### **1. Miami-Dade County Public School District:**

Contact: Maria Aguelles, Ed.S.  
Psychological Services  
1500 Biscayne Blvd., Suite 407V  
Miami, FL 33132  
Phone: (305) 995-1735

**2. Broward County School District:**

Contact: Chauntea Cummings, Ed.S.  
Psychological Services Department  
Arthur Ashe Center  
1701 NW 23rd Avenue  
Phone: 754-321-3440

**3. Palm Beach County School District:**

Contact: Maritza (Maria Isabel) Gallardo-Cooper, Ph.D., NCSP  
Department of Exceptional Student Education  
School District of Palm Beach County  
3300 Forest Hill Blvd., A-203  
West Palm Beach, FL 33406  
Phone: (561) 434-8483 PX 48483

**\*Special note about internships in Miami-Dade County Public School District and payment**

If M-DCPS pays, the interns are paid at the substitute teacher rate in M-DCPS. In order to be paid the incoming interns need to be certified by the Department of Education. Consequently, if an incoming intern is not already certified as a teacher, then they may need to obtain temporary certification as a teacher prior to beginning their internship in order to be paid. They should begin this process as soon as they are informed that they have been accepted as M-DCPS school psychology interns. This stipulation only applies to M-DCPS interns, not those in other counties.

Requesting Internship Handbook and Internship Fee Waivers

Students should contact Dr. Lazarus at the beginning of the July to obtain the latest Internship Handbook. Students are advised to register for five (5) semester credits during the fall semester and five (5) semester credits during the spring semester for a total of ten credit hours. According to 6C-7.008 (2) (5) statute pursuant to 240.235 (7), school psychology students enrolled in a school psychology internship are entitled to a fee waiver. In-state students receive a tuition waiver for their entire internship. However, they are required to pay other fees charged by the university.

For students requesting Financial Aid during their internship year, they may register for five (5) semester hours of credit to be considered half time each semester. Students who are half-time may get the same loan as students who are full time (i.e. 9 semester hours of graduate credit). As long as students remain at least half-time (i.e. 5 semester hours of graduate credit), they also get to defer paying back their loan until six (6) months after graduation.

If there are any questions regarding financial aid, please contact the Office of Financial Aid at 305-348-7272.

## **VI. SCHOOL PSYCHOLOGY ED.S. PROGRAM REQUIRED COURSES CHECKLIST<sup>3</sup>**

The School Psychology Program is 70 credit hours. Each of the courses listed below is 3 credits unless otherwise indicated. Complete course descriptions are available in the [FIU Graduate Catalog: SEHD Course Descriptions](#).

<b><u>Psychological Foundations (12)</u></b>		<b><u>Offered/notes</u></b> <b><u>(subject to change)</u></b>	<b><u>Professor /</u></b> <b><u>Semester</u></b>	<b><u>Grade</u></b>
SPS 7195	Child Psychopathology: Assess/Interv. in the Schools	SS only (Even # years)		
SPS 7705	*Neuropsychological Issues in the Schools	SS only (Even # years, Online option)		
EDF 6211	Psychological Foundations in Education	F, S, SS		
EDP 6276	Human Development: Childhood and Adolescence	F only		
<b><u>Educational Foundations (9)</u></b>				
EEX 5259	Literacy in Special Education	S only		
SDS 5420	Counseling Students with Disabilities <b>OR</b>	SS only (see faculty)		
EEX 5075	Teaching Students with Exceptionalities in Inc. Settings	S, SS (online)		
SPS 6805	Professional Problems and Issues in School Psychology	F only		
<b><u>Assessment (12)</u></b> <i>All four courses must be taken in sequence</i>				
SPS 6190	Academic Assessment and Intervention in the Schools	F only		
SPS 6191	*Psycho-educational Assessment I	S only		
SPS 6192	*Psycho-educational Assessment II	F only		
SPS 6193	*Psycho-educational Assessment III	S only		
<b><u>Intervention (18)</u></b>				
SPS 7407	Behavioral Interventions in the Schools	SS only (Odd # years)		
MHS 5400	Counseling Skills & Techniques	S (see faculty)		
SDS 5460	*Crisis Counseling & Intervention	S, SS (see faculty)		
SDS 6411	*Counseling Children and Adolescents	SS (see faculty)		
SPS 6199	Family-School Consultation and Collaboration	S only		
SPS 7176	Consultation and Assessment with CLD Populations	SS only (Odd # years)		
<b><u>Research and Measurement Methodology (6)</u></b>				
EDF 5481	Foundations of Educational Research <b>And/or</b>	F, S, SS (Online option)		
MHS 6910	Directed Study in Counseling and Sch Psych (var.)	F, S, SS		
EDP 7058	*Behavior Intervention Research and Eval. in Education	S only		
<b><u>Supervised Field Experience (13)</u></b>				
SPS 6941	Supervised Practicum in School Psychology	F, S, (SS, for SPECIAL )		
SPS 6678	Supervised Field Experience in School Psychology (10)	F, S, (SS, if needed)		
<b><u>Co-Requisite Education Courses for students who are not certified in Florida</u></b>				
EDG 3321 or 5414	Instructional Strategies and Classroom Management	F, S, SS (Online option)		
RED 4325 or 5339	Subject Area in Reading	F, S, SS (Online option)		
TSL 4324 or 5361C	TESOL for Secondary Teachers	F, S, SS (Online option)		

\* Requires pre-requisite – Consult with Advisor. **F = Fall, S = Spring, SS = Summer**

<sup>3</sup> Faculty will do their best to follow the above schedule of courses. However, this schedule is non-binding and may change due to issues related to summer finances, changes in course offerings in non-school psychology programs, and enrollment. These changes may be beyond the faculty's control. Therefore, consult with your advisor.

## VII. IMPORTANT PEOPLE AND TELEPHONE NUMBERS

**Advisor:** Dr. Lazarus

**Telephone Number:** (305) 348-2725 or 954-830-7271

**Office:** ZEB 238A

**Office Hours:** \_\_\_\_\_

**E-Mail Address:** [lazarusp@fiu.edu](mailto:lazarusp@fiu.edu) or [Philaz1@aol.com](mailto:Philaz1@aol.com)

**Advisor:** Dr. Pham

**Telephone Number:** (305) 348-3199

**Office:** ZEB 240B

**Office Hours:** \_\_\_\_\_

**E-Mail Address:** [avpham@fiu.edu](mailto:avpham@fiu.edu)

**Advisor:** Dr. Pelaez

**Telephone Number:** (305) 348-2090

**Office:** ZEB 242B

**Office Hours:** \_\_\_\_\_

**E-Mail Address:** [martha.pelaez@fiu.edu](mailto:martha.pelaez@fiu.edu)

**Advisor:** Dr. Allen

**Telephone Number:**

**Office:**

**Office Hours:** \_\_\_\_\_

**E-Mail Address:** [amallen@fiu.edu](mailto:amallen@fiu.edu)

**Advisor:** Dr. Griffith

**Telephone Number:**

**Office:**

**Office Hours:** \_\_\_\_\_

**E-Mail Address:** [shagriff@fiu.edu](mailto:shagriff@fiu.edu)

**Advisor:** Dr. Lupas

**Telephone Number:**

**Office:**

**Office Hours:** \_\_\_\_\_

**E-Mail Address:** [kpyle@fiu.edu](mailto:kpyle@fiu.edu)

**\*Note:** Office hours change from semester to semester

**Student Mentor:**

**Telephone Number:**

**E-Mail Address:**

## VIII. CREDENTIALING REQUIREMENTS

For School Psychologists in Florida



- ◆ Steps to Obtain Teacher Certification in Florida: <http://www.fldoe.org/edcert/steps.asp>
- ◆ Bureau of Teacher Certification Home Page:  
<http://www.fldoe.org/edcert/>
- ◆ Florida Certification Coverages (Areas):  
<http://www.fldoe.org/edcert/subjlist.asp>
- ◆ Florida Teacher Certification Examination (FTCE) Home Page:  
<http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/>
- ◆ FTCE School Psychology Subject Area Test (cutoff score is 200)  
<http://www.fl.nesinc.com/testPage.asp?test=036>
- ◆ National Association of School Psychologists Praxis exam (qualifying score is 147)  
<https://www.ets.org/praxis/nasp/overview>
- ◆ Review of Programs in the State of Florida
  1. Based on course by course review of the applicant's transcript.
  2. Based on graduation from a National Association of State Directors of Teacher Education and Certification (NASDTEC)-approved program.
  3. Based on graduation from a NASP-approved program.
  4. Based on graduate from a "state approved training program." The colleges with approved programs are:
    - Barry University: Miami Shores
    - Florida International University: Miami
    - Florida State University: Tallahassee
    - Nova Southeastern University: Fort Lauderdale
    - University of Central Florida: Orlando
    - University of Florida: Gainesville
    - University of South Florida: Tampa

- ◆ Review of applicants from out of state:
  1. Based on reciprocity with other states. Coursework from out-of-state programs is accepted if they are from a regionally accredited institution and are at a post-master's level. This includes 60 semester hours of graduate credit hours and a yearlong internship. Experience may substitute for the internship as provided for in State Board of Education Rule 6A-4.0311 (3) or (4).
  2. Based on graduation from a school psychology program at a CAEP accredited institution.
  3. Based on graduation from a NASDTEC approved program.
  4. Based on graduation from a NASP-approved program or is a Nationally Certified School Psychologist (NCSP).
  5. Based on course-by-course review of the applicant's transcript.
  6. Competency exam requirements are the same for in-state and out-of-state applicants.
  7. There are no additional requirements for out-of-state applicants.
  
