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Introduction

The purpose of this Handbook is to provide school psychology students with information about the procedures, regulations, and requirements for completing the doctoral degree in the Department of Psychology. When used with other departmental literature (e.g., Graduate Student Manual, Graduate School Catalog), this handbook is designed to facilitate your progress through the program. It is important, therefore, that you read all sections of the Handbook so that you are thoroughly familiar with the program and department requirements.

If you have any questions regarding the program, department, or university, please contact your faculty mentor or the Program Assistant, SchoolPsychology@niu.edu. We hope that your educational career at Northern Illinois University is exciting, challenging, and educationally profitable.

Overview of the Program

The School Psychology Doctoral Program at Northern Illinois University (NIU) offers a 90-hour, full-time Ph.D. program that provides comprehensive training in general psychology as well as specialized training in the applied area of school psychology. Instituted in 1978, the NIU school psychology educational license program received full approval from the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE) in 1992 and has maintained this status. The program also achieved accreditation from the American Psychological Association (APA) in 2010, effective 2009. (Please contact the APA Office of Program Consultation and Accreditation with any questions: 750 First St., NE, Washington, DC 20002, phone: (202)336-5979, fax: (555)336-5978.) The primary goal of the program is to train professional psychologists to work in schools, state agencies, clinical practice, and university settings. Coursework and practica experiences provide a synthesis of essential theoretical and applied approaches across developmental, cognitive, social, and behavioral areas. Graduates of the program are prepared to function in multiple roles including treatment, assessment, and consultative modalities, as well as teaching and research roles.

Admission Requirements and Procedures

Our application process is competitive and we receive many more applications than we can accept each year. Please note the Department of Psychology and our School Psychology program admits only full-time students; we do NOT have a respecialization program. We strive to provide assistantship support to all of our students (see section on Assistantships), with priority given to our Ph.D. students. Please see below for important application procedures. We encourage students with cultural and individual diversity to apply to the program. Please see Appendix E for APA Required Disclosure of Education/Training Outcomes and Information Allowing for informed Decision-Making to Prospective Doctoral Students (page 80).

http://www.niu.edu/psyc/graduate/school/outcomes.shtml
Applying to the Graduate School:

Students applying to our doctoral program must submit the following materials to the NIU Graduate School by December 15:

- Graduate School application and fee (including statement of goals).
- Three letters of recommendation.
- Transcripts of all undergraduate and graduate work (unofficial is fine).
- Graduate Record Examination (GRE) scores.

GRE scores, statement of goals, transcripts, and letters of recommendation should be uploaded to the MyNIU portal if possible. Hard copy items should be sent to the Graduate School, 223 Adams Hall, DeKalb, IL 60115. Additional optional materials, including writing samples and applications for assistantship, for example, should be sent to the Psychology Department, Northern Illinois University, Graduate Program Secretary, DeKalb, IL 60115.

Criteria Reviewed and Process:

For strongest consideration for admittance into NIU’s doctoral program in school psychology, our candidates typically have:

- A B.A. or B.S. in psychology, although other related majors are considered.
- Earned a strong undergraduate GPA; typically above 3.40.
- Strong GRE scores, with Writing scores in the 4.0 to 6.0 range.
- Strong letters of recommendation.
- Relevant research and/or applied experiences.
- A successful interview, in person (preferable) or by Skype/phone.

Students with strong credentials are invited to interview during our annual Interview Day (typically in early February). Students unable to attend Interview Day have the option to be interviewed over the phone or in person at a scheduled time prior to Interview Day. Students are notified of our admissions decisions as they are made following interviews. Assistantship decisions are made following admissions decisions; however, students have their assistantship information prior to making their decision to accept admission to the program (by April 15th). Typically, three or four Ph.D. students are admitted to the program each year and are provided assistantship support (see section on Assistantships).

Official Admission into the Educational License Program. Our students are admitted into the M.A. (or Ph.D. program), but are not officially admitted into our "educational license program" until after completing the M.A. degree. This is because, by state law, students must pass the Illinois TAP prior to admittance into the educational licensure program. Therefore, all students should plan to take the TAP sometime during their first year or apply for a waiver using your ACT or SAT scores if they are not more than 10 years old. See Educational License Requirements below for more information.

Transfer Students

Students applying to our Doctoral Program with a Master’s Degree from another program: Please apply using all of the same procedures and criteria listed above. The Program Director will review your transcripts for any courses that may be waived for the Doctoral degree. However, please note that typically very few courses are waived.
NIU Master’s Program students interested in applying to the NIU Doctoral Program: There is no guarantee that students in the NIU Master’s Program will be able to transfer to the Doctoral Program. Interested students should discuss this possibility with the Program Director and their respective faculty mentor. If the student wants to apply to the Doctoral Program they should understand that they will be considered as a new applicant to the program. The student must provide a formal letter requesting this consideration along with a statement of goals (i.e., personal statement) to the Program Director. The program faculty will review this request along with other criteria listed above (e.g., GRE scores, GPA, performance in program, etc.) at the time of admissions decisions and inform the student of the outcome in a letter by April 20 of that year.

**Educational Philosophy and Training Model**

The school psychology program is committed to the scientist-practitioner model and is designed to train professionals to contribute to the psychological well-being of children and adolescents. The faculty believe a school psychologist is characterized by the knowledge and ability to bring a scientific approach to the study, assessment, and treatment of children and adolescents to maximize their functioning in educational and other appropriate settings. The program is organized around four broad goals that graduates of the program will learn (a) a solid foundational understanding of broad psychological principles, (b) the profession and professional practice of school psychology, (c) appropriate assessment and intervention methodologies, and (d) to be consumers and producers of research. Knowing that new information and technologies are always being discovered, inherent throughout the program is the overarching goal to train psychologists committed to being life-long learners.

The dual emphasis of the scientist-practitioner model is more important than ever in this era of changing roles for school psychologists, and it is the primary goal of the program to provide rigorous training in both of these important roles. The scientist-practitioner role has been a longstanding tradition within psychology (Boulder Conference, 1949; Thayer Conference, 1954); however, the tenets of this model fit nicely with the most innovative of practices. Our training practices follow the principles of the National Association of School Psychologists’ (NASP) publication *School Psychology: A Blueprint for Training and Practice III* (Ysseldyke et al., 2006) by training students with a solid basis of knowledge in psychological and educational principles and the application of science and the scientific method. Additionally, one of the approaches to practice that is emphasized in the program is the data-based collaborative problem-solving approach (e.g., Deno, 2002; Ikeda, Tilly, Stumme, Volmer, & Allison, 1996).

The problem-solving approach by nature requires the integration of systematic scientific inquiry and service delivery in meeting the needs of children and adolescents. The program components including research experiences and requirements, courses, and practica allow our students to embody the scientist-practitioner model.

The scientist role is an important one to all professional psychologists. Students in the NIU School Psychology Program are trained to be both critical consumers of psychological research, so that they maintain the highest professional standards of practice, and active contributors to psychological and educational knowledge through the conduct of original research. The scientist role is emphasized throughout the program in multiple ways through a series of sequenced, cumulative, and integrated experiences and processes. Being housed within a comprehensive Ph.D. level Department of Psychology, the School Psychology Program provides its students
with rigorous, research-based training not only in the core areas of school psychology, but also in the basic psychological and educational foundation content areas that inform school psychology practice. For example, in addition to completing research-oriented course work from primary school psychology faculty, students also complete rigorous research-based course work from faculty in the other Ph.D. curricular programs within the department (e.g., Social, Developmental, Cognitive, Clinical). Students work closely with faculty mentors and advisors on the completion of a Master’s thesis and Ph.D. dissertation that make a substantial contribution to scientific knowledge. Less formally, students participate in multiple activities throughout the academic year that directly facilitate and model the scientist role. These include participation in ongoing faculty research projects as Research Assistants, participation as both attendees and presenters at a variety of departmental colloquium series (e.g., School Psychology Brownbags and Brownbags for the Cognitive/Instructional-Developmental-School Area, Child Clinical- Developmental, and the Center for the Study of Family Violence and Sexual Assault), as well as participation in local, state, and national conferences and publications. Please see Appendix D for a listing of recent presentations and publications involving students.

The practitioner role also is central to the functioning of most school psychologists. It is necessarily a diverse role, requiring skills in psychological and educational intervention, consultation, and assessment. Course work and practica experiences provide a synthesis of theory, research, and applied aspects of school psychology practice. The program is designed to train students as problem-solving professionals who are competent to work in multiple capacities on a wide range of problems encountered in educational and other applied settings. The school psychology program provides students with a comprehensive set of graduated practicum experiences beginning their second semester on campus and continuing until the capstone internship experience. It is during these experiences that students apply the knowledge and skills they have acquired in their academic courses and research to educational and clinical settings. The synthesis of theory, research, and practice forms the foundation of the scientist-practitioner model adopted by the NIU program.

The Department of Psychology offers a 90-hour Ph.D. degree with a specialization in school psychology. Students completing the Ph.D. program are eligible for the Illinois Professional Educator license (School Psychologist endorsement) from the Illinois State Board of Education and the Nationally Certified School Psychologist (NCSP) credential through NASP. The Program also provides all opportunities so that our students will be eligible for pursuing professional licensure as a psychologist in Illinois and other states. The following goals, objectives, and competencies have been established for students in the Ph.D. program.
Program Goals, Objectives, and Student Competencies

Goal 1. To prepare entry-level psychologists who will have a solid foundational understanding of broad psychological principles.

Objective 1. Students will acquire knowledge of social and emotional, biological, cognitive/instructional, and developmental aspects of human behavior.
   Competency 1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.
   Competency 1B. Students will demonstrate knowledge of biological bases of human behavior.
   Competency 1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.

Goal 2. To prepare entry-level psychologists who will understand the profession and the professional practice of school psychology and will seek learning experiences throughout their career.

Objective 2. Students will acquire an understanding of the evolution of and key issues in the practice of school psychology.
   Competency 2A. Students will develop an understanding of the history, roles, and functions of school psychologists.
   Competency 2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.

Objective 3. Students will learn to practice as socially competent professionals who are effective communicators, collaborators, and life-long learners.
   Competency 3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.
   Competency 3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.
   Competency 3C. Students will demonstrate a life-long learner disposition by seeking non-required learning opportunities and experiences.
   Competency 3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.

Goal 3. To prepare entry-level psychologists who use appropriate ecologically-based, empirically-validated assessment and intervention approaches for systems and individuals.

Objective 4. Students will take an ecological, evidence-based, problem-solving approach in their assessment of systems and individuals.
   Competency 4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.
   Competency 4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.
Competency 4C. Students will develop and demonstrate skills in the assessment of personality, social-emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.

Objective 5. Students will take an evidence-based, problem-solving approach in their prevention and intervention practices with systems and individuals.

Competency 5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.

Competency 5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.

Competency 5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.

Competency 5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.

Competency 5E. Students will develop and demonstrate an evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention/intervention approaches and of crisis intervention procedures.

Goal 4. To prepare entry-level psychologists who will be consumers and producers of research.

Objective 6. Students will acquire advanced understanding and skill in the process of scientific inquiry in research and practice.

Competency 6A. Students will develop advanced skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research.

Competency 6B. Students will apply research and evaluation skills in the practice of school psychology.

Objective 7. Students will contribute work to the scientific community through publications and presentations.

Competency 7A. Students will propose, conduct, and complete original research that makes a substantial contribution to scientific inquiry.

Competency 7B. Students will develop skills in explaining and presenting research findings.
<table>
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<th>Goals</th>
<th>Program Objectives</th>
<th>Student Competencies</th>
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| **Foundations.** To prepare entry-level psychologists who will have a solid foundational understanding of broad psychological principles. | 1. Students will acquire knowledge of social and emotional, biological, cognitive/instructional, and developmental aspects of human behavior. | 1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.  
1B. Students will demonstrate knowledge of biological bases of human behavior.  
1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior. |
| **Profession.** To prepare entry-level psychologists who will understand the profession and the professional practice of school psychology and will seek learning experiences throughout their career. | 2. Students will acquire an understanding of the evolution of and key issues in the practice of school psychology. | 2A. Students will develop an understanding of the history, roles, and functions of school psychologists.  
2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice. |
|  | 3. Students will learn to practice as socially competent professionals who are effective communicators, collaborators, and life-long learners. | 3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.  
3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.  
3C. Students will demonstrate a life-long learner disposition by seeking non-required learning opportunities and experiences.  
3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology. |
| **Assessment and Intervention.** To prepare entry-level psychologists who use appropriate ecologically-based, empirically-validated assessment and intervention approaches for systems and individuals. | 4. Students will take an ecological, evidence-based, problem-solving approach in their assessment of systems and individuals. | 4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.  
4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.  
4C. Students will develop and demonstrate skills in the assessment of personality, social-emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations. |
|  | 5. Students will take an evidence-based, problem-solving approach in their prevention and intervention practices with systems and individuals. | 5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.  
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.  
5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.  
5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.  
5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures. |
| **Research.** To prepare entry-level psychologists who will be consumers and producers of research. | 6. Students will acquire advanced understanding and skill in the process of scientific inquiry in research and practice. | 6A. Students will develop advanced skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research.  
6B. Students will apply research and evaluation skills in the practice of school psychology. |
|  | 7. Students will contribute work to the scientific community through publications and presentations. | 7A. Students will propose, conduct, and complete original research that makes a substantial contribution to scientific inquiry.  
7B. Students will develop skills in explaining and presenting research findings. |
Planned Ph.D. Program of Study

The planned Ph.D. program of study is provided below, though course availability, staffing issues, and other changes may cause changes in this plan. In addition to courses, other significant program milestones are also noted with an *.

