PROGRAM HANDBOOK

Policies and Procedures of the

Florida International University
School Psychology Program

Ed.S. Degree

Prepared by the School Psychology Faculty

Department of Leadership and Professional Studies
School of Education & Human Development
College of Arts, Sciences, & Education

Revision August 2017 for Fall 2017
# School Psychology Program Handbook
## Table of Contents

I. Introduction 4  
   Welcome 4  
   Overview 5  

II. Mission Statements 5  
   Institutional Mission 5  
   College of Arts, Sciences, & Education Mission 5  
   School Psychology Program Mission 5  

III. Course of Study 6  
   Full Time or Part-Time Study 6  
   Requirements for the Ed.S. Degree 7  

IV. Academic Policies and Procedures 10  
   Continuous Enrollment 10  
   Course Inclusion 11  
   Transfer of Graduate Credit 11  
   Standards of Academic Conduct 11  
   Faculty Advisors 12  
   Planning Student Programs 12  
   Annual Student Evaluations 13  
   Portfolios 13  
   Satisfactory Academic Progress 14  
   Grievance Procedures 14  

V. Practicum/Internship 14  
   Security Clearance 14  
   The Practicum 15  
   The Internship 15  
   Contact Information 17  
   Requesting Intern Handbook and Internship Fee Waivers 17  

VI. School Psychology Program Checklist 18  

VII. Important People and Telephone Numbers 19  

VIII. Credentialing Requirements 20  

IX. Financial Assistance 22  

X. Disability Services for Students 23
XI. Related Occupational Experiences
XII. Assessment of Program and Student Learning Outcomes
XIII. Associations
XIV. School Psychology Faculty Profiles
XV. Frequently Asked Questions about the Program
XVI. Frequently Asked Questions about the Application Process
Appendix I. Sample Course Sequence for Full Time Study (3 year plan)
          Sample Course Sequence for Part Time Study (4-5 year plans)
Appendix II. Matrix of Coursework with NASP Standards
Agreement Page with Signature
SCHOOL PSYCHOLOGY GRADUATE PROGRAM

I. INTRODUCTION

Welcome

Welcome to the School Psychology Program at Florida International University! We are pleased that you have selected this program for your professional preparation in School Psychology. You are entering graduate school at an exciting time, when education is taking center stage. The School Psychology Program faculty and supporting faculty members from the Department of Leadership and Professional Studies share the goal of making your advanced graduate studies as productive and rewarding as possible. To this end, 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 are part of our program and look forward to working with you to support your learning and development as school psychologists in this new century.

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 faculty’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 important information regarding admissions, advising, program requirements, 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 has been written to be consistent with Florida International University, College of Arts, Sciences, & Education, and Department policies and is intended to clarify the academic issues that are unique to the School Psychology Program. Students should familiarize themselves with FIU’s Graduate Catalog, which is available at http://www.fiu.edu/orgs/register/catalog/graduate/. We invite your suggestions for improving the usefulness of the Handbook as we annually revise and update it.

We look forward to your participation and contributions to this community.

Philip J. Lazarus, Ph.D.,
Associate Professor & Program Leader

Andy V. Pham, Ph.D.,
Associate Professor

Martha Pelaez, Ph.D.,
Professor

*While the Handbook's policies are applicable to all current students in the School Psychology Program, the required coursework pertains only to those who have been admitted for the Fall of 2012 and thereafter. Students who began their studies prior to 2012 are responsible for completing the curricular requirements that were in effect at the time of their admission.
Overview

Florida International University (FIU) offers a graduate training program in School Psychology through the College Arts, Sciences & Education, Department of Leadership and Professional Studies. 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 State Department of Education. It is also a nationally recognized program and fully approved by NASP as of Fall of 2017.

II. MISSION STATEMENTS

Institutional Mission Statement

FIU is an urban, multi-campus, research university serving South Florida, the State, the nation, and the international community. It fulfills its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, addressing problems through research, and fostering creativity.

College of Arts, Sciences, & Education Mission

The College of Arts, Sciences, and Education 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.

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 practitioner model of professional preparation. Students develop core content knowledge in psychology, education, research/measurement, and professional school psychology. Students are expected to display applied psychological practices that are consistent with this knowledge. Within the 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.

The program is committed to preparing graduates to provide comprehensive school psychological services. Although they 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-based systems. Services may promote development, prevent problems, reduce existing problems, or reduce undesired consequences that may result from problems. To this end, graduates are prepared to develop the competencies needed to provide assessment, prevention, direct intervention, and indirect intervention services.

The School Psychology program is NASP-approved and adheres to the Principles for Professional Ethics developed by the National Association of School Psychologists, the Ethical Principles and Code of Conduct developed by the American Psychological Association (APA), and 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 the 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 50% 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 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).
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, every student is required to become active NASP student members to take advantage of discounts when purchasing textbooks and registering for annual conferences. Other opportunities for full- and part-time students include:

- Active membership and involvement in the School Psychologist 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 Graduate School, the College of Arts, Sciences, & Education, the Department of Leadership and Professional Studies, and the FIU School Psychology Program. In the event that the FIU School Psychology Program standards conflict with standards advanced by the FIU Graduate School, the College of Arts, Sciences, & Education, or the Department of Leadership and Professional Studies, they should be construed to yield to these authorities.

Requirements for the Ed.S. Degree in School Psychology

Coursework

The program requires a minimum of **73 semester hours** of credit or at least three years of graduate study including internship. The program is designed to meet state requirements for licensure and state and national requirements for certification. Thus, little flexibility for specialization exists. However, students are encouraged to take additional courses to develop an area of specialization. The program’s coursework is distributed across the following six core competency areas:

1. **Psychological Foundations.** 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.** 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 and can identify evidence-based instructional strategies and interventions.
3. **Assessment/Data-based Decision Making.** 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.** Students learn a variety of methods useful for working directly and indirectly with children and youth. Graduates acquire experiences in the design, implementation, and evaluation of intervention plans, as well as counseling and therapeutic techniques. They also acquire consultation and collaboration skills necessary for working with parents, teachers, or other professionals.

5. **Research and Measurement Methodology.** 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.** 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.

Students complete the following core competency courses:

<table>
<thead>
<tr>
<th>Psychological Foundations (12)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>SPS 7705 Neuropsychological Issues in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6211 Psychological Foundations in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6276 Human Development: Childhood and Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Foundations (9)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 5259 Literacy in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SDS 5240 Counseling Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPS 6805 Professional Problems and Issues in School Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

| Assessment (12) *All four courses must be taken in sequence* |
|-------------------------------------------------------------|---------------|
| 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             |
### Intervention (18)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 7407</td>
<td>Behavioral Interventions in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>MHS 5400</td>
<td>Counseling Skills &amp; Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SDS 5460</td>
<td>Crisis Counseling and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6411</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SPS 6199</td>
<td>Family-School Consultation and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>SPS 7176</td>
<td>Consultation and Assessment with CLD Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

### Research and Measurement Methodology (9)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 5481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5432</td>
<td>Measurement and Evaluation in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 7058</td>
<td>Behavioral Intervention Research and Evaluation in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Supervised Field Experience (13)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 6941</td>
<td>Supervised Practicum in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPS 6678</td>
<td>Supervised Field Experience in School Psychology (1200 clock hours)</td>
<td>10</td>
</tr>
</tbody>
</table>

### 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 as required by the Florida State Department of Education in order to meet state certification requirements, and to prepare for the Professional Education section of the 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)*:

- **EDF 3251/5255** Classroom Management 3
- **EDG 3321/5414** Instructional Strategies for the Classroom Teacher 3
- RED 4325/5339 Subject Area in Reading 3
- TSL 4324 /5361C TESOL for Secondary Teachers 3

### Additional Information

Students are required to pass the State of Florida Teacher Competency Examination. This should be done after the student has completed the general professional education courses. Students also are required to pass the Florida Department of Education Professional Examination in School Psychology. This last examination should be taken during the second semester of the student’s internship (i.e. January of the internship year).

* Because many of the requirements from the above 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. Additional information regarding certification requirements in Florida can be found here: [http://education.fiu.edu/certification.html](http://education.fiu.edu/certification.html)

**As of Summer 2016, EDG3321/5414 is offered as a combined course in both Instructional Strategies and Classroom Management. If taken, this course may satisfy both areas. In other words, students would not need to enroll in EDF 3251 or EDF 5255, if they took the combined course, EDG 3321 or EDG 5414. Please consult with your program advisor for more information.**
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 (MUST PASS prior to completing the first year in program)
- Passing the Professional Education section of the Florida Teacher Certification Exam (to be taken prior to internship year)
- Passing the Florida Department of Education Professional Examination in School Psychology (to be taken in January of internship year)

Note: For M-DCPS, the General Knowledge and Professional Education section of the FTCE must be taken prior to internship.

Though not required for graduation, we strongly recommend that all students take the Praxis School Psychology exam after they have passed the Florida Department of Education Professional Examination in School Psychology. The Praxis is required for obtaining the National Certification for School Psychologists (NCSP).