- ◆ Teaching Experience: none required
  
- ◆ Renewal Requirements:
  1. Re-application required
  2. Renewal fee of \$56.00
  3. Documentation of 65 hours or equivalent of in-service training must be submitted
  4. Six semester hours of college credit or equivalent must be earned during the last validity period for the candidate. At least three of the hours must be in the applicant's field or in administration, guidance, computer science, foreign language, or basic skills.

**Contact:**

Bureau of Teacher Certification  
Room 203, Florida Education Center  
325 West Gaines Street  
Tallahassee, FL 32399  
(850) 488-2317



## IX. FINANCIAL ASSISTANCE



The School Psychology Program does not award scholarships directly. However, several funding opportunities are available through FIU and the School of Education & Human Development. These opportunities may require full-time enrollment (9 credits Fall/Spring, 6 credits in Summer) only. Part-time and full-time work opportunities are occasionally disseminated via the FIU School Psychology listserv.

- 1) **Graduate Assistantships.** The School of Education & Human Development and the Department of Counseling, Recreation, & School Psychology award several graduate assistantships each year. These positions typically award a tuition-waiver and pay a stipend every two weeks, each semester for 12 months. The amount of both may vary from year to year. Students interested in applying for a graduate assistantship in the School Psychology program or in the department should contact Dr. Pham at [avpham@fiu.edu](mailto:avpham@fiu.edu) and complete an application: <https://case.fiu.edu/about/resources/current-students/graduate-students/graduate-assistantships/>
- 2) **Scholarships/Grants.** Florida International University awards college-wide and university-wide scholarships/grants to graduate students. The amount will vary from year to year. Students interested in applying for a grant must complete the Free Application for Student Aid. Scholarships are also available on a competitive basis. An annual competition is held for new and continuing students. See faculty for more information and go to <https://fiu.academicworks.com/> This website also links students to potential scholarships: <http://www.fastweb.com>
- 3) **The Florida Association of School Psychologists:** The Florida Association of School Psychologists (FASP) publishes a scholarship directory for school psychology students in the state of Florida. Students are encouraged to contact the Chairperson for Training and Credentialing of FASP. The contact information can be found at <http://www.fasp.org/index.html>. From the FASP web site, go to the Training and Credentialing committee page and download that information regarding financial aid.
- 4) **Loans:** Students who desire a loan to supplement their educational endeavors should complete the Free Application for Student Aid through the Office of Financial Aid, PC 125, (305) 348-2489. Subsidized and unsubsidized loans are provided. Please go to <http://onestop.fiu.edu/financial-aid/>

## X. UNIVERSITY RESOURCES AND SUPPORTS FOR STUDENTS

### Disability Resource Center

FIU's [Disability Resource Center](#) (DRC) provides information and assistance to students with disabilities who are in need of special accommodations. Individual services are available to students with visual, hearing, speech, physical, and learning disabilities, chronic health problems, psychological disorders, and temporary disabilities. Services include counseling, classroom accommodations, adapted equipment, note-takers, readers, interpreters, adapted testing, priority registration, and referrals. Support and assistance in overcoming architectural, academic, attitudinal, and other barriers encountered are provided. Requests for services must be made prior to the beginning of each semester and current documentation of disability is required to receive services. Email: [drc@fiu.edu](mailto:drc@fiu.edu)

**Main Campus:** GC 190, Phone: 305-348-3532

**BBC:** WUC 131, Phone: 305-919-5345

### Panthers Care & Counseling and Psychological Services (CAPS)

If students are looking for help or assistance for a fellow classmate, Panthers Care encourages students to express any concerns they may come across as it relates to any personal behavior concerns or worries, for the classmate's well-being or for oneself; students are encouraged to share concerns with [FIU's Panthers Care website](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Call promptly to set up a time to talk or visit the online self-help portal.

**Main Campus:** SHC 210, Phone: 305-348-2277

**BBC:** WUC 320, Phone: 305-919-5305

### FIU Writing Center

Effective and clear written communication is an essential skill for any school psychologist. Students will spend a significant amount of their time writing essays, psychoeducational reports, and research papers, while receiving meticulous feedback from faculty on these products. It is expected that students have developed proficient skills in APA style and formatting prior to entering our program. However, support is provided at the [FIU Center for Excellence in Writing](#) located in the Green Library for any student to improve their overall writing skills.

At any point during the student's enrollment in the program, faculty may advise or require a student to seek support at the FIU Writing Center. If so, it is the student's responsibility to make an appointment with a writing tutor, and to communicate regularly with the faculty regarding their progress over the course of the semester (or longer).

**Main Campus:** Green Library Room 125, Phone: 305-919-4036

**BBC:** Hubert Library Second Floor, Phone: 305-348-6634

## COVID-19 Student Resources

As of Summer 2020, and ongoing through Fall 2020, graduate courses are offered as synchronously remote and/or online due to COVID-19. The negative impacts of the pandemic will make it difficult for faculty, staff, and students to take part in face-to-face activities on campus. FIU has provided regular announcements and updates on repopulating the campus by adhering to social-distancing guidelines along with adjustments of classroom capacity if there should be a need to attend campus. To ensure safety and health of our students, faculty, staff, and communities, it is imperative that each student follows these updates and adheres to these guidelines: <https://www.fiu.edu/coronavirus/> and [Frequently Asked Questions](#) (FAQs)

[FIU Student Health Clinic](#) (by appointment only):

**Main Campus**  
Student Health Center (SHC)  
11200 SW 8th Street  
Miami, FL 33199  
305-348-2401

**Biscayne Bay Campus**  
Health Center Complex (HCC)  
3000 NE 151 Street  
North Miami, FL 33181  
305-919-5620

Medical Records: [medrec@fiu.edu](mailto:medrec@fiu.edu)

Healthy Living: [hlp@fiu.edu](mailto:hlp@fiu.edu)

Health Compliance: [immune@fiu.edu](mailto:immune@fiu.edu)

[CARES Act](#) (financial support for eligible students). **As of June 5, 2020, FIU has allocated all of its CARES Act funds to eligible students.** Students who were not awarded CARES Act funds and are still in need should continue to apply at <http://go.fiu.edu/eaidrequest> FIU is working on additional funding sources to help meet student needs.

[Laptop Loaners](#) (for safe pickup or shipping through CASTIC).

If any student believes that they are exposed or confirmed to have COVID, please inform the faculty ASAP. We will reach out to the student and FIU Student Ombuds who will connect with the impacted individual, gather essential intake information and relay what is relevant to the appropriate emergency management leads.

- **Sofia Trelles**  
**Student Ombuds**  
**305-348-2797**  
[ombuds@fiu.edu](mailto:ombuds@fiu.edu)

Although we are experiencing a pandemic, federal and state privacy laws still govern the disclosure of personal/health information. Faculty will not send emails to listservs, departmental staff or anyone else.

## XI. ASSESSMENT OF PROGRAM AND STUDENT LEARNING OUTCOMES

The FIU School Psychology program collects quantitative and qualitative input from students, affiliated faculty, and field-based supervisors in order to evaluate and improve program and student learning outcomes. Student learning outcomes focus on students' knowledge and skills expected upon completion of an academic degree program (e.g., grade, passing rates on statewide tests). Student learning outcomes are expected to address content/discipline knowledge, critical thinking, and oral and/or written communication skills. Program outcomes focus on expected programmatic changes that will improve overall program quality for all stakeholders, including students, faculty, and staff. Program outcomes emphasize areas such as recruitment, professional development, advising, hiring processes, and/or satisfaction rates. Program outcomes assist in determining whether the services, activities, and experiences of and within a program positively impact the clientele it serves. All data are stored in *TracDat*, the online management system to record, track, and store assessment reports from all FIU academic units. All program and student learning outcome data are inputted and reviewed by faculty on an annual basis.