Fall Semester 1:

PSYC 604 - Analysis of Variance and Hypothesis Testing in Psychological Research
PSYC 639 - Ethics, Law, and Professional Issues in School Psychology
PSYC 640 - Theory and Assessment of Intellectual Functioning
ETR 534 - Dynamic Assessment for Students with High-Incidence Disabilities
PSYC 690 - Psychological Research

*Work with research mentor on thesis ideas
*Complete doctoral program of courses form

Spring Semester 1:

PSYC 606 - Correlation and Regression Analysis in Psychological Research
PSYC 611 - Cognitive Psychology I
PSYC 646 - Psychological Assessment of Children (Behavioral, Social, Emotional)
PSYC 653 - Practicum in School Psychology (First Year)
PSYC 690 - Psychological Research

*ISPA conference - required attendance (January or February)
*NASP conference
*Take/pass ISBE Test of Academic Proficiency (TAP) test (if necessary)
*Continue thesis proposal development

Summer Semester 1:

PSYC 699 - Thesis

Choose 1 of the following classes, depending on course availability
SESE 603 (formerly 560) - Functional Analysis for Special Educators
SESE 556 – Methods for Inclusion and Collaboration in the General Education Classroom
   OR SESE 606 (formerly 563) - Methods for Teaching Students with Emotional/Behavioral Disorders
LTIC 547: Assessment of Language-Minority Students (preferred)
   OR LTIC 501 Multicultural Education: Methods and Materials

*Complete second-year Competency Exam (August)
*APA conference

Fall Semester 2:

PSYC 620 - Experimental Social Psychology
PSYC 648 - Consultative Interventions in School and Community Settings
PSYC 653 - Practicum in School Psychology (Second Year)
PSYC 699 - Thesis
PSYC 690 - Psychological Research

*Thesis should be proposed by the end of the semester

Spring Semester 2:

PSYC 653 - Practicum in School Psychology (Second Year)
PSYC 676 - Social-Personality Development
PSYC 647 - Psychological Interventions with Children and Their Families
PSYC 699 - Thesis
PSYC 690 - Psychological Research
SESE 603, 556, 606 or LTIC 547, 501 (optional to take at this time)

*ISPA conference - required attendance (January or February)
*NASP conference

Summer Semester 2:

PSYC 699 - Thesis

Choose 1 of the following classes, depending on course availability
SESE 603 (formerly 560) - Functional Analysis for Special Educators
SESE 556 – Methods for Inclusion and Collaboration in the General Education Classroom
   OR SESE 606 (formerly 563) - Methods for Teaching Students with Emotional/Behavioral Disorders
LTIC 547: Assessment of Language-Minority Students *(preferred)*
   OR LTIC 501 Multicultural Education: Methods and Materials

*APA conference

Fall Semester 3:

PSYC 645 - Developmental Psychopathology
PSYC 653 - Practicum in School Psychology (Advanced)
PSYC 699 - Thesis
PSYC 690 - Psychological Research
Cognate Course
SESE 603, 556, 606 or LTIC 547, 501 (optional to take at this time)

*Candidacy exam

Spring Semester 3:

Psychology Tool Course
PSYC 528 - History of Psychology
PSYC 653 - Practicum in School Psychology (Advanced)
PSYC 699 - Thesis
PSYC 690 - Psychological Research

*ISPA conference - required attendance (January or February)
*NASP conference
*Dissertation proposal
*Candidacy exam
*Must take/pass ISBE School Psychology Content Exam before internship begins

Summer Semester 3:

Psychology Tool Course
PSYC 699 - Thesis
**Choose 1 of the following classes, depending on course availability**
Cognate Course
SESE 603 (formerly 560) - Functional Analysis for Special Educators
SESE 556 – Methods for Inclusion and Collaboration in the General Education Classroom
**OR** SESE 606 (formerly 563) - Methods for Teaching Students with Emotional/Behavioral Disorders
LTIC 547: Assessment of Language-Minority Students *(preferred)*
**OR** LTIC 501 Multicultural Education: Methods and Materials

*Candidacy exam
*Start working on AAPI application
*APA conference
*Dissertation proposal

Fall Semester 4:

Psychology Tool Course
PSYC 603 - Biopsychology
PSYC 799 - Dissertation
PSYC 653 - Practicum in School Psychology (Advanced)
PSYC 690 - Psychological Research

*Complete AAPI Application for Internship by Dec. 1

Spring Semester 4:

PSYC 799 - Dissertation
PSYC 653 - Practicum in School Psychology (Advanced)
PSYC 690 - Psychological Research
Cognate Course
SESE 603, 556, 606 or LTIC 547, 501 (optional to take at this time)
*Internship interviews at ISPA (January or February)
*NASP conference
*Must take/pass ISBE School Psychology Content Exam before internship begins

Summer Semester 4:

PSYC 799 - Dissertation

*APA conference
*Students doing a 12-month internship must be registered the summer they are doing internship (i.e., if the internship begins prior to August 1, register for the summer before the fall and spring semesters. If internship begins after August 1, register for the summer following fall and spring semesters).

Fall and Spring Semester 5:

PSYC 656 - Internship
PSYC 799 - Dissertation

*Internship site visits (Fall, Spring)
*On-campus intern meetings (Fall, Spring)
*Complete portfolio
*Obtain Illinois Educator License (School Psychology)
*Graduation

Summer Semester 5:

PSYC 656 – Internship (unless registered for internship during prior summer semester)

*If necessary, students should register for internship credits or dissertation credits until both are complete.

In addition to the content related courses and required practica, students also enroll in PSYC 690: Psychological Research during each semester they are in the program. PSYC 690 is designed to develop students' research and professional skills related to their areas of specialty, and is graded on a satisfactory - unsatisfactory basis. During Internship, students only register for 690 if they have not yet proposed their dissertation.

The student's assigned faculty mentor will provide ongoing advisement regarding necessary course work, practicum experiences, and educational licensure requirements.
### Table View of a “Typical” Doctoral Schedule

**an example, please see Planned Program of Courses above**

<table>
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<tr>
<th>Yr.</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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| 1   | PSYC 604 - Analysis of Variance and Hypothesis Testing in Psych. Research  
PSYC 639 – Ethics, Law, and Professional Issues in School Psychology  
PSYC 640 - Theory and Assessment of Intellectual Functioning  
ETR 534 – Dynamic Assessment for Students with High-Incidence Disabilities  
PSYC 690 - Psychological Research | PSYC 606 - Correlation and Regression Analysis in Psychological Research  
PSYC 611 - Cognitive Psychology I  
PSYC 646 - Psychological Assessment of Children (Social/Emotional)  
PSYC 653 – Practicum in School Psychology (First Year)  
PSYC 690 - Psychological Research | SESE 603 - Functional Analysis for Special Educators  
PSYC 699 – Thesis  
* Complete second-year Competency Exam  
* APA Conference |
| 2   | PSYC 648 – Consultative Interventions in School and Community Settings  
PSYC 620 - Experimental Social Psychology  
PSYC 653 – Practicum in School Psychology (Second Year)  
PSYC 699 - Thesis  
PSYC 690 - Psychological Research | PSYC 647 – Psychological Interventions with Children & Their Families  
PSYC 653 – Practicum in School Psychology (Second Year)  
PSYC 676 - Social Personality Development  
PSYC 699 – Thesis  
PSYC 690 - Psychological Research | SESE 556 Methods for Inclusion and Collaboration in the General Education Classroom  
SESE 606 - Methods for Teaching Students with Emotional/Behavioral Disorders  
PSYC 699 – Thesis  
* APA Conference |
| 3   | Cognate Course  
PSYC 645 – Developmental Psychopathology  
PSYC 653 – Practicum in School Psychology (Advanced)  
PSYC 699 – Thesis  
PSYC 690- Psychological Research | Psychology Tool Course  
PSYC 653 – Practicum in School Psychology (Advanced )  
PSYC 690 – Psychological Research  
PSYC 528 – History of Psychology  
PSYC 699 - Thesis  
PSYC 690 - Psychological Research | LTIC 547 – Assessment of Language Minority Students  
LTIC 501 Multicultural Education: Methods and Materials.  
* Candidacy exam  
* Dissertation proposal  
* Start working on AAPI application  
* APA Conference |
| 4   | PSYC 603 – Biopsychology Tool Course  
PSYC 653 – Practicum in School Psychology (Advanced)  
PSYC 799 – Dissertation  
PSYC 690 – Psychological Research  
* Complete AAPI Application for | Cognate Course  
PSYC 653 – Advanced Practicum  
PSYC 799 – Dissertation  
PSYC 690 – Psychological Research  
* Internship interviews at ISPA  
* NASP Conference | PSYC 799 – Dissertation  
* APA Conference |
| 5   | PSYC 656 - Internship  
PSYC 799 – Dissertation | PSYC 656 - Internship  
PSYC 799 – Dissertation | PSYC 656 - Internship |

* Work on thesis ideas  
* Complete doctoral program of courses form  
* ISPA conference - required attendance  
* NASP conference  
* Take/pass ISBE Test of Academic Proficiency (TAP) test (if necessary)  
* Continue thesis proposal development  
* Thesis should be proposed  
* Candidacy exam  
* ISPA Conference – required attendance  
* NASP Conference  
* Dissertation proposal  
* Take and pass School Psych Content Test  
* Internship site visits (Fall)  
* On-campus intern meetings (Fall)  
* Internship site visits (Spring)  
* On-campus intern meetings (Spring)  
* Obtain Illinois Licensure for School Psychology  
* Walk in Graduation (defer actual degree until after internship)  
* Complete portfolio
Ph.D. Program Requirements

I. Residency Requirement

The Ph.D. program requires each student to complete at least three academic years of full-time graduate study at Northern Illinois University prior to awarding the doctoral degree. For students entering post-Master’s, we require each student to complete at least two academic years of full-time graduate study at Northern Illinois University.

II. Educational Licensure Course Work Requirements

Listed in the table on the next page are the course requirements for our doctoral program. A minimum of 60 semester hours at the graduate level is required for completion of the educational license program and 90 semester hours are required for the doctoral degree. According to state law, students also are required to successfully complete the Illinois administered Test of Academic Progress (TAP; formerly the Illinois Basic Skills Test) prior to obtaining the educational license as a school psychologist. In fact, Illinois state law requires that the TAP must be taken and passed before being admitted into the licensure program. Therefore, all students should plan to take the TAP sometime during their first year (summer of first year at the latest). Another exam, the School Psychology content test for Illinois, must be taken and passed before starting internship. However, many students prefer to take this at the same time as the TAP. Additional information can be obtained from the Illinois Certification Testing System (ICTS) webpage: http://www.icts.nesinc.com.

ACT Plus Writing or SAT scores may be used in lieu of the Test of Academic Progress (TAP). Qualifying scores and the procedure for substituting ACT Plus Writing or SAT scores in lieu of the TAP can be found here: https://www.isbe.net/Documents/act-sat-testing-in-lieu-of-tap.pdf. For more information and requirements please see the University Office of Educator Licensure and Preparation (UOELP) website (http://niu.edu/educator-licensure/requirements-testing/tap/index.shtml).

III. Department Foundation Requirements

Students must also complete the following required foundation courses in the Psychology Department (totaling 15 credits). Courses taken to fulfill foundation requirements may be used to fulfill program requirements as well. Students should consult the Graduate Student Manual for additional information on the department foundation requirements. These are completed as part of the program requirements as required School Program courses are in bold. Thus, students meet these breadth requirements via completion of the required School Program courses.

1. PSYC 604 – Analysis of Variance and Hypothesis Testing in Psychological Research
2. PSYC 606 – Correlation and Regression Analysis in Psychological Research
3. Three courses selected from the following: (Bold = program requirement)
   - PSYC 611 – Cognitive Psychology I
   - PSYC 603 – Biopsychology
   - PSYC 620 – Experimental Social Psychology
   - PSYC 645 – Developmental Psychopathology
   - PSYC 665 - Behavioral Development
IV. Breadth Requirements

Students will complete course work in the following five domains integral to the profession of school psychology. Courses taken to complete other program objectives and competencies may be used to complete breadth requirements. Department courses listed below are designed to meet the breadth requirements and are required for the doctoral program.

A. Biological Aspects of Behavior: (e.g., physiological psychology, comparative psychology, neuropsychology, sensation, psychopharmacology).
   **PSYC 603 - Biopsychology**

B. Cognitive-Affective Aspects of Behavior: (e.g., learning, memory, perception, cognition, thinking, motivation, emotion).
   **PSYC 611 – Cognitive Psychology I**

C. Social Aspects of Behavior: (e.g., social psychology, cultural, ethnic, group processes, sex roles, organizational and systems theory).
   **PSYC 620 – Experimental Social Psychology**

D. Individual Behavior: (e.g., personality theory, human development, individual differences, abnormal psychology).
   **PSYC 645 – Developmental Psychopathology**
   **PSYC 676 – Social Personality Development**

E. History and Systems of Psychology:
   **PSYC 528 – History of Psychology**

V. Tool Requirement

Upon admission into the doctoral program, students must specify the means by which they intend to satisfy the doctoral research tool requirement (this is typically done through two additional statistics courses beyond PSYC 604 and PSYC 606). Courses used to satisfy the tool requirement must be approved by the student’s advisor, Director of Graduate Studies, and the office of the dean of the Graduate School. The tool request approval form can be obtained from the Director of Graduate Studies. Although the following list is not exhaustive (i.e. students may petition to have other courses approved), the following courses may be used:

   ETR 562   Applied Categorical Data Analysis
   ETR 635   Theory of Measurement
   ETR 722   Methods of Multivariate Analysis
   ETR 790   Workshop in Research and Assessment (Hierarchical Linear Modeling)
   PSYC 607   Psychometric Techniques
   PSYC 710   Multivariate Data Analysis in Psychological Research
   PSYC 712   Structural Equation Modeling in Psychological Research
VI. Ph.D. Specialization Cognate

Students will complete course work in an approved area of specialization consisting of a minimum of 3 courses (i.e., 9 credit hours) conceptually integrated to provide the student in-depth knowledge/skills in an area related to the field of school psychology. These courses may be identified and completed at any time during the student's program of study, and two of the three courses may fulfill other departmental and/or program requirements. **Students must complete the "Cognate Completion Form" upon fulfillment of this requirement and turn it into the Program Coordinator.** Provided below is a nonexhaustive list of specialization areas with courses that would meet the cognate requirement. These are provided as examples. Students may also suggest another area of specialization and relevant courses not listed below.