IV. ACADEMIC POLICIES AND PROCEDURES

Continuous Enrollment

The School Psychology Program (SPP) and the FIU Graduate School 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. 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. Students who are granted a leave of absence extending one academic year or longer must complete a 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 one full academic year will be dismissed from the program. Reaplication 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 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 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 Office of the Registrar’s Graduate GPA Course Inclusion Form. This Course Inclusion Form must be approved and signed by the student’s academic advisor.

Transfer of Graduate Credit

Courses completed at another university may be substituted for those required at FIU. Students requesting such substitutions must provide:

- A copy of the catalog description or course syllabus
- A completed Petition for Exception to Graduate Requirements Form
- 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 using these procedures. 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 admissions committee of the School Psychology Program judges the course to be an appropriate substitute for the FIU course requirement

Students may also transfer in their master’s degree. However, not all courses from the master’s degree will be counted in their program of study. Only those courses relevant to the study of school psychology may be considered.

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 assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism is the use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. A student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

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.

Planning Student Programs

a) Meeting with advisor
Students should meet with their advisor every semester 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.

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.
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. A formal letter of evaluation is completed by faculty advisors and forwarded to their advisees. Faculty members will meet individually with their advisees 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 should be organized in a three-ring binder of appropriate size for the volume of products. There should be identifying information on the front cover and spine of the binder. A Table of Contents should be included. All identifying information regarding clients should be removed from each product. The portfolio should include at least the following products:

- A current curriculum vita that includes education, practicum and lab 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.
- Three letters of recommendation
- Transcripts
- Documentation of attendance at professional conferences, workshops, or other professional meetings.
- Three 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 papers 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 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. A formal remediation plan will be developed by program faculty and/or administrators
outlining conditions which must be met in order to continue enrollment. If after the remediation
plan is in place, and the graduate student on probation 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 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 isn’t resolved to the student’s satisfaction, he or she should bring the
matter to the attention of the Chair of the Leadership and Professional Studies Department 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://gradschool.fiu.edu/academicgrievanceprocedure.html.

V. PRACTICUM/INTERNSHIP

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, room 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 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 is 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 2010 standards.

It is occasionally necessary to temporarily withdraw students from the practicum placement if problems arise due to the students’ 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.

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 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 December in the year before their internship. Interviews are held by each district in January and applicants receive notification of their acceptance in February. Districts typically require a letter of intent, sample psycho-educational assessment reports, a curriculum vita, a graduate transcript, and two or three letters of recommendation (one must be from the program director or coordinator of University school psychology internships).

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. The official date where students will be contacted by the districts to find out if they have been accepted is the first Monday in March.
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: Cristy Pena and/or Sue Buslinger-Clifford, Ed.D.
   Psychological Services
   1500 Biscayne Blvd., Suite 407V
   Miami, FL 33132
   Phone: (305) 995-1735 / Fax: (305) 995-2049

2. Broward County School District:
   Contact: Christina Reyes
   Psychological Services Department
   Arthur Ashe Center
   1701 NW 23rd Avenue
   Phone: (954) 321-3440 / Fax: (954) 321-8482

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 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 semester credits during the fall semester and five 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.
VI. SCHOOL PSYCHOLOGY ED.S. PROGRAM REQUIRED COURSES CHECKLIST

The School Psychology Program is 73 credit hours. Each of the courses listed below is 3 credits unless otherwise indicated. More complete descriptions of these courses are available in the graduate course catalog.