## XII. RELATED PROFESSIONAL EXPERIENCES

Students in the School Psychology Program come from diverse backgrounds. Some are established professionals who desire to augment their skills and job opportunities. Others come straight from their undergraduate program. Work in areas related to school psychology and with children is highly recommended prior to applying for the internship. Areas with related experience include: teacher, substitute teacher, counselor, caseworker, group interventionist, teacher's assistant, classroom volunteer, preschool teacher, research assistant (child-related study). Volunteer work is also acceptable experience. Students who desire employment related to school psychology and children should consider job opportunities such as those provided by the following organizations:

1. **Miami-Dade County School District.** All necessary forms can be downloaded from this website: <http://jobs.dadeschools.net/>

Address: Miami-Dade County Public School  
Human Resources and Development  
Instructional Staffing  
1500 Biscayne Boulevard, Suite 129  
Miami, FL 33132  
(305) 995-7670

2. **Broward County School District:** All necessary forms can be downloaded from this website: <https://www.browardschools.com/Page/31910>

Address: Instructional Staffing  
600 SE 3<sup>rd</sup> Avenue  
Fort Lauderdale, FL 33301  
(954) 765-6000  
(954) 765-6310 (fax)

**3. FIU Center for Children and Families:** <https://ccf.fiu.edu/>

The Center for Children and Families (CCF) is a Preeminent Program and a world-class clinical research center dedicated to improving the lives of children and families struggling with mental health problems. Students have worked as clinicians and counselors in both the After-school Treatment Program (ATP) and the Summer Treatment Program (STP): <https://ccf.fiu.edu/services/adhd-and-behavioral-disorders/index.html>

Address: 1200 SW 8th Street  
AHC 1 Room 140  
Miami, Florida 33199  
Telephone: 305.348.0477  
Fax: 305.348.3646  
E-mail: [ccf@fiu.edu](mailto:ccf@fiu.edu)

**4. Children's Home Society:**

- <https://www.chsfl.org/careers> (main page)
- <https://www.chsfl.org/locations/miami-dade> (for Miami)

800 NW 15<sup>th</sup> Street  
Miami, FL 33136-1495  
(305) 324-1262

- <https://www.chsfl.org/locations/broward-county> (for Fort Lauderdale)

401 NE 4<sup>th</sup> Street  
Fort Lauderdale, FL 33301  
(954) 763-6573

Students interested in positions should visit the website to find positions available, contact information, and locations.

- 5. Local schools:** Often the principal is the best person to contact if you are interested in a position at a particular school. Open positions are not always posted at the district office.

### **XIII. ASSOCIATIONS**

Students are expected to be members or be affiliated with a local, regional, or national association to enhance their education, leadership, and professional development as a future school psychologist. The following are several associations most relevant to School Psychology.

#### **1. American Psychological Association (APA) Division 16-School Psychology**

This division of the American Psychological Association represents the interests of psychologists engaged in the delivery of comprehensive psychological services to children, adolescents, and families in schools and other applied settings. For more information go to: <http://www.apa.org/about/division/div16.aspx>

#### **2. National Association of School Psychologists (NASP)**

The National Association of School Psychologists represents and supports school psychology through leadership to enhance the mental health and educational competence of all children. NASP holds an annual conference, typically in February, which students are encouraged to attend. In addition, NASP has numerous online resources, podcasts, and community forums for students. For more information go to: <http://www.nasponline.org>

#### **3. Florida Association of School Psychologists (FASP)**

This is the state association to which most school psychologists in Florida belong. Memberships for students are reasonable and are available online. FASP also holds an annual conference, typically in late October or early November, at different locations throughout the state. Students are encouraged to attend and present to other colleagues. For more information go to: <http://www.fasp.org>

#### **4. School Psychology Student Association (SPSA)**

This is the student association at FIU. Your membership is encouraged and leadership in this organization is highly favored by local school districts. SPSA coordinates the new student orientation, which occurs during the second half of the summer semester or during the first two weeks of the fall term. The Association helps mentor incoming students into the program and new students are assigned a student mentor during their first year of study. Field visits to sites related to the profession are organized by SPSA. The Association sponsors a number of philanthropic activities during the academic year. Also, we host a holiday party in the fall semester and an end of the year party during the spring semester to celebrate our recent graduates. The Association sponsors the annual Patricia del Valle Humanitarian Award to a deserving school psychology student who best exemplifies Dr. del Valle's personal and professional characteristics.

There are many ways students can get involved with this organization. Elections of all officers are held once a year in April for the following academic year. Positions within the Association that are open to all students each year consist of President, Vice President, Treasurer, Secretary, CSO Representative and various committee memberships (philanthropy, social, fundraising, etc.). Incoming students are advised to join committees consistent with their interests and skills. For more information on upcoming events and this year's executive board, go to <https://case.fiu.edu/opportunities/clubs/index.html> and search School Psychology Student Association (SPSA) under Panther Connect.

## XIV. FACULTY PROFILES



### **Dr. Philip J. Lazarus**

Philip J. Lazarus, Ph.D. is an Associate Professor and Director of the School Psychology Training Program at Florida International University. He is a Past-President of the National Association of School Psychologists. Dr. Lazarus has served as the Director of the program for more than 40 years and his primary responsibility is to train school psychologists to work in the schools. He is a graduate of Tulane University, the University of Miami, and the University of Florida.

Dr. Lazarus did a doctoral internship in school psychology in Alachua County, Florida and another doctoral internship in counseling psychology at the University of Florida Student Counseling Center. He also worked at New Dawn Partial Hospitalization, Shands Hospital and the North Central Florida Community Mental Health Center. He has also worked as a teacher of children with intellectual disabilities in Broward County Public Schools, a practicing school psychologist in Palm Beach County Public Schools, and as a school psychologist for the Miccosukke Indian School.

Dr. Lazarus is the co-editor of the texts, *Psychoeducational Evaluation of Children and Adolescents with Low-Incidence Handicaps* and *Best Practices in School Crisis Prevention and Intervention*. He recently co-wrote the text, *Creating Safe and Supportive Schools and Fostering Students' Mental Health*. He is the senior editor of the text, *Fostering the Emotional Well-Being of our Youth: A School-Based Approach* to be published in 2021 and co-author of *Safe Schools Now: Leadership for Developing Secure, Supported and Emotionally Healthy Students* to be published in 2021.. He has written more than ten book chapters and over three-dozen scholarly articles. Dr. Lazarus has given more than 200 presentations both nationally and internationally.

Dr. Lazarus has served the profession of psychology as the President of the Florida Association of School Psychologists, founder and Vice President of FASP Children's Services Fund, Inc., Chairperson of the Florida Council of Trainers and Supervisors, founder and Chairperson of the Florida Board of Examiners in School Psychology. He is the founder and current co-chair of the Florida Emergency Assistance Team of FASP and has responded to Hurricanes Andrew, Charley, Frances, and Ivan. He is also a founder of Camp Kadima, a camp for physically and mentally challenged youth that now serves more than 100 youngsters.

Dr. Lazarus served as Chair and founding member of the Board of Examiners in School Psychology for the state of Florida. In this capacity, he along with the Board developed the first state school psychology examination for private practice licensure. He also served as co-chair of the subject area examination committee which developed the first subject area exam in school psychology for public practice. This exam is required to be passed in order to practice in the public schools.

Dr. Lazarus is a founder and Past-Chairperson of the National Emergency Assistance Team of the National Association of School Psychologists. This team has provided direct crisis assistance in the aftermath of the tragic school shootings in West Padukah, Kentucky; Jonesboro, Arkansas; Edinboro, Pennsylvania; Springfield, Oregon; Littleton, Colorado; Flint, Michigan; Lake Worth, Florida; Santee, El Cajon, California and Red Lake, Minnesota. The NEAT Team also responds to natural disasters such as tornadoes, hurricanes, earthquakes, and floods as well as acts of terrorism. He led the NASP crisis response in Mississippi and Louisiana where he provided crisis intervention training in the aftermath of



Hurricane Katrina and he also led the team in their response to the Gulf Oil Spill. This seven-person team provides training to professionals in the area of crisis prevention and response as well as consultation to schools and school districts.

Dr. Lazarus authored the NASP President's Call to Action to Prevent Youth Suicide. His work with Frank Zenere in the area of suicide prevention is considered the only study reviewed that shows promising evidence for educational/clinical significance according to the Task Force on Evidence-Based Interventions in School Psychology.

Dr. Lazarus has served on the NASP Strategic Planning Committee, the NASP Task Force on Personnel Evaluation of School Psychologists, the NASP Governance Enhancement Initiative, the NASP Task Force on Equal Opportunity and Non-Discrimination Policy, and the NASP EC Finance Advisory Workgroup. In his role as NASP President, he served as chair of the NASP Executive Council, chair of the NASP Delegate Assembly, and chair of the NASP EC Personnel Workgroup.

Dr. Lazarus has also maintained a private practice for 25 years. He specializes in working with children, adolescents and families. His practice encompasses assessment, therapy and consultation with troubled youth and their families. Dr. Lazarus has dealt with schools and communities that have been involved with trauma and loss of life and has provided therapy and assessment following bus accidents impacting two communities in both Florida and Texas. He also consults with schools, law firms and businesses. He consulted with the Federal Bureau of Investigation in their landmark study on profiling school shooters and has conducted psychological evaluations on targeted school shooters. He has worked on school violence prevention and bullying prevention for the National Catholic Risk Retention Group, Inc and VIRTUS®. Dr. Lazarus has been interviewed by a number of news sources such as the CNBC, CNN, the Glenn Beck Show, Newsweek, Seventeen Magazine, Washington Post, Reader's Digest, NPR, and has appeared on numerous radio talk shows dealing with such topics as depression in children, anxiety in children and adolescents, responding to natural disasters, coping with trauma following school shootings, school violence, helping children deal with grief and trauma following 9-11, bullying in schools, threat assessment, and identifying troubled students.

Dr. Lazarus is the 1984 recipient of the FASP Presidential Award for his contribution in writing ethical guidelines for dual practicing school psychologists and the NASP/NEAT "Dare to Dream" Outstanding Contribution Award in 2002 for his leadership in crisis prevention and intervention and his work as Chair of NEAT in the aftermath of September 11th. In 2006, he received the NASP Certificate of Appreciation and the NASP Presidential Award for his work in providing crisis intervention services in the aftermath of Hurricanes Katrina and Rita. And in 2008 he received the Willard Nelson Lifetime Achievement Award from the Florida Association of School Psychologists. In 2009, he received the DASP recognition of achievement and in 2009 the NASP Government and Professional Regulation Certificate of Appreciation for his work in advocating for school psychological services for Miami-Dade County Public Schools and the 340,000 students in the system. In 2010 Dr. Lazarus was profiled as a Worlds Ahead professor at Florida International University.