**Assessment:**
- PSYC 640 - Theory and Assessment of Intellectual Functioning
- PSYC 646 - Psychological Assessment of Children (Behavioral, Social, Emotional)
- FCNS 635 - Behavior Assessment of the Infant and Young Child

**Cognitive/Instructional:**
- PSYC 611 - Cognitive Psychology I
- PSYC 612 - Cognitive Psychology II
- PSYC 614X - Instructional Psychology
- PSYC 678 - Development of Cognition and Memory

**Counseling:**
- PSYC 647 - Psychological Intervention with Children and Their Families
- EPCO 693 - Crisis Intervention
- FCNS 695 - Approaches to Marriage and Family Therapy

**Cultural Diversity:**
- CAHC 765: Multicultural Counseling
- LTIC 547: Assessment of Language-Minority Students
- LTIC 501 Multicultural Education: Methods and Materials
- CAHC 766: Human Sexuality Counseling

**Developmental:**
- PSYC 665 - Behavioral Development
- PSYC 676 - Social-Personality Development
- PSYC 678 - Development of Cognition and Memory
- PSYC 675 - Development of Language Acquisition

**Psychopathology:**
- PSYC 641 - Psychopathology
- PSYC 645 – Developmental Psychopathology
- SESE 512 – Methods for Teaching Students with LD

**Special Ed. Methods:**
- SESE 556 – Methods for Inclusion and Collaboration in the General Education Classroom
- SESE 606 – Methods for Teaching Students with Emotional/Behavioral Disorders
- LTRE 520 - Diagnosis and Treatment of Reading Difficulties
### Doctoral Course Work Requirements Table

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 604</td>
<td>Analysis of Variance and Hypothesis Testing in Psychological Research *</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 606</td>
<td>Correlation and Regression Analysis in Psychological Research *</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 611</td>
<td>Cognitive Psychology I *</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 620</td>
<td>Experimental Social Psychology*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 639</td>
<td>Ethics, Law, and Professional Issues in School Psychology</td>
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<tr>
<td>PSYC 640</td>
<td>Theory and Assessment of Intellectual Functioning</td>
<td>3</td>
<td></td>
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<tr>
<td>PSYC 645</td>
<td>Developmental Psychopathology *</td>
<td>3</td>
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<tr>
<td>PSYC 646</td>
<td>Psychological Assessment of Children (Behavioral, Social, Emotional)</td>
<td>3</td>
<td></td>
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<tr>
<td>PSYC 647</td>
<td>Psychological Intervention with Children and Their Families</td>
<td>3</td>
<td></td>
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<tr>
<td>PSYC 648</td>
<td>Consultative Interventions in School and Community Settings</td>
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<tr>
<td>PSYC 653-1</td>
<td>Practicum in School Psychology (First Year)</td>
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<td>PSYC 653-2</td>
<td>Practicum in School Psychology (Second Year)</td>
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<td>PSYC 676</td>
<td>Social Personality Development</td>
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<td>PSYC 690</td>
<td>Psychological Research</td>
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<tr>
<td>ETR 534</td>
<td>Dynamic Assessment for Students with High-Incidence Disabilities</td>
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<td>SESE 556</td>
<td>Methods for Inclusion and Collaboration in the General Education Classroom OR SESE 606 Methods for Teaching Students with Emotional/Behavioral Disorders</td>
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<tr>
<td>SESE 603</td>
<td>Functional Analysis for Special Educators</td>
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<tr>
<td>LTIC 547: Assessment of Language-Minority Students (preferred) OR LTIC 501 Multicultural Education: Methods and Materials</td>
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<td></td>
<td></td>
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<tr>
<td>PSYC 656</td>
<td>Internship in School Psychology (3 credits each semester and 1 credit in summer; only 6 “academic year” credits counted toward Illinois Professional Educator license requirements)</td>
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#### Total IL Professional Educator License Requirements (60 required)

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<td>PSYC 656</td>
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<th>Course Code</th>
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<tr>
<td>Cognate Courses (ranging from 1 to 3 courses)</td>
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<tr>
<td>PSYC 528</td>
<td>History of Psychology</td>
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<tr>
<td>PSYC 603</td>
<td>Biopsychology*</td>
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<td>PSYC 653-3</td>
<td>Practicum in School Psychology (Advanced; 3 credits each of 4 semesters)</td>
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<tr>
<td>PSYC 699</td>
<td>Thesis</td>
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<tr>
<td>PSYC 799</td>
<td>Dissertation</td>
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#### Total additional credits

<table>
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<th>Credits</th>
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#### TOTAL

<table>
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<tr>
<th>Credits</th>
<th>112-124</th>
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</thead>
</table>

Courses with an * are also Departmental Foundation Courses (total of 15 credits required)

NOTES: PSYC 102 TA’s also register for PSYC 681A (1-3 CH). You must register for 690 (1-3 CH) every fall and spring semester until the formal approval of your dissertation proposal. Once you register for 699 (Thesis) or 799 (Dissertation), you must register for that course (at least one credit) each subsequent semester (including summer) until your Thesis or Dissertation has been formally approved by the Grad School. It is expected that the number of PSYC 690, PSYC 699, or 799 hours in which a student is enrolled should reflect the amount of work undertaken that semester. The dissertation (799) will account for approximately two full semesters of the 90-hour total (18 hours minimum, 24 maximum). Graduate students holding full or partial assistantships, fellowships, or similar assignments during a regular semester are required to enroll in 12 semester hours of courses by the department. In the summer session, students on assistantship appointments are required to enroll for 6 semester hours. The number of graduate-level semester hours of independent study (PSYC 685) on the 90-hour program of study may not exceed 15.
VII. Second-year Competency and Candidacy Exams

Second-year competency exam. In addition to completing the above curricular requirements, all students with a specialization in school psychology must complete a second-year Competency Examination. The examination will be administered in a "closed-book" format in a computer lab, and students may not refer to any notes, books, articles, etc. during the examination. Students will be given five hours (across two days) to write answers to questions covering five domains:

1. Interventions and Instructional Support to Develop Academic Skills (Focus on Literacy & Engagement)
2. Principles of Behavior and Evidence-Based Behavioral Intervention
3. Competencies in Individual, Linguistic, and Cultural Diversity
4. Legal, Ethical, and Professional Practice
5. Single Case Design

Students should obtain a copy of the reading list from the program coordinator (see Appendix A). The reading list is intended to provide a basic background for questions asked on the examination. The list is not exhaustive, however, and students are encouraged to utilize information gained through course work and independent study.

Students specializing in school psychology must take the exam for the first time in the fall of the second year (prior to fall classes) and must successfully pass the examination prior to accepting an internship. Students are given two opportunities to take the exam and are graded as follows:

- **High Pass** - Represents an outstanding level of performance and is necessary for a student to be admitted to the Ph.D. program.

- **Pass** - Represents a high level of performance and is necessary for completion of the Master's degree and licensure as a school psychologist. The student will not be eligible for continuation in the Ph.D. program if this is the highest grade achieved on both attempts at the examination.

- **Conditional Pass** - The student has not passed the examination but is eligible for a grade of Pass by completing the additional work designated by the examining committee. The committee will evaluate the additional work to determine whether a grade of Pass or Fail will be assigned.

- **Fail** - The student has not passed the examination. If this is the grade on the student's first attempt, the student must retake the examination. If no higher grade is achieved, the student will not be allowed to continue in the program.

Please note, the Graduate School combines the completion of the Competency Exam with the Oral Defense for Thesis track students. This means any progress reports or audits will not show the Competency Exam has been completed until AFTER the student has also successfully defended their Thesis. Basically, both Comps and Thesis defense must be done before the requirement will be checked off.
Candidacy exam. When students have completed most of the doctoral course work (except dissertation research), they will take the written candidacy examination. The candidacy exam samples the student’s knowledge and ability to integrate theory and research relevant to the student’s dissertation area of interest. The exam is comprised of three short take-home papers related to the student’s area of research interest. The following procedures are followed:

(a) A committee of faculty is formed that is related to the student’s dissertation interests.

(b) The student (in consultation with his/her advisor) formulates 5 questions that are relevant to his/her dissertation research interests and which could form the basis for a short paper.

(c) The student develops a list of representative references that address each question. The separate reference list for each question will help the student determine if the question might be too broad or too narrow, for example.

(d) The committee meets to review/revise the questions submitted and formulates the final three questions for the student to answer. Suggestions regarding the reading list also might be given.

(e) The student is instructed to write a short paper (8 to 10 pages) addressing each of the questions, and a due date, three months from the start date, is specified.

VIII. Practicum Experiences

The school psychology program provides students with a comprehensive set of graduated practicum experiences beginning their second semester on campus and continuing throughout their graduate career. It is during these experiences that students apply the knowledge and skills they have acquired in their academic course work to educational and clinical settings. All clinical hours spent in First, Second, and Doctoral Practica and on Internship must be documented using Time2Track or MyPsychTrack. See Program Director for more information. The program director is responsible for selecting and placing students in practicum sites to ensure the placement, diversity of activities, quality of supervision and collaboration with the program faculty and site supervisor are appropriate for the candidates, and that the site provides them with the best possible experience, and effectively prepares them for internship and professional practice. In addition, located within both the first and second year practicum syllabi, is a list of experiences that correspond to several NASP objectives which the student is expected to participate in. This list is provided to practicum site supervisors to ensure that students are getting the experiences necessary to develop their professional skills and competencies.

Prior to beginning practicum, students will have a background check according to the procedure at each school where they train/work during the program. Students will have to go through the process each year at each new district, following what is likely their new employee procedures. This will often (usually) include a fee that students will have to pay. One reason for this procedure is that schools will be the owners of the CBC information and they will decide on their own whether or not a conviction warrants exclusion from their schools and classrooms.
First-Year Practicum (75 clock hours)
The first-year practicum experience begins the spring semester of the first year. Students are required to observe and participate for a minimum of 75 clock hours in the public schools, while under the supervision of a practicing school psychologist. This semester involves work in regular education as well as special education classes in elementary, middle school, and high school buildings, and includes involvement with a practicing school psychologist in "on the job" observation and supervised experiences. Additionally, students attend a weekly seminar in which their activities and observations are reviewed and discussed. Students are also evaluated by their site supervisor at the end of the semester. These evaluations are reviewed with the practicum instructor during individual conferences to provide students with feedback, and to evaluate their performance and development of professional characteristics and their progress towards program competencies. Speakers such as special-education teachers, administrators, and health-care professionals may also make presentations to the practicum group.

Second-Year Practicum (350 clock hours)
The second-year practicum consists of a minimum of 350 clock hours and is designed to provide students with more intensive experiences in assessment, consultation, and treatment interventions. Under the supervision of a Ph.D. school psychology faculty member, students are placed in a regional public school setting where they engage in assessment, intervention, and consultation with teachers and parents regarding student's academic, social, and emotional problems, using a problem-solving approach. All students enrolled in the second-year practicum participate in weekly group supervision meetings with other practicum students and the university-based supervisor. Similar to first-year practicum, students are evaluated by their site supervisor at the end of each semester and these evaluations are reviewed to evaluate professional development and progress towards program competencies.

Third- and Fourth-Year Advanced Practica (700 clock hours)
The third and fourth-year Ph.D. practica consists of a minimum of 350 clock hours EACH YEAR (third and fourth years) and typically involves the student being placed one day a week in a school or clinical setting. The specific content of the Ph.D. practica is individualized for each student based on a student’s interests and professional goals. Each student will create a Practicum Plan as a guideline for goals that the student expects to complete during the experience. All practicum placements must be approved by the program coordinator. The purpose of the practicum is to allow students to adopt an authentic, professional role within a school or clinical setting. Under the supervision of an appropriately credentialed, doctoral-level practicing psychologist, the student will provide assessment, counseling, and consultation services to students, parents, or teachers. Students will also engage in supervision of less experienced school psychology students during the Ph.D. practicum. Under the direction of program faculty, the student will review key literature on supervision and will assist more junior students as they complete assessment, consultation, and counseling experiences. Students will also participate in serving one client in the Psychological Services Center (PSC) in the spring semester of third year. Fourth year students will supervise that experience. At the end of
each semester of Advanced Practicum, students are evaluated by their site supervisors. Please note, advanced practicum students are responsible for obtaining personal liability insurance prior to working at their placement.

IX. Thesis and Dissertation

An essential aspect of the Ph.D. program is completion of the M.A. Thesis and Ph.D. Dissertation. Both the thesis and dissertation are research based projects that represent a substantial contribution to the field. The completion of these projects provides students the opportunity to pursue in-depth study in an area of specialized professional interest.

Students pursuing the Ph.D. will become engaged in thesis and dissertation work early in the program. Throughout the first year, students will develop his or her thesis proposal with the faculty advisor. Starting with the 2013-14 incoming cohort, new research timeline guidelines were implemented (see below). Students are expected to propose the Master’s Thesis by spring of second year and defend by February of third year. Students then do Candidacy exams and begin discussing the dissertation project which may be an extension of the thesis project under the supervision of the thesis director. However, students may not formally name a dissertation director until they have completed the departmental tool requirement (see more detailed description in Tool Requirement section). Students are enrolled in PSYC 699 (Thesis) or 799 (Dissertation) although, if in a semester they are not proposing or defending, students may be enrolled in PSYC 685 (Independent Study) to reflect work on their research.

Students will use ProQuest when formally submitting their thesis and dissertation. The Thesis and Dissertation Office has specific formatting guidelines that can be found on their site, along with other helpful information http://go.niu.edu/thesis. Please note, if the documents are not formatted to the specific guidelines, the submission will be rejected, and graduation may be delayed.

Goals and Deadlines for Research
In an effort to provide guidance, structure, and support, the faculty are implementing the following Goals and Deadlines for Research. These goals/deadlines are meant to be supportive and to help students keep research progress as a top priority.

Propose M.A. Thesis
Aspirational Goal: December 1 of second year
Expected Deadline: April 1 of second year
Remediation Deadline: September 1 of third year

Defend M.A. Thesis
Aspirational Goal: October 1 of third year
Expected Deadline: February 1 of third year
Remediation Deadline: July 1 before fourth year

Take and Pass candidacy exams
Within five months after thesis defense date.
Propose Dissertation
Aspirational Goal: July 1 before fourth year
Expected Deadline: October 1 of fourth year (prior to internship application/required to be able to apply for internship [4th year] and go on internship fifth year)
Remediation Deadline: May 1 of fourth year (no internship fifth year)

Defend Dissertation
Aspirational Goal: October 1 of fifth year
Expected Deadline: February 1 of fifth year
Remediation Deadline: August 1 of sixth year

Remediation Deadlines: There may be natural consequences to not making the Expected Deadline. If, in addition, a student does not meet the Remediation Deadline, the student and advisor must draft a remediation plan to be presented to the full School Psychology Faculty.

X. Internship

The internship is the culminating experience in school psychology graduate preparation. Students are eligible to apply for internships following completion of all course work and practica experiences, although they are strongly encouraged to complete the dissertation proposal prior to the internship experience. Students must complete the AAPI application by Dec 1 (Application for Psychology Internships) as part of the search process regardless of whether or not they plan to seek an AAPI or APA internship (see www.appic.org).

During the second semester of the year preceding the internship, students make preliminary inquiries at several state approved internship sites (although out-of-state internships can be arranged as well), and typically students interview at the Illinois School Psychology Association convention. The student cannot formally accept an internship, however, until the plan submitted by the site has been approved by the program coordinator. Additionally, interns may not accept an internship until after March 1, a date mandated by the Directors of University School Psychology Programs (DUSSP).

Interns enroll for at least 1 semester hour of credit each fall and spring semester, and 1 credit in the summer.

All students are enrolled in a Blackboard Internship course webpage prior to starting internship. This Blackboard course provides access to all of the essential paperwork and communication necessary during the internship year.