<table>
<thead>
<tr>
<th>Psychological Foundations (12)</th>
<th>Offered/notes (subject to change)</th>
<th>Professor / Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 7195 Child Psychopathology: Assessment and Int. in the Schools</td>
<td>SS only (Even # years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 7705 *Neuropsychological Issues in the Schools</td>
<td>SS only (Even # years, Online option)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 6211 Psychological Foundations in Education</td>
<td>F, S, SS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDP 6276 Human Development: Childhood and Adolescence</td>
<td>F only</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Foundations (9)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 5259 Literacy in Special Education</td>
<td>S only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDS 5420 Counseling Students with Exceptionalities</td>
<td>F only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDS 6805 Professional Problems and Issues in School Psychology</td>
<td>F only</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment (12) All four courses must be taken in sequence</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 6190 Academic Assessment and Intervention in the Schools</td>
<td>F only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 6191 *Psycho-educational Assessment I</td>
<td>S only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 6192 *Psycho-educational Assessment II</td>
<td>F only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 6193 *Psycho-educational Assessment III</td>
<td>S only</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention (18)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 7407 Behavioral Interventions in the Schools</td>
<td>SS only (Odd # years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MHS 5400 Counseling Skills &amp; Techniques</td>
<td>S (see faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDS 5460 Crisis Counseling &amp; Intervention</td>
<td>S (see faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDS 6411 *Counseling Children and Adolescents</td>
<td>S (see faculty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 6199 Family-School Consultation and Collaboration</td>
<td>S only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 7176 Consultation and Assessment with CLD Populations</td>
<td>SS only (Odd # years)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and Measurement Methodology (9)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 5432 Measurement and Evaluation in Education</td>
<td>S only (Even # years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDP 7058 *Behavior Intervention Research and Eval. in Education</td>
<td>S only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 5481 Foundations of Educational Research</td>
<td>F, S, SS (Online option)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervised Field Experience (13)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 6941 Supervised Practicum in School Psychology</td>
<td>F, S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 6678 Supervised Field Experience in School Psychology (10)</td>
<td>F, S, (SS, some cases)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-Requisite Education Courses for graduates students who are not certified in Florida</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 3251 or 5255 Classroom Management</td>
<td>F, S, SS (Online option)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**EDG 3321 or 5414 Instructional Strategies for the Classroom Teacher</td>
<td>F, S, SS (Online option)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RED 4325 or 5339 Subject Area in Reading</td>
<td>F, S, SS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSL 4324 or 5361C TESOL for Secondary Teachers</td>
<td>F, S, SS (Online option)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Requires pre-requisite – Consult with Advisor. F = Fall, S = Spring, SS = Summer
** This course may satisfy both Instructional Strategies and Classroom Management course requirements.

Note: Please understand that 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 or Philaz1@aol.com

Advisor: Dr. Pham  
Telephone Number: (305) 348-3199  
Office: ZEB 240B  
Office Hours: ____________________  
E-Mail Address: avpham@fiu.edu

Advisor: Dr. Pelaez  
Telephone Number: (305) 348-2090  
Office: ZEB 242B  
Office Hours: ____________________  
E-Mail Address: pelaeznm@gmail.com

*Note: Office hours change from semester to semester

Student Mentor:  
Telephone Number:  
E-Mail Address:

SPSA President:  
Telephone Number:  
E-Mail Address:

SPSA V.P.:  
Telephone Number:  
E-Mail Address:

SPSA Treasurer:  
Telephone Number:  
E-Mail Address:

SPSA Secretary:  
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/asp/ftce/

♦ School Psychology Subject Area Test (cutoff score is 200)

♦ 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
      • Florida International University: Miami
      • Florida State University: Tallahassee
      • NOVA Southeastern University
      • 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 year long
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 an NCATE 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 scholarship opportunities are available through FIU and the School of Education & Human Development.

1) **Graduate Assistantships.** The School of Education & Human Development and the Department of Leadership and Professional Studies award several graduate assistantships each year. These positions typically award a partial scholarship and pay an hourly rate. The amount of both may vary from year to year. Students interested in employment as the graduate assistant in the school psychology program should contact Dr. Lazarus at (305) 348-2725 or philaz1@aol.com.

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 [http://education.fiu.edu/scholarships.html](http://education.fiu.edu/scholarships.html) and [https://fiu.academicworks.com/](https://fiu.academicworks.com/) This website also links students to potential scholarships. [http://www.fastweb.com](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 [www.fasp.org](http://www.fasp.org). 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/](http://onestop.fiu.edu/financial-aid/)
X. DISABILITY SERVICES FOR STUDENTS

Disability Services for Students 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.

Location: GC 190, University Park, 305-348-3532; WUC 139, North Miami Campus, 305-919-5345; Bldg. 9, Room 224, Broward Program, 954-948-6793; TTY/TDD 305-348-3852.

XI. RELATED OCCUPATIONAL 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: http://www.browardschools.com/departments/employment/ All necessary forms can be downloaded from this website.

   Address: Instructional Staffing
   600 SE 3rd Avenue
   Fort Lauderdale, FL 33301
   (954) 765-6000
   (954) 765-6310 (fax)
3) **Mailman Center for Child Development:**  [http://peds2.med.miami.edu/mailman/about.htm](http://peds2.med.miami.edu/mailman/about.htm)
Students interested in positions at the Mailman Center for Child Development should contact Dr. Susan Gold at (305) 243-6624.

   Address:  Department of Pediatrics  
   University of Miami School of Medicine  
   1601 NW 12th Avenue  
   Miami, FL 33136

4) **Children’s Home Society:**

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

   a)  800 NW 15th Street  
       Miami, FL 33136-1495  
       305-324-1262 04

   b)  401 NE 4th Street  
       Fort Lauderdale, FL 33301  
       (954) 763-6573

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.