Dr. Lazarus is married to Jane, who is also a school psychologist, and they have a son, Adam. In rearing their son, they are reminded of the quote by Neil Postman, "Children are the messages we send to a time we will not see."





### **Dr. Andy V. Pham**

Dr. Andy V. Pham is an Associate Professor of School Psychology at Florida International University (FIU), and serves as the Graduate Program Director in the Department of Counseling, Recreation and School Psychology. He received his BA in Psychology from Boston University in 2004, MA in School Psychology from Tufts University in 2005, and Ph.D. in School Psychology from Michigan State University in 2010. After completing an APA-accredited predoctoral internship at Virginia Beach City Public Schools, Dr. Pham accepted a postdoctoral fellowship in child neuropsychology at New York University Child Study Center, where he was clinical instructor in the Department of Child and Adolescent Psychiatry. Dr. Pham is a certified school psychologist in the state of Florida, and is a nationally certified school psychologist (NCSP). His teaching interests include psycho-educational assessment and educational psychology.

Dr. Pham has conducted research examining how neurocognitive and sociocultural variables influence academic and mental health outcomes of diverse children. His work has been published in *School Psychology (Quarterly)*, *Archives of Clinical Neuropsychology*, *Journal of Attention Disorders*, *Journal of Educational and Psychological Consultation*, *Journal of Cross-Cultural Psychology*, *Current Psychiatry Reports*, *Journal of Diversity in Higher Education*, and *Review of Educational Research*. He aims to reduce ethnic disparities in mental health and education by implementing cultural humility and cultural responsiveness in research and practice. He is the co-director of [Project SPECIAL](#) (School Psychologists and Educators: Collaborative Interventions for All Learners) a five-year training grant funded by the US Department of Education, Office of Special Education Programs (2019-2024) which aims to recruit and train diverse school psychology and special education students in culturally responsive and evidence-based practices. Dr. Pham currently serves as Editor of APA Division 16's *The School Psychologist*, and Associate Editor of the *Journal of Child and Family Studies*. He is the recipient of the UGS Provost Award for Outstanding Mentorship of Graduate Students in 2020, and is co-authoring a book (with Dr. Anisa Goforth) on culturally responsive practices to be published in 2022 by Oxford University Press.



### **Dr. Martha Pelaez**

Martha Pelaez is a Frost Professor at the College of Arts, Sciences and Education, Florida International University. She received her Ph.D. in 1992 in Developmental Psychology, winning the International Dissertation Award from the International Society for Infant Studies (ISIS). In 1994, she completed a Postdoctoral Fellowship at the University of Miami, School of Medicine. In 2005, she became a full professor of Psychology at FIU.

**Teaching.** Dr. Pelaez supervises students' doctoral dissertations and teaches courses in Educational Psychology, Child Development, Applied Behavior Analysis, Behavioral Interventions: Research & Evaluation, Single Subject Designs, and directs infant and early childhood research. She has been a visiting professor at the University of Nevada-Reno (1997, 2008), University of Oviedo-Spain (2000 & 2001); University of Almería-Spain (1998); National University of Ireland-Maynooth (2002), University of Lille, France (2006) where she has taught a seminar on child learning and development.

She has delivered invited addresses and papers at universities including Harvard University-William James Hall, University of Notre Dame, Trinity College-Dublin; Fordham University-New York, and papers at conferences of the American Psychological Association (APA), the Association for Behavior Analysis (ABA), the Society for Research on Child Development (SRCD) and other societies held in

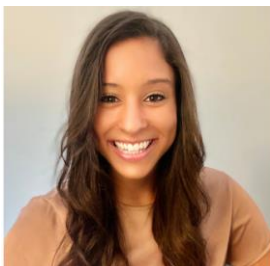
Washington, San Francisco, Atlanta, Nashville, New Orleans, Chicago, Kansas, Seattle, Boston, London, Brighton-UK, Paris, Amiens-France, Taipei-Taiwan, Yokohama-Japan, Toronto, Montreal, Venice, Palermo, Sicily, Granada, Cordoba, Seville, Sao Carlos-Brazil, Engelberg, Switzerland, Linköping-Sweden, Ho Chi Minh, and several cities in Mexico.

**Research.** Dr. Pelaez’s research has been supported by NIH and other grant agencies. She has studied mother-infant interactions and early social-learning processes, as well as designed applied interventions with children at risk of developmental delays. Her theoretical developmental contributions include the creation of taxonomy of rule-governed behavior and a dynamical systems approach to child development (with Gary Novak, 2004). She has conducted basic-experimental research on derived-relational responding and intelligence in collaboration with D. O’Hora and D. Barnes-Holmes (2005, 2008); infant learning of joint attention and social referencing (Pelaez & Monlux, 2020); maternal depression and infant behavior (with T. Field, 1996–); Dr. Pelaez has published more than 100 articles in refereed journals (including the *American Psychologist*; *Child Development*; *Journal of Applied Behavior Analysis*; *Behavior Analysis in Practice*; *Perspectives on Behavior Science*), chapters, a textbook on child development (with G. Novak) and several monographs. She was the founding editor of the *Behavior Development Bulletin* (1990-2017) and member of nine editorial boards of refereed journals, including *The Behavior Analyst* and the *European Journal of Behavior Analysis*.

**Service.** Dr. Pelaez was the past Program Chair for the American Psychological Association (APA), Division 25 and past Program Co-Chair for the Association for Behavior Analysis. In 2001, she received the National Research Award from the National Council for Teaching and Research in Psychology (Consejo Nacional para la Enseñanza e Investigación Psicológica-CNEIP). In 2003, Dr. Pelaez was awarded Fellowship status by APA on the basis of evaluated evidence of outstanding and unusual contributions to the field of psychology. In 2005, she was the recipient of the FIU Faculty Service Award, Honorary Degree & Awards Committee. She has been the recipient of the Faculty Research Award twice (1997 & 2015).

Dr. Pelaez has also served as the Vice-Chair of the Faculty Senate of FIU and as Legislative Liaison with the Florida Legislature. In 2005 and 2006, she chaired the Advisory Council of Faculty Senates of Florida (ACFS). Between 2003 and 2006, she served as a member of the ACC (Articulation Coordinating Committee) of the Florida Department of Education, Chaired the Advisory Council of Faculty Senates (ACFS) representing Florida SUS faculty, and member of the Florida Board of Governors (BOG) of the State University System. She is currently the Vice-Chair of the Faculty Senate and member of the Board of Directors at FIU. She is a trustee of the Cambridge Center for Behavioral Studies.

Dr. Pelaez has three daughters, 11 grandchildren, and enjoys sailing.



**Dr. Amanda Allen**

Dr. Amanda N. Allen joins FIU as an Assistant Professor of School Psychology in the 2020-2021 school year. She earned her B.A. in Psychology with a minor in Entrepreneurship from Drury University in Springfield, MO. She then went on to the University of Missouri-Columbia (MU), where she earned an M.A. and Ph.D. in School Psychology.

Her program of research focuses on the early identification and intervention for youth who are experiencing difficulties with their emotional and behavioral functioning. The emphasis of her current prevention-research pertains to enhancing the skillset of educators to conduct universal screening,

targeted intervention, and create mentally healthy classrooms. She has published her research in scholarly journals such as *School Mental Health* and *Journal of School Psychology*.

She acquired a collection of experiences in psychological service delivery in varying K-12 public school settings and at a community-based outpatient clinical setting at the Center for Evidence-Based Youth Mental Health. For her predoctoral internship, she provided school psychological service delivery, with a diverse student population within the Miami-Dade County Public Schools.

Dr. Allen is a certified school psychologist in the state of Florida. She works to empower other school psychologists to be change-agents fostering resilience and equity within public education. Her teaching interests include linking behavioral assessment to intervention, systems intervention – consultation, and prevention science.



### **Dr. Shayl Griffith**

Shayl Griffith, PhD, is an Assistant Professor in the Department of Counseling, Recreation, and School Psychology at Florida International University (FIU). She received her PhD in Clinical Psychology in 2018 from the University of Massachusetts Amherst. Her graduate research work focused on exploring interventions using interactive educational apps as tools to promote school readiness in low-income populations. She completed her doctoral internship in the

Child/Adolescent/Pediatric Track at Rush University Medical Center in Chicago, IL, where she received further training in evidence-based psychological and neuropsychological assessment, consultation, and intervention with children and their families with a range of clinical concerns. She then completed a postdoctoral research fellowship in early childhood clinical research at the Center for Children and Families at FIU.

Dr. Griffith's research interests center on the behavioral and academic functioning of at-risk young children, with special interests in early identification and intervention in problems of development, parent-child interactions, child media use, and the use of mobile technology to support interventions. Her work is currently supported by a postdoctoral fellowship from the National Academy of Education/Spencer Foundation, and she has authored papers in journals such as *Pediatrics*, *Journal of Clinical Child and Adolescent Psychology*, *Journal of Abnormal Child Psychology*, and the *Journal of Children and Media*. She is currently collaborating with the Miami-Dade Family Learning Partnership to develop and evaluate caregiver guides including tips for positive educational media use for families participating in a county-wide book distribution program, with funding from The Children's Trust.



