PROPOSAL FOR THE ESTABLISHMENT OF A GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY IN THE DEPARTMENT OF PSYCHOLOGY IN THE COLLEGE OF ARTS AND SCIENCES AT THE UNIVERSITY OF PUERTO RICO, MAYAGÜEZ CAMPUS

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Graduate Program Proposal Committee

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Approved by the Department of Social Sciences, December 2008

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Approved by the College of Arts and Sciences, _____

Approved by the UPR-M Academic Senate _____
Certification _____

Approved by UPR-M Administrative Board _____
Certification _____

II. Introduction

A. Program Title and Degree Awarded

Graduate Program in School Psychology leading to the degrees of Doctor of Philosophy in School Psychology and Master of Science in School Psychology, offering two sub-specializations: neuropsychology and mental health (clinical).

B. Program Description

The Graduate Program in School Psychology at the University of Puerto Rico at Mayagüez (UPRM) will offer a Doctor of Philosophy in School Psychology degree and a Master of Science degree in School Psychology. The graduate program will offer two specializations, mental health (clinical) and neuropsychology.

The Program is unique within the College of Arts and Sciences as well as across the University of Puerto Rico system and the Island of Puerto Rico. First, its prevention-oriented scientist-practitioner model premised on a developmental-ecological view represents current research and thinking in the field. Additionally, the School Psychology Graduate Program at UPRM is unique in its ability to offer two sub-specializations, neuropsychology, and mental health (clinical) - of particular need to the profession as a whole, as well as for the country. Furthermore, the Graduate Program in School Psychology will meet the requirements of accreditation of the American Psychological Association (APA) and approval by the National Association of School Psychologists (NASP).

The Graduate Program in School Psychology is structured to meet the requirements for licensure as a psychologist in Puerto Rico. The program prepares psychologists to apply their knowledge of the behavioral sciences and professional skills in ways that enhance the learning, growth, development, and behavior of a diverse body of learners. Emphasis is placed on developing competencies necessary to assume the responsibilities of a psychologist in schools and community settings, as well as in faculty positions in institutions of higher education. Because the program's focus is on the application of psychology in education, students are required to demonstrate competencies in the basic substantive content areas of psychological and educational theory and practice.

The course sequence for the Graduate Program School Psychology joins philosophical, theoretical, methodological, and applied aspects represented in the area of school psychology. This Program proposes to strengthen student knowledge in order for graduates to function as school psychologists within and outside of Puerto Rico.

APA shall accredit the proposed graduate program in school psychology. The standards and basic criteria that are established by the professional organization are presented in **Appendix A**. In order to practice school psychology, program graduates should meet the requirements established by the Board of Psychology in Puerto Rico, and overseen by the Commonwealth of Puerto Rico Health Department as indicated in Law 96 of June 4, 1983 "*Ley para Reglamentar el Ejercicio de la Profesión de la Psicología en Puerto Rico*" **(Appendix B).** The proposed graduate program will provide students with the necessary competencies to meet the requirements to be licensed as a psychologist in Puerto Rico.

The Program curriculum is composed of six (6) fundamental components:

CORE COURSES – These are required courses for all students regardless of their choice of specialty. This common core represents areas of knowledge (human development, personality theories, biological basis of behavior, learning and cognition, social psychology and human diversity, history and systems of psychology, and diagnostic and intervention models for academic and behavioral issues), all considered essential for all doctoral and master degree candidates in school psychology.

SPECIALIZED STRANDS – The specialization strands [mental health (clinical) and neuropsychology] are opportunities for students to personalize their degree plans by selecting themes or strands of coursework that cluster into specialty areas. The two strands represent current areas of development of research and best practices in school psychology. A total of 12 credit hours of a chosen strand are required. As resources and program growth permits, two additional specializations, special education and preschool may be added.

RESEARCH - These courses should promote the development and integration of the full spectrum of research skills, including: identifying research needs; formulating research questions; developing a sound design; choosing or creating appropriate procedures and measurement instruments; carrying out procedures, treatments, and interventions appropriately; collecting, analyzing, and interpreting data; and presenting findings and conclusions cogently in both oral and print forums.