The internship should include a comprehensive set of experiences through which the student integrates the knowledge and applied skills that entail school psychology practice. The internship should provide a wide range of experiences including assessment, direct intervention, and consultation activities on behalf of diverse populations of children, adolescents, or their families.

The internship will involve a full time, 12-month experience (minimum of 2000 clock hours)
within a school or appropriate clinical setting under the supervision of an appropriately credentialed, doctoral-level psychologist. Please note that 600 of the 2000 hours are required in a school setting. An average of 2 hours per week of on-site supervision is also required for students during the internship year. Internship hours are tracked using an online tracking system. For the past several years, our program has used the system “Time2Track” to document all hours completed during the internship.

Prior to internship, students complete an Internship Plan as well as a formative self-rating of their current competencies to document their placement and provide baseline data on their progress towards program competencies. Each semester, the intern supervisor forwards a report to the program coordinator, as well as an intern evaluation to determine the intern’s progress towards program competencies and personal goals outlined in the self-rated formative evaluation completed prior to internship. As deemed necessary, involvement of the university supervisor may be increased. Students on internship will attend on-campus seminars once each semester. Students and the intern sites are monitored by program faculty using online logs, and evaluations by site supervisors completed twice each year.

Over the past several years, approximately 2/3 of all NIU School Psychology Ph.D. students have secured a match in the APPIC internship match for an APA-accredited internship. While compensation is negotiated by the intern and the site, NIU requires that all internships be paid positions of at least $9,000/year which is the amount that the Illinois State Board of Education reimburses the school district for an intern. NIU also requires that all interns attend the Illinois School Psychologists Association (ISPA) Annual Convention during their internship year to continue their participation in professional development activities. A more detailed description of the internship is provided in the Illinois School Psychology Internship Manual.

Note. We encourage internships to conform to the Council of Directors of School Psychology (CDSPP) Doctoral Level Internship Guidelines (January, 2013). These guidelines can be found in detail (Appendix C) but include (among other requirements): (a) the intern spending some time (no more than 25%) conducting research, (b) the internship site have a written statement/brochure stating goals, content, clear expectations, and due process procedures of their internship training program, (c) a licensed, doctoral-level psychologist is an employee of the agency and is present at least 20 hours each week, (d) two hours per week of formal face-to-face supervision take place with the licensed psychologist providing at least one of those hours each week, (e) at least two hours per week of scheduled learning activities take place, and (f) the intern have regularly scheduled, supervised training activities with other psychology interns.

XI. Portfolio

As part of the evaluation process, students are to develop a portfolio of performance-based products related to their graduate training. Although students receive evaluation feedback from faculty and supervisors throughout their graduate experience, the portfolio assessment is intended to enable students to monitor their progress through the school psychology program and ensure that primary program competencies are being met through the student’s course work, practica activities, and other professional experiences. The final result of the portfolio assessment will be a collection of “best-work” performance-based products that serve to document the student’s
completion of program competencies for both faculty evaluators and outside judges, such as future employers.

The specific contents of the portfolio will be unique to each student but should provide evidence of graduate performance in relation to the NIU School Psychology Program competencies. Such items as assessment, therapy, and consultation reports, course papers, projects and exams, conference presentation summaries, letters of reference, syllabi, as well as practicum and internship logs and journals would be appropriate components of the portfolio. Typically, portfolio documents will be placed in a loose-leaf binder with a detailed index that identifies each component of the portfolio and indicates which program competency(s) are supported by each document. A portfolio document may provide support for the completion of more than one program competency. At least one piece of evidence for each competency included in the portfolio must come from the internship experience. In addition to individual pieces of evidence for each competency, students are required to submit two formal case studies to be evaluated using the Case Study Rubric in Appendix B. One case study should be a behavioral case and one case study should be an academic case.

Evaluation of students’ portfolios will be conducted by program faculty prior to the completion of the internship experience. Additional information about the content, procedures, and evaluation of student portfolios can be found in Appendix B: Portfolio Assessment Procedures.

Ongoing Student Advisement and Involvement

Advisement

After admission to the program, each student is assigned a faculty mentor. This mentor will coordinate annual student evaluations, serve as a resource regarding scheduling issues and, in general, be available to assist students in any area of their graduate training. It is expected that students will meet with their assigned mentor at least once each semester, although additional contact between the student and all members of the faculty are expected and encouraged. Additionally, soon after admission to the program, entering students will become involved in a student mentoring program in which they are assigned to an advanced student in school psychology. The names and phone numbers of participating students are exchanged so that new students may quickly establish contacts with other students in the department.

During the year, students are strongly encouraged to attend a variety of department sponsored activities, such as brown-bag lunches, open lab meetings, department colloquia, intern presentations, and state/regional workshops and conferences. These activities are viewed as an important aspect of students’ development into scientist-practitioners who continue to engage in professional growth activities. During these activities, students will have ample opportunity to discuss informally topics relating to the program and profession with other students, faculty, and members of the professional community. Program faculty maintain an "open door" policy, and students are strongly encouraged to schedule additional meetings with their faculty mentor as needed.
Brown-Bag Lunches

Throughout each fall and spring semester, the School Psychology Program hosts a series of brown-bag lunches (every other week) intended to provide a forum for students and faculty to present school psychology research and information on topics that relate to the field. Students can present thesis or dissertation work, guest presenters share their knowledge on current topics, and program issues are sometimes discussed. Students are invited to bring their lunches and participate in the presentations and discussions. Attendance is required for all on-campus students. Often the School Psychology Student Organization (SPSO) meets on the "off" week from the brownbag, so students are encouraged to keep the scheduled time free each week.

School Psychology Student Organization

The School Psychology Student Organization (SPSO) is run by graduate students in the School Psychology Program. This organization is affiliated with the American Psychological Association’s (APA), Student Affiliates in School Psychology (SASP) organization, and also the National Association of School Psychologists’ (NASP) Student Leader Program. The Organization serves several functions including increased communication among students, a formal method to communicate with program faculty, a forum for formal presentations, a way to fundraise for program events, and a group to organize social events. Students in previous years have been involved in organizing “in-service days,” planning and conducting large-scale community trainings, presenting to undergraduates about the field of school psychology during School Psychology Awareness Week, hosting an alumni event at the Illinois State Psychology Association (ISPA) conference, and planning social events.

Professional Involvement

Students are encouraged to be involved with the profession of School Psychology while in graduate school. This is encouraged via joining professional organizations such as the American Psychological Association (APA) Division 16, the National Association of School Psychologists (NASP), and the Illinois School Psychologists Association (ISPA). Students are required to be members of at least one of these organizations each year. Students are also encouraged to attend and/or present at local, state, and national conferences. Specifically, students are required to attend ISPA each year, are strongly encouraged to attend NASP, and are encouraged to attend APA. See Appendix D: Student Involvement in Publications and Presentations.

Student Assessment

Requirements for Sufficient Progress

Students are expected to maintain sufficient progress in the program and are evaluated via several methods described below. To be considered to be making adequate progress students must (a) maintain an average GPA of 3.0, (b) pass the Competency Exam, (c) obtain a grade of B or higher in all practicum courses, (d) obtain no more than 6 credits with a grade of C or lower, (e) demonstrate adequate legal/ethical and professional responsibilities, (f) demonstrate adequate professional behavior and social skills, and (g) meet expected research timelines. Students’
progress in their professional development as school psychologists is monitored closely by faculty throughout the program. This includes formal assessment procedures such as course grades, exams, practicum and internship supervisor evaluations, research projects, and annual evaluations. It also includes less formal observation of students’ performance during such activities as assistantships, presentations, and interactions with both NIU and other professional colleagues. Students also complete a self-assessment of their progress each year in the program. All of these procedures are designed to allow the program to assess candidates’ professional work characteristics/dispositions on a continuing basis.

**Annual Evaluation**

Near the end of each academic year, each student's progress during the current year is evaluated by the school psychology program faculty. This process is initiated by students completing an Annual Report of Student Progress in which they summarize their educational activities and achievements during the past year. The progress of each student is then evaluated on such dimensions as: performance in course work, practica, assistantships, research, and professional conduct. Students receive written evaluation feedback regarding their performance in the program, and they are encouraged to meet with the program coordinator and/or advisor to discuss their performance during the year.

Students may request a re-consideration of their annual evaluation. Such requests should be made in writing to the coordinator of the program within 30 days of receipt of the evaluation. Students may also provide a written response to the annual evaluation for inclusion in their file.

**Program Examinations**

Doctoral students complete two major program examinations. The Second-Year Competency Exam is a five-hour examination completed over two days covering major foundational domains of school psychology. The Candidacy exam is comprised of three short papers related to the student’s area of research interest. More information on these exams was presented earlier in this Handbook.

**Portfolio Assessment**

Throughout their work at NIU, students develop a portfolio of knowledge- and performance-based products related to their graduate training in school psychology. The final result of the portfolio assessment is a collection of “best-work” products that serve to document students’ completion of program competencies for faculty evaluators and others, such as future employers. Additional information on the portfolio can be found in the previous section on the Portfolio and in Appendix B: Portfolio Assessment Procedures.

**Alumni Surveys**

APA accreditation requires the program to collect and report data on our alumni for 10 years after graduating. Students understand that after completing the program, they will be contacted periodically by the School Psychology Program in order to gather certain information for
annual data reporting. This data collection is important for us to be able to continue to provide students with a high-quality doctoral education.

Follow-up Procedures with Students Making Insufficient Progress

Students’ progress in their professional development as school psychologists is monitored closely by faculty throughout the program. This includes formal assessment procedures such as course grades, exams, research projects, and annual evaluations. It also includes less formal observation of students’ performance during such activities as assistantships, presentations, and interactions with both NIU and other professional colleagues. Should serious concern arise about a student’s professional development, these concerns will be identified and communicated to the student as part of their annual evaluation. If program faculty believe that more systematic feedback, remediation, and monitoring is necessary, the following procedures will be followed:

1. The Director and one other program faculty member (e.g., practicum supervisor) will meet with the at-risk student to understand the nature of the student’s difficulties, explore options, specify identified weaknesses, and develop goals and strategies for remediation.

2. An individualized plan will be developed that will specify student activities, expected levels of performance, methods of faculty monitoring, and schedule of evaluation.

3. The student will be provided written feedback about his or her performance on a scheduled basis.

4. At the conclusion of the remediation period, the school psychology faculty will determine whether sufficient progress has been made for the student to be no longer considered “at risk,” to continue or modify the remediation plan, or to terminate the student from the program. The faculty’s decision will be communicated to the student in writing.

5. The student may appeal the faculty’s decision to the department chair, who will review the recommendations with the student, coordinator, and other relevant parties. If the decision is unchanged, the chair will inform the student of the process for further appeal.

6. If a student is dismissed from the program, a final meeting should be initiated by the Director to provide help or referrals for: academic counseling, personal counseling, status of future letters of recommendation, and any other issues of concern to the student.
Grievance Procedures and Student Support

Several procedures and guidelines are in place to ensure that student complaints or grievances are handled effectively and fairly. There are informal procedures that students are encouraged to utilize to handle program complaints or grievances. Students are encouraged to bring the complaint to the attention of the program via the Program Director, their assigned faculty mentor, or through the graduate student organization in School Psychology (SPSO). All student concerns and grievances will be treated fairly and kept confidential. The nature of all grievances will be documented for program development and evaluation.

Students may also opt to more formally bring complaints to the Department or University. Within the Psychology Department, students may contact the Director of Graduate Studies or the Graduate Student Advisory Committee regarding concerns. See the Department of Psychology Graduate Student Manual for information on the formal Departmental grievance procedures. This Handbook also provides information on appealing course grades.


In addition, grievance procedures for students are detailed in the Constitution and Bylaws of Northern Illinois University (Article 12, Grievance Procedures for Students). http://www.niu.edu/u_council/constitution/bylaws/article12.shtml

Finally, two of the most relevant University resources for students regarding grievances are listed below:

The NIU Ombudsperson, https://www.niu.edu/ombuds, (815) 753-1414, Ombuds@niu.edu. The University ombudsperson is independent of the university's formal administrative structure and will consider all sides of an issue in an impartial and objective manner. The ombudsperson cannot impose solutions, but will identify options and strategies for resolution.

The Office of Affirmative Action and Equity Compliance, Human Resource Services, 815-753-1118. Any student who experiences and/or witnesses possible acts of discrimination, harassment, or retaliation has the right to report this activity the Office of Affirmative Action and Equity Compliance. All complaints and/or allegations of discrimination will be examined in a reasonable, objective, confidential, and expedient manner, and in accordance with applicable federal and state employment laws. This office also offers alternatives to filing a complaint: Mediation and Confidential Counseling.

About Northern Illinois University and the College of Liberal Arts and Sciences

Chartered in 1895, Northern Illinois University is one of the nation’s premier regional public universities, a comprehensive teaching and research institution with over 19,000 students. The mission of the University is to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service. NIU is included in the Research Universities-Higher Activity category of the Carnegie Foundation for the
Advancement of Teaching. The University has 23 doctoral programs, with 15 Ph.D.-granting
departments, including the Department of Psychology. NIU is accredited by the Higher Learning
Commission and is a member of the North Central Association.

The College of Liberal Arts and Sciences is the largest of NIU’s seven colleges, with 33
baccalaureate degree programs, 31 graduate programs, 11 doctoral level
programs, 7 research centers, and 5 interdisciplinary research and teaching programs. The
College is committed to promoting excellence in undergraduate liberal education and in graduate
programs built around cutting-edge research, and to fostering the connections between teaching
and research, to their mutual benefit.

**About the Psychology Department**

Housed within the College of Liberal Arts and Sciences, the Psychology Department is a vibrant
and exciting atmosphere in which to develop and train as a psychologist. The Department
provides advanced training in several areas of psychology including:

- Clinical psychology (APA-accredited)
- Cognitive-Instructional psychology
- Developmental psychology
- Industrial/organizational psychology
- Neuroscience and Behavior
- School psychology (APA-accredited)
- Social psychology

Students obtain training that integrates both basic and applied aspects of psychology. Each area
of study is designed to thoroughly acquaint students with the theoretical content of the particular
area and to provide training in the research skills needed to become competent and creative
investigators. In addition to being prepared to succeed in academic settings, our students also
find suitable placements as applied researchers or service practitioners in a variety of mental
health, educational, physical health, and organizational (e.g., corporate and non-profit) settings.
Financial support, in the form of research or teaching assistantships, is generally available to
graduate students in the Psychology Department who are making satisfactory progress in the
program. Study in Psychology at NIU is of the highest quality as we have over 30 full-time,
Ph.D. faculty in the department. Each academic year approximately 135 students are enrolled in
the graduate psychology program, including several on clinical or school internship, and several
in the process of completing their dissertations while employed off-campus. At any point, there
are approximately 85-90 students in full-time residence.