### **Dr. Kellina Lupas (Pyle)**

Dr. Lupas is an Assistant Professor of School Psychology at Florida International University (FIU), and Research Faculty in the Center for Children and Families (CCF). She received her BS in Biological Sciences with a focus on Neuropsychology from Ohio University in 2011, and her PhD in combined Counseling and School Psychology from the University at Buffalo, SUNY in 2018. Dr. Lupas completed both her internship and postdoctoral fellowship with the Buffalo, New York branch of the Center for Children and Families, under the mentorship of Dr. Greg Fabiano. Dr. Lupas is a board-licensed psychologist in the

state of Florida, and a Nationally Certified School Psychologist (NCSP). Her teaching interests include research methods, statistics, and psycho-educational assessment.

Dr. Lupas' research focuses on the development, application, and sustainable use of psychosocial interventions for students with challenging behaviors, including those with attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD). She has a wide variety of experiences with federally funded grants, and has been continuously funded by the Department of Education, Institute of Education Sciences (IES) since 2012. Her grant projects have explored: (1) developing progress-monitoring assessments for schools, (2) creating father-focused behavioral parent-training, (3) establishing a comprehensive school-based treatment for children with high-functioning autism spectrum disorder (ASD), and (4) examining the utility and feasibility of a multi-tiered system of support for students with ADHD. Currently, she is interested in studying data-based decision making in schools, and creating professional development for educators in how to collect, graph, analyze, and use behavioral data.

Dr. Lupas has received several awards over the years in recognition of her research, and is a prior Fulbright Fellow. During her fellowship from 2011-2012, she lived in Utrecht, the Netherlands, and examined reward processing in children with ADHD using functional magnetic resonance imaging (fMRI) under the mentorship of Dr. Sarah Durston.

## Frequently Asked Questions Regarding the Program

### **1. What is the “Educational Specialist” degree in School Psychology?**

The Educational Specialist (Ed.S.) is the entry level required to work as a school psychologist within a school-based setting. It is often described as a degree in between a Master’s and a doctoral degree. After completing the program, graduates receive the Ed.S. degree in School Psychology which allows them to apply for certification as a school psychologist and work in public school settings. We do not offer a terminal Master’s degree.

### **2. What is the difference between a “school counselor” and “school psychologist”?**

School counselors are certified mental health professionals who improve student success for all students by implementing a comprehensive school counseling program. They help students by applying academic achievement strategies, managing emotions and teaching interpersonal skills, and planning for postsecondary or career options (higher education, military, work force). Some additional duties include:

- Provide short-term individual and small-group counseling to students
- Develop individual student academic planning and goal setting
- Implement school counseling classroom lessons based on student success standards
- Provide referrals for long-term support
- Collaborate with families/teachers/administrators/community for student success
- Advocate for students at individualized education plan meetings and other student-focused meetings
- Analyze data to identify student issues, needs and challenges

School psychologists are certified or licensed mental health professionals who apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists primarily work with students at risk for failure and who have identified disabilities. With these populations, their roles include assessment (comprehensive evaluations of disability and risk), consultation with teachers and parents regarding instructional and behavioral interventions, and direct interventions including crisis prevention/intervention, individual and group counseling and skill training. Some additional duties include:

- Assess student learning, emotional, and behavioral needs
- Implement school-wide positive behavioral supports
- Monitor individual student progress in academics and behavior
- Reduce inappropriate referrals to special education
- Individualize instruction and interventions
- Assist families in navigating special education processes
- Connect families with community service providers when necessary

The roles of both school counselors and school psychologists may overlap, and often both disciplines will work jointly by co-leading social skills groups and serving on student support

teams or crisis intervention teams. Relative to counselors, school psychologists are more likely to have training in behavioral analysis, mental health screening and diagnosis, and specific disability areas. School psychologists often are employed by other agencies in addition to school-community mental health centers, pediatric departments of hospitals, corrections facilities, etc.

To become a credentialed school psychologist, the National Association of School Psychologists (NASP) requires at least 3 years of graduate school training (specialist degree), including a 1,200-hour internship.

To become a credentialed school counselor, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) indicates that accredited master's degree programs in school counseling include a minimum of 2 years of full-time study, including 600 hours of supervised internship.

References:

- American School Counselor Association:  
<https://www.schoolcounselor.org/administrators/role-of-the-school-counselor>
- National Association of School Psychologists:  
[https://www.nasponline.org/about-school-psychology/selecting-a-graduate-program/a-career-in-school-psychology-frequently-asked-questions#sp\\_counselor](https://www.nasponline.org/about-school-psychology/selecting-a-graduate-program/a-career-in-school-psychology-frequently-asked-questions#sp_counselor)

### **3. Is the school psychology program nationally accredited?**

Yes, FIU's School Psychology program is NASP-accredited as of August 2017. As such, all our graduates are eligible to sit for the Praxis exam which is supported by the National Association of School Psychologists, in order to apply for national certification. The program is also accredited the Florida Department of Education, and our College and programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), and the Southern Association of Colleges and Schools (SACS).

### **4. Can I become a licensed school psychologist after completing the program?**

School psychology graduates will need to be supervised by a licensed school psychologist for two additional years in order to apply for private practice licensure. However, graduates from our program can apply for certification as a school psychologist by the Florida Department of Education immediately after the Ed.S. degree is conferred.

### **5. What is the difference between state of Florida certification and state of Florida licensure?**

Certification enables the professional to work in all public school settings. Typically, they are supervised by a school psychologist with a minimum of three years of experience. Graduates of our program may begin to work as certified school psychologists immediately after

graduation. In contrast, licensure enables the professional to work in private practice settings either in a joint practice or independently. Licensed school psychologists are licensed under Chapter 490 of the Florida statutes. As previously noted, school psychologist will need two years of additional practice and supervision in order to take the examination to practice privately in Florida. Private practice licensure at the specialist level in school psychology is only available in a limited number of states; whereas certification to work in the schools is available in all 50 states.

**6. How long has the FIU School Psychology program been in existence?**

Our program began when our university came into existence and we have had a program for more than 40 years. It is the longest continually fully accredited School Psychology program in Florida.

**7. How many students have you graduated?**

We have graduated more than 400 students. Many of our graduates took positions as school psychologists in school districts in the tri-county area (Miami-Dade, Broward and Palm Beach).

**8. What is the present job outlook?**

The present job outlook is highly favorable. Students that perform at a highly competent level invariably receive job offers. 100% of students who seek positions are offered employment within a few months after graduation. Depending on personal circumstances and current hiring practices, some graduates opt to move out of south Florida to secure a school psychologist position. Our graduates are in high demand both locally and nationally. Being bilingual and bicultural also provides a distinct advantage in securing a position upon graduation. Throughout the history of our program, we have placed students both nationally and internationally. Within the past five years, graduates have been successful in obtaining jobs and positions at:

School Districts

Miami Dade County Public Schools, FL  
Broward County Public Schools, FL  
Palm Beach County Schools, FL  
Hillsborough County Public Schools, FL  
Lee County School District, FL  
Orange County Public Schools, FL  
Duval County Public Schools, FL  
Boston Public Schools, Boston, MA  
Hanford Elementary School District, CA  
Jeffco Public Schools, CO  
Evanston Township High School, IL  
Campbell Unified School District, CA

## Clinical Settings

FIU Center for Children and Families

## Continuing Graduate Studies

Florida International University, Special Education  
Florida State University, Counseling Psychology and School Psychology  
University of Colorado-Denver, Doctor of Education in Leadership for Educational  
Equity, Early Childhood Education

### **9. How long will it take me to complete the Ed.S. program?**

The length of study depends on the number of credits (classes) taken per semester. In total, the program requires 73 credits including the full-time internship. Students who were not education majors need to take four additional courses for certification. For full-time students, they may complete the program within 3-4 years. For part-time students, they may complete the program within 4-5 years.

### **10. How many classes should I take?**

How many classes you take is up to you, depending on your workload. Generally, a full-time student takes 3-4 classes per semester (9-12 credits). You must consider your workload, study habits and other responsibilities when enrolling for courses. Graduate school is demanding and requires much study time. If you are working full time, 2 classes (6 credits) may be more appropriate for you, particularly for your first semester in the program. If you are working part-time (20 hours per week), then you may take 3 classes (nine credits).

### **11. Where and when are classes offered?**

The overwhelming majority of the courses are offered in the evenings either beginning at 5:00 PM or 6:25 PM. Classes are typically offered at our main campus in West Miami called the Modesto Maidique campus (MMC). We also offer some Saturday classes. Typically, classes meet once per week during the Fall and Spring semesters. During the shorter Summer A and Summer B semesters, classes typically meet twice per week or all day on Saturday. For Fall 2020, courses are offered remotely or online.

### **12. Can I obtain a degree online?**

No. However, we offer a few online courses. Again, the majority of our courses are offered on campus. We believe this offers our students a better learning experience as many of the learned skills and competencies require a high level of supervision given the nature of the training.