   **XII. ASSESSMENT OF PROGRAM AND STUDENT LEARNING OUTCOMES**

The FIU School Psychology program collects quantitative and qualitative input from student, 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.
XIII. ASSOCIATIONS

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. http://www.apa.org/about/division/div16.aspx

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, which students are encouraged to go to. In addition, NASP has a great website with numerous links and resources for school psychologists. http://www.nasponline.org

Florida Association of School Psychologists (FASP)

This is the state association to which most school psychologists belong. Memberships for students are reasonable and are available online. FASP also holds an annual conference 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

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. 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 students who best exemplifies Dr. del Valle’s personal and professional characteristics.

There are a number of ways you 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 and various committee memberships (philanthropy, social, fundraising, etc.). For more information on upcoming events and this year’s executive board, go to www.orgsync.com under Florida International University SPSA.
Philip J. Lazarus, Ph.D.

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 30 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 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.”
Andy V. Pham Ph.D., NCSP

Dr. Andy V. Pham is an Associate Professor of School Psychology at Florida International University (FIU). 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 subsequently 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 also a nationally certified school psychologist (NCSP). His teaching interests include psycho-educational assessment, child neuropsychology, and educational psychology.

Dr. Pham has conducted research examining how neurocognitive and sociocultural variables influence academic and mental health outcomes of children, adolescents, and diverse learners. He aims to reduce ethnic disparities in mental health and education by determining risk and protective factors in minority youth and families. Dr. Pham has received recognition for his scholarly work as he was selected as an Early Career Scholar by the Society for the Study of School Psychology (SSSP), and was also the recipient of the Blue Ribbon Award for Excellence in Scientific Presentation at the American Psychological Association (Division 40, Society for Clinical Neuropsychology). Dr. Pham currently serves as Associate Editor of APA Division 16’s The School Psychologist, and guest co-editor of the Journal of Educational and Psychological Consultation.

Martha Pelaez Ph.D.

Martha Pelaez is a Frost Professor at the College of Arts, Sciences, & 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) for her research on "Infant learning to reference maternal emotional expressions." After completing a postdoctoral Fellowship at the University of Miami, in 1994, she became Assistant Professor of Psychology at FIU, Associate Professor in 1998, and full Professor in 2004. She received the Frost Professor Award in 2006, a College of Arts, Sciences, & Education formal recognition for excellence in research and scholarly work. She has supervised students’ doctoral dissertations and master theses, teaches courses in Educational Psychology and Child and Adolescent Development, Applied Behavior Analysis, Single Subject Designs, and directs infant and early childhood research.

Dr. Pelaez was the past Program Chair for the American Psychological Association, for Division 25 and past Program Co-Chair for the Association for Behavior Analysis. Dr. Pelaez has served as the Vice-Chair of the Faculty Senate of Florida International University and as Legislative Liaison with the Florida Legislature. In 2005 and 2006, she Chaired the Advisory Council of Faculty Senates of Florida (ACFS) and was member of numerous program review and search and screen committees. 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 served as member of the Florida Board of Governors.

Dr. Pelaez has three daughters, two grandchildren, and enjoys sailing.
Frequently Asked Questions Regarding the Program

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.

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.

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 psychologists 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.

Is the school psychology program nationally accredited?

Yes, FIU’s School Psychology program is accredited by the National Association of School Psychologists 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 State Department of Education, and our College and programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) or Council for the Accreditation of Educator Preparation (CAEP), and the Southern Association of Colleges and Schools (SACS). We are fully approved until 2021.

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.
How many students have you graduated?

We have graduated more than 300 students. Many of our graduates took positions as school psychologists in school districts in the tri-county area (Miami-Dade, Broward and Palm Beach).

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. More than 95% of our students are offered positions within a few months after graduation. Depending upon the local economy and current hiring practices, some graduates may need to move out of south Florida to secure a school psychologist position. This occurred during the recession. Nonetheless, 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 our 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
- Boston Public Schools, Boston, MA
- Hanford Elementary School District, CA
- Jeffco Public Schools, CO

Clinical Settings

- FIU Center for Children and Families

Continuing Graduate Studies

- Florida International University, Special Education
- Florida State University, Counseling Psychology and School Psychology

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.
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).

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 Madique campus. 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.

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.

Is a thesis required to complete the program?

No. A thesis is NOT required. However, a number of students engage in independent research with their professors and have been published in referred journals.