The Department is located in a large building which provides ample research, clinical, and office
space for faculty and student use. The Department also administers the Psychological Services
Center, a clinic facility designed to provide both training to departmental students and service to
the community. The Psychological Services Center is equipped with extensive videotaping
capabilities, observation facilities, and rooms designed for testing, as well as individual and
group counseling.
Department and University Assistantship Support

Graduate students in the department may receive financial support from a number of sources within the university community to assist with some costs associated with the program. Students should note additional out-of-pocket expenses, such as student fees; ISPA, NASP, and APA conferences; and expenses associated with research activities. Listed below are the four most common of these sources of support for school psychology students:

1. **Graduate Assistantships.** The Department of Psychology awards a limited number of graduate teaching and research assistantships each year. These assistantships are generally awarded on a nine month basis but are available for ten and eleven month periods as well. Full-time assistantships are for 20 hours per week, and half-time assistantships are for 10 hours per week. The stipend for a typical 20-hour per week department assistantship is $1483.20 per month, plus a university tuition waiver. "Research Assistants" are actively involved in the ongoing research programs of the faculty members to whom they are assigned, while "Teaching Assistants" are involved in the teaching of undergraduate psychology courses. Assistantship awards are made on a competitive basis, and a strong priority is given to those students who are making tangible progress toward the Ph.D. degree.

2. **Fellowships.** The Graduate School offers a limited number of fellowships which are awarded annually on a university-wide competitive basis.

3. **Additional sources of support for minority students.** A limited number of Rhoten Smith fellowships are available for first-year minority students with excellent credentials. Departmental assistantships are provided in subsequent years.

4. **Other university positions.** Numerous graduate assistantship positions are available throughout the university community. Students are strongly encouraged to seek out such positions. Additional information is available from the school psychology program coordinator or director of graduate studies.
Costs Associated with Program

Just as with any graduate program, there are costs associated with the program that cannot be covered by the options mentioned above. Below is a table showing an estimate of out-of-pocket costs to expect. For your information, a Tuition and Fee Estimator is available at: [http://www.niu.edu/bursar/estimator.shtml](http://www.niu.edu/bursar/estimator.shtml).

<table>
<thead>
<tr>
<th></th>
<th><strong>Program Activity</strong></th>
<th><strong>Estimated Amount</strong></th>
<th><strong>How Often</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Fees</td>
<td></td>
<td>$136.63 per credit hour</td>
<td>Each semester</td>
</tr>
<tr>
<td>Parking Pass (optional but typical)</td>
<td></td>
<td>$92/year</td>
<td>Annual</td>
</tr>
<tr>
<td>Criminal Background Checks</td>
<td></td>
<td>$65 required for each practicum site</td>
<td>Typically one each year</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td></td>
<td>Variable</td>
<td>Each semester</td>
</tr>
<tr>
<td>Membership Dues</td>
<td></td>
<td>One membership required of the following: ISPA ($40), NASP ($70), APA Div. 16 ($20)</td>
<td>Annually</td>
</tr>
<tr>
<td>ISPA Conference (required)</td>
<td></td>
<td>$150 registration plus travel (gas/hotel (shared among students))</td>
<td>Annually Fall</td>
</tr>
<tr>
<td>Test Fee</td>
<td></td>
<td>Test of Academic Progress ($125) unless waived per ACT score</td>
<td>Once in Year 1 or 2 (unless waived)</td>
</tr>
<tr>
<td>Student Health Insurance (optional)</td>
<td></td>
<td>If needed, $1041 each fall/spring</td>
<td>Each semester if needed</td>
</tr>
<tr>
<td>PREPARE Crisis Intervention Training</td>
<td></td>
<td>$35 for materials</td>
<td>Once during program</td>
</tr>
<tr>
<td>Professional Development Activities</td>
<td></td>
<td>Variable</td>
<td>Periodic opportunities come up, offered by local districts</td>
</tr>
<tr>
<td><strong>Years 2 and Beyond</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Fees</td>
<td></td>
<td>$136.63 per credit hour</td>
<td>Every semester</td>
</tr>
<tr>
<td>Tuition for internship year only</td>
<td></td>
<td>3 CH in Fall/Spring and 1 CH in summer</td>
<td>Internship year only</td>
</tr>
<tr>
<td>Parking Pass</td>
<td></td>
<td>$85/year</td>
<td>Annual</td>
</tr>
<tr>
<td>Criminal Background Checks</td>
<td></td>
<td>$65 required for each site</td>
<td>Typically one each year</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td></td>
<td>Variable</td>
<td>Each semester</td>
</tr>
<tr>
<td>Student Health Insurance (optional)</td>
<td></td>
<td>If needed, $1041 each fall/spring</td>
<td>Each semester if needed</td>
</tr>
<tr>
<td>Membership Dues</td>
<td></td>
<td>ISPA ($40), NASP ($70), APA Div. 16 ($20). One membership required.</td>
<td>Annually</td>
</tr>
<tr>
<td>ISPA Conference (required)</td>
<td></td>
<td>$150 registration plus travel</td>
<td>Annually Fall</td>
</tr>
<tr>
<td>NASP Conference (recommended)</td>
<td></td>
<td>$104 registration plus travel</td>
<td>Annually Spring</td>
</tr>
<tr>
<td>APA Conference (optional)</td>
<td></td>
<td>$95 registration plus travel</td>
<td>Annually Summer</td>
</tr>
<tr>
<td>Research Costs</td>
<td></td>
<td>Varies (photocopying; purchasing published protocols; incentives; etc.)</td>
<td>Required for thesis and dissertation data collections</td>
</tr>
<tr>
<td>Test Fees</td>
<td></td>
<td>School Psychology Content Test ($84)</td>
<td>Third or fourth year</td>
</tr>
<tr>
<td>Personal liability insurance (PhD Adv. Prac. Students only)</td>
<td></td>
<td>$35-$50 per year</td>
<td>PhD: Third and fourth year</td>
</tr>
<tr>
<td>Internship Application Fees</td>
<td></td>
<td>$110 for the match and $15 per site application</td>
<td>At internship application/re-application</td>
</tr>
<tr>
<td>Internship Interviews</td>
<td></td>
<td>Varies – travel to sites to interview</td>
<td>Winter/Spring prior to internship</td>
</tr>
<tr>
<td>PREPARE Crisis Interv. Training</td>
<td></td>
<td>$35 for materials</td>
<td>Once during program</td>
</tr>
<tr>
<td>Professional Development Activities</td>
<td></td>
<td>Variable</td>
<td>Periodic</td>
</tr>
<tr>
<td><strong>Other Fees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms and documents requiring the University Seal</td>
<td></td>
<td>$5.00</td>
<td>As needed</td>
</tr>
</tbody>
</table>

The program faculty as well as the School Psychology Student Organization (SPSO) work hard to find ways to support students in their conference and research endeavors. There are times when the Department, the College, and/or SPSO are able to provide small travel grants to students presenting at conferences, for example. The above information is simply provided so that students can plan for opportunities that may not be fully or partially funded.
Program and Department Faculty and Staff

The teaching and research interests of the primary faculty and staff currently associated with the program are summarized below. Students also may wish to work with other faculty in the department.

Core School Psychology Faculty

Michelle K. Demaray (Ph.D. University of Wisconsin-Madison) teaches Psychological Assessment. Her research interests include: Attention-Deficit/Hyperactivity Disorder (ADHD), measurement of perceived social support, the relationship between social support and children's adjustment, and bullying and victimization in schools. Michelle is clinically licensed.
Email: mkdemaray@niu.edu
Phone: 815-753-7077

Christine K. Malecki, (Ph.D. University of Wisconsin-Madison) is our Director of Clinical Training for School Psychology. She teaches Second-Year Practicum. Her research interests include: social support perceived by children and adolescents, curriculum-based measurement, and innovative school psychology delivery services. Christine is clinically licensed and oversees our advanced practicum in the Psychological Services Center.
Email: cmalecki@niu.edu
Phone: 815-753-1836

Julia Ogg (Ph.D. Michigan State University) teaches Psychological Intervention with Children and Their Families and Consultative Interventions. Her research interests include: risk and protective factors for children with externalizing behavior, Attention-Deficit/Hyperactivity Disorder (ADHD); and parent training interventions.
Email: jogg@niu.edu
Phone: 815-753-0372

Kara Styck (Ph.D. Arizona State University) teaches Theory and Assessment of Intellectual Functioning. Her research interests include the measurement of individual differences in cognitive and affective factors that impact success in school. Kara is currently a statistical and methodological advisor for the Journal of School Psychology.
Email: kstyck@niu.edu
Phone: 815-753-0372

School Psychology Staff

Arielle Sherman (Program Assistant) has been with the school psychology program since 2009, and is available to answer any questions or concerns.
Email: asherman1@niu.edu
Phone: 815-753-0374
**Psychology Department Graduate Secretary**

**Marj Holliday** is in the Psychology Department and is an excellent resource for any questions about NIU’s graduate program in general.

Email: mholliday@niu.edu

Phone: 815-753-0772

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**Faculty Associated with the School Psychology Program**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Title</th>
<th>Contribution to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molly McDade</td>
<td>Visiting Assistant Professor</td>
<td>Teaches Advanced Practicum, licensed psychologist</td>
</tr>
<tr>
<td>Ericka Blood</td>
<td>Associate Professor</td>
<td>Teaches Functional Analysis and Methods for Students with Emotional Disabilities</td>
</tr>
<tr>
<td>Brad Sagarin</td>
<td>Professor</td>
<td>Teaches two research/statistics courses</td>
</tr>
<tr>
<td>Vicki Collins</td>
<td>Assistant Professor</td>
<td>Teaches Academic Assessment</td>
</tr>
<tr>
<td>Laura Pittman</td>
<td>Associate Professor</td>
<td>Teaches Developmental Psychopathology</td>
</tr>
<tr>
<td>David Bridgett</td>
<td>Associate Professor</td>
<td>Teaches Developmental Psychopathology</td>
</tr>
<tr>
<td>Don Sibley</td>
<td>Instructor</td>
<td>Teaches First Year Practicum</td>
</tr>
<tr>
<td>Alecia Santuzzi</td>
<td>Associate Professor</td>
<td>Teaches advanced tool (stats) courses</td>
</tr>
<tr>
<td>Tom Smith</td>
<td>Associate Professor</td>
<td>Teaches advanced tool (stats) courses</td>
</tr>
<tr>
<td>Mayra Daniel</td>
<td>Associate Professor</td>
<td>Teaches ESL/multicultural courses</td>
</tr>
<tr>
<td>Kelly Summers</td>
<td>Assistant Professor</td>
<td>Committee member and instructor</td>
</tr>
<tr>
<td>Amanda Durik</td>
<td>Associate Professor</td>
<td>Teaches Experimental Social course</td>
</tr>
<tr>
<td>David Walker</td>
<td>Professor</td>
<td>Teaches advanced tool (stats) courses</td>
</tr>
<tr>
<td>Angela Grippo</td>
<td>Associate Professor</td>
<td>Teaches Biopsychology</td>
</tr>
<tr>
<td>Keith Millis</td>
<td>Professor</td>
<td>Teaches History of Psychology</td>
</tr>
</tbody>
</table>

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**Other Affiliated Faculty**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Title</th>
<th>Contribution to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Rosenbaum</td>
<td>Acting Department Chair</td>
<td>Department Chair</td>
</tr>
<tr>
<td>TBD</td>
<td>Professor</td>
<td>Teaches Cognitive Psychology</td>
</tr>
<tr>
<td>Nina Mounts</td>
<td>Professor</td>
<td>Teaches Developmental Psychology</td>
</tr>
<tr>
<td>Karen White</td>
<td>Clinic Director</td>
<td>Director of the Psychological Services Center</td>
</tr>
</tbody>
</table>
School Psychology Advisory Board

The NIU School Psychology Advisory Board was formed in 2005 to provide the program with more formal, ongoing contact with the school psychology community. Currently comprised of nine members, the advisory board meets at least once every other year to provide the program with feedback about all aspects of the program. Most recently, the board reviewed the program structure and objectives, recruiting diverse students, and program strengths and weaknesses.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vicki Collins, Ph.D.</td>
<td>Assistant Professor at NIU Educational Technology, Research &amp; Assessment</td>
</tr>
<tr>
<td>Kari Cremascoli, Ph.D.</td>
<td>Superintendent of regional school district</td>
</tr>
<tr>
<td>Lisa Becker, Ph.D.</td>
<td>Program alumnus and frequent supervisor</td>
</tr>
<tr>
<td>Don Sibley, M.A.</td>
<td>Instructor for NIU Retired School Psychologist</td>
</tr>
<tr>
<td>Julianna Alitto, Ph.D.</td>
<td>Assistant Professor, University of Wisconsin</td>
</tr>
<tr>
<td>Vinita Menon, Ph.D.</td>
<td>Visiting Assistant Professor, NIU Psychologist in Private Practice Program alumnus</td>
</tr>
<tr>
<td>Karen Erkfritz, Ph.D.</td>
<td>Dually-licensed Psychologist in Private Practice Program alumnus</td>
</tr>
<tr>
<td>Kip Fontana, Psy.D.</td>
<td>Dually-licensed school psychologist Frequent supervisor</td>
</tr>
<tr>
<td>Bill Connor, Ed.D.</td>
<td>Dually-licensed school psychologist Frequent supervisor (APA accredited internship site)</td>
</tr>
<tr>
<td>Molly McDade, Ph.D.</td>
<td>School Psychologist Program alumnus</td>
</tr>
<tr>
<td>TBD</td>
<td>Current student</td>
</tr>
</tbody>
</table>
Appendix A

Second Year Competency Exam
Reading List
NOTE: In addition to the readings listed, students are responsible for all school psychology related course material.

**Legal, Ethical, and Professional Practice**


Basics of Behavior and Application in Schools

Online Modules
- Class 1: Basics
- Class 2: Increasing Positive Behaviors
- Class 3: Decreasing Negative Behaviors
- Class 4: Antecedent Strategies to Address Behavior


Functional Behavioral Assessment


Single Case Design


Competencies in Individual, Linguistic, and Cultural Diversity


Interventions and Instructional Support to Develop Academic Skills
(Literacy & Engagement)

Assessment to Inform Intervention:


VanDerHeyden, A. M. (2014). Best practices in can’t do/won’t do academic assessment. In P. L. Harrison & A. Thomas (Eds.), Best practices in school psychology: Data-based and collaborative decision making, 305-316.