**13. Is a thesis required to complete the program?**

No. A thesis is NOT required. However, many students engage in independent research with their professors and have been published in refereed journals.

**14. Can I take graduate level classes at FIU without being admitted into the program?**

Yes, you may take selected graduate level coursework if you enroll as a non-degree seeking student. However, enrollment in any school psychology course requires approval from the faculty. Up to 12 graduate credits can be taken this way and counted toward the degree if you are subsequently admitted to one of the graduate programs.

**15. I have coursework from another university. Will courses transfer?**

It depends. Up to 27 graduate credits can be transferred in but your faculty advisor must approve them as part of your specific program of studies *after* you have been admitted. The transfer of credits will depend upon having a syllabus for the course, the grade earned (a minimum of B), and how recently the course was taken. Courses are transferred from a program where the student has earned a graduate degree. Typically, we recommend that the courses must have been taken within the past six years (before the anticipated graduation date) unless the student is currently working within their area. For example, we would consider transferring in a course on counseling theories and techniques, if the course was taken more than six years ago and the student was working as a school counselor, earned a minimum of a B in the course, and was able to provide a syllabus.

**16. Is field experience required?**

Yes, school psychology students are required to complete an observational and field practicum (at least 1 day a week), and a full-time internship (five days a week) in a school setting. Accommodations can be offered, but not guaranteed, for the practicum so that a student will not need to give up their day job. However, students still need to make arrangements with their employer regarding daytime hours they need to commit to practicum. During the internship, the student will need to work full time as a school psychology intern during the school day.

**17. Are internships paid?**

Paid internships are offered in the tri-county area and across the state as well as nationally. However, paid internships are highly sought after and competitive. As of 2018-2019 school year, Miami-Dade County, Broward County, and Palm Beach offer paid internships. However, that can change from year to year and there is no guarantee that a student will be offered a paid internship. The number of paid internships change from year to year also. Currently, the rate of pay for internships ranges from about \$15,000 to \$30,000+ for a full academic year. Students need to plan financially for their internship upon acceptance into the program. The good news is that students receive a fee waiver for tuition for all their 10 required semester hours of internship. That is, they do not pay for internship credits.

However, they still need to pay associated fees, such as parking, health, athletic, etc. Dr. Lazarus will submit a fee waiver request for all students prior to the beginning of each semester of internship.

### **18. May I do an internship out of state?**

Yes. We allow students to do their internships out of state. Bicultural/bilingual school psychology interns are in high demand nationwide and often receive paid internship across the country. They have a distinct advantage in securing out of state paid internships in comparison to their monolingual counterparts. Applicants will need to contact their advisor for information about applying out of state. If students are planning to do an out of state internship, they need to ensure that ALL their coursework has been taken prior to beginning their internship.

### **19. Do you offer financial aid/assistance?**

Admitted full-time students are eligible to apply for college-wide scholarships and graduate assistantships. These are available on a very competitive basis. Applications are usually due in middle to late Spring. For consideration, we encourage applicants to submit their graduate school applications no later than January if applying for Fall admission.

## **Frequently Asked Questions Regarding the Application Process**

### **20. When are applications due?**

We currently accept applications for Fall, Spring, and Summer semesters:

Summer admission – March 1	(Starting 2021, January 15)
Fall admission – June 1	(Starting 2021, March 1)
Spring admission – October 1	(Starting 2021, August 1)

The online application for graduate admission may be found at this website <http://gradschool.fiu.edu/admissions.shtml>. ***It is recommended that applicants apply for Summer Admission, for early consideration of scholarships and Graduate Assistantships.*** However, if applicants are unable to enroll during the summer semester, then they should apply for Fall Admissions.

Click on Specialist programs and follow directions on how to complete the online application. Applications must be completed online. At this time, there is no hard copy or downloadable version of the graduate application.

There is a \$30.00 non-refundable, application fee, for each application submitted and payable by check, money order, or credit card (Visa, Master Card, American Express, or Discover) is required. Payment by personal check or money orders must be in U.S. dollars and mailed to:

Florida International University  
Graduate Admissions Office,  
PO Box, 659004  
Miami, FL 33265-9004

Transcripts of all degree granting institutions must be sent directly from each college or university in a sealed envelope to the Graduate Admissions Office.

Send official transcript/s to the following address:

Florida International University  
Graduate Admissions Office  
PO Box 659004  
Miami, FL 33265-9004

Applications to the Master's and Specialists programs are initially processed within the Graduate Admissions Office, a division of the University Graduate School (UGS). The Graduate Admissions Office is responsible for collecting transcripts, GRE test scores (if required) and the application fee. Any other supporting documentation that may be required (i.e. letters of recommendation, resume, and proof of teacher certification) is processed by the department or program.

Once the application and supporting documents are processed by the Graduate Admissions Office, the application and supporting documents are sent electronically to the corresponding academic department within the college for final review. All admissions recommendations are made by department program leaders and/or faculty. Letters of acceptances are sent out by the University Graduate School and by program faculty.

**20. What should I include in my autobiographical statement and how long should it be?**

The applicant should include information related to their life experiences, academic background, leadership, and work history that relates to children and youth. It is helpful to describe why the applicant wishes to become a school psychologist and how they arrived at this decision. Personal information not included in the resume or CV may be included here in order for the admissions committee to understand better the motivation and commitment of the applicant. It is recommended that the applicant include in their autobiographical statement a particular problem or issue that impacts children and youth and how their training in school psychology may help them mitigate the problem or move toward a solution. A statement of 1200 to 2000 words would fit this requirement.

**21. What might slow up my admission process?**

At times, students request letters of recommendation from employers or faculty members that have not been sent into the Graduate Admissions Office. Also, the university requires that transcripts be sent from all colleges or universities that the student attended. At times, students may have only attended a college or university for one semester or one year and if that transcript is not received then the application would be considered incomplete even if the

transcript for the graduating college or university is received. Consequently, it behooves the student to follow up on their application packet to ensure that all materials have been received by the Graduate Admissions Office.

## **22. What if I am an international student?**

If you are an international student, applications are due on the following dates: for Fall Semester admissions, applications must be received by **March 1**. The last day for international students to submit all supporting academic credentials, appropriate test scores, and the Declaration and Certification of Finances is March 15. For Spring Semester admissions, applications must be received by August 1. The last day for international/out of state students to submit all supporting academic credentials, appropriate test scores, and the Declaration and Certification of Finances is August 15. For summer semester admissions, applications must be received by January 15. The last day for international students to submit all supporting academic credentials, appropriate test scores, and the Declaration and Certification of Finances is February 1.

In addition to the above application requirements, international applicants must provide:

**Translations:** Official transcripts or other documents in a language other than English must be translated by an official translation agency. Translations must be submitted to the **Graduate Admissions Office**.

**TOEFL or IELTS:** The Test of English as a Foreign Language (TOEFL) or the International English Testing System (IELTS) exam is required of an applicant from a country where English is not the official language or when an applicant's bachelor's degree is not from an accredited U.S. institution. (Applicants who hold an undergraduate degree from an institution within the United States or other English-speaking countries are not required to submit TOEFL/IELTS.) The TOEFL score must reflect a minimum score of 80 on the iBT TOEFL or 550 or higher on the paper-based exam and a minimum score of 213 on the computer-based exam. An overall score of 6.3 is required for the IELTS. Official copies of test scores must be sent to the Graduate Admissions Office.

Send translations and official scores to the following address:

Florida International University  
Graduate Admissions Office  
PO Box 659004  
Miami, FL 33265-9004

## **23. Do I need to take the GREs? If so, what is the minimum score requirement?**

It depends. Because the program requires test scores as part of admission, some applicants may opt to take the GRE in lieu of the General Knowledge Test (GKT). The GRE would likely be necessary for applicants who are residing out of state. The GRE can be taken online as of June 1, 2020.

There is no minimum score cutoff for the GRE. We look at the application as a whole when making decisions to invite applicants for an interview.

Send official scores to the following address:

Florida International University  
Graduate Admissions Office  
PO Box 659004  
Miami, FL 33265-9004

**24. I am currently an undergraduate student in either education or psychology, are there are courses that you recommend that I take?**

We recommend that you take undergraduate courses in psychology if you are an education major and that you take undergraduate courses in psychology if you are an education major.

**25. I am not majoring in either in education or psychology, but wish to become a school psychologist. What do you recommend?**

We recommend that you take a minimum of 15 hours of courses in psychology at the undergraduate level. Please refer to the recommended courses below.

**26. My bachelor's degree is not in education. Can I still apply to the program?**

Yes, but you will have additional coursework (approximately 9-12 credit hours) to prepare you for certification from the Florida Department of Education. You can take these courses prior to or during enrollment.

**27. My bachelor's degree major is not in psychology. Can I still apply to the program?**

Yes, as long as you have 15+ semester hours in psychology at the undergraduate level.

**28. If I do not have 15 semester hours of psychology, then what courses do you recommend?**

The name of the courses may differ depending upon the university. We recommend the content in these courses:

• Introduction to Psychology	• Educational Psychology
• Personality Theory	• Abnormal Psychology
• Social Psychology	• Tests and Measurement
• Research Methods in Psychology	• Human Growth and Development
• Human Learning	• Statistics

Though we require only 15 hours of psychology, 18 hours is preferred. Courses do not need to be taken in the Psychology Department. For example, at FIU, Educational Psychology is offered in the School of Education and Human Development.