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

Yes, you may take 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 9 graduate credits can be taken this way and counted toward the degree if you are subsequently admitted to one of the graduate programs.

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 five years 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 five 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.
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.

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 2017-2018 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 $22,000+ for a full academic year. Students need to plan financially for their internship upon acceptance into the program.

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.

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 of their enrollment year.

Frequently Asked Questions Regarding the Application Process

When are applications due?

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

- Summer admission – March 1st
- Fall admission – June 1st
- Spring admission – October 1st

The online application for graduate admission may be found at this website [http://gradschool.fiu.edu/admissions.shtml](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 College of Arts, Sciences, & Education.

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 of Arts, Sciences, & Education for final review. All admissions decisions are made by College of Arts, Sciences, & Education program leaders and/or faculty.

**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.
What might slow up my admission process?

At times, students request letters of recommendation from employers or faculty members that have not been sent in to 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.

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 April 1st. The last day for international students to submit all supporting academic credentials, appropriate test scores, and the Declaration and Certification of Finances is June 1st. For Spring Semester admissions, applications must be received by September 1st. 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 October 1st. For summer semester admissions, applications must be received by February 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 1st.

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
Do I need to take the GREs?

There is no GRE requirement for the School Psychology program. However, the GRE can be taken and submitted as part of the application in lieu of the CLAST or General Knowledge Test (GKT).

Send official scores to the following address:

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

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.

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 see the recommended courses below.

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

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

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.

If I do not have 15 semesters 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.


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 College of Arts, Sciences, & Education.
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 23 of this handbook for specific information about Disability Services for Students.

We await your application. School Psychology is a highly rewarding career.
<table>
<thead>
<tr>
<th>Year One (2017-2018)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 6805</td>
<td>Professional Problems and Issues in School Psychology (3)</td>
<td>SPS 6191</td>
<td>Psychoeducational Assessment I: Intellectual (3)</td>
</tr>
<tr>
<td>SPS 6190</td>
<td>Academic Assessment and Intervention in the Schools (3)</td>
<td>MHS 5400</td>
<td>Counseling Skills and Techniques (3)</td>
</tr>
<tr>
<td>EDF 5481</td>
<td>Foundations of Education Research (3)</td>
<td>EDP 7058</td>
<td>Behavioral Intervention Research and Evaluation in Education (3)</td>
</tr>
<tr>
<td>EDP 6276</td>
<td>Human Development: Childhood and Adolescence (3)</td>
<td>EDF 5432</td>
<td>Measurement and Evaluation in Education (3) (even-numbered years)</td>
</tr>
<tr>
<td></td>
<td>*Pass Exams:</td>
<td></td>
<td>SDS 6411</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SPS 7195</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SPS 7705</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Two (2018-2019)</td>
<td>SPS 6192</td>
<td>Psychoeducational Assessment II: Process (3)</td>
<td>SPS 6193</td>
</tr>
<tr>
<td></td>
<td>SPS 6941</td>
<td>Supervised Practicum in School Psychology (3)</td>
<td>SPS 6199</td>
</tr>
<tr>
<td></td>
<td>SDS 5420</td>
<td>Counseling Students with Exceptionalities (3)</td>
<td>SDS 5460</td>
</tr>
<tr>
<td></td>
<td>EDF 6211</td>
<td>Psychological Foundations in Education (3)</td>
<td>EEX 5259</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*SPS 6941</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Pass Exams:</td>
<td>SDS 7176</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SPS 7407</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Three (2019-2020)</td>
<td>SPS 6678</td>
<td>Supervised Field Experience in School Psychology (5)</td>
<td>SPS 6678</td>
</tr>
<tr>
<td></td>
<td>Five days per week in internship field placement</td>
<td>Five days per week in internship field placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pass Exams:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Florida Department of Subject Area Examination in School Psychology (must submit results to FIU at time of exam)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-requisite Education classes (non-education majors). Courses may be taken at the undergraduate level (3000-4999 level):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 3251/5255</td>
<td>Classroom Management (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EDG 3321/5414</td>
<td>Instructional Strategies for the Classroom Teacher (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RED 4325/5339</td>
<td>Subject Area in Reading (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSL 4324/5361C</td>
<td>TESOL for Secondary Teachers (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*As of Summer 2016, EDG3321/5414 is offered as a combined course in Instructional Strategies and Classroom Management. If taken, this course may also satisfy Classroom Management (EDF 3251/5255).</td>
</tr>
</tbody>
</table>
### APPENDIX I. Sample Course Sequence for Part Time Study (2-3 courses each semester, 2+ courses each summer).

<table>
<thead>
<tr>
<th>Year One (2017-2018)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 6805</td>
<td></td>
<td>MHS 5400</td>
<td>SDS 6411</td>
</tr>
<tr>
<td>Professional Problems and Issues in School Psychology (3)</td>
<td>Counseling Skills and Techniques (3)</td>
<td>Counseling Children and Adolescents (3)</td>
<td></td>
</tr>
<tr>
<td>EDF 5481</td>
<td></td>
<td>EDF 5432</td>
<td>SPS 7195</td>
</tr>
<tr>
<td>Foundations of Education Research (3)</td>
<td>Measurement and Evaluation in Education (3) (even-numbered years)</td>
<td>Child Psychopathology: Assessment and Intervention in the Schools (3) (even-numbered years)</td>
<td></td>
</tr>
<tr>
<td>EDUCATION COURSE</td>
<td></td>
<td>EDUCATION COURSE</td>
<td></td>
</tr>
<tr>
<td>Pass Exams:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Knowledge Test (GKT)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two (2018-2019)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 6190</td>
<td></td>
<td>SPS 6191</td>
<td>SPS 7407</td>
</tr>
<tr>
<td>Academic Assessment and Intervention in the Schools (3)</td>
<td>Psychoeducational Assessment I: Intellectual (3)</td>
<td>Behavioral Interventions in the Schools (3) (odd-numbered years)</td>
<td></td>
</tr>
<tr>
<td>EDP 6276</td>
<td></td>
<td>EDP 7058</td>
<td>SPS 7176</td>
</tr>
<tr>
<td>Human Development: Childhood and Adolescence (3)</td>
<td>Behavioral Intervention Research and Evaluation in Education (3)</td>
<td>Consultation and Assessment with Culturally and Linguistically Diverse Populations (3) (odd-numbered years)</td>
<td></td>
</tr>
<tr>
<td>EDUCATION COURSE</td>
<td></td>
<td>EDUCATION COURSE</td>
<td></td>
</tr>
<tr>
<td>Pass Exams:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Knowledge Test (GKT)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three (2019-2020)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 6192</td>
<td></td>
<td>SPS 6193</td>
<td>SDS 5460</td>
</tr>
<tr>
<td>Psychoeducational Assessment II: Process (3)</td>
<td>Psychoeducational Assessment III: Behavior (3)</td>
<td>Crisis Intervention in Schools (3)</td>
<td></td>
</tr>
<tr>
<td>SDS 5420</td>
<td></td>
<td>SPS 6199</td>
<td>SPS 7705</td>
</tr>
<tr>
<td>Counseling Students with Exceptionalities (3)</td>
<td>Family-School Consultation and Collaboration (3)</td>
<td>Neuropsychological Issues in the Schools (3) (even-numbered years)</td>
<td></td>
</tr>
<tr>
<td>SPS 6941</td>
<td></td>
<td>EDUCATION COURSE</td>
<td></td>
</tr>
<tr>
<td>Supervised Practicum in School Psychology (3)</td>
<td>EDUCATION COURSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUCATION COURSE</td>
<td></td>
<td>EDUCATION COURSE</td>
<td></td>
</tr>
<tr>
<td>Pass Exams:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Knowledge Test (GKT)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Four (2020-2021)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUST BE FULL-TIME</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS 6678</td>
<td></td>
<td>SPS 6678</td>
<td>SDS 5460</td>
</tr>
<tr>
<td>Supervised Field Experience in School Psychology (5)</td>
<td>Supervised Field Experience in School Psychology (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five days per week in internship field placement</td>
<td>Five days per week in internship field placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-requisite Education classes (non-education majors). Courses may be taken at the undergraduate level (&lt;3000-4999 level):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 3251/5255 Classroom Management (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EDG 3321/5414 Instructional Strategies for the Classroom Teacher (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RED 4325/5339 Subject Area in Reading (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSL 4324/5361C TESOL for Secondary Teachers (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*As of Summer 2016, EDG3321/5414 is offered as a combined course in Instructional Strategies and Classroom Management. If taken, this course may also satisfy Classroom Management (EDF 3251/5255).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I. Sample Course Sequence for Part Time Study (2 courses each semester, 2+ courses each summer).

<table>
<thead>
<tr>
<th>Year One  (2017-2018)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPS 6805 Professional Problems and Issues in School Psychology (3)</td>
<td>MHS 5400 Counseling Skills and Techniques (3)</td>
<td>SDS 6411 Counseling Children and Adolescents</td>
</tr>
<tr>
<td></td>
<td>EDF 5481 Foundations of Education Research (3)</td>
<td>EEX 5259 Literacy in Special Education (3)</td>
<td>SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pass Exams:</td>
<td>(even-numbered years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Knowledge Test (GKT)</td>
<td>EDUCATION COURSE</td>
</tr>
<tr>
<td>Year Two  (2018-2019)</td>
<td>SPS 6190 Academic Assessment and Intervention in the Schools (3)</td>
<td>EDF 6211 Psychological Foundations in Education (3)</td>
<td>SPS 7407 Behavioral Interventions in the Schools (3)</td>
</tr>
<tr>
<td></td>
<td>EDP 6276 Human Development: Childhood and Adolescence (3)</td>
<td>EDP 7058 Behavioral Intervention Research and Evaluation in Education (3)</td>
<td>SPS 7176 Consultation and Assessment with Culturally and Linguistically Diverse Populations (3)</td>
</tr>
<tr>
<td>Year Three  (2019-2020)</td>
<td>SDS 5420 Counseling Students with Exceptionalities (3) EDUCATION COURSE</td>
<td>EDF 5432 Measurement and Evaluation in Education (3) (even-numbered years)</td>
<td>SPS 7705 Neuropsychological Issues in the Schools (3) (even-numbered years)</td>
</tr>
<tr>
<td>Year Four  (2020-2021)</td>
<td>SPS 6192 Psychoeducational Assessment II: Process (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPS 6941 Supervised Practicum in School Psychology (3)</td>
<td>SPS 6193 Psychoeducational Assessment III: Behavior (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPS 6199 Family-School Consultation and Collaboration (3)</td>
<td>SDS 5460 Crisis Intervention in Schools (3) EDUCATION COURSE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pass Exams:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professional Education section of the Florida Teacher Certification Exam</td>
</tr>
<tr>
<td>Year Five  (2021-2022)</td>
<td>SPS 6678 Supervised Field Experience in School Psychology (5) Five days per week in internship field placement</td>
<td>SPS 6678 Supervised Field Experience in School Psychology (5) Five days per week in internship field placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- EDF 3251/5255 Classroom Management (3)
- EDG 3321/5414 Instructional Strategies for the Classroom Teacher (3)
- RED 4325/5339 Subject Area in Reading (3)
- TSL 4324/ 5361C TESOL for Secondary Teachers (3)

*As of Summer 2016, EDG3321/5414 is offered as a combined course in Instructional Strategies and Classroom Management. If taken, this course may also satisfy Classroom Management (EDF 3251/5255).
### APPENDIX II. Matrix of Coursework with NASP Standards

<table>
<thead>
<tr>
<th>Psychological Foundations (12)</th>
<th>Educational Foundations (9)</th>
<th>Assessment (12)</th>
<th>Intervention (18)</th>
<th>Research and Measurement Methodology (9)</th>
<th>Supervised Field Experience (13)</th>
<th>Co-Requisite Education Courses for graduates students who are not certified in Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 7195 Child Psychopathology: Assessment and Int. in the Schools</td>
<td>SPS 7705 Neuropsychological Issues in the Schools</td>
<td>SPS 6190 Academic Assessment and Intervention in the Schools</td>
<td>SPS 6192 Psycho-educational Assessment II</td>
<td>SPS 7407 Behavioral Interventions in the Schools</td>
<td>SPS 6941 Supervised Practicum in School Psychology</td>
<td>EDF 5255 Classroom Management</td>
</tr>
<tr>
<td>SPS 7705 Neuropsychological Issues in the Schools</td>
<td>EDF 6211 Psychological Foundations in Education</td>
<td>SPS 6191 Psycho-educational Assessment I</td>
<td>SPS 6193 Psycho-educational Assessment III</td>
<td>MHS 5400 Counseling Skills &amp; Techniques</td>
<td>SPS 6941 Supervised Practicum in School Psychology</td>
<td>EDG 5414 Instructional Strategies for the Classroom Teacher</td>
</tr>
<tr>
<td>EDP 6276 Human Development: Childhood and Adolescence</td>
<td>SPS 6805 Professional Problems and Issues in School Psychology</td>
<td>SPS 6192 Psycho-educational Assessment II</td>
<td>SPS 6193 Psycho-educational Assessment III</td>
<td>SDS 5420 Counseling Students with Exceptionalities</td>
<td>SPS 6411 Counseling Children and Adolescents</td>
<td>RED 5339 Subject Area in Reading</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>TSL 5361C TESOL for Secondary Teachers</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Agreement

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

_________________________  _______________________
Signature                  Date