Intervention/Instructional Support:


Appendix B

Portfolio Assessment Procedures
School Psychology Program
Portfolio Assessment Procedures

Doctoral Program
Revised May 2016

Northern Illinois University

Department of Psychology
Northern Illinois University
Portfolio Assessment Purpose
Students are to develop a portfolio of performance-based products from their internship year related to their graduate training in school psychology. The portfolio assessment is intended to enable students to celebrate the culmination of their progress through the school psychology program and ensure that primary program objectives were met as reflected in these internship products. The final result of the portfolio assessment will be a collection of “best-work” products that serve to document students’ completion of program objectives for faculty evaluators and others, such as future employers.

Portfolio Content
The specific contents of the portfolio will be unique to each student but should provide evidence of having met the NIU school psychology program competencies. High quality portfolios will provide relevant and high quality products from the internship year for each program competency. The portfolio will also include evidence of students’ applied experiences with diverse populations. Students are also required to submit two formal case studies, one academic and one behavioral, to demonstrate a positive impact on student learning. Finally, the portfolio will also require students’ self-reflection on the evidence they provide in the portfolio for each program objective. Specific requirements on portfolio contents are provided in this document.

Suggested Portfolio Organization
Please organize the materials by piece of evidence, regardless of the association to the competencies. For example, a student might have a case study report that provides evidence for three or four competencies. They would only include that report once, but would refer to it in the evidence table for each relevant competency for which it is being used. The Evidence List Table would note the location of each piece of evidence. The portfolio supporting documents should all be at the beginning of the portfolio. These items are listed below as part of the list of requirements.

Please number, label, or otherwise clearly identify each piece of evidence in your portfolio. In your evidence tables or other references to your evidence, please use these numbers or labels in addition to noting in which binder or location the evidence can be found. Page numbers can be used to serve this purpose but are not necessary if the evidence can be easily found in some other way.

Please de-identify, to the fullest extent, all case study reports or other pieces of evidence referring to children or adolescents.
Portfolio Format and Requirements

Each of the following documents should be included in your portfolio and should be easily accessible. Please title each document as noted and present the documents in the following order.

1. Overview Document
   One or two paragraphs should be written as an introduction to the portfolio and as an overview of how it is organized.

2. Table of Evidence (One Piece of Evidence listed for Each Program Competency)
   One “best practices” internship-based performance product should be listed for each Program Competency in this table (one table total, example later in this packet).

3. Impact on Student/Client Learning Evidence (2 reports and 2 case study rubrics)
   Two cases studies will make up your two pieces of evidence from your internship highlighted as evidence that your work resulted in improved outcomes for a student/client. Please have one separate page titled “Impact on Student (or client) Learning Evidence,” list the location of the two reports, and describe the evidence and how it demonstrated student/client learning. This evidence should include two case studies, one academic and one behavioral. You should self-evaluate your reports using two of the Case Study Evaluation Rubrics. You need not have every element.

4. Reflective Statements (one per OBJECTIVE for 7 total)
   A self-reflective statement must be written for each Program Objective. These statements typically will be one to two pages single spaced and must address two issues: (a) How have your courses, practica, professional development, and internship combined resulted in the completion of the relevant objective? (b) What are your self-reflection / self-evaluative thoughts regarding the objective as it relates to your professional strengths / weaknesses, goals, and plans for future development? Please refer to your entire graduate school journey including courses, supervision, practica, professional development, and internship in these statements. However, please also tie in the portfolio evidence that you are using to illustrate having met this objective (sometimes involving more than one competency).

5. Experiences with Diverse Students Table
   This table should include a list of all practicum, assistantship, internship, and other settings in which you have had professional experiences during your time at NIU. For each setting, you will indicate if you have had experiences with individuals in the diverse populations (low income, limited English, disability, ethnic groups).

6. Self-Assessment Table (with Strengths/Weaknesses clearly highlighted)
   This table should include a list of all competencies and should contain your self-ratings of the evidence in your portfolio. You will also highlight the competencies you believe are your strengths and areas in need of growth. The format of this table is provided in this document in Table 3.
EVIDENCE: The portfolio will provide one piece of internship evidence for each of the following Doctoral Program competencies.

DOCTORAL Program Goals/Objectives/Competencies

Goal 1. To prepare entry-level psychologists who will have a solid foundational understanding of broad psychological principles.
  Objective 1. Students will acquire knowledge of social and emotional, biological, cognitive/instructional, and developmental aspects of human behavior.
    Competency 1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.
    Competency 1B. Students will demonstrate knowledge of biological bases of human behavior.
    Competency 1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.

Goal 2. To prepare entry-level psychologists who will understand the profession and the professional practice of school psychology and will seek learning experiences throughout their career.
  Objective 2. Students will acquire an understanding of the evolution of and key issues in the practice of school psychology.
    Competency 2A. Students will develop an understanding of the history, roles, and functions of school psychologists.
    Competency 2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.
  Objective 3. Students will learn to practice as socially competent professionals who are effective communicators, collaborators, and life-long learners.
    Competency 3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.
    Competency 3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.
    Competency 3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.
    Competency 3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.

Goal 3. To prepare entry-level psychologists who use appropriate ecologically-based, empirically-validated assessment and intervention approaches for systems and individuals.
  Objective 4. Students will take an ecological, evidence-based, problem-solving approach in their assessment of systems and individuals.
    Competency 4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.
    Competency 4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.
    Competency 4C. Students will develop and demonstrate skills in the assessment of personality, social-emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.
Objective 5. Students will take an evidence-based, problem-solving approach in their prevention and intervention practices with systems and individuals.

Competency 5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.

Competency 5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.

Competency 5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.

Competency 5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.

Competency 5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.

Goal 4. To prepare entry-level psychologists who will be consumers and producers of research.

Objective 6. Students will acquire advanced understanding and skill in the process of scientific inquiry in research and practice.

Competency 6A. Students will develop skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research.

Competency 6B. Students will apply research and evaluation skills in the practice of school psychology.

Objective 7. Students will contribute work to the scientific community through publications and presentations.

Competency 7A. Students will propose, conduct, and complete original research that makes a substantial contribution to scientific inquiry.

Competency 7B. Students will develop skills in explaining and presenting research findings.
## Sample Portfolio Contents

Provided below is a list of the NIU student competencies and a sample of possible portfolio items that could work to document your competency. Students are encouraged, however, to include any products that you believe illustrate your competency. This list is not exhaustive!

<table>
<thead>
<tr>
<th>Student Competencies</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Students will demonstrate knowledge of <strong>social</strong> and <strong>emotional</strong> aspects of</td>
<td>Social emotional case study report</td>
</tr>
<tr>
<td>human behavior.</td>
<td></td>
</tr>
<tr>
<td>1B. Students will demonstrate knowledge of <strong>biological</strong> bases of human behavior.</td>
<td>Case study report documenting medical background/meds.</td>
</tr>
<tr>
<td>1C. Students will demonstrate knowledge of <strong>cognitive/instructional</strong>, and <strong>developmental</strong> aspects of human behavior.</td>
<td>Case study report documenting developmental history.</td>
</tr>
<tr>
<td>2A. Students will develop an understanding of the <strong>history, roles, and functions</strong></td>
<td></td>
</tr>
<tr>
<td>of school psychologists.</td>
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</tr>
<tr>
<td>2B. Students will develop and demonstrate an understanding of the <strong>professional</strong></td>
<td></td>
</tr>
<tr>
<td>and <strong>ethical standards and legal issues</strong> relevant to school psychology practice</td>
<td></td>
</tr>
<tr>
<td>3A. Students will demonstrate effective <strong>formal written and oral</strong></td>
<td>Correspondence with linguistically diverse parent, case study report of linguistically or culturally diverse student.</td>
</tr>
<tr>
<td><strong>communication</strong> skills related to the practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>3B. Students will demonstrate appropriate, culturally-competent, <strong>professional</strong></td>
<td></td>
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<tr>
<td><strong>behavior and social competence</strong> in their practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>3C. Students will demonstrate a <strong>life-long learner</strong> disposition by seeking non-</td>
<td>Conference or PD/inservice documentation.</td>
</tr>
<tr>
<td>required learning opportunities and experiences.</td>
<td></td>
</tr>
<tr>
<td>3D. Students will develop competency using relevant <strong>information technology</strong> to</td>
<td>Excel sheet showcasing data effectively.</td>
</tr>
<tr>
<td>facilitate the practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>4A. Students will develop and demonstrate skills in empirically-validated <strong>cognitive</strong></td>
<td>Case studies might work nicely for these competencies. You might also have session plans for a group, progress monitoring charts and explanation/interpretation, etc.</td>
</tr>
<tr>
<td>and <strong>adaptive behavior</strong> assessment procedures to meet the needs of diverse</td>
<td></td>
</tr>
<tr>
<td>populations.</td>
<td></td>
</tr>
<tr>
<td>4B. Students will develop and demonstrate competency in the assessment of <strong>academic</strong></td>
<td></td>
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<tr>
<td><strong>skills and performance</strong> using an ecological approach and empirically-validated</td>
<td></td>
</tr>
<tr>
<td>methods to meet the needs of diverse populations.</td>
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</tr>
<tr>
<td>4C. Students will develop and demonstrate skills in the assessment of <strong>personality,</strong></td>
<td></td>
</tr>
<tr>
<td><strong>social-emotional functioning, and behavior</strong> using an ecological approach and</td>
<td></td>
</tr>
<tr>
<td>empirically-validated methods to meet the needs of diverse populations.</td>
<td></td>
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<tr>
<td>5A. Students will develop and demonstrate skills in the delivery and evaluation of</td>
<td></td>
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<tr>
<td>evidence-based <strong>counseling interventions</strong> for social-emotional issues appropriate</td>
<td></td>
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<tr>
<td>to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5B. Students will develop and demonstrate skills in the delivery and evaluation of</td>
<td></td>
</tr>
<tr>
<td>evidence-based <strong>consultative interventions</strong> for academic, social-emotional</td>
<td></td>
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<tr>
<td>behavioral, and other issues appropriate to diverse populations.</td>
<td></td>
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<tr>
<td>5C. Students will develop and demonstrate skills in the delivery and evaluation of</td>
<td></td>
</tr>
<tr>
<td>evidence-based <strong>direct interventions</strong> for academic, behavior, and social-</td>
<td></td>
</tr>
<tr>
<td>emotional issues appropriate to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5D. Students will develop and demonstrate an evidence-based, <strong>problem-solving</strong></td>
<td>RTI paperwork related to Tier 1, Tier 2, or Tier 3.</td>
</tr>
<tr>
<td><strong>approach</strong> to the delivery of school psychological services involving a wide</td>
<td></td>
</tr>
<tr>
<td>variety of education-related issues to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5E. Students will develop and demonstrate evidence-based, problem-solving <strong>approach</strong></td>
<td>Data team data presentation, PBIS data and analysis, notes from Tier 1 or Green team meetings, etc.</td>
</tr>
<tr>
<td>to the design, evaluation, and implementation of system-wide <strong>prevention approaches</strong></td>
<td></td>
</tr>
<tr>
<td>and of <strong>crisis intervention</strong> procedures.</td>
<td></td>
</tr>
<tr>
<td>6A. Students will develop advanced skills in the principles of research design,</td>
<td>Any original research (theses, dissertation as relevant, or other studies for conference presentations, etc.), single case design for a case, presentations added that are rigorous and evidence-based, evidence-based topics being presented for professional development or conferences, etc.</td>
</tr>
<tr>
<td>statistics, and measurement and the <strong>interpretation and evaluation of research</strong>.</td>
<td></td>
</tr>
<tr>
<td>6B. Students will <strong>apply research and evaluation skills</strong> in the practice of school</td>
<td></td>
</tr>
<tr>
<td>psychology.</td>
<td></td>
</tr>
<tr>
<td>7A. Students will propose, conduct, and complete <strong>original research</strong> that makes a</td>
<td></td>
</tr>
<tr>
<td>substantial contribution to scientific inquiry.</td>
<td></td>
</tr>
<tr>
<td>7B. Students will develop skills in <strong>explaining and presenting research</strong> findings.</td>
<td></td>
</tr>
<tr>
<td>Student Competencies</td>
<td>Evidence</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>1A. Students will demonstrate knowledge of <strong>social and emotional</strong> aspects of human behavior.</td>
<td></td>
</tr>
<tr>
<td>1B. Students will demonstrate knowledge of <strong>biological</strong> bases of human behavior.</td>
<td></td>
</tr>
<tr>
<td>2A. Students will develop an understanding of the <strong>history, roles, and functions</strong> of school psychologists.</td>
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<tr>
<td>2B. Students will develop and demonstrate an understanding of the <strong>professional and ethical standards and legal issues relevant to school psychology practice</strong></td>
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</tr>
<tr>
<td>1C. Students will demonstrate knowledge of <strong>cognitive/instructional</strong> and <strong>developmental</strong> aspects of human behavior.</td>
<td></td>
</tr>
<tr>
<td>3A. Students will demonstrate effective <strong>formal written and oral communication</strong> skills related to the practice of school psychology.</td>
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<tr>
<td>3B. Students will demonstrate appropriate, culturally-competent, <strong>professional behavior and social competence</strong> in their practice of school psychology.</td>
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<tr>
<td>3C. Students will demonstrate a <strong>life-long learner</strong> disposition by seeking non-required learning opportunities and experiences.</td>
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<tr>
<td>3D. Students will develop competency using relevant <strong>information technology</strong> to facilitate the practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>4A. Students will develop and demonstrate skills in empirically-validated <strong>cognitive and adaptive behavior</strong> assessment procedures to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>4B. Students will develop and demonstrate competency in the assessment of <strong>academic skills and performance</strong> using an ecological approach and empirically-validated methods to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>4C. Students will develop and demonstrate skills in the assessment of <strong>personality, social-emotional functioning, and behavior</strong> using an ecological approach and empirically-validated methods to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based <strong>counseling interventions</strong> for social-emotional issues appropriate to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based <strong>consultative interventions</strong> for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based <strong>direct interventions</strong> for academic, behavior, and social-emotional</td>
<td></td>
</tr>
</tbody>
</table>
5D. Students will develop and demonstrate an evidence-based, **problem-solving approach** to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.

5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.

6A. Students will develop advanced skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research.

6B. Students will apply research and evaluation skills in the practice of school psychology.

7A. Students will propose, conduct, and complete original research that makes a substantial contribution to scientific inquiry.

7B. Students will develop skills in explaining and presenting research findings.
Experiences with Diverse Populations – Required Table

<table>
<thead>
<tr>
<th>Setting</th>
<th>Low Income</th>
<th>Limited English</th>
<th>Disability</th>
<th>Ethnic</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., practicum, assistantship, internship, other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Portfolio Evaluation Self-Evaluation – Required Table

Please include this **completed** self-assessment table in your portfolio.