**29. I have a disability. Will this prevent me from being admitted?**

No. We accommodate students with disabilities and have specific services available to offer the requisite assistance. Please see page 25 of this *Handbook* for specific information about Disability Services for Students.

**30. How will the COVID-19 pandemic influence my program of studies?**

For the fall semester we are offering courses both online and remotely. We are doing everything within our control to maintain the same course offerings as we did prior to the pandemic. Obviously, this is a fluid situation and we are following protocols for both practicum and internship to be delivered remotely if or when K-12 schools are not open for in-person education. Please go to our university's website to keep abreast of this fluid and challenging situation.

**We await your application. School Psychology is a highly rewarding career.**

APPENDIX A. Sample Course Sequence for Full Time Study (4+ courses each semester, 2+ courses each summer).

	Fall	Spring	Summer
<p>Year One (2020-2021) <b>33 credits</b></p>	<p>SPS 6805 Professional Problems and Issues in School Psychology (3) SPS 6190 Academic Assessment and Intervention in the Schools (3) EDF 5481 Foundations of Education Research (3) EDP 6276 Human Development: Childhood and Adolescence (3)</p>	<p>SPS 6191 Psychoeducational Assessment I: Intellectual (3) MHS 5400 Counseling Skills and Techniques (3) EDP 7058 Behavioral Intervention Research and Evaluation in Education (3) EEX 5259 Literacy in Special Education (3)</p> <p>Pass Exams:</p> <ul style="list-style-type: none"> <li>• General Knowledge Test (GKT; see advisor)</li> </ul>	<p>SPS 7176 Consultation and Assessment with Culturally and Linguistically Diverse Populations (3) (odd-numbered years) SPS 7407 Behavioral Interventions in the School (3) (odd-numbered years) SDS 6411 Counseling Children and Adolescents</p>
<p>Year Two (2021-2022) <b>27 credits</b></p>	<p>SPS 6192 Psychoeducational Assessment II: Process (3) EDF 6211 Psychological Foundations in Education (3) SPS 6941 Supervised Practicum in School Psychology (3)</p>	<p>SPS 6193 Psychoeducational Assessment III: Behavior (3) SPS 6199 Family-School Consultation and Collaboration (3) SDS 5460 Crisis Counseling &amp; Intervention (3) <i>SPS 6941 Supervised Practicum in School Psychology (3) (if needed)</i></p>	<p>SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools (3) (even-numbered years) SPS 7705 Neuropsychological Issues in the Schools (3) (even-numbered years) *SDS 5420 Counseling Students with Exceptionalities (3)</p> <p>Pass Exams:</p> <ul style="list-style-type: none"> <li>• Professional Education section of the Florida Teacher Certification Exam</li> </ul>
<p>Year Three (2022-2023) <b>10 credits</b></p>	<p>SPS 6678 Supervised Field Experience in School Psychology (5)</p> <p><b>Five days per week in internship field placement</b></p>	<p>SPS 6678 Supervised Field Experience in School Psychology (5)</p> <p><b>Five days per week in internship field placement</b></p> <p>Pass Exams:</p> <ul style="list-style-type: none"> <li>• Subject Area Examination in School Psychology (FLDOE)</li> </ul> <p><b>(must submit results to FIU at time of exam)</b></p>	<p><b><u>OPTIONAL</u> but recommended: Pass Praxis Exam.</b></p> <p><b>Request scores to be submitted to FIU at time of exam.</b></p>

**Co-requisite Education classes (non-education majors). Courses may be taken at the undergraduate level (3000-4999 level):**

EDG 3321/5414 Instructional Strategies and Classroom Management (3)  
RED 4325/5339 Subject Area in Reading (3)  
TSL 4324/5361C TESOL for Secondary Teachers (3)

\*SDS 5420 can be substituted for EEX 5075 Teaching Students with Exceptionalities

APPENDIX A. Tentative Course Sequence for SPECIAL cohort (4+ courses each semester, 2+ courses each during Summer Institute).

	Summer	Fall	Spring
<p>Year One (2020-2021) <b>30 credits</b></p>	<p><b>EEX 6926 Collaborative Assessment and Interventions for All Learners (3)</b> <b>SPS 6190 Academic Assessment and Intervention in the Schools (3)</b></p>	<p><b>EEX 6756 Working with Families of Students with Disabilities through Collaborative Approaches</b> SPS 6805 Professional Problems and Issues in School Psychology (3) EDF 5481 Foundations of Education Research (3) EDF 6211 Psychological Foundations in Education (3) Pass Exams:  <ul style="list-style-type: none"> <li>General Knowledge Test (GKT; see advisor)</li> </ul> </p>	<p><b>EEX 6976 Culturally and Linguistically Diverse Exceptional Learners</b> SPS 6191 Psychoeducational Assessment I: Intellectual (3) MHS 5400 Counseling Skills and Techniques (3) EEX 5259 Literacy in Special Education (3)</p>
<p>Year Two (2021-2022) <b>27 credits</b></p>	<p><b>SPS 7407 Behavioral Interventions in the Schools (3)</b> <b>SPS 6941 Supervised Practicum in School Psychology (3) Clinical Practicum</b> SDS 6411 Counseling Children and Adolescents EDUCATION COURSE (if needed)</p>	<p>SPS 6192 Psychoeducational Assessment II: Process (3) EDP 6276 Human Development: Childhood and Adolescence (3) SPS 6941 Supervised Practicum in School Psychology (3) School Practicum EDUCATION COURSE (if needed)</p>	<p>SPS 6193 Psychoeducational Assessment III: Behavior (3) SDS 5460 Crisis Counseling &amp; Intervention (3) EDP 7058 Behavioral Intervention Research and Evaluation in Education (3) <i>SPS 6941 Supervised Practicum in School Psychology (3) (if needed)</i> Pass Exams:  <ul style="list-style-type: none"> <li>Professional Education section of the Florida Teacher Certification Exam</li> </ul> </p>
<p>Year Three (2022-2023) <b>13 credits</b></p>	<p>SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools (3) (even-numbered years) EDUCATION COURSE (if needed)</p>	<p>SPS 6678 Supervised Field Experience in School Psychology (5) <b>Five days per week in internship field placement</b></p>	<p>SPS 6678 Supervised Field Experience in School Psychology (5) <b>Five days per week in internship field placement</b> Pass Exams:  <ul style="list-style-type: none"> <li>Subject Area Examination in School Psychology (FLDOE)</li> <li>Praxis Exam</li> </ul> <b>(Must submit results to FIU at time of exam)</b> </p>

**Co-requisite Education classes (non-education majors). Courses may be taken at the undergraduate level (3000-4999 level):**

EDG 3321/5414	Instructional Strategies and Classroom Management (3)
RED 4325/5339	Subject Area in Reading (3)
TSL 4324/5361C	TESOL for Secondary Teachers (3)



APPENDIX A. Sample Course Sequence for Part Time Study (2-3 courses each semester, 2+ courses each summer).

	Fall	Spring	Summer
<p>Year One (2020-2021) <b>21 credits</b></p>	<p>SPS 6805 Professional Problems and Issues in School Psychology (3) EDF 5481 Foundations of Education Research (3)</p>	<p>MHS 5400 Counseling Skills and Techniques (3) EEX 5259 Literacy in Special Education (3) EDF 6211 Psychological Foundations in Education (3)</p> <p>Pass Exams:</p> <ul style="list-style-type: none"> <li>General Knowledge Test (GKT; see advisor)</li> </ul>	<p>SPS 7407 Behavioral Interventions in the Schools (3) (odd-numbered years) SPS 7176 Consultation and Assessment with Culturally and Linguistically Diverse Populations (3) (odd-numbered years) EDUCATION COURSE (if needed)</p>
<p>Year Two (2021-2022) <b>21 credits</b></p>	<p>SPS 6190 Academic Assessment and Intervention in the Schools (3) SDS 6411 Counseling Children and Adolescents (3) EDP 6276 Human Development: Childhood and Adolescence (3)</p>	<p>SPS 6191 Psychoeducational Assessment I: Intellectual (3) EDP 7058 Behavioral Intervention Research and Evaluation in Education (3)</p>	<p>SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools (3) (even-numbered years) SPS 7705 Neuropsychological Issues in the Schools (3) (even-numbered years) EDUCATION COURSE (if needed)</p>
<p>Year Three (2022-2023) <b>18 credits</b></p>	<p>SPS 6192 Psychoeducational Assessment II: Process (3) SPS 6941 Supervised Practicum in School Psychology (3) EDUCATION COURSE (if needed)</p>	<p>SPS 6193 Psychoeducational Assessment III: Behavior (3) SPS 6199 Family-School Consultation and Collaboration (3)</p>	<p>SDS 5460 Crisis Counseling &amp; Intervention (3) *SDS 5420 Counseling Students with Exceptionalities (3)</p> <p>Pass Exams:</p> <ul style="list-style-type: none"> <li>Professional Education section of the Florida Teacher Certification Exam</li> </ul>
<p>Year Four (2023-2024) <b>10 credits</b></p> <p><b>MUST BE FULL-TIME</b></p>	<p>SPS 6678 Supervised Field Experience in School Psychology (5)</p> <p><b>Five days per week in internship field placement</b></p>	<p>SPS 6678 Supervised Field Experience in School Psychology (5)</p> <p><b>Five days per week in internship field placement</b></p> <p>Pass Exams:</p> <ul style="list-style-type: none"> <li>Subject Area Examination in School Psychology (FLDOE) <b>(must submit results to FIU at time of exam)</b></li> </ul>	<p><b>OPTIONAL</b> but recommended: Pass Praxis Exam</p> <p><b>Request scores to be submitted to FIU at time of exam.</b></p>

**Co-requisite Education classes (non-education majors). Courses may be taken at the undergraduate level (<3000-4999 level):**

EDG 3321/5414 Instructional Strategies and Classroom Management (3)

RED 4325/5339 Subject Area in Reading (3)

TSL 4324/5361C TESOL for Secondary Teachers (3)

\*SDS 5420 can be substituted for EEX 5075 Teaching Students with Exceptionalities

APPENDIX A. Sample Course Sequence for Part Time Study (2 courses each semester, 2+ courses each summer).