PRACTICUM EXPERIENCES - Practice experiences provide students the opportunity to acquire and apply specific skills relevant to the practice of school psychology. Practice experiences include, but are not limited to: a) consultation with educators, health professionals, parents, and other caregivers; b) assessment and diagnosis at the individual, group, and system levels (including psycho diagnostic skills, skills in ecological assessment, interviewing skills, and observational assessment); c) prevention and health promotion; d) direct intervention (including individual psychotherapy, functional analysis of behavior,

and family therapy; and e) monitoring and evaluation services (including evaluation of individually-focused interventions, as well as evaluation of system-focused interventions). Practice components should accompany or follow courses designed to develop these skills, and should facilitate the ability to conceptualize human problems, to understand and act within the constraints of the legal-ethical code of the profession, and to understand one's own personal biases and personality and the impact of these on others in a professional situations.

DEFENSE OF ORIGINAL RESERACH PROJECT – At the doctoral level, students will successfully conduct and defend a dissertation based on an original piece of empirical research. Emphasis will be placed on the acquisition of skills that have applied relevance for the student's probable professional activities. That is, students will be provided with opportunities to develop research skills that can be applied to their role as an expert clinician, program administrator, academic or practitioner. The research is to be conducted under the supervision of the candidate's advisor and a dissertation committee.

INTERNSHIP – At the doctoral level, Internship is the culminating experience in the student's clinical training. The internship is an organized training program of sufficient breadth and scope to prepare the intern for assuming the role of a professional school psychologist. Program students will intern in a wide variety of settings, including medical centers, child guidance centers, psychiatric hospitals, residential schools for emotionally disturbed and behaviorally disordered children and youth, and public and private schools.

Doctoral students must complete a year of internship as the culminating experience in their program, done on a full-time basis. Students must complete a minimum of 2,000 clock hours (a full calendar year) of internship. All internships are supervised by both university faculty and a site-based licensed psychologist, and must include a minimum of 600 hours of supervised training, or the equivalent, in the schools. **Candidates must complete all practice and the defense of dissertation proposal requirements before they begin an internship.**

C. Non – Conventional Modalities

It is not contemplated to offer the Graduate Program in School Psychology in a Non-Conventional Modality.

D. Program Initiation Date

The Program is projected to begin during the Academic Year 2018-2019.

E. Program Length

In accordance to academic requirements indicated in Section **VII. CURRICULAR DESIGN**, the proposed program will have a length of five (5) years for the doctoral degree and three years for the master's degree. The Program is to be completed by a full-time student minimally involved in extra-curricular activities.

Nevertheless, current certification (***Normas que Rigen los Estudios Graduados en el Recinto Universitario de Mayagüez, Certificación 09-09,*** **Appendix C**) establishes a time limit of ten (10) years for students with a Bachelors Degree to complete a Doctoral Degree and a maximum of eight (8) years for those entering the program with a master's degree. For students completing a master's degree the time limit is established at six (6) years from the date of admission including any interruption.

III. Professional Accreditation and Requirements for Professional Practice

Professional Accreditation

The American Psychological Association (APA) shall accredit the proposed graduate program in school psychology. See http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf for accreditation guidelines and principles for school psychology.

The standards and basic criteria that are established by the professional organization are presented in **Appendix A**. **Table 1** illustrates the alignment of the doctoral program goals and objectives with APA accreditation standards. **Appendix D** shows the plan to obtain APA accreditation within the first five years of the establishment of the Program. APA identifies and describes eight (8) general domains that are considered essential to the success of any training program in professional psychology. For each domain, programs are expected to document their potential for success in these domains. During the first five years of the creation of the Program the appropriate assessments will be conducted to determine the extent to which the Program at UPRM complies with each of the Domains.

As required by APA, the Graduate Program in School Psychology at UPRM shall submit the application for APA accreditation during its fifth year of creation or once a doctoral student has completed the program.

Professional Practice

In order to practice school psychology in Puerto Rico, program graduates should meet the requirements established by the Board of Psychology in Puerto Rico, and overseen by the Commonwealth of Puerto Rico Health Department (see **Appendix B**, Law 96 *June 4, 1983, "Ley para Reglamentar el Ejercicio de la Profesión de la Psicología en Puerto Rico"*).

IV. Justification

Children and Adolescent Mental Health Issues

Children and adolescents may suffer from a significant number of psychiatric conditions that can negatively impact their ability to achieve socially and academically (Mash & Wolfe, 2010, Hoagwood & Olin, 2002). These include common diagnoses such as Attention-Deficit/Hyperactivity Disorder, Learning Disabilities, Bipolar Disorder, Autism, and Anxiety and Depression, among others. As such, childhood mental health and educational issues are of increasing concern for educators. According to the Mental Health and Substance Abuse Services Administration (ASSMCA, in Spanish) 2,732 children received mental health services during the 2011 fiscal year (http://bit.ly/1qeZfCU). The Puerto Rico Department of Education reports that approximately 114,500 or 27% of the school population between the ages of 6 and 21 receive special education services under various diagnostic categories that include mental health and learning disabilities (Anuario Estadístico del Sistema Educativo, 2012-2013) as described in Public Law (PL) 51 "*Ley de Servicios Educativos Integrales para Personas con Impedimentos*" of 1996. **(Appendix J).** Federal and state law mandates recognize the educational needs of individuals with mental and leaning difficulties, and require the design of educational programs and provision of services that facilitate for the development of skills and competencies.

Current mental health and educational needs of children and adolescents stress the need for the development and training of competent school psychologists. School psychology directly responds to these needs with its emphasis children and adolescents as learners. School psychologists are specifically prepared to "provide a range of psychological diagnosis, assessment, intervention, prevention, health promotion, and program development…with a focus on child development within the context of schools, families, and other systems" (American Psychological Association, 2014, http://www.apadivisions.org/division-16/about/definition.aspx). School psychology as a profession and its practitioners, therefore, are of critical importance in helping school-aged children develop in a healthful and positive direction.

Overview-School Psychology in Puerto Rico

School psychology has become an important force in psychology and education (Fagan & Wise, 2007) focusing primarily on those issues that impact the academic and behavioral functioning of children and adolescents within the school context (Reynolds & Gutkin, 2009). As such, school psychologists perform multiple roles, which include but are not limited to, assessment, intervention, and consultation (Merrell, Ervin & Peacock, 2012). According to the NASP's Model for Comprehensive and Integrated School Psychological (2010), school psychologists provide effective direct educational and mental health services for children and adolescents, as well as work along with parents, educators, and other professionals. The roles and functions of the school psychologists promote supportive learning and social environments for all children and adolescents to succeed academically, socially, behaviorally, and emotionally. **Figure 1** shows the National Association of School Psychology's Model for Services by School Psychologists.
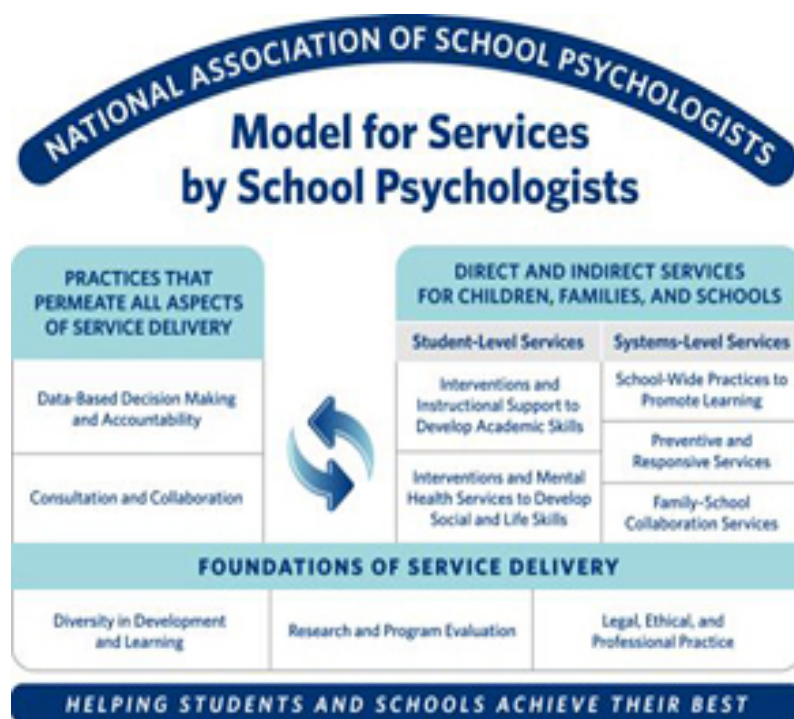

Figure 1. NASP's model for services for school psychologists

In Puerto Rico, the field of school psychology is relatively young. However, the provision of mental health services can be traced to the XIX century. Currently in Puerto Rico, the practice of school psychology has focused on the provision of services such as: assessment, program development and evaluation, counseