



PROGRAM HANDBOOK

Policies and Procedures of the
Florida International University
School Psychology Program
Ed.S. Degree

Prepared by the School Psychology Faculty
Department of Counseling, Recreation & School Psychology
School of Education & Human Development
College of Arts, Sciences, & Education

Second Revision for Fall 2026 New Students

School Psychology Program Handbook

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SCHOOL PSYCHOLOGY GRADUATE PROGRAM

I. INTRODUCTION

Welcome

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

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

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

We look forward to your contributions to this community.

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Overview

FIU offers an in-person graduate training program in School Psychology through the College of Arts, Sciences & Education, Department of Counseling, Recreation & School Psychology. Graduates receive an Educational Specialist (Ed.S.) degree and upon graduation meet state (FL) and national certification requirements for school psychologists. Additionally, after three years of successful supervised practice, graduates meet the State of Florida educational and experience requirements for private practice licensure in the specialty area of School Psychology. The program was designed specifically for professional preparation in school psychology and was developed to meet relevant national accreditation standards (most notably, the National Association of School Psychologists [NASP]). The program is accredited by the Florida Department of Education. It is also a nationally recognized program and fully approved by NASP since Fall of 2017 and renewed through 2029. The program is located in the Modesto Maidique Campus (MMC), the main campus of FIU in Miami, FL.

II. MISSION STATEMENTS

Institutional Mission Statement

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

Department Philosophy Statement

The Department of Counseling, Recreation, and School Psychology (CRSP) is housed in SEHD. The department believes education is a transformative process that has the power to change lives and create a more just and equitable society. CRSP is committed to the development and success of our students, providing them with the resources and support they need to thrive.

The department's philosophy is based on the following principles:

- **Student-centered learning:** We prioritize the needs and goals of students and strive to create a supportive and inclusive learning environment that values the diversity of students' backgrounds, experiences, and perspectives, fostering their academic and personal growth.
- **Evidence-based research:** Our faculty conduct cutting-edge research initiatives and provide opportunities for students to apply and produce evidence in their respective fields.
- **High expectations:** We set high expectations for students, offering state-of-the-art knowledge, challenging coursework, research opportunities, experiential learning, and comprehensive support services.
- **Collaboration, community, and engagement:** We build our FIU community and foster collaborative engagement with local and global communities through peer mentoring, group projects, partnerships, service activities, and engagement opportunities.

- **Excellence and continuous improvement:** We are committed to excellence and continuous improvement of our programs and services through assessment, feedback, and evaluation from students, faculty, staff, and external stakeholders.
- **Ethical and critical thinking:** We educate students to develop professional ethical and critical thinking skills, promoting their application to real-world problems and issues. We provide knowledge, skills, and opportunities for students to make a positive impact in the world.

School Psychology Program Mission

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

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

Using a problem-solving model, the specialist program is committed to preparing graduates to provide school psychological services that supports all children. Although graduates are prepared to work in various settings, the primary focus falls on schools. Delivery of effective school-based services requires sufficient breadth and depth of knowledge related to schooling and school systems. Thus, we view the child as operating within an ecological-systems and developmental context. Services may promote positive student development, and prevent, mitigate, or reduce students' behavioral, emotional, social, and academic problems. These services may be delivered at the individual, classroom, institutional, or system levels. To this end, graduates are prepared to develop the competencies needed to provide assessment, prevention, direct intervention, indirect intervention services, and advocacy.

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

is guided by NASP and APA ethical principles, training standards established by NASP, and professional standards established by APA and NASP.

III. COURSE OF STUDY

Full-Time or Part-Time Study

A majority of students are enrolled in the program on a full-time basis (9-12 credits for Fall/Spring semesters). The course of study is competency-based and grounded in a scientist-practitioner model of professional preparation. Students acquire knowledge, skills, and dispositions relevant to the practice of school psychology, are provided with performance feedback, and are evaluated on the competencies they display. Students are expected to integrate academic study and applied practice. This objective is addressed by having students complete rigorous course work, practica (i.e., field experiences completed in conjunction with academic requirements), and an internship (i.e., a professional apprenticeship completed under the supervision of both field and university supervisors).

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

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

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

Requirements for the Ed.S. Degree in School Psychology

NASP Practice Model (2020)

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

1. Data-Based Decision Making
2. Consultation and Collaboration
3. Academic Interventions and Instructional Supports
4. Mental and Behavioral Health Services and Interventions
5. School-Wide Practices to Promote Learning
6. Services to Promote Safe and Supportive Schools
7. Family, School, and Community Collaboration
8. Equitable Practices for Diverse Student Populations
9. Research and Evidence-Based Practice
10. Legal, Ethical, and Professional Practice

Coursework

The program requires a minimum of **73 semester hours** of credit or at least three years of graduate study including internship. The program is designed to meet Florida state requirements for licensure, and state and national requirements for certification. Thus, little flexibility for specialization exists. However, students may be encouraged to take additional courses to develop an area of specialization, with approval from their program advisor. Program coursework is distributed across the following 10 core competency areas as outlined by the Florida Department of Education and is aligned with the NASP domains:

- | |
|---|
| <ol style="list-style-type: none">1. <u>Knowledge of statistics, research methods, and program evaluation (NASP Domain #9)</u><ul style="list-style-type: none">• Apply theories and practices of measurement and test construction (e.g., standards for evidence of reliability and validity).• Apply knowledge of statistical concepts and terms.• Analyze principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).• Analyze and apply research findings from psychoeducational studies in various school psychology contexts. |
| <ol style="list-style-type: none">2. <u>Knowledge of data-based decision making and accountability (NASP Domain #1)</u><ul style="list-style-type: none">• Analyze characteristics of data collection methods (e.g., checklists, records review, assessments, interviews, behavioral observations, curriculum-based measurement) used in the comprehensive problem-solving and evaluation processes.• Determine appropriate data collection methods, materials, and procedures necessary to assess student, group, and school-level needs and outcomes. |

- Apply appropriate methods for progress monitoring individual, group, school-level, and district-level outcomes.
- Apply instruments and methods of psychoeducational assessment that consider the needs of specialized populations (e.g., early childhood, students with low-incidence disabilities).
- Interpret and apply data gathered using multiple methods and informants to make recommendations regarding educational decision making.
- Apply appropriate data collection practices and assessments that are sensitive to the various needs of students who are culturally, ethnically, and linguistically diverse, including students from populations that may be marginalized.

3. Knowledge of child and adolescent development (NASP Domain # 9)

- Apply theories of cognitive and intellectual development.
- Apply theories of language, perceptual, and sensorimotor development.
- Apply theories of personality and social-emotional development.
- Apply principles of learning, memory, and motivation.
- Analyze developmental patterns of disorders in childhood and adolescence.
- Apply major theories of child and adolescent development to the professional practice of school psychology.

4. Knowledge of curricula and evidence-based interventions and instructional strategies related to academic outcomes (NASP Domains #3, 5, 9)

- Assess components of standards-based curricula, engaging instructional environments, and effective evidence-based instruction.
- Apply concepts related to the development of reading, mathematics, and written and oral language skills.
- Apply appropriate, evidence-based instructional strategies for reading, mathematics, and written and oral language.
- Apply evidence-based screening, prevention, and intervention methods supported by analysis of ongoing progress monitoring to address academic concerns.
- Apply appropriate problem-solving methods in various educational contexts, including evaluating the fidelity, implementation, response to, and effectiveness of academic interventions.

5. Knowledge of biological, social, and cultural bases of learning, behavior, and mental health (NASP Domain #8)

- Analyze systemic social, environmental, cultural, linguistic, and ethnic factors that influence learning, behavior, and mental health.
- Analyze individual experiential, instructional, environmental, biological, and medical factors that influence learning, behavior, and mental health.
- Analyze social, environmental, cultural, linguistic, ethnic, and instructional factors that influence language development.

- Apply concepts related to functions of the brain, such as self-regulation, self-monitoring, planning/organization, empathy, and healthy decision making.

6. Knowledge of evidence-based interventions and instructional strategies related to social-emotional, mental, and behavioral health outcomes (NASP Domains #4, 6, 9)

- Apply knowledge of risk and protective factors to support positive and engaging school climates and cultures.
- Apply appropriate, evidence-based universal screening to guide prevention and intervention strategies for schoolwide social-emotional, mental, and behavioral health concerns.
- Apply appropriate, evidence-based prevention and intervention strategies through a continuum of supports for social-emotional, mental, and behavioral health concerns, including knowledge of social-emotional learning components.
- Apply problem-solving methods and evaluate the fidelity of implementation and response to and effectiveness of social-emotional, mental, and behavioral health interventions.
- Identify components and analyze techniques of applied behavior analysis.
- Apply theories and techniques of individual and group counseling in a continuum of social-emotional learning and mental and behavioral health supports and interventions.

7. Knowledge of best practices in student and school safety (NASP Domains #4, 6)

- Interpret the signs, symptoms, and impact of mental health disorders, including substance abuse.
- Interpret the signs, symptoms, and impact of traumatic events to guide trauma informed practices.
- Identify the signs, symptoms, and impact of abuse.
- Apply schoolwide screening, prevention, and intervention methods that address issues related to school climate (e.g., truancy, bullying, violence, suicide).
- Apply techniques for threat and suicide assessment, prevention, and intervention.
- Apply strategies related to stages of crisis prevention and intervention.

8. Knowledge of consultation, collaboration, and problem solving (NASP Domains #2, 7)

- Apply appropriate theories and methods of consultation and collaboration with school professionals and other specialists in the community.
- Apply steps in the problem-solving process.
- Apply methods of consultation and collaboration to address academic, mental, behavioral, and social-emotional concerns.
- Apply appropriate theories and methods for engaging in systems-level (e.g., school, district, state) problem solving and consultation.
- Apply appropriate theories and methods for collaborating with parents or guardians and increasing home-school collaboration and consultation.

9. Knowledge of ethical, legal, and professional practice of school psychology (NASP Domain #10)
- Identify elements of the organizational and operational structures of public schools.
 - Interpret historical foundations and important trends in the development of the profession of school psychology.
 - Apply professional standards of best practices in school psychology.
 - Apply the guidelines for professional conduct as stated in the ethical codes of the FASP, NASP, and American Psychological Association, and in the Code of Ethics of the Education Profession in Florida.
 - Apply ethical decision-making processes.
 - Examine social justice issues impacting public education and the profession of school psychology.
10. Knowledge of laws, rules, regulations, court decisions, and procedures related to public education (NASP Domain #10)
- Apply federal and state rules, regulations, and policies related to the practice of school psychology and public education.
 - Analyze the implications of landmark court decisions related to the practice of school psychology.
 - Analyze the characteristics of various exceptionalities and disabilities (e.g., gifted, specific learning disabilities, sensory impairments).
 - Apply appropriate procedures and assessment data to support educational decision making for students with exceptionalities and disabilities.
 - Apply federal and state mandated procedures in the development of an EP, an IEP and a Section 504 accommodation plan.
 - Apply federally required disciplinary policies and procedures (e.g., manifestation determination) for students eligible for protection under IDEA and ADA.

Students complete the following core competency courses as outlined in the FIU Panther Degree Audit (PDA). Complete course descriptions can be found in the [FIU Graduate Catalog](#)

<u>Psychological Foundations (12)</u>	<u>Credit Hours</u>
EDF 6211 Psychological Foundations in Education	3
EDP 6276 Human Development: Childhood and Adolescence	3
SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools	3
SPS 7176 Consultation and Assessment Across Populations	3
<u>Educational Foundations (6)</u>	
RED 6314 Theory and Instruction in Literacy	3
*EDG 5414 Teaching Environments: Instructional Strategies and Classroom Management ¹	3
<u>Professional in School Psychology (3)</u>	
SPS 6805 Professional Problems and Issues in School Psychology	3

¹ This course is equivalent to EDG 3321 taken at the undergraduate level. If taken previously, then the course can be substituted with EEX 5075 Teaching Students with Exceptionalities

Assessment (12) All four courses must be taken in sequence

SPS 6190	Academic Assessment and Intervention in the Schools	3
SPS 6191	Psycho-educational Assessment I: Intellectual	3
SPS 6192	Psycho-educational Assessment II: Process OR	3
SPS 6177	Bilingual Assessment	3
SPS 6193	Psycho-educational Assessment III: Behavior	3

Intervention (15)

SPS 7407	Behavioral Interventions in the Schools	3
MHS 5400	Counseling Skills & Techniques	3
SDS 5460	Crisis Counseling and Intervention	3
SDS 6411	Counseling Children and Adolescents	3
SPS 6199	Family-School Consultation and Collaboration	3

Measurement, Statistics, and Research Methodology (11)

EDF 5481	Foundations of Educational Research	3
EDF 6472	Introduction to Data Analysis	3
EDF 6944	Research Practicum in Education	2
EDP 7058	Behavioral Intervention Research and Evaluation in Education	3

Supervised Field Experience (14)

SPS 6941	Supervised Practicum in School Psychology	4
SPS 6678	Supervised Field Experience in School Psychology (1200 clock hours)	10

Additional Requirements

All students entering the graduate program with an undergraduate degree in an area other than education must enroll in courses in general professional education (see below) as required by the Florida Department of Education in order to meet state certification requirements, and to prepare for the Florida Teacher Certification Exams (FTCE), notably the [Professional Education Test](#) and [Subject Area Exam in School Psychology](#). Students are advised to take the Professional Education Test before they apply for their internship and take the Subject Area Exam in School Psychology prior to January during their internship. Unless students have proof of full teacher certification, **these co-requisite education courses must be taken prior to graduation.**

Co-requisite Education classes (non-education majors)²:

RED 4325/5339	Subject Area in Reading	3
TSL 4324/5361C	TESOL for Secondary Teachers	3

² Because the graduate courses are similar to undergraduate requirements at FIU, it is acceptable to take these courses at the undergraduate level. Please consult with your program advisor for more information. Students must take a graduate-level course if under contract with Graduate Assistantship or if covered through grant funding. Additional information regarding applying for certification and other requirements in Florida can be found here: <http://www.fldoe.org/teaching/certification/>

The following requirements are necessary for program completion and graduation:

- Completion of 73 graduate credit hours
- GPA of at least 3.0
- Earning a minimum of a “B” grade in two semesters of the school psychology internship
- Successful demonstration of the Florida Educator Accomplished Practices (FEAPs)
- Passing the [Professional Education Test](#) section of the FTCE (*to be taken prior to internship year, and no later than summer prior to internship*)
- Passing the FTCE [Subject Area Examination in School Psychology](#). *This exam should be taken no later than January of their internship year.*

Students can also review their program requirements by accessing their PDA, through their <http://my.fiu.edu> account. All competency areas need to be noted as “satisfied” for successful completion of the program and for graduation. If there are areas highlighted as “not satisfied,” please contact your advisor.

Students are strongly encouraged to take the Praxis School Psychology exam after completing the FTCE Subject Area Exam in School Psychology. Students will need to submit scores to FIU, using the institutional code 5206. Although not required for graduation, the Praxis is required for obtaining the National Certification for School Psychologists (NCSP). The Praxis School Psychologist ([Exam #5403](#)) is designed to align with the NASP 2020 Professional Standards. On this exam, NCSP applicants must achieve a passing score of 155. The Praxis School Psychologist exam measures whether entry-level school psychologists have minimum acceptable competency (knowledge) for professional practice. The Praxis School Psychologist exam is required by numerous state education agencies to work as a school psychologist.

Portfolio by Anthology

Portfolio is a cloud-based, online e-portfolio system that allows students to upload and share selected work on Canvas, which are evaluated by a panel of faculty members every semester. Assignments and evaluation rubrics are outlined in the syllabi for all core School Psychology courses. All students enrolled in the School Psychology Program will be required to purchase and maintain an account throughout their FIU career so that they can generate and maintain an e-portfolio of their work. Although different from portfolios used for applying for internships and jobs, Portfolio is used to manage and report student and program outcomes for regional accreditation.

- Contact: portfolio@fiu.edu
- Webpage: <https://fiuonline.my.site.com/canvas/s/article/Portfolio-by-Anthology-Student>

IV. ACADEMIC POLICIES AND PROCEDURES

Continuous Enrollment

The SPP and UGS require continuous enrollment in the program until completion of the Ed.S. degree. Students are expected to enroll in a minimum of one course per semester. Most if not all

students enroll in at least two classes per semester, in order to **complete the program within six (6) years**, the maximum time limit allowed for graduate program completion. If students anticipate finishing the program beyond six years, then an Electronic Petition for Exception to Graduate Requirements will need to be submitted with substantive documentation and approved by the program director, college dean, and UGS.

Leaves of Absence

Students may request a [leave of absence](#) as approved by UGS. Students making this request must provide the program faculty with a written explanation as to the need, the length of time, and the date to re-enter the program. Leave time must be requested prior to the beginning of the anticipated leave time. Requests typically will be granted to students who are in good standing and have sufficient cause for the leave of absence (e.g., medical, pregnancy, death in the family, personal hardships). Students who are requesting a formal leave of absence will need to submit an **online Petition for Exception to Graduate Requirements Form**; they may consult with the program director on how to submit an online petition. A leave of absence does not extend the time to graduate in the program.

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

Course Inclusion

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

Transfer of Graduate Credit

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

- Completed *Graduate Course Waiver/Transfer Form* (see Appendix)
- A copy of the course syllabus

- A completed online Petition for Exception to Graduate Requirements (specific cases)
- A memo from the student's advisor stipulating his or her approval.

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

- The student completed the course at an accredited institution.
- The student received a grade of 3.0 or better on a 4.0 scale.
- The course is equivalent in content and learning goals to an existing program course.
- The course is listed on an official transcript received by the Graduate Admissions Office.
- The program director, the student's academic advisor, and a professor who typically teaches the requested course to be substituted for, judges the course to be an appropriate substitute for the FIU course requirement.

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

Helpful Resources, Forms and Graduate School Policies:

- [FIU OneStop: Registration, Course Inclusion, and Student Record Forms](#)
- [FIU Academic Calendar](#)
- [FIU University Graduate School Policies](#)
- [FIU Financial Aid](#)
- [FIU Important University Contacts](#)

Faculty Advisors

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

Planning Student Programs of Study

Meeting with advisor

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

Number of courses to take

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

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

- For students working 31-40 hours a week, we recommend no more than two courses per semester and follow a 5-year plan.
- For students working 21-30 hours, we recommend no more than three courses per semester and follow 4-year plan.
- For students working up to 20 hours, we recommend no more than four courses per semester and follow either a 3- or 4-year plan.
- As a rule of thumb, students should budget about 3 hours of time outside of class for every hour they are enrolled in class. For example, a student taking a 3-semester hour class should budget their time for 12 hours per week. **This may not apply to field practicum or internship courses, however.**

Portfolios

A portfolio is a systematic and organized collection of products concerning a student's knowledge and professional competencies. Portfolios are intended to allow students to demonstrate the specific competencies that are expected in the FIU School Psychology Program. Students should

collect products from coursework, practicum, and relevant professional or volunteer experiences that highlight their competencies, strengths, and special interests. Students complete their portfolios during their internship year. The portfolio can be compiled electronically or using a three-ring binder to bring to in-person interviews. All identifying information regarding clients should be removed from each product. The portfolio should include at least the following products:

- A current curriculum vitae (CV) that includes education, practicum and field experiences, professional positions, professional memberships, awards or recognitions, and presentations or publications.
- A statement of professional goals which details short-term and long-term professional goals.
- Two letters of recommendation
- Transcripts
- Documentation of attendance at professional conferences, workshops, or other professional meetings.
- Two psychological evaluation reports that include a reason for referral, background information, test session behaviors, discussion of assessment data, recommendations, and rationale for these recommendations.
- Two intervention case studies with reflection statements that demonstrate a range of intervention competencies such as academic intervention, behavioral intervention, counseling, and consultation. These case studies must address the following areas: background and context of the problem, a description and analysis of the problem, goals for intervention, specific description of the intervention, collaboration efforts, a discussion of treatment integrity, and presentation and discussion of outcome data.
- Signed practicum and internship evaluations

Standards of Academic Conduct and Professional Work Characteristics

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

Cheating

- The unauthorized access or use of any materials, information, study aids, automated tools, or assistance from another person on any academic assignment or exercise.
- Assisting another Student in the unauthorized access or use of any materials, information, study aids, or automated tools.
- Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid.

Plagiarism

- The submission of any work authored by another person or automated tool without proper acknowledgement of the source, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- Assisting another Student in the submission of any work authored by another person or automated tool without proper acknowledgement of the source, whether that material is paraphrased or copied in verbatim or near-verbatim form.

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

Students will observe and demonstrate the highest standards of academic conduct, ethics, and integrity. In addition to academic conduct, students are expected to exhibit **professional work characteristics** as outlined by [NASP 2020 Professional Standards](#). These professional work characteristics are skills and behaviors integral in the development of a school psychologist and promote ethical responsibility, integrity, advocacy, collaborative relationships, and continuous improvement. These characteristics are infused through coursework and fieldwork and will be routinely observed, monitored, and assessed annually by faculty in consultation with instructors and field supervisors. All students must satisfactorily demonstrate the following professional work characteristics including:

- Written and Oral Communication Skills
- Adaptability
- Effective Interpersonal Relations
- Initiative and Dependability
- Responsiveness to Feedback
- Respect for Human Diversity

Annual Student Assessment

The SPP faculty are committed to supporting students in their academic and professional success. Early and ongoing assessment of academic and professional behavior is therefore necessary to recognize barriers to success. Each year, the program faculty conducts the Annual Student Assessment during the Spring semester. The program faculty gathers various documentation and evidence of each student, including (a) classroom observations, (b) examples of student work products and performance, (c) transcripts, and (d) instructor/supervisor feedback. The program faculty will discuss and use this information to complete the Annual Student Assessment, answering four questions:

1. Is the student demonstrating satisfactory academic progress?
2. Is the student adhering to the required School Psychology Program of study?
3. Is the student exhibiting satisfactory professional work characteristics?
4. Is the student exhibiting satisfactory application of professional skills and competencies?

Students will receive notification regarding the results of their assessment shortly after the end of the Spring semester. If any concerns arise from the results of the assessment, the student must meet with the advisor and program director to discuss and address these concerns. The meeting can result in developing a remediation plan, or in extreme cases, program dismissal.

Satisfactory Academic Progress

To remain a student in good standing in the SPP, the student must maintain or exceed a **cumulative grade point average of “B” (3.0)**. For SPS courses (e.g., SPS 6190, SPS 6191 etc.), students must obtain at least a grade of “B” or repeat the course to continue in the program and/or apply for internship. Students must also receive a satisfactory Annual Student Assessment to continue enrollment in the program.

Grades of IN (Incomplete) must be removed as soon as possible. A grade of Incomplete may be given if a student has been attending the course initially but extreme circumstances beyond the student’s control may affect completion of the course. Few specific reasons can include (a) a student, their spouse, or their child becomes ill during the semester, or (b) a student has not mastered the requisite competencies during their practicum or internship and needs more time to meet expectations. The final decision to offer an Incomplete will be the instructor of record. **Any student who receives an Incomplete must meet with the instructor of record and develop a plan to complete the course.** After two semesters (including summers) the IN will automatically default to an “F” or the grade that the student earned in the course. There is no extension of the two-semester deadline. All grades of IN, D, and F must be removed prior to starting internship.

Remediation and Reasons for Program Dismissal

Students may be placed on a remediation plan at any point during their enrollment if it is determined that students are experiencing academic difficulties or professional misconduct. Unsatisfactory academic progress or serious and persistent unprofessional behavior, including academic misconduct, may lead to dismissal from the program. Reasons for dismissal and the process are described below.

Unsatisfactory Academic Progress

It is the general policy that students enrolled in the SPP must obtain a cumulative GPA of 3.0 to graduate. Students who earn a grade of “B-” or lower in any SPS course in assessment, field practicum, or internship must retake and pass the course. Students who repeat a course with an SPS prefix and do not earn grades of “B” or better may be recommended for dismissal from the program.

A student whose cumulative GPA drops below a “B” (3.0) will be placed on **warning**, indicating academic difficulty. A student whose GPA remains below 3.0 in the following semester will be placed on **probation**, indicating serious academic difficulty. At any point in the student’s program planning, a formal remediation plan will be developed by faculty and/or program director outlining conditions that must be met to continue enrollment. If after the remediation plan is in place, and the student is on probation, and/or still attains a semester GPA or cumulative GPA below a 3.0,

then the student may be dismissed from the program. Students will not be dismissed prior to attempting a minimum of 12 hours of coursework as a graduate student.

Students who engage in academic misconduct, including plagiarism and cheating, may also be recommended for a remediation plan or program dismissal.

Serious and Persistent Unprofessional Behavior

Standards for professional conduct, often referred to as ethical behavior, recognize the obligation of school psychologists to place the highest esteem on human rights and individual dignity. Students are expected to engage in professional conduct and ethical behavior during their enrollment in the graduate program. Students may be dismissed for overt violations of the current NASP or APA Ethical Codes and Standards of Practice, FASP Professional Conduct Manual for School Psychologists, or FIU Student Conduct and Honor Code, specifically in cases of serious and persistent unprofessional behavior or misconduct. This includes overt and consistent failure to demonstrate satisfactory professional work characteristics, such as:

- Written and Oral Communication Skills
- Adaptability
- Effective Interpersonal Relations
- Initiative and Dependability
- Responsiveness to Feedback
- Respect for Human Diversity

Examples of serious and persistent unprofessional behavior, which would lead the program faculty to professionally judge a student as “personnel unsuitable for the profession” include, but are not limited to, the following:

- Consistent inability to assess problem situations in a professional or educational setting and determine how to negotiate/compromise or otherwise resolve the situation
- Consistent inability to recognize personal boundary/power issues that inhibit or prevent the candidate from learning appropriate professional behavior and skills
- Consistent inability to work independently and/or collegially as a team member
- Consistent inability or refusal to participate, without advisor consultation, in learning activities designed to promote and improve the candidate's self-understanding, self-analysis skills, and interpersonal skills
- Consistent inability to accept professional feedback to improve knowledge or skills

Remediation Process and Procedures

1. The faculty will routinely discuss progress of all students. Students will be expected to demonstrate satisfactory academic, professional, and interpersonal functioning.
2. A faculty member who is concerned about the behavior or academic performance of a student will confer with the student's advisor, the program director, and as appropriate, other program faculty or instructors.

3. The program faculty will meet to review the student's progress and discuss the concerns of the reporting faculty member.
4. From the discussion, four options will be considered:
 - a. No recommendations are made to the student
 - b. Student is recommended for remediation plan (to be determined by the faculty)
 - c. Student could be recommended for dismissal from the program via majority vote
 - d. Student may voluntarily withdraw from the program
5. If option "b" "c" or "d" is selected, a meeting will be scheduled with the student. This meeting usually includes faculty members and the student's advisor. Faculty concerns and recommendations are clearly explained to the student. The student will be allowed to discuss their thoughts, feelings, and reactions.
6. Should remediation be recommended, the student will be presented with a written document stating the exact actions the student must take for remediation. **The remediation plan must be developed within 5 business days from the meeting outlined in step #5.** The remediation plan is drafted by faculty and focused on specific concerns and will be a SMART goals plan. That is, the goals will be Specific, Measurable, Achievable, Relevant, and Time Bound. This recommendation will clearly specify what changes in behavior are expected and what time limits are operative. Failure of remediation may result in dismissal from the program. (This constitutes "due process" - the student is advised of any shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure.)
7. If the decision is for dismissal based on consensus of program faculty, it will be presented to the student in writing, summarizing the nature of the problem, opportunities for remediation, and the basis for the final decision. The student will be offered an opportunity to facilitate their transition into another more appropriate area through consultation with program faculty.
8. The program faculty and/or the student are free to consult with other faculty, supervisors, the Graduate Program Director, to assist in making an objective, informed decision.
9. Results of all meetings and consultations will be documented and kept in the student's confidential file.
10. The student may choose to comply with recommendations or use the grievance process already in place at the university.

Grievance Procedures

If a student believes they have been subjected to an impropriety that has caused them undue distress or hardship, the student should first try to resolve the situation with the party or parties involved, and subsequently the program director. If the situation is not resolved to the student's satisfaction, they should bring the matter to the attention of Department Chairperson of the Counseling, Recreation, & School Psychology by filing a grievance. A grievance, as defined in the Encarta Dictionary, is "a formal complaint made on the basis of something that somebody feels is unfair." Upon receiving a written letter of grievance, the Chair will schedule a meeting with the student complainant to discuss the nature of the complaint. At this point, FIU grievance procedures will

be followed. These procedures are available at <https://dasa.fiu.edu/all-departments/academic-grievances/>

V. FIELD EXPERIENCES

Security Clearance

The Clinical Coordinator will assist students in all field placements. Prior to starting practicum and internship, students are required to obtain security clearance from their prospective districts. Each district has their own security clearance procedures. Therefore, if a student is enrolled in a practicum experience in Miami-Dade County Public Schools and the following year does an internship in Broward County Public Schools then security clearances will need to be done for both districts. A security clearance fee is charged to the student. Please see the College of Arts, Sciences, & Education [Office of Clinical Experiences](#) on the first floor of Ziff Education Building, 130 (ZEB 130) for information about obtaining security clearance. If possible, please get all your security clearance information to the district 60 days or as early as possible prior to starting your practicum or internship. This should prevent a delay in starting your field experience. If the candidate believes that there might be a problem in passing the background check, then please see the Clinical Coordinator. All shared information will remain confidential.

The Observational Experience

In the first year, students complete an **Observational Experience**, where they shadow a practicing school psychologist for a total of four (4) days a semester. This allows them to observe the day-to-day role of the school psychologist in the field. They may also observe other professionals (e.g., counselor, reading specialist, general education teacher) in the field with permission. Students who work full time at any point during the observation experience must make arrangements with their employer to dedicate hours to their observation experience or practicum placement.

The Field Practicum

The **Field Practicum** is designed to provide students with authentic clinical experiences in a school setting. As students complete coursework in assessment, consultation, and intervention, students are eligible to enroll in Field Practicum typically in the second year of the program, and must be completed prior to Internship. The Field Practicum permits students to practice the skills they are learning or have learned in their previous and current coursework, and to begin to engage in the professional activities of a school psychologist. Students develop a better understanding of schools (e.g., systems/organizational level), educational staff and students, cultural diversity, as well as the roles and functions of school psychologists. Students are supervised weekly by a certified or licensed school psychologist. ***Students are expected to attend their practicum site for the equivalent of one full day (at least 6-8 hours) each week during the semester, for a total of 90-120 hours.*** Weekly supervision from the university supervisor is also required to receive credit. Students may reserve 2-4 hours weekly to conduct class assignments in the field setting, the remainder of the time will be spent working directly with the field supervisor. Professional dress and demeanor are expected in both observational and field practicum setting. Additional time in

the site may be required to complete course expectations. Practicum students will be formally evaluated by both field and university supervisors to determine whether the student has attained basic competencies as outlined by NASP 2020 standards.

It is occasionally necessary to temporarily withdraw a student from the practicum placement if problems arise due to the student's progress or to unforeseen circumstances at the practicum site. If this should occur, the instructor will consult immediately with the student and the field supervisor to develop a plan to reestablish the practicum as soon as is feasible. Practicum students will be required to purchase liability insurance prior to starting their fieldwork experience. **Students may request and review the Field Practicum Handbook from the Clinical Coordinator for additional details and expectations of the Field Practicum.**

The Internship

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

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

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

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

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

Out-of-state internships sites do not adhere to the standardized procedures in Florida. Consequently, if a student applies for an out-of-state internship, they need to determine the timelines for submitting their application, and the date when they will be informed regarding acceptance. This can create challenges for students applying for both an out-of-state internship and a Florida internship as all applicants for a Florida internship must either accept or turn down an accepted offer the same day it is offered. This date of acceptance for an out of state internship will probably not coincide with the Florida date. Therefore, an applicant may need to make a decision with incomplete information.

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

All applicants will receive training in interviewing for their internship. All students are required to participate in this training. Students should contact faculty and other professionals in the fall prior to their internship year and ask if the individual would be willing to write a letter of recommendation on their behalf. If the professional is willing to do so, then the student should provide an updated CV, an unofficial copy of their graduate transcript(s), list of school districts they intend to apply, and the key points that they wish the professional to include in the letter. It is recommended that students regularly update their CV, letter of intent, and submit these documents to the letter writer during the Fall semester of the application year. This will give faculty the time necessary for editing materials and preparing a letter of recommendation.

Students may request and review the Internship Handbook from the Clinical Coordinator for additional details and expectations of the Internship.

Contact Information for the Tri-County Area

Please note that contact information in the tri-county area changes often. Therefore, please contact the Clinical Coordinator for updated information.

1. Miami-Dade County Public School District:

Contact: Lunilda McVay, Ed.S.
Psychological Services
1500 Biscayne Blvd., Suite 407V
Miami, FL 33132

2. Broward County School District:

Contact: Julie Franzese, Ph.D.
Psychological Services Department
Arthur Ashe Center
1701 NW 23rd Avenue

3. Palm Beach County School District:

Contact: Susan Wilson, Ed.S.
Department of Exceptional Student Education
School District of Palm Beach County
3300 Forest Hill Blvd., A-203
West Palm Beach, FL 33406

Internship Fee Waivers

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

For students requesting Financial Aid during their internship year, they may register for five (5) semester hours of credit to be considered half time each semester. Students who are half-time may get the same loan as students who are full time (i.e. 9 semester hours of graduate credit). As long as students remain at least half-time (i.e. 5 semester hours of graduate credit), they also get to defer paying back their loan until six (6) months after graduation. If there are any questions regarding financial aid, please contact the [Student Financials Office](#) at 305-348-7272.

VI. SCHOOL PSYCHOLOGY ED.S. PROGRAM REQUIRED COURSES CHECKLIST³

The School Psychology Program is 73 credit hours. Each of the courses listed below is 3 credits unless otherwise indicated. Complete course descriptions are available in the [FIU Course Catalog](#).

<u>Psychological Foundations (12)</u>		<u>Offered/notes</u> <u>(subject to change)</u>	<u>Professor /</u> <u>Semester</u>	<u>Grade</u>
SPS 7195	Child Psychopathology: Assess/Interv. in the Schools	S only		
EDF 6211	Psychological Foundations in Education	F, SS		
EDP 6276	Human Development: Childhood and Adolescence	F only		
SPS 7176	Consultation and Assessment Across Populations	SS only		
<u>Educational Foundations (9)</u>				
RED 6314	Theory and Instruction in Literacy	F only		
EDG 5414	Instructional Strategies and Classroom Management	F, S, SS (Online only)		
SPS 6805	Professional Problems and Issues in School Psychology	F only		
<u>Assessment (12)</u> <i>All four courses must be taken in sequence</i>				
SPS 6190	Academic Assessment and Intervention in the Schools	F only		
SPS 6191	*Psycho-educational Assessment I	S only		
SPS 6192	*Psycho-educational Assessment II OR	F only		
SPS 6177	*Bilingual Assessment			
SPS 6193	*Psycho-educational Assessment III	S only		
<u>Intervention (15)</u>				
SPS 7407	Behavioral Interventions in the Schools	SS (see faculty)		
MHS 5400	Counseling Skills & Techniques	S (see faculty)		
SDS 5460	*Crisis Counseling & Intervention	S, SS (see faculty)		
SDS 6411	*Counseling Children and Adolescents	SS (see faculty)		
SPS 6199	Family-School Consultation and Collaboration	S only		
<u>Research and Measurement Methodology (11)</u>				
EDF 5481	Foundations of Educational Research	F (Online), S, SS		
EDF 6472	*Introduction to Data Analysis	F, S		
EDF 6944	*Research Practicum in Education (2)	F only		
EDP 7058	*Behavior Intervention Research and Eval. in Education	S only		
<u>Supervised Field Experience (14)</u>				
SPS 6941	*Supervised Practicum in School Psychology (2) x 2	F, S, (SS, if needed)		
SPS 6678	*Supervised Field Experience in School Psychology (10)	F, S, (SS, if needed)		
<u>Co-Requisite Education Courses for students who are not certified in Florida</u>				
RED 4325 or 5339 Subject Area in Reading		F, S (Online only)		
TSL 4324 or 5361C TESOL for Secondary Teachers		F, S (Online only)		

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

³ Faculty will do their best to offer courses in designated semesters. However, this schedule is non-binding and may change due to issues related to availability of instructors, changes in course offerings in non-school psychology programs, budget, and enrollment. These changes may be beyond the faculty's control. Therefore, consult with your advisor.

VII. IMPORTANT PEOPLE AND TELEPHONE NUMBERS

Advisor: Dr. Castro-Olivo

Telephone Number:

Office: ZEB 356

Office Hours:

E-Mail Address: scastroo@fiu.edu

Advisor: Dr. Pham

Telephone Number: (305) 348-3199

Office: ZEB 360B

Office Hours: _____

E-Mail Address: avpham@fiu.edu

Advisor: Dr. Pelaez

Telephone Number: (305) 348-2090

Office: ZEB 242B

Office Hours: _____

E-Mail Address: martha.pelaez@fiu.edu

Advisor: Dr. Griffith

Telephone Number: (305) 348-9891

Office: ZEB 247A

Office Hours: _____

E-Mail Address: shagriff@fiu.edu

***Note:** Office hours change from semester to semester. Many of the core faculty are on 9-month contracts, so they may not respond as regularly during the Summer semester.

Student Mentor:

Telephone Number:

E-Mail Address:

VIII. CREDENTIALING REQUIREMENTS

Upon graduation from the SPP, students are advised to submit their completed application online to the [Florida Department of Education](#) for educator certification as a school psychologist, if employed in Florida. They may start this application prior to graduation. Students must submit official transcripts with the degrees conferred to receive state certification.

Students seeking the [national certification \(NCSP\)](#) should send the following documents via [DocuSign](#) to request signatures:

- Verification of Internship (Clinical Coordinator)
- Verification of Program Completion (Program Director)

Applicants must submit their NCSP application **within 10 years** of their graduation date. The Praxis submitted with the application must be within 10 years of the application date, otherwise, they will be required to submit a case study.

For graduates seeking certification and employment outside of Florida, they may submit any documentation or requirements to the Clinical Coordinator, who will complete the certification forms and retrieve the University seal (if applicable).

State or National Certification resources

- ◆ [Bureau of Teacher Certification Home Page](#)
- ◆ [Florida Teacher Certification Examination \(FTCE\) Home Page](#)
- ◆ [FTCE School Psychology Subject Area Test](#)
- ◆ [National Association of School Psychologists Praxis exam](#)
(qualifying score is 155 for exam #5403)
- ◆ [National Certification of School Psychologist \(NCSP\) eligibility](#)
- ◆ [State Credentialing Resources \(from NASP\)](#)

Licensure in School Psychology resources

- ◆ [Licensure and Credentialing \(from FASP\)](#)
- ◆ [Licensure in School Psychology – Florida Department of Health](#)

Respecialization in School Psychology resources

- ◆ [Florida Department of Education](#)

IX. FINANCIAL ASSISTANCE

The SPP offers financial assistance when available. Scholarships and assistantships are available through FIU and SEHD. These opportunities often require full-time enrollment (9 credits Fall/Spring, 6 credits in Summer). Part-time and full-time work opportunities are occasionally disseminated via the FIU School Psychology listserv. Students should also connect with the [Student Financials Office](#) if they have specific questions regarding their financial accounts.

- 1) **[Graduate Assistantships.](#)** The School of Education & Human Development and the Department of Counseling, Recreation, & School Psychology award several graduate assistantships (GA) each year. These positions typically award a tuition-waiver and pay a stipend every two weeks, each semester for 12 months. The amount of both may vary from year to year. Students who are selected as graduate assistants are not allowed to obtain outside employment. Students who have a relevant Master's degree are eligible to become teaching assistants (TA) for graduate courses, or instructors of record for undergraduate courses. Students interested in applying for a graduate assistantship in the School Psychology program or in the department should contact the program director and complete an application. Benefits, policies, and procedures related to Graduate Assistantships are outlined by the [University Graduate School](#).
- 2) **[College-wide or University-wide Scholarships/Grants.](#)** Florida International University awards college-wide and university-wide scholarships/grants to graduate students. The amount will vary from year to year. Scholarships are also available on a competitive basis. An annual competition is held for new and continuing students. Each year, the School Psychology faculty will nominate a student for the Ziff Scholar Award for exemplary academic achievement and leadership.
- 3) **Federally Funded Training Grants:** The School Psychology program has a limited number of scholarships and fellowships that provide tuition waivers, travel support, and/or small stipends in some cases. Funding is available depending on the budget period. Students can reach out to the program director or faculty to find out about eligible funding.
- 4) **[The National Association of School Psychologists:](#)** NASP provides research grants and academic scholarships to eligible school psychology students each year. Students may be nominated for the NASP-ERT Minority Scholarship.
- 5) **[Loans:](#)** Students who desire a loan to supplement their educational endeavors should complete the Free Application for Student Aid through the Office of Financial Aid. Subsidized and unsubsidized loans are provided.

X. UNIVERSITY RESOURCES AND SUPPORTS FOR STUDENTS

Library Services

[FIU Libraries](#) provides a vast number of print and digital resources, including e-books, databases and multimedia. The Modesto Maidique campus (MMC) offers the Green Library, and Biscayne Bay (BBC) offers the Hubert Library. Each provides quiet study spaces, group collaboration rooms, cutting-edge equipment, and staff who can assist with library support services.

Student Health & Wellness Services

At FIU, [Student Health & Wellness](#) aims to support the overall well-being of students. The office uses a multi-faceted approach (i.e., services, programs, trainings, and campaigns) that educates, engages, and empowers the university community to sustain lifelong health and wellness. Some of the resources are detailed below (e.g., Disability Resource Center, Counseling and Psychological Services). Others include:

- [Wellness and Recreation Center](#)
- [Student Food Pantry](#)
- [Health Living Program](#)
- [Athletic Training](#)
- [Victim Empowerment Program](#)
- [Student Health Clinic](#)

Disability Resource Center

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

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

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

Panthers Care & Counseling and Psychological Services (CAPS)

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

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

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

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

Center for Writing Excellence

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

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

Main Campus: Green Library Room, GL125, Phone: 305-919-4036

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

Veteran and Military Affairs

The [Office of Veteran and Military Affairs \(VMA\)](#) is committed to delivering and facilitating comprehensive, success-oriented services and programs that support FIU's military-affiliated Panthers. Their mission is to aid, serve, and foster a thriving community, ensuring an exceptional FIU experience.

Other Health Resources

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

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

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

- Medical Records: medrec@fiu.edu
- Healthy Living: hlp@fiu.edu
- Health Compliance: immune@fiu.edu

Travel Funding

The School Psychology Program, University Graduate School (UGS), [Registered Student Organizations Council \(RSO\)](#) and the [Graduate Professional and Student Committee \(GPSC\)](#) provide limited travel funds for students to attend and/or present at conferences. Students must complete a Travel Authorization (TA) request form if representing FIU. Many of their application deadlines require requests to be submitted **at least 5 weeks** prior to the planned travel date. Students may need to submit additional documentation including faculty letter of recommendation and conference acceptance letter. The travel liaison for the department is Mr. Christopher Lopez in ZEB 310 (lopezchr@fiu.edu).

FIU DocuSign

Students requesting formal signatures from faculty or other administrative personnel are encouraged to set up [FIU DocuSign](#), a digital signature application that allows users to create and sign a variety of different documents with ease. DocuSign provides the means through which FIU can ensure secure storage, information efficiency, and optimized workflow.

XI. ASSESSMENT OF PROGRAM AND STUDENT LEARNING OUTCOMES

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

XII. RELATED PROFESSIONAL EXPERIENCES

Students in the SPP come from diverse professional backgrounds. Some are established professionals who desire to augment their skills and job opportunities. Others come straight from their undergraduate program. Work in areas related to school psychology and with children is highly recommended prior to applying for the internship. Areas with related experience include: teacher, substitute teacher, counselor, caseworker, group interventionist, teacher's assistant, classroom volunteer, preschool teacher, research assistant (child-related study). Volunteer work

is also acceptable experience. Students who desire employment related to school psychology and children should consider job opportunities such as those provided by the following organizations:

1. **[Miami-Dade County School District](#)**

2. **[Broward County School District](#)**

3. **[FIU Center for Children and Families](#)**

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

4. **[Children's Home Society](#)**

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

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

XIII. ASSOCIATIONS

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

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

This division of the American Psychological Association represents the interests of psychologists engaged in the delivery of comprehensive psychological services to children, adolescents, and families in schools and other applied settings.

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

The National Association of School Psychologists represents and supports school psychology through leadership to enhance the mental health and educational competence of all children. NASP holds an annual conference, typically in February, which students are encouraged to attend. In addition, NASP has numerous online resources, podcasts, and community forums for students.

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

This is the state association to which most school psychologists in Florida belong. Memberships for students are reasonable and are available online. FASP also holds an annual conference, typically in late October or early November, at different locations throughout the state. A summer conference (now online is also offered). Students are encouraged to attend and present to other colleagues.

4. School Psychology Student Association (SPSA)

This is the student association at FIU. Student membership is encouraged and leadership in this organization is highly favored by local school districts. SPSA helps mentor incoming students into the program and new students are assigned a student mentor during their first year of study. SPSA also sponsors a number of philanthropic activities during the academic year. Incoming students are advised to join committees consistent with their interests and skills. Elections of all officers are held once a year in Spring semester for the following academic year. Positions within the Association that are open to all students each year consist of President, Vice President, Treasurer, Secretary, CSO Representative and various committee memberships (philanthropy, social, fundraising, social justice, etc.).

5. International School Psychology Association (ISPA)

The International School Psychology Association promotes school psychology and improvement of mental health of children globally, particularly in countries where the profession is not fully established. ISPA is strongly committed to improving healthy development and quality of life for children everywhere.

6. Association for Behavioral Analysis International (ABAI)

The Association for Behavior Analysis International has been the primary membership organization for those interested in the philosophy, science, application, and teaching of behavior analysis. ABAI provides many services to its members and the field including annual conferences, job opportunities, and special interest groups.

XIV. FACULTY PROFILES

School Psychology Core Faculty



Dr. Sara Castro-Olivo

Sara Castro-Olivo, PhD, is an Associate Professor in the Department of Counseling, Recreation, and School Psychology at Florida International University (FIU). She received a BA in Psychology from California State University, Bakersfield. She received an M.S. in Special Education and a Ph.D. in School Psychology from the University of Oregon. She completed her APA accredited predoctoral internship at Dallas Independent School District. She is a Nationally Certified School Psychologist and a Licensed Specialist in School Psychology in the state of Texas. She has worked with Latine communities in Texas, California, and Oregon since 2001 as a bilingual community health educator, bilingual parent trainer, and school psychologist. She has worked as a faculty member in School and Counseling Psychology since 2007 in California and Texas.

Dr. Castro-Olivo's research focuses on the development and validation of culturally responsive social-emotional and behavioral interventions for emergent bilingual students and families. She has published over 30 peer-reviewed journal articles and chapters. Her research has been published in top journals in the field and highlighted in the *APA Monitor*, *Huffington Post*, and the American Youth Policy Forum. She serves as an associate editor for the journals, *Contemporary School Psychology* and *School Psychology*. She is a member of the research advisory board for the Collaborate for Academic and Social-Emotional Learning (CASEL). Dr. Castro-Olivo has served as chair/co-chair of over 20 doctoral students in school psychology. She is passionate about mentoring and strengthening communities' socio-emotional wellbeing.



Dr. Shayl Griffith

Shayl Griffith, PhD, is an Associate Professor in the Department of Counseling, Recreation, and School Psychology at Florida International University (FIU). She received her PhD in Clinical Psychology in 2018 from the University of Massachusetts Amherst. She completed her doctoral internship in the Child/Adolescent/Pediatric Track at Rush University Medical Center in Chicago, IL, where she received specialized clinical training in evidence-based psychological and neuropsychological assessment, consultation, and intervention with children and their families with a range of clinical concerns. She then completed a postdoctoral research fellowship in early childhood clinical research at the Center for Children and Families at FIU.

Dr. Griffith's research work centers on the behavioral and academic functioning of at-risk young children, with special interests in early identification and intervention in problems of development, parent-child interactions, child media use, and the use of mobile technology to support interventions. Her work has been funded by research grants from the National Academy of Education/Spencer Foundation and the National Institute of Child Health and Human Development (NICHD), and she has authored papers in journals such as *Pediatrics*, *Journal of Clinical Child and Adolescent Psychology*, *Journal of Abnormal Child Psychology*, and the *Journal of Children and Media*.



Dr. Brittany Merrill

Dr. Brittany Merrill received her doctorate in the Clinical Science of Child and Adolescent Psychology from Florida International University. Dr. Merrill's program of research aims to improve the reach, developmental sustainability, and long-term effectiveness of behavioral treatment for childhood attention-deficit hyperactivity disorder (ADHD). Her published work spans many topics regarding childhood ADHD including psychopathology, comorbidity, longitudinal outcomes, and evidence-based treatment. She is specifically interested in supporting parents and families via examining parenting behavior and parent stress, tailoring treatments to target key impairments such as academics, and leveraging technology to improve the reach and effectiveness of behavioral treatments. Dr. Merrill's current work examines parent/child interaction patterns using mobile sensing data and leverages this data to develop personalized, adaptive treatments for children and families.



Dr. Martha Pelaez

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

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

She has delivered invited addresses and papers at universities including Harvard University-William James Hall, University of Notre Dame, Trinity College-Dublin; Fordham University-New York, and papers at conferences of the American Psychological Association (APA), the Association for Behavior Analysis (ABA), the Society for Research on Child Development (SRCD) and other societies held in Washington, San Francisco, Atlanta, Nashville, New Orleans, Chicago, Kansas, Seattle, Boston, London, Brighton-UK, Paris, Aimeiens-France, Taipei-Taiwan, Yokohoma-Japan, Toronto, Montreal, Venice, Palermo, Sicily, Granada, Cordoba, Seville, Sao Carlos-Brazil, Engelberg, Switzerland, Linköping-Sweden, Ho Chi Minh, and several cities in Mexico.

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

Practice; Perspectives on Behavior Science), chapters, a textbook on child development (with G. Novak) and several monographs. She was the founding editor of the *Behavior Development Bulletin* (1990-2017) and member of nine editorial boards of refereed journals, including *The Behavior Analyst* and the *European Journal of Behavior Analysis*.

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

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

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



Dr. Andy V. Pham

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

Dr. Pham has conducted research examining how neurocognitive and sociocultural factors influence academic and mental health outcomes of diverse children. His work has been published in top journals including *Review of Educational Research*, *School Psychology Review*, *Assessment*, *Current Psychiatry Reports*, and others. In 2022, Dr. Pham's article on the importance of engaging in cultural humility within the school psychology profession received Honorable Mention, Article of the Year by *School Psychology Review*. He is also co-author of the book, *Culturally Responsive School-Based Practices* (with Dr. Anisa Goforth), published by Oxford University Press in 2023. Dr. Pham's work has been funded by the U.S. Department of Education, with the aim of providing culturally responsive and evidence-based practices to school psychologists, social workers, and special education teachers. He is also recipient of several teaching and mentoring awards such as NASP Faculty Sponsor Champion (2020), the University Graduate School (UGS) Provost Award for Mentorship (2020), and the FIU Faculty Senate Award for Excellence in Advising & Mentorship (2021).

Adjunct Faculty



Maria Arguelles, Ed.S.

Maria Arguelles is an educational professional with a long background in school psychology. A proud Panther, she earned her bachelor's degrees in education and psychology in 1990, followed by an Educational Specialist degree in School Psychology in 1993, all at FIU. With over 30 years of experience as a school psychologist within Miami Dade County Schools, Maria has mentored and supervised over 20 school psychology interns. In addition to her role in the school system, Maria has spent three and a half years as an adjunct professor, imparting her knowledge in undergraduate and graduate educational psychology courses. Outside of her professional commitments, she is an avid traveler who is always looking to embark on a new journey.



Martha A. Carias-Otto, Ed.S., NCSP

Hello and welcome! I am a school psychologist with the School District of Palm Beach County. I am entering my tenth year in this role and in this district. I am a proud graduate of FIU's School Psychology program and completed my undergraduate degree at the University of Miami. I am a bilingual school psychologist and part of my role includes working with Spanish speaking students and families who may be in need of school psychological services or being a part of their evaluation team. I have also served as a practicum and intern supervisor. I am privately licensed in the state of Florida and conduct private evaluations or contract through agencies. My favorite part about this job is that often no two days look alike. It is important to be organized and plan your days/weeks, but equally as important, it is to be prepared for the unexpected and be flexible enough to have to change your very well thought out plans. I currently teach Crisis Counseling and Intervention, which I believe to be one of the most important aspects of our job. On my "free" time, you can find me hanging out with my husband and our 8-month-old rescue puppy. I love to travel, cook (especially bake), and binge watch TV. Welcome, and I look forward to working with you!



Navlet La Rochelle, Ed.S.

I began teaching at Florida International University as an adjunct professor in the Spring of 2020. I have taught Educational Psychology and Psychopathology courses. I earned both my undergraduate and graduate degrees at Florida International University. My undergraduate degree was in special education. I taught for six years in a varying exceptionalities classroom and thereafter as a prekindergarten special education teacher. During the last four years of teaching, I returned to FIU and earned a Specialist degree in School Psychology. I have practiced as a school psychologist for over 20 years in Miami-Dade County Public Schools. I have had the opportunity to serve as an internship supervisor for over a decade, mentoring many FIU students. During this time, I also served as an internship program coordinator for four years.

I am passionate about teaching and love to learn from my students. When I am not teaching or working as a school psychologist, I enjoy competitive cooking and baking. I have been on the Food Network Holiday

Baking Championships Season 1. I also travel the country competing in various cook-offs. I have been fortunate to have been selected as a Pillsbury Cook-off finalist for two years. Every year, I travel to Orlando, Florida to compete at the National Pie Championships and have been awarded many ribbons for pies.



Luciana M. Lorino, Ed.S., LSP, NCSP

I am a proud alumna of Florida International University—go Panthers! I earned my bachelor’s degree in psychology with minors in Sociology and Education, followed by a graduate degree in School Psychology, also from FIU.

My professional journey began at 19 as a paraprofessional in a private school, where I developed a passion for supporting student success. That experience laid the foundation for my future roles, including serving as Director of a corporate tutoring program aimed at closing academic achievement gaps through targeted interventions.

For the past six years, I have worked as a bilingual school psychologist with Miami-Dade County Public Schools. In this role, I serve as co-chairperson for the South Region and am an active member of the Crisis Team—an opportunity that grew from the extensive training I received while working in an alternative school setting.

In addition to my work with MDCPS, I partner with FIU’s Counseling and Psychological Services (CAPS) to provide bilingual psychoeducational evaluations, addressing a growing need in the community. I am also a licensed school psychologist in the state of Florida, which has allowed me to establish and operate my own private practice over the past year.

Most recently, I’ve joined FIU’s School Psychology Program as an adjunct professor, where I teach Behavior Interventions in Schools. This role has allowed me to give back to the profession by mentoring future school psychologists and sharing my hands-on experience in the field.



Dr. Gary Matloff

The school setting became the ideal venue for me to apply my clinical training and interests on the behalf of students, their families, and school faculty. I’ve been practicing as a school psychologist for the past 25 years with the good fortune of having worked in a variety of school settings, including from pre-K to high school, in day and residential treatment, partial hospitalization, and urban, suburban, and rural surroundings. I also had adopted a pair of brothers, 9 and 12 years old from Brazil, who are now in their twenties. I was honored to have my work in the schools recognized in being awarded Broward County’s Phil Seat

Award (the school psychology department’s equivalent of the School Psychologist of the Year), followed by the Florida Association of School Psychologists (FASP) School Psychologist of the Year Award. Over the years, I have tailored my focus on interests in group counseling with underachieving middle school students who have been retained one or more grades and facilitating increased social awareness within the context of an inclusive mindset for 5th graders via the development of my own Social Emotional Learning (SEL) curriculum (WONDER-ful ME). In turn, of most importance in my practice are my own beliefs in the need for children and teens to strengthen their own personal foundation of self-acceptance. Essentially, “the more you like yourself, the less you are like anyone else, which makes you unique” –Walt Disney.



Lunilda McVay, Ed.S.

Lunilda McVay is an experienced educator with over two decades of service in Miami-Dade County Public Schools. Currently serving as Chairperson for Psychological Services, she leads initiatives that ensure timely and accurate psycho-educational evaluations, facilitate multidisciplinary collaboration, and implement special education procedures in alignment with district, state, and federal guidelines. With a strong background as a school psychologist and classroom teacher, Ms. McVay brings a deep understanding of student development, academic intervention, and behavioral support. She is highly skilled in data analysis, project management, and professional development, and is bilingual in English and Spanish. Her leadership extends beyond the school setting through active involvement in youth ministries, parent engagement programs, and community service. Ms. McVay holds an Education Specialist degree in School Psychology and a Bachelor of Science in Elementary Education from Florida International University.



Anaeli Rodriguez-Borjas, MAE, LSP

I am a bilingual School Psychologist, licensed in the State of Florida, with an undergraduate degree in Psychology and a Master's degree in School Psychology with a specialization in Early Childhood Development, both from the University of Florida. After earning my Master's in 2003, I returned to Miami to complete my internship at the Institute for Child and Family Health (formerly the Children's Psychiatric Center). Since starting as a School Psychologist with Miami-Dade County Public Schools (M-DCPS) in 2004, I have had the pleasure of serving children and families across various roles. Since 2021, I have served as the Chair of the Prekindergarten Diagnostic Teams within M-DCPS. I am very excited to join the Panther community and give back to my field as an adjunct in the School Psychology Program.

Retired Faculty



Dr. Philip J. Lazarus

Philip J. Lazarus, Ph.D. is an Associate Professor at Florida International University. He is a Past-President of the National Association of School Psychologists. Dr. Lazarus has served as the Director of the program for more than 40 years (from fall 1978 to spring 2021) and his primary responsibility is to train school psychologists to work in the schools. He is a graduate of Tulane University, the University of Miami, and the University of Florida.

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

psychologist in Palm Beach County Public Schools, and as a school psychologist for the Miccosukee Indian School.

Dr. Lazarus is the co-editor of the texts, *Psychoeducational Evaluation of Children and Adolescents with Low-Incidence Handicaps* and *Best Practices in School Crisis Prevention and Intervention*. He recently co-wrote the text published in 2023 entitled, *Leadership for Safe Schools: The Three Pillar Approach to Supporting Students' Mental Health*. He co-wrote *Creating Safe and Supportive Schools and Fostering Students' Mental Health*. He is the senior editor of the text, *Fostering the Emotional Well-Being of our Youth: A School-Based Approach*. He has written more than a dozen book chapters and over three-dozen scholarly articles. Dr. Lazarus has given more than 200 presentations both nationally and internationally.

Dr. Lazarus has served the profession of psychology as the President of the Florida Association of School Psychologists, founder, and Vice President of FASP Children's Services Fund, Inc., Chairperson of the Florida Council of Trainers and Supervisors, founder and Chairperson of the Florida Board of Examiners in School Psychology. He is the founder and current co-chair of the Florida Emergency Assistance Team of FASP and has responded to Hurricanes Andrew, Charley, Frances, and Ivan. He is also a founder of Camp Giborim, a camp for physically and mentally challenged youth that now serves more than 150 youngsters.

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

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

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

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

Dr. Lazarus has also maintained a private practice for 25 years. He specializes in working with children, adolescents, and families. His practice encompasses assessment, therapy and consultation with troubled youth and their families. Dr. Lazarus has dealt with schools and communities that have been involved with trauma and loss of life and has provided therapy and assessment following bus accidents impacting two

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

Dr. Lazarus is the 1984 recipient of the FASP Presidential Award for his contribution in writing ethical guidelines for dual practicing school psychologists and the NASP/NEAT "Dare to Dream" Outstanding Contribution Award in 2002 for his leadership in crisis prevention and intervention and his work as Chair of NEAT in the aftermath of September 11th. In 2006, he received the NASP Certificate of Appreciation and the NASP Presidential Award for his work in providing crisis intervention services in the aftermath of Hurricanes Katrina and Rita. And in 2008 he received the Willard Nelson Lifetime Achievement Award from the Florida Association of School Psychologists. In 2009, he received the DASP recognition of achievement and in 2009 the NASP Government and Professional Regulation Certificate of Appreciation for his work in advocating for school psychological services for Miami-Dade County Public Schools and the 340,000 students in the system. In 2010 Dr. Lazarus was profiled as a Worlds Ahead professor at Florida International University. In 2021, Dr Lazarus was honored with the Jack Bardon Award for Distinguished Service from Division 16 of APA. He is the senior editor of the upcoming text to be released in 2025, titled *Transforming School Mental Health Services using the Culturally Responsible Dual Factor + Model: Practical Applications*.

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

Frequently Asked Questions Regarding the Program

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

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

2. Is your program offered online?

No, the School Psychology program is an in-person, on-campus program. However, we offer a few online courses. The majority of our courses are offered on campus. We believe this offers our students better learning experience as many of the learned skills and competencies require a high level of supervision given the nature of the training.

3. Do you offer a doctoral program?

No, we currently do not offer a doctoral program in School Psychology.

4. What is the difference between a “school counselor” and “school psychologist”?

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

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

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

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

The roles of both school counselors and school psychologists may overlap, and often both disciplines will work jointly by co-leading social skills groups and serving on student support teams or crisis intervention teams. Relative to counselors, school psychologists are more likely to have training in behavioral analysis, mental health screening and diagnosis, and specific disability areas. School psychologists often are employed by other agencies in addition to school-community mental health centers, pediatric departments of hospitals, corrections facilities, etc.

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

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

References:

- American School Counselor Association:
<https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios>
- National Association of School Psychologists:
<https://www.nasponline.org/about-school-psychology/what-is-a-school-psychologist>

5. Is the school psychology program nationally accredited?

Yes, FIU's School Psychology program is NASP-approved through 2029. As such, all our graduates are eligible to sit for the Praxis exam which is supported by the National Association of School Psychologists, in order to apply for national certification. The program is also accredited the Florida Department of Education, and our College and programs are accredited by the Southern Association of Colleges and Schools (SACS).

6. Can I become a licensed school psychologist after completing the program?

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

7. What is the difference between state of Florida certification and state of Florida licensure?

Certification enables the professional to work in all public school settings. Typically, they are supervised by a school psychologist with a minimum of three years of experience. Graduates of our program may begin to work as certified school psychologists immediately after graduation. In contrast, licensure enables the professional to work in private practice settings either in a joint practice or independently. Licensed school psychologists are licensed under Chapter 490 of the Florida statutes. As previously noted, school psychologist will need three years of additional practice and supervision in order to take the examination to practice privately in Florida. Private practice licensure at the specialist level in school psychology is only available in a limited number of states; whereas certification to work in the schools is available in all 50 states.

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

Our program began when our university came into existence, and we have had a program for 50 years. It is the longest continually fully accredited School Psychology program in Florida.

9. How many students have you graduated?

We have graduated more than 500 students. Many of our graduates took positions as school psychologists in school districts in the tri-county area (Miami-Dade, Broward and Palm Beach).

10. What is the present job outlook?

The present job outlook is excellent. Students that perform at a highly competent level invariably receive job offers. 100% of students who seek positions are offered employment within 0-3 months after graduation. Depending on personal circumstances and current hiring practices, some graduates opt to move out of south Florida to secure a school psychologist position. Throughout the history of our program, we have placed students both nationally and internationally. Within the past 10 years, graduates have been successful in obtaining jobs and positions at:

School Districts

Miami Dade County Public Schools, FL
Broward County Public Schools, FL

Palm Beach County Schools, FL
Hillsborough County Public Schools, FL
Lee County School District, FL
Orange County Public Schools, FL
Duval County Public Schools, FL
Collier County Public Schools, FL
Pinellas County Schools, FL
Citrus County Public Schools, FL
Boston Public Schools, Boston, MA
Hanford Elementary School District, CA
Jeffco Public Schools, CO
Evanston Township High School, IL
Campbell Unified School District, CA
Los Angeles Unified School District, CA
Gwinnett County Public Schools, GA
Minneapolis Public Schools, MN
Denton Independent School District, TX
Arlington Public Schools, VA
Montgomery County Public Schools, VA
Long Beach Unified School District, CA
Colorado Springs School District 11, CO
Fulton County School System, GA

Clinical Settings

FIU Center for Children and Families
UF Health Neurodevelopmental Pediatric Center

Continuing Graduate Studies

Florida International University, Special Education
Florida State University, Counseling Psychology and School Psychology
University of Colorado-Denver, Doctor of Education in Leadership for Educational
Equity, Early Childhood Education
University of California-Berkeley, Ph.D. Program in School Psychology
Loyola University Chicago, Ed.D. Program in School Psychology
Duquesne University, PsyD Program in School Psychology

11. How long will it take me to complete the Ed.S. program?

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

12. How many classes should I take?

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

13. Where and when are classes offered?

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

14. Is a thesis required to complete the program?

No. A thesis is NOT required. However, students are required to complete directed studies that may require collaborative or supervised research with their professors. Students may be asked to present research at national conferences, and/or publish manuscripts in referred journals.

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

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

16. I have coursework from another university. Will courses transfer?

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

17. Is field experience required?

Yes, school psychology students are required to complete one observational experience, two field practica (at least 1 day a week), and a full-time internship (five days a week) in a school setting. Accommodations can be offered, but not guaranteed, for the practicum so that a student will not need to give up their day job. However, students are responsible for making arrangements with their employer regarding daytime hours they need to commit to practicum. During the internship, the student will need to complete their internship full time during the school day. Outside employment is prohibited during the internship year.

18. Are internships paid?

Paid internships are offered in the tri-county area and across the state as well as nationally. However, paid internships are highly sought after and competitive. As of 2022-2023 school year, all districts in the tri-county area which include Miami-Dade County, Broward County, and Palm Beach offer paid internships. Moreover, districts outside of the tri-county area in Florida also offer paid internships. However, that can change from year to year and there is no guarantee that a student will be offered a paid internship. The number of paid internships change from year to year also. Currently, the rate of pay for internships ranges from about \$15,000 to \$48,000 for a full academic year. Students need to plan financially for their internship upon acceptance into the program. The good news is that students receive a fee waiver for tuition for all their 10 required semester hours of internship. That is, they do not pay for internship credits. However, they still need to pay associated semester fees, such as parking, health, athletic, etc. The Clinical Coordinator will submit a fee waiver request for all students prior to the beginning of each semester of internship.

19. May I do an internship out of state?

Yes. We allow students to do their internships out of state. Approximately, 10% of our students choose to do a paid out of state internship. Applicants will need to contact their advisor for information about applying out of state. Application processes are very different and may require more initiative of the student to seek these opportunities compared to sites in Florida. If students are planning to do an out of state internship, they need to ensure that **all** their coursework has been taken prior to beginning their internship.

20. Do you offer financial aid/assistance?

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

Frequently Asked Questions Regarding the Application Process

21. When are applications due?

We currently accept applications for Fall only. The deadline is January 15th.

The online application for graduate admission may be found at this website under “Specialist Application”: <http://gradschool.fiu.edu/admissions.shtml>.

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

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

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

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

Send official transcript/s to the following address:

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

Applications to the Master’s and Specialist programs are initially processed within the Graduate Admissions Office, a division of the University Graduate School (UGS). The Graduate Admissions Office is responsible for collecting transcripts, GRE test scores (if necessary, but not required for admission) and the application fee. Any other supporting documentation that may be required (i.e., letters of recommendation, resume, and proof of teacher certification) is processed by the department or program.

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

22. How many applications do you receive each year? How many students do you admit?

Over the past five years, we have received 40-65 applications. We extend admission offers to 15-20 applicants a year, and approximately 12-15 students decide to enroll in our program.

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

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

24. What might slow up my admission process?

At times, students request letters of recommendation from employers or faculty members that have not been sent into the Graduate Admissions office. Also, the university requires that transcripts be sent from all colleges or universities that the student attended. At times, students may have only attended a college or university for one semester or one year and if that transcript is not received then the application would be considered incomplete even if the transcript for the graduating college or university is received. Consequently, it behooves the student to follow up on their application packet to ensure that all materials have been received by the Graduate Admissions office.

25. What if I am an international student?

If you are an international student, applications are due on the same day as regular admission: **January 15 for Fall only admissions.** In addition to the above application requirements, international applicants must provide:

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

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

exam. An overall score of 6.3 is required for the IELTS. Official copies of test scores must be sent to the Graduate Admissions Office.

Send translations and official scores to the following address:

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

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

The GRE is not required for admission. It was temporarily removed as an admission requirement in Fall 2020 due to the pandemic. It has been formally removed as an admission requirement for Fall 2022. However, students might opt to submit GRE scores if they choose.

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

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

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

We recommend that you take a minimum of 15 hours of courses in psychology at the undergraduate level (including statistics or research course). Please refer to the recommended courses below.

29. My cumulative GPA is less than 3.2. Would I be competitive in the application process, or do I need to do another Bachelor's degree to get into the program?

The admissions committee reviews an applicant's file entirely. If there are weaknesses in the file, the applicant may consider highlighting strengths in the application (e.g., research experience), submitting additional documentation (e.g., writing sample) or discussing in the written statement about how they will be successful in a graduate program. It is not generally recommended to complete another Bachelor's degree, but applicants may consider taking several graduate courses as a non-degree seeking student which can show likelihood of success in graduate program.

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

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

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

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

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

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

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

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

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

No. We accommodate students with disabilities and have specific services available to offer the requisite assistance. Please refer to page 30 of this *Handbook* for specific information about the Disability Resource Center.

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

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

	Fall	Spring	Summer
Year One (2026-2027) 33 credits	SPS 6805 Professional Problems and Issues in School Psychology (3) SPS 6190 Academic Assessment and Intervention in the Schools (3) EDF 5481 Foundations of Education Research (3) RED 6314 Theory and Instruction in Literacy (3)	MHS 5400 Counseling Skills and Techniques (3) SPS 6191 Psychoeducational Assessment I: Intellectual (3) SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools (3) SPS 7407 Behavioral Interventions in the Schools (3) *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C	SPS 7176 Consultation and Assessment of CLD Populations (3) SDS 6411 Counseling Children and Adolescents (3) EDF 6472 Introduction to Data Analysis (3) EDF 6211 Psychological Foundations in Education (3) *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C
Year Two (2027-2028) 30 credits	SPS 6192 Psychoeducational Assessment II: Process (3) OR SPS 6177 Bilingual Assessment (3) EDP 6276 Human Development: Childhood and Adolescence (3) SPS 6941 Supervised Practicum in School Psychology (2) EDF 6944 Research Practicum in Education (2) *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C	SPS 6193 Psychoeducational Assessment III: Behavior (3) EDP 7058 Behavioral Intervention Research and Evaluation in Education (3) SPS 6199 Family-School Consultation and Collaboration (3) SPS 6941 Supervised Practicum in School Psychology (2) *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C	SDS 5460 Crisis Counseling & Intervention (3) **EDG 5414 Teaching Environments: Instructional Strategies and Classroom Management (3) Pass Exams: Professional Education section of the Florida Teacher Certification Exam *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C
Year Three (2029-2030) 10 credits	SPS 6678 Supervised Field Experience in School Psychology (5) Five days per week in internship field placement Pass Exams: Subject Area Examination in School Psychology (FLDOE) (must submit results to FIU at time of exam)	SPS 6678 Supervised Field Experience in School Psychology (5) Five days per week in internship field placement OPTIONAL but recommended Pass Praxis Exam. Request to have scores submitted to FIU at time of exam.	

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

RED 4325/5339 Subject Area in Reading (3)
TSL 4324/5361C TESOL for Secondary Teachers (3)

*If EDG 3321 was completed as part of teacher certification, EDG 5414 can be substituted for EEX 5075 Teaching Students with Exceptionalities

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

	Fall	Spring	Summer
Year One (2026-2027) 21 credits	SPS 6805 Professional Problems and Issues in School Psychology (3) EDF 5481 Foundations of Education Research (3) RED 6314 Theory and Instruction in Literacy (3)	MHS 5400 Counseling Skills and Techniques (3) SPS 7407 Behavioral Interventions in the Schools (3) *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C	SDS 6411 Counseling Children and Adolescents (3) EDF 6472 Introduction to Data Analysis (3) *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C
Year Two (2027-2028) 23 credits	SPS 6190 Academic Assessment and Intervention in the Schools (3) EDP 6276 Human Development: Childhood and Adolescence (3) EDF 6944 Research Practicum in Education (2)	SPS 6191 Psychoeducational Assessment I: Intellectual (3) EDP 7058 Behavioral Intervention Research and Evaluation in Education (3) SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools (3)	SDS 5460 Crisis Counseling & Intervention (3) EDF 6211 Psychological Foundations in Education (3) *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C
Year Three (2028-2029) 19 credits	SPS 6192 Psychoeducational Assessment II: Process (3) OR SPS 6177 Bilingual Assessment (3) SPS 6941 Supervised Practicum in School Psychology (2) *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C	SPS 6193 Psychoeducational Assessment III: Behavior (3) SPS 6941 Supervised Practicum in School Psychology (2) SPS 6199 Family-School Consultation and Collaboration (3)	SPS 7176 Consultation and Assessment of CLD Populations (3) **EDG 5414 Teaching Environments: Instructional Strategies and Classroom Mngmt (3) Pass Exams: Professional Education section of the Florida Teacher Certification Exam
Year Four (2029-2030) 10 credits MUST BE FULL-TIME	SPS 6678 Supervised Field Experience in School Psychology (5) Five days per week in internship field placement Pass Exams: Subject Area Examination in School Psychology (FLDOE) (must submit results to FIU at time of exam)	SPS 6678 Supervised Field Experience in School Psychology (5) Five days per week in internship field placement <u>OPTIONAL</u> but recommended: Pass Praxis Exam Request scores to be submitted to FIU at time of exam.	

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

RED 4325/5339 Subject Area in Reading (3)
TSL 4324/5361C TESOL for Secondary Teachers (3)

**If EDG 3321 was completed as part of teacher certification, EDG 5414 can be substituted for EEX 5075 Teaching Students with Exceptionalities

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

	Fall	Spring	Summer
Year One (2026-2027) 18 credits	SPS 6805 Professional Problems and Issues in School Psychology (3) EDF 5481 Foundations of Education Research (3)	MHS 5400 Counseling Skills and Techniques (3) SPS 7195 Child Psychopathology: Assessment and Intervention in the Schools (3)	EDF 6211 Psychological Foundations in Education (3) SDS 6411 Counseling Children and Adolescents (3)
Year Two (2026-2027) 18 credits	SPS 6190 Academic Assessment and Intervention in the Schools (3) RED 6314 Theory and Instruction in Literacy (3)	SPS 6191 Psychoeducational Assessment I: Intellectual (3) SPS 7407 Behavioral Interventions in the Schools (3)	EDF 6472 Introduction to Data Analysis (3) SDS 5460 Crisis Counseling & Intervention (3)
Year Three (2027-2028) 18 credits	SPS 6192 Psychoeducational Assessment II: Process (3) EDP 6276 Human Development: Childhood and Adolescence (3)	SPS 6199 Family-School Consultation and Collaboration (3) EDP 7058 Behavioral Intervention Research and Evaluation in Education (3)	SPS 7176 Consultation and Assessment of CLD Populations (3) **EDG 5414 Teaching Environments: Instructional Strategies and Classroom Mngmt (3)
Year Four (2028-2029) 9 credits	SPS 6941 Supervised Practicum in School Psychology (3) EDF 6944 Research Practicum in Education (2) *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C	SPS 6193 Psychoeducational Assessment III: Behavior (3) SPS 6941 Supervised Practicum in School Psychology (2) *EDUCATION COURSE (if needed; requires field placement) RED 5339 and TSL5361C	Pass Exams: Professional Education section of the Florida Teacher Certification Exam
Year Five (2029-2030) 10 credits MUST BE FULL-TIME	SPS 6678 Supervised Field Experience in School Psychology (5) Five days per week in internship field placement	SPS 6678 Supervised Field Experience in School Psychology (5) Five days per week in internship field placement Pass Exams: Subject Area Examination in School Psychology (FLDOE) (must submit results to FIU at time of exam)	<u>OPTIONAL</u> but recommended: Pass Praxis Exam Request scores to be submitted to FIU at time of exam.

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

RED 4325/5339 Subject Area in Reading (3)
TSL 4324/5361C TESOL for Secondary Teachers (3)

**If EDG 3321 was completed as part of teacher certification, EDG 5414 can be substituted for EEX 5075 Teaching Students with Exceptionalities

APPENDIX B: Matrix of Coursework with NASP 2020 Standards

		Domain 1: Data-based Decision Making	Domain 2: Consultation and Collaboration	Domain 3: Academic Interventions and Instructional Supports	Domain 4: Mental and Behavioral Health Services and Interventions	Domain 5: School-wide Practices to Promote Learning	Domain 6: Services to Promote Safe and Supportive Schools	Domain 7: Family, School, and Community Collaboration	Domain 8: Equitable Practices for Diverse Student Populations	Domain 9: Research and Evidence-based Practices	Domain 10: Legal, Ethical, and Professional Practice
Psychological Foundations (12)											
SPS 7195	Child Psychopathology: Assess/Interv. in the Schools	X			X		X				X
EDF 6211	Psychological Foundations in Education			X	X	X	X			X	
EDP 6276	Human Development: Childhood and Adolescence				X	X			X	X	
SPS 7176	Consultation and Assessment Across Populations	X	X	X	X	X	X	X	X		X
Educational Foundations (9)											
RED 6314	Theory and Instruction in Literacy	X		X		X	X		X	X	X
EDG 5414	Instructional Strategies and Classroom Management		X	X	X	X			X		X
SPS 6805	Professional Problems and Issues in School Psychology				X	X	X	X	X		X
Assessment (12) All four courses must be taken in sequence											
SPS 6190	Academic Assessment and Intervention in the Schools	X		X	X	X			X		X
SPS 6191	*Psycho-educational Assessment I	X		X					X		X
SPS 6192	*Psycho-educational Assessment II OR	X		X					X		X
SPS 6177	*Bilingual Assessment	X		X		X			X		X
SPS 6193	*Psycho-educational Assessment III	X		X	X				X		X
Intervention (15)											
SPS 7407	Behavioral Interventions in the Schools	X	X		X	X	X	X	X	X	X
MHS 5400	Counseling Skills & Techniques				X			X	X		X
SDS 5460	*Crisis Counseling & Intervention		X		X		X				
SDS 6411	*Counseling Children and Adolescents		X		X						X
SPS 6199	Family-School Consultation and Collaboration		X	X	X		X	X			X
Research and Measurement Methodology (11)											
EDF 5481	Foundations of Educational Research	X								X	
EDF 6472	*Introduction to Data Analysis	X								X	
EDF 6944	*Research Practicum in Education (2)	X								X	X
EDP 7058	*Behavior Intervention Research and Eval. in Education	X			X					X	
Supervised Field Experience (14)											
SPS 6941	*Supervised Practicum in School Psychology (2) x 2	X	X	X	X	X	X	X	X	X	X
SPS 6678	*Supervised Field Experience in School Psychology (10)	X	X	X	X	X	X	X	X	X	X
Co-Requisite Education Courses for students who are not certified in Florida											
RED 4325 or 5339	Subject Area in Reading										
TSL 4324 or 5361C	TESOL for Secondary Teachers										

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

Name: _____ Date: _____ PID: _____

Anticipated FIU Graduation Semester and Year: _____

Students seeking to transfer and waive courses should complete one copy of the form below. Waivers are decisions typically made by the program faculty but may require additional approvals. Courses that have been approved for transfer/waiver will be reflected on the student's transcript and Panther Degree Audit (PDA) **after students have completed all coursework successfully and first half of internship. Difficulties in completing program coursework or field experiences satisfactorily may result in cancelling approval of course waiver/transfer.**

Course credits earned in regionally accredited graduate institutions are eligible for transfer. **Previous credits must have been earned with at least a 3.0 (B) and within the last 6 years preceding anticipated graduation date.** Courses taken beyond 6 years may require additional approval.¹ This form along with a copy of the syllabus from each course of the previous institution must be attached and submitted to the student's advisor prior to making a decision on transfer/waiver. Students should review the School Psychology course descriptions found in the [FIU Graduate Catalog](#) when completing the form.

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

¹ There is no time limit for transferring of graduate credit if the course was part of a completed graduate degree.

Appendix C
Cost of Program of Study

PER CREDIT HOUR TUITION AND FEES FOR GRADUATE STUDENTS

As of August 2024 – Subject to change each year.

	In-State	Out-of-State
Tuition (per credit hour)	\$455.64 ^a	\$1,001.69 ^b
Semester Fees		
Intercollegiate Athletics	\$10	\$10
Student Health Services	\$93.69	\$93.69
Transportation Access ^c	\$95.30	\$95.30
Additional		
Online course (per 3 credit hour)	\$90	\$90
Portfolio (per Education course)	\$5	\$5
Assessment/Lab	\$50-\$75	\$50-\$75
Orientation (for new students only)	\$35	\$35
Photo/ID	\$10	\$10
GoReact (for assessment course)	\$59	\$59

^a This amount includes \$75.69 per credit fees.

^b This amount includes \$101.69 per credit fees.

^c Transportation Access is \$88.88 in the summer term. Fall/Spring = \$95.30, including the sales tax.

Psychology Internship Tuition and Fee Waivers

- [**7.008 Waivers and Exemptions of Tuition and Fees**](#)
School Psychology Training Program – Each university board of trustees shall waive tuition and associated fees for internship credit hours applicable to an internship in the public school system under the supervision of the Florida Department of Education certified school psychologist employed by the school system for any graduate student.
- School of Psychology Training Programs Waiver Pursuant to Statute Title XLVIII, K-20 Education Code, Chapter 1009 Educational Scholarships, Fees, and Financial Assistance, 1009.26(5) Fee Waivers, graduate students in a state approved school of psychology internship are entitled to a tuition waiver associated with the internship credit hours.

Other Tuition and Fee Waivers for Eligible Students

- [**Tuition and Fee Waivers | OneStop | Florida International University \(fiu.edu\)**](#)

Important! Students using a tuition and/or fee waiver for part of the fee payment must pay their semester fees (and/or additional) on or before the first day of the semester to avoid late fees.

Agreement

I have read and agreed to abide by the policies and procedures as outlined in the FIU Program Handbook of the School Psychology Program (Fall 2026).

Login to [DocuSign](#) to submit the form and retrieve the signature from the Program Director.

Printed Name

Panther ID

Student Signature

Date

Program Director Signature

Date