	Fall	Spring	Summer
<p>Year One (2020-2021) <b>18 credits</b></p>	<p>SPS 6805 Professional Problems and Issues in School Psychology (3) EDF 5481 Foundations of Education Research (3)</p>	<p>EDF 6211 Psychological Foundations in Education (3) MHS 5400 Counseling Skills and Techniques (3)</p> <p>Pass Exams:</p> <ul style="list-style-type: none"> <li>• General Knowledge Test (GKT; see advisor)</li> </ul>	<p>SPS 7407 Behavioral Interventions in the Schools (3) (odd-numbered years) SPS 7176 Consultation and Assessment with Culturally and Linguistically Diverse Populations (3) (odd-numbered years)</p>
<p>Year Two (2021-2022) <b>15 credits</b></p>	<p>SPS 6190 Academic Assessment and Intervention in the Schools (3) SDS 6411 Counseling Children and Adolescents (3)</p>	<p>EEX 5259 Literacy in Special Education (3) EDUCATION COURSE (if needed)</p>	<p>SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools (3) (even-numbered years) *SDS 5420 Counseling Students with Exceptionalities (3)</p>
<p>Year Three (2022-2023) <b>12 credits</b></p>	<p>EDP 6276 Human Development: Childhood and Adolescence (3)</p>	<p>SPS 6191 Psychoeducational Assessment I: Intellectual (3) EDP 7058 Behavioral Intervention Research and Evaluation in Education (3)</p>	<p>SDS 5460 Crisis Counseling &amp; Intervention (3) EDUCATION COURSE (if needed)</p>
<p>Year Four (2023-2024) <b>15 credits</b></p>	<p>SPS 6192 Psychoeducational Assessment II: Process (3) SPS 6941 Supervised Practicum in School Psychology (3)</p>	<p>SPS 6193 Psychoeducational Assessment III: Behavior (3) SPS 6199 Family-School Consultation and Collaboration (3)</p>	<p>SPS 7705 Neuropsychological Issues in the Schools (3) (even-numbered years) EDUCATION COURSE (if needed)</p> <p>Pass Exams:</p> <ul style="list-style-type: none"> <li>• Professional Education section of the Florida Teacher Certification Exam</li> </ul>
<p>Year Five (2024-2025) <b>10 credits</b>  <b>MUST BE FULL-TIME</b></p>	<p>SPS 6678 Supervised Field Experience in School Psychology (5)  <b>Five days per week in internship field placement</b></p>	<p>SPS 6678 Supervised Field Experience in School Psychology (5)  <b>Five days per week in internship field placement</b></p> <p>Pass Exams:</p> <ul style="list-style-type: none"> <li>• Subject Area Examination in School Psychology (FLDOE)</li> </ul> <p><b>(must submit results to FIU at time of exam)</b></p>	<p><b><u>OPTIONAL</u></b> but recommended: Pass Praxis Exam  <b>Request scores to be submitted to FIU at time of exam.</b></p>

**Co-requisite Education classes (non-education majors). Courses may be taken at the undergraduate level (<3000-4000 level):**

EDG 3321/5414 Instructional Strategies and Classroom Management (3)

RED 4325/5339 Subject Area in Reading (3)

TSL 4324/5361C TESOL for Secondary Teachers (3)

\*SDS 5420 can be substituted for EEX 5075 Teaching Students with Exceptionalities

**APPENDIX B. Matrix of Coursework with NASP 2020 Standards**

		<i>Domain 1: Data-Based Decision Making</i>	<i>Domain 2: Consultation and Collaboration</i>	<i>Domain 3: Academic Interventions and Instructional Supports</i>	<i>Domain 4: Mental and Behavioral Health Services and Interventions</i>	<i>Domain 5: School-Wide Services and to Promote Learning</i>	<i>Domain 6: Services to Promote Safe and Supportive Practices</i>	<i>Domain 7: Family, School, and Community Collaboration</i>	<i>Domain 8: Equitable Practices for Diverse Student Populations</i>	<i>Domain 9: Research and Evidence-Based Practice</i>	<i>Domain 10: Legal, Ethical, and Professional Practice</i>
<b>Psychological Foundations (12)</b>											
SPS 7195	Child Psychopathology: Assess/Interv. in the Schools	X			X		X				X
SPS 7705	Neuropsychological Issues in the Schools				X		X				X
EDF 6211	Psychological Foundations in Education				X	X			X		
EDP 6276	Human Development: Childhood and Adolescence				X	X			X		
<b>Educational Foundations (9)</b>											
EEX 5259	Literacy in Special Education	X		X		X	X		X	X	X
SDS 5420	Counseling Students with Disabilities <b>OR</b>		X	X	X	X	X	X	X		
EEX 5075	Teaching Students with Exceptionalities in Inc. Settings		X	X	X	X	X	X	X	X	
SPS 6805	Professional Problems and Issues in School Psychology				X	X	X	X			X
<b>Assessment (12)</b>											
SPS 6190	Academic Assessment and Intervention in the Schools	X		X	X	X			X		X
SPS 6191	Psycho-educational Assessment I	X		X					X		X
SPS 6192	Psycho-educational Assessment II	X		X					X		X
SPS 6193	Psycho-educational Assessment III	X		X	X				X		X
<b>Intervention (18)</b>											
SPS 7407	Behavioral Interventions in the Schools	X	X		X	X	X	X	X	X	X
MHS 5400	Counseling Skills & Techniques				X			X	X		X
SDS 5460	Crisis Counseling & Intervention		X		X		X				X
SDS 6411	Counseling Children and Adolescents		X		X						X
SPS 6199	Family-School Consultation and Collaboration		X	X	X		X	X			X
SPS 7176	Consultation and Assessment with CLD Populations	X	X	X	X	X	X	X	X		X
<b>Research and Measurement Methodology (6)</b>											
EDF 5481	Foundations of Educational Research	X								X	
MHS 6910	Directed Study in Counseling and Sch Psych (var.)	X								X	
EDP 7058	Behavior Intervention Research and Eval. in Education	X			X					X	
<b>Supervised Field Experience (13)</b>											
SPS 6941	Supervised Practicum in School Psychology	X	X	X	X	X	X	X	X	X	X
SPS 6678	Supervised Field Experience in School Psychology (10)	X	X	X	X	X	X	X	X	X	X
<b>Co-Requisite Education Courses for students who are not certified in Florida</b>											
EDG 3321 or 5414	Instructional Strategies and Classroom Management										
RED 4325 or 5339	Subject Area in Reading										
TSL 4324 or 5361C	TESOL for Secondary Teachers										

**GRADUATE COURSE WAIVER/TRANSFER FORM**  
**Florida International University – School Psychology Program**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ PID: \_\_\_\_\_

**Anticipated FIU Graduation Semester and Year:** \_\_\_\_\_

Students seeking to transfer and/or waive courses should complete one copy of the form below for course(s) they wish to transfer or waive. Waivers are decisions typically made by the program faculty, but may require additional approvals. Courses that have been approved for transfer/waiver will be reflected on the student’s transcript and Panther Degree Audit (PDA) **after students have completed all coursework successfully and before starting internship.**

Course credits earned in regionally accredited graduate institutions are eligible for transfer. **Previous credits must have been earned with at least a 3.0 (B) and within the last 6 or 9 years preceding anticipated graduation date.** Courses taken beyond 6 or 9 years may require additional approval. <sup>1</sup> This form along with a copy of the syllabus from each course of the previous institution must be attached and submitted to the student’s advisor prior to making a decision on transfer/waiver.

Name of Previous Institution	Course Number & Name of Course (and FIU course to be waived)	Semester & Year Taken	Grade	Syllabus Attached? YES NO	Approval ( <i>ONLY Faculty Complete</i> )
				YES NO	
				YES NO	
				YES NO	
				YES NO	
				YES NO	
				YES NO	
				YES NO	
				YES NO	
				YES NO	

<sup>1</sup> As of July 10, 2019, there is no time limit for transferring of graduate credit if the course was part of a completed graduate degree.

## Agreement

I have read and agreed to abide by the policies and procedures as outlined in the FIU Program Handbook of the School Psychology Program.

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Printed Name

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Panther ID

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Signature

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Date