1. Rate Quality of Internship Evidence as Unsatisfactory, Satisfactory, or Excellent.
2. Please **identify at least two program competencies that you believe are a strength** for you (per your evidence).
3. Finally, identify at least one program competency on which you believe you need further development.

<table>
<thead>
<tr>
<th>Program Competency</th>
<th>Internship Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.</td>
<td></td>
</tr>
<tr>
<td>1B. Students will demonstrate knowledge of biological bases of human behavior. (PhD only)</td>
<td></td>
</tr>
<tr>
<td>1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.</td>
<td></td>
</tr>
<tr>
<td>2A. Students will develop an understanding of the history, roles, and functions of school psychologists.</td>
<td></td>
</tr>
<tr>
<td>2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.</td>
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<tr>
<td>3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.</td>
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<tr>
<td>3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.</td>
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</tr>
<tr>
<td>3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>4C. Students will develop and demonstrate skills in the assessment of personality, social-emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.</td>
<td></td>
</tr>
<tr>
<td>6A. Students will develop (advanced) skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research.</td>
<td></td>
</tr>
<tr>
<td>6B. Students will apply research and evaluation skills in the practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>7A. Students will propose, conduct, and complete original research that makes a substantial contribution to scientific inquiry. (PhD only)</td>
<td></td>
</tr>
<tr>
<td>7B. Students will develop skills in explaining and presenting research findings.</td>
<td></td>
</tr>
<tr>
<td><strong>Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – ACADEMIC case study report</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – SE/BEHAVIOR case study report</strong></td>
<td></td>
</tr>
<tr>
<td>Quality of reflective statements (depth of reflection, quality of writing)</td>
<td></td>
</tr>
</tbody>
</table>

Note: E-Excellent; S-Satisfactory; U- Unsatisfactory (+/- denote half grade)
Case Study Evaluation Rubric (2 required)

Two of the required items to be submitted as part of the portfolio (see assessment #5) includes an academic and a behavioral case study from the internship year. The case study must follow best practice in assessment, intervention, evaluation and consultation and be consistent with all of the NASP criteria. The case studies should follow the problem solving process and all steps of this process should be documented throughout the report. The rubric below is used to evaluate the case studies using an adopted version of the criteria from the NCSP Case Study Evaluation Rubric. Students are evaluated on their total percentage of points earned compared to the number of total possible points (31 points). In addition, students are evaluated on whether or not they have evidence of positive impact on the student(s) with whom they worked. They are also to provide data to support that impact.

<table>
<thead>
<tr>
<th>1. Problem Identification</th>
<th>Very Effective (2)</th>
<th>Effective (1)</th>
<th>Needs Improvement (0)</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The target behavior is operationally defined in the context of the student’s grade and/or using peer comparisons/local norms</td>
<td>The target behavior is operationally defined</td>
<td>The target behavior is identified but not operationally defined.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 The discrepancy between the current and desired level of performance is clearly and explicitly explained.</td>
<td>The expected and current level of behavior are both operationally defined.</td>
<td>The behavior is not operationally defined in terms of both current and desired levels of performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 The current and expected rate of improvement is operationally defined in the context of the student’s grade and/or using peer comparisons/local norms.</td>
<td>The expected and current rate of improvement are operationally defined.</td>
<td>The students’ current rate of improvement is not identified.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>1.4 Baseline data includes the student behavior and peer/grade norms and expectations with computed trend lines (if applicable).</td>
<td>A baseline for the student behavior is established using sufficient data.</td>
<td>A baseline for the student behavior is not established or has insufficient data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>The student behavior is identified as either a skill and/or performance deficient.</td>
<td>The student behavior is not identified as a skill and/or performance deficit.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points: _____ out of 9

2. Problem Analysis
2.1 Hypotheses are generated through collaboration with teachers and/or parents. | One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home. | Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable. |

2.2 There are multiple sources of data that converge on each proposed hypothesis. | There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report. | Appropriate data are not collected to confirm or reject the hypotheses. |

**Total Points:**

______ out of 4

### 3. Intervention/Assessment (Plan Implementation)

| 3.1 | Intervention/Assessment is linked to observable, measurable goal statement(s). | Intervention is not linked to observable, measureable goal statement(s). |
| 3.2 | Intervention/Assessment selection is based on data from problem analysis and hypothesis testing. | Intervention(s)/Assessment selection is not based on problem analysis and hypothesis testing. |
| 3.3 | Intervention(s)/Assessment is evidence based (e.g., research literature, functional analysis, single case design analysis). | Intervention(s)/Assessment is not evidence based. |
| 3.4 | Intervention(s)/Assessment reflects sensitivity to individual differences, resources, classroom practices, and other system issues. | Intervention(s)/Assessment does not reflects sensitivity to individual differences, resources, classroom practices, and other system issues. |
| 3.5 | Logistics of settings, time, resources, and personnel are included in the intervention plan. | Logistics of settings, time, resources, and personnel are not included in the intervention plan. |
3.6 | Intervention is monitored and data are provided to ensure that it is implemented as designed. | Treatment integrity is not monitored. 
---|---|---
| Clear decision rules are made prior to intervention implementation or evaluation of progress monitoring data/assessment results. | No decision rules are made ahead of time. 
---|---|---

**Total Points:**

_____ out of 7

4. **Plan Evaluation**

4.1 | Charting of progress monitoring data includes trend lines and/or goal lines. | Progress monitoring data are demonstrated on a chart. | Progress monitoring data are not demonstrated on a chart. 
---|---|---|---
| Assessment data is presented in a clear and concise way. | Assessment data is not presented in a clear and concise way. 
---|---|---|---
| Assessment results are linked to the problem behavior and considered within the context of the student’s grade and/or using peer comparisons/local norms | Assessment results are not considered within the context of the problem behavior nor considered using grade and/or local comparisons. 
---|---|---|---
4.2 | Response to intervention data are used to inform problem solving and decision making. | Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention, eligibility). | Data are not used to inform further problem solving and decision making. 
---|---|---|---
4.5 | Strategies for transfer/generalizing outcomes to other settings or using results to inform instruction and/or intervention are documented. | Strategies for transfer/generalizing outcomes to other settings or using results to inform instruction and/or intervention are not addressed. 

4.4 | Modifications for future interventions are considered based upon collaborative examination of effectiveness data. | Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel. | Effectiveness of intervention is not shared or communicated. 
---|---|---|---
4.5 Strategies for follow up are developed and implemented. | Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning) | Suggestions for follow up are not developed. |

| **Total Points:** | ____ out of 11 |

**Evidence of Impact on Student Learning (must demonstrate at least of the following quantifiable evidence of positive impact on student learning/skills)**

<table>
<thead>
<tr>
<th>Percentage of Non-overlapping data</th>
<th>Effective</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% or higher</td>
<td>69% or less</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Attainment Scaling (-2 to +2)</th>
<th>Effective</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of 1 or higher</td>
<td>Score of 0 or lower.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R² value</th>
<th>Effective</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>.09 or higher</td>
<td>Less than .09</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Line Comparison</th>
<th>Effective</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four consecutive scores above the goal line.</td>
<td>Less than four consecutive scores above goal line.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trend Line Comparison</th>
<th>Effective</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend line is steeper than the goal line.</td>
<td>Trend line is not steeper than the goal line.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effect Size</th>
<th>Effective</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES greater than 2.87</td>
<td>ES less than 2.87.</td>
<td></td>
</tr>
</tbody>
</table>

**Does the student meet the “Effective” criterion using at least one of the above methods?**

| Yes | No |

| Data (present effect size or PND, etc.): |

**Rubric Summary**

<table>
<thead>
<tr>
<th>Problem Solving Process Stage</th>
<th>Number of Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problem Identification</td>
<td></td>
</tr>
<tr>
<td>2. Problem Analysis</td>
<td></td>
</tr>
<tr>
<td>3. Plan Implementation</td>
<td></td>
</tr>
<tr>
<td>4. Plan Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

| **Total Points Earned:** | ____ out of 31 |

| Evidence of Positive Impact on Student Learning | Yes or No (and data presented as evidence): |
Evaluating Effectiveness: Positive Impact on Student Learning

1. **Percentage of non-overlapping data points**: The most extreme baseline point (highest if the desired effect is an increase and lowest if the desired effect is a decrease) is determined and a line is drawn from that data point across the intervention data graph. The number of data points above or below (depending on the desired outcome) are counted and divided by the total number of data points to determine a percentage. Scruggs and Mastropieri (1998) recommend a percentage above 80 to be considered a large effect.

2. **Goal Attainment Scaling (Roach & Elliott, 2005)**: Provide individualized approach to determine the effectiveness of an intervention using specific criterion. Involves selecting a target behavior (objective behavior), describing the desired outcome behavior, plan instruction/intervention, construct the goal attainment scale, implement the instruction or intervention and evaluate instruction or intervention using the GAS ratings. Goal Attainment Scale: create a 5 point scale ranging from +2 (best possible outcome) to -2 (worst possible outcome). A score of 0 represents no change in behavior. Determine the appropriate dimensions depending on the behavior (Frequency, quality, percentage, etc).

3. **No Assumptions Effect Size (Busk & Serlin, 1992)**: subtracting the mean of the baseline from the mean of the intervention data and dividing by the standard deviation of the baseline. Burns and Wagner (2008) found a mean NAES of 2.87 for interventions that were considered effective. Since NAES often exceed 2, the cohen’s typically used es is not generally applicable to this effect size.

4. **$R^2$**: Most widely accepted effect size. Can be easily computed using excel by creating a line graph, right click on the line and select “add trend line”. Next select the “display R-Square value on chart” option and close. Cohen (1988) recommends that .25 is considered large effect, .09 is moderate and .01 is small.

5. **Goal line comparison (Fuchs & Fuchs, 2011)**: If the student’s most recent four consecutive scores are above the goal line, the student’s goal should be increased.

6. **Trend line comparison (Fuchs & Fuchs, 2011)**: If the student’s trend line is steeper than the goal line, the goal should be increased.

7. **Student attained specified goal**: A decision rule or goal should be established prior to the implementation of the intervention to set a criterion to determine whether or not the intervention should be considered successful or whether the student is making progress at an acceptable rate. If the student reaches this goal at the end of the intervention period, the intervention can be considered successful.
References


**Competencies Used to Measure the NASP Standards** (for program data collection purposes)

<table>
<thead>
<tr>
<th>NASP Standards</th>
<th>Program Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>II Data-Based Decision-Making and Accountability</td>
<td>3D 4A 4B 4C 5D</td>
</tr>
<tr>
<td>III Consultation and Collaboration</td>
<td>3A 5B</td>
</tr>
<tr>
<td>IV.1 Interventions and Instructional Support to Development Academic Skills</td>
<td>1C 4A 5C</td>
</tr>
<tr>
<td>IV.2 Interventions and Mental Health Services to Develop Social and Life Skills</td>
<td>1A 5A 5B 5C</td>
</tr>
<tr>
<td>V.1 School-Wide Practices to Promote Learning</td>
<td>2A 2B 3D 5D</td>
</tr>
<tr>
<td>V.2 Preventive and Responsive Services</td>
<td>5E</td>
</tr>
<tr>
<td>VI Family-School Collaboration</td>
<td>3A 5B</td>
</tr>
<tr>
<td>VII Diversity</td>
<td>3B 4A 4B 4C 5A 5B 5C 5D</td>
</tr>
<tr>
<td>VIII.1 Research and Program Evaluation</td>
<td>3D 6A 6B 7B</td>
</tr>
<tr>
<td>VIII.2 Legal, Ethical, and Professional Practice</td>
<td>2A 2B 3C</td>
</tr>
</tbody>
</table>

**Note the above table does NOT need to be in your portfolio. This document is for program data collection purposes only. Thank you!**
Portfolio Evaluation

Evaluation of the student portfolio will be conducted by program faculty near the completion of the internship experience. Portfolios will be evaluated for the quality of products presented, the quality of the reflective statements, and self-evaluation of the academic and behavioral case study reports including the impact on student learning criterion.

Portfolio Evaluation Rubric:

1. **Suitability/quality of evidence for each objective**
   - Excellent: Relevance of portfolio product is evident; clear link made between evidence and competency and product is high quality.
   - Satisfactory: Relevant and adequate product available for each competency.
   - Unsatisfactory: Product is clearly not related to the program competency or is of low quality and not reflective of skills that would demonstrate competency.

2. **Quality of reflective statements**
   - Faculty will evaluate (overall) the quality of the reflective statements. Criteria or excellence will include demonstration of meaningful reflection on your competency in each objective area and will include the quality of your writing.

3. **Case study self-evaluations (academic and social-emotional).**
   - Case study rubrics will be complete. Students will show effective self-reflection in critically evaluating their own reports. Scores are not required for each element, but students are encouraged to have as many elements as possible in their reports. Similarly, positive impact is not required, but the report should address factors that can be addressed to change the trajectory if impact is not positive.
## Portfolio Evaluation by Program Faculty

<table>
<thead>
<tr>
<th>Program Competency</th>
<th>Internship Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.</td>
<td></td>
</tr>
<tr>
<td>1B. Students will demonstrate knowledge of biological bases of human behavior. (PhD only)</td>
<td></td>
</tr>
<tr>
<td>1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.</td>
<td></td>
</tr>
<tr>
<td>2A. Students will develop an understanding of the history, roles, and functions of school psychologists.</td>
<td></td>
</tr>
<tr>
<td>2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.</td>
<td></td>
</tr>
<tr>
<td>3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.</td>
<td></td>
</tr>
<tr>
<td>3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>4C. Students will develop and demonstrate skills in the assessment of personality, social-emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.</td>
<td></td>
</tr>
<tr>
<td>6A. Students will develop (advanced) skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research</td>
<td></td>
</tr>
<tr>
<td>6B. Students will apply research and evaluation skills in the practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>7A. Students will propose, conduct, and complete original research that makes a substantial contribution to scientific inquiry. (PhD only)</td>
<td></td>
</tr>
<tr>
<td>7B. Students will develop skills in explaining and presenting research findings.</td>
<td></td>
</tr>
</tbody>
</table>

Note: See Portfolio Evaluation Rubric for description of evaluation criteria. E-Excellent; S-Satisfactory; U- Unsatisfactory (+/- denote half grade)
Appendix C

Internship Evaluation and
CDSP Internship Guidelines
Northern Illinois University  
School Psychology Program  
Department of Psychology

Intern Evaluation

Intern: ____________________________________________

Supervisor: ________________________________________

Site: ______________________________________________

Evaluation Period: _____December 1 _____June 1

PLEASE RETURN TO the SCHOOL PSYCHOLOGY PROGRAM ASSISTANT (DEPARTMENT OF PSYCHOLOGY, NORTHERN ILLINOIS UNIVERSITY, DEKALB, IL 60115-2854; FAX 815-753-8088 or email SchoolPsychology@niu.edu.)

Directions: The Internship experience is the last experience before students seek employment as a practicing school psychologist. Ratings are intended to guide the student and the program in evaluating readiness for independent practice.

Please use the following rating scale in evaluating the student on the characteristics listed below:

1 - Poor: Student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill.

2 - Needs improvement: Plans should be made to assure student gains extra practice in this skill prior to leaving the program.

3 - Satisfactory: Student's skills in this area are adequate for practice in schools; student should continue to practice and improve this skill.

4 - Good: Student is comfortably independent in this skill.

5 - Excellent: Student's skills in this area are exceptionally strong; student could be a model practitioner in this skill area.
EVALUATION OF INTERN

1. Develop an understanding of the development of the social and emotional aspects of human behavior.  
   
   poor  excellent  
   1  2  3  4  5  Not Observed

2. Develop an understanding of the development of cognition and learning aspects of human behavior.  
   
   poor  excellent  
   1  2  3  4  5  Not Observed

3. Develop an understanding of psychopathology and school-related problems.  
   
   poor  excellent  
   1  2  3  4  5  Not Observed

4. Develop an understanding of the history, roles, and functions of school psychologists.  
   
   poor  excellent  
   1  2  3  4  5  Not Observed

5. Develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.  
   
   poor  excellent  
   1  2  3  4  5  Not Observed

6. Develop competencies in understanding and applying nondiscriminatory assessment of cognitive functioning using procedures that are empirically validated, ecologically relevant, and meet the needs of diverse populations.  
   
   poor  excellent  
   1  2  3  4  5  Not Observed

7. Develop competencies in understanding and applying nondiscriminatory assessment of educational achievement using procedures that are empirically validated, ecologically relevant, and meet the needs of diverse populations.  
   
   poor  excellent  
   1  2  3  4  5  Not Observed

8. Develop competencies in understanding and applying nondiscriminatory assessment of personality, social-emotional, and behavioral functioning using procedures that are empirically validated, ecologically relevant, and meet the needs of diverse populations.  
   
   poor  excellent  
   1  2  3  4  5  Not Observed
9. Develop competencies in the delivery and evaluation of counseling interventions involving a wide variety of evidence-based procedures appropriate to diverse populations.

10. Develop competencies in the delivery and evaluation of consultative interventions involving a wide variety of evidence-based procedures appropriate to diverse populations.

11. Develop competencies in the delivery and evaluation of academic interventions involving a wide variety of evidence-based procedures appropriate to diverse populations.

12. Adopt an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of school related issues involving diverse populations.

13. Develop competencies related to the principles of research design, statistics, and measurement.

14. Develop and demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

15. Develop an understanding of general education, special education, and other educational and related services. Develop ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
16. Develop an understanding of family systems and work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.  

poor  excellent

1  2  3  4  5  Not Observed

17. Develop and use information sources and technology relevant to their profession in ways that safeguard or enhance the quality of services.  

poor  excellent

1  2  3  4  5  Not Observed

18. Develop an ability to integrate domains of knowledge and apply skills in delivering comprehensive ranges of services evidenced by measureable positive impact on children, youth, families, and other consumers.  

poor  excellent

1  2  3  4  5  Not Observed

Additional Comments:

______________________________________________     ___________________
Supervisor                                           Date

______________________________________________     ___________________
Intern                                               Date

(Intern signature indicates only that the evaluation has been reviewed with the intern.)
The doctoral internship is an important culminating professional practice experience in doctoral level education and training in school psychology. Following are guidelines for school psychology doctoral internships that will provide the basis for high quality internship experiences.

Although these guidelines set forth basic quality standards for doctoral level school psychology internships, internship requirements for licensure and certification are set at the state level and vary from state to state. Therefore, graduate students and training programs should consult relevant state licensure and certification requirements when considering the nature of a specific internship.

CDSPP is an organization of doctoral level school psychology programs. It is not an official accrediting body and does not evaluate, approve, or accredit internships or training programs. CDSPP guidelines may be useful for prospective interns who are evaluating the quality of school psychology doctoral internships. These guidelines may also be useful to doctoral training programs in making program development and internship approval decisions. They may also be used by organizations authorized to approve or accredit internships or training programs. Doctoral training programs and internship sites that are interested in accreditation by the American Psychological Association should refer to the Guidelines and Principles for Accreditation of Programs in Professional Psychology published by the APA Office of Program Consultation and Accreditation.

In the absence of special circumstances, a doctoral internship program in School Psychology meeting these guidelines will also be considered as meeting the “Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology” developed in 1980 by the National Register of Health Service Providers in Psychology to identify an acceptable internship, which is one of several requirements for credentialing by The National Register of Health Service Providers in Psychology.*

1. A School Psychology doctoral internship is an organized training program that, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The internship is the culminating supervised professional practice training experience prior to the granting of the doctoral degree. It follows a programmed sequence of coursework, practica, and field experiences and occurs after the substantial completion of the coursework leading to the degree. Its primary focus and purpose is ensuring breadth and quality of training, meeting the needs of the graduate student/intern, and providing an extension of education and supervised training from the university program. The internship consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, supervision, and research designed to meet the psychological, educational, and health needs of the clients. Interns should have experiences with prevention and development of system supports, as well as with direct intervention for client problems, and should have experiences dealing with cultural and individual diversity.

2. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375
hours out of 1500 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern’s own training.

3. The internship agency provides a dated written statement, brochure, or website that describes the goals and content of the doctoral internship program, states clear expectations for the quality of trainees’ work, training, and supervision, and is made available in advance to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern is given a written statement that includes salary, benefits, reimbursable travel, holidays, and other relevant data.

4. Interns receive a formal, written evaluation minimally at the end of each university semester, trimester, or quarter course grading period. The format for that evaluation is agreed upon in advance by the internship agency and the intern’s university training program. The areas evaluated are consistent with doctoral program objectives and competencies and include evaluation of intern skills in assessment, intervention, consultation, program evaluation, and ability to deal with issues of cultural and individual diversity. Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent psychologists. The doctoral internship is a required part of the doctoral degree, and while the internship supervisor assesses student performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student’s readiness for graduation and entrance into the profession. Therefore, intern performance is discussed among the training partners: the internship site and the university.

5. Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated related to intern behaviors, intern activities, or internship conditions, the university-based director of the school psychology doctoral program in which the intern is enrolled is notified by the supervisor at the internship site.

6. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours in activities described above. Interns and university training programs should consult relevant credentialing (e.g., state licensure, certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.

7. Internship agencies and the intern’s university training program jointly issue to the intern written documentation (e.g., a certificate, letter, or “Certificate of Completion”) reflecting successful completion of the psychology doctoral internship.

8. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychology. However, internship agencies such as school districts that
have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. Such consortium agreements must ensure supervision of the intern by two or more psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.

9. The full-time internship includes at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level with the specific intent of evaluating the psychological services rendered directly by the intern and supporting the intern in the role of psychological service provider.

10. In addition to the individual supervision (as described in #9 above), the intern spends at least two additional hours per week in scheduled group or individual supervision, conducted by a doctoral level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools.

11. The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/inservice training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists. The internship agency has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

12. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in # 9 above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described in #9 and #10 above). The use of telesupervision should be consistent with the program’s overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. The rationale for the use of telesupervision with interns at a particular site, and the scheduling and means for telesupervision should be clearly articulated. As with usual forms of supervision, the supervisor will retain full professional responsibility for all clinical services provided by the intern(s). Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Technology and quality requirements, as well as training in the use of the technology, are available for the supervisor and the intern. Internships using telesupervision adhere to best practices and ethical, legal, and professional guidelines.
13. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.

14. The trainee has a title such as “intern,” “resident,” or other designation of trainee status.

*This statement may be included in these Guidelines pending review of the final version of the Guidelines by the Executive Officer of the National Register of Health Service Providers in Psychology.*
Appendix D

Recent Publications and Presentations Involving Students
PUBLICATIONS WITH STUDENTS IN THE LAST SEVEN YEARS:
*Student names are italicized


**PRESENTATIONS WITH STUDENTS IN THE LAST SEVEN YEARS:**

*Student names are italicized*


Jenkins, L., & Demaray, M. K. (2013, February). Peer social support: Gender differences and relations to emotional outcomes. Poster session presented at the annual convention of the National Association of School Psychologists, Seattle, WA.


Appendix E

APA Required Disclosure of Education/Training Outcomes and Information

Allowing for informed Decision-Making to Prospective Doctoral Students
APA Required Disclosure of Education/Training Outcomes and Information
Allowing for informed Decision-Making to Prospective Doctoral Students

In order to provide prospective doctoral students with relevant and important information about our program, the following data are provided: (a) time to completion, (b) program costs, (c) internship success rates, (c) attrition rates, and (d) licensure and certification rates. All of these data are based on the past 10 years and on doctoral graduate students only.

**Time to Completion**
The average number of years to graduate from our program with a doctoral degree is 6.80 years and the median time to graduation is 6.39 years ($n = 12$).

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Year in which Degrees were Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students with doctoral degree conferred on transcript</td>
<td>2</td>
</tr>
<tr>
<td>Mean number of years to complete the program</td>
<td>5.5</td>
</tr>
<tr>
<td>Median number of years to complete the program</td>
<td>5.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time to Degree Ranges</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in less than 5 years</td>
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Students applying to our Doctoral Program with a Master’s Degree from another program: The Program Director will review transcripts for any courses that may be waived for the Doctoral degree. However, please note that typically very few courses are waived.
Program Costs
Please see the table below for current tuition and fees for NIU graduate students. It is important to note, however, that the majority of our students obtain assistantships. In fact, during the past 7 years, all doctoral students that have requested assistantships have obtained one from the Psychology Department. Assistantships are either Research Assistantships (RA) or Teaching Assistantships (TA) and are either half-time (10 hours per week) or full-time (20 hours per week.). All students with an assistantship obtain a full tuition waiver (students still have to pay fees) and receive a stipend of $741.60 per month for a half-time and $1483.20 for a full-time assistantship (based on 18-19 assistantship rates). For reference, the NIU Tuition Calculator can be found here: http://www.niu.edu/bursar/ tuition/ estimator.shtml

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<tr>
<th>Description</th>
<th>2017-2018 1st-year Cohort Cost</th>
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<tr>
<td>Tuition for full-time students (in-state)</td>
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<td>University/institution fees or costs</td>
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<td>Additional estimated fees or costs to students (e.g. books, travel, etc.)</td>
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## Internship Success Rates

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<td>2  100</td>
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<td>-</td>
<td>4  -</td>
<td>2  -</td>
<td>3  -</td>
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<td>5  -</td>
<td>2  -</td>
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<td>Students who sought or applied for internships including those who withdrew from the application process</td>
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<td>3 75</td>
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### Attrition

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<td></td>
<td>N</td>
<td>%</td>
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<td>Students for whom this is the year of first enrollment (i.e. new students)</td>
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<td>-</td>
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<td>2</td>
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<td>Students no longer enrolled for any reason other than conferral of doctoral degree</td>
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### Licensure

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<th>Outcome</th>
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<tr>
<td>The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago</td>
<td>24</td>
</tr>
<tr>
<td>The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years</td>
<td>7</td>
</tr>
<tr>
<td>Licensure percentage</td>
<td>29%</td>
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Appendix F

Student Support Services Available at NIU
Student Support Services Available at NIU

Northern Illinois provides an exceptionally supportive environment for faculty and graduate students alike. Student support services are a priority for the university and they are not only comprehensive in scope, but they are user friendly and competently run. The following is a selection of those services that are particularly relevant to school psychology graduate students:

- The Shirley W. Nelson Campus Child Care Center – a licensed facility, as well as accredited through the National Academy of Early Childhood Programs. The center provides full-time and part-time child care for children ages 2 months to 5 years. Parents must be a student or faculty/staff at Northern Illinois University to enroll their child in the center. Priority for enrollment is given to students. Students make up 70% of the Center’s enrollment while faculty and staff make up 30%.

- The Counseling and Student Development Center (CSDC) – a comprehensive human development service providing a full range of programs to meet the needs of a diverse student population. The mission of the Counseling and Student Development Center is to support the intellectual, emotional, social, and cultural development of students by offering a wide range of counseling, consultation, and educational services, including psychological counseling, group therapy, and crisis intervention. Drug and alcohol assessment and treatment are offered, as well as services related to interpersonal violence.

- The Lesbian, Gay, Bisexual, and Transgender (LGBT) Resource Center – helps to provide a university climate that supports the academic and professional success of these members of our university community. With the goal of fostering a welcoming campus environment, the university offers a variety of programs, services, and activities to serve the needs of individuals who are lesbian, gay, bisexual, or transgender as well as for the benefit and enrichment of the entire campus.

- The Northern Illinois University Health Service – provides high quality primary health care and prevention services at reasonable cost to eligible students.

- Disability Resource Center (DRC) – ensures that NIU’s academic and campus facilities are available to all students, faculty, and staff. The DRC advocates accessible opportunities by providing a wide range of support services tailored to individual needs and cooperates with a network of other NIU offices and outside agencies to enhance related services and assist individuals with disabilities.

- Office of the Ombudsperson – provides confidential and informal assistance for resolving university related concerns. The ombudsperson is independent of the university's formal administrative structure and considers all sides of an issue in an impartial and objective manner. The ombudsperson cannot impose solutions, but will identify options and strategies for resolution. The ombudsman advises students of their rights and responsibilities within the university, but cannot provide legal advice.

- Student Legal Assistance – an office that provides legal advice and assistance to students.
University libraries – NIU has several libraries including the Shapiro Law library. The main library includes an extensive collection containing 1,654,926 volumes and a large collection of journals and periodicals. It also participates in an interlibrary loan service. The library periodically consults with the Department of Psychology regarding books and periodicals pertinent to the educational objectives of the department.

The NIU institutional web page contains information for students on all of the above resources.
Appendix G

Projected Rotation of Courses

SESE and LEE
**Course rotation** (Adv Pract, BCBA, Dir SpEd) This is a tentative schedule, locations may be changed due to site and instructor availability. Students seeking Graduate degrees must take the 500 level courses for Graduate Course Credit when available. TBD location to be determined. Revised 5/31/18

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<tr>
<th>Semester</th>
<th>Fa17</th>
<th>Sp18</th>
<th>Su18</th>
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<td>SESE 592/747 Oak Forest*</td>
<td>Dek*</td>
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<td>TBD</td>
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<tr>
<td>SESE 606** Nap</td>
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<td>SESE 555X Nap</td>
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*for Advanced Special Education students (not completing Dir SpEd)
** for BCBA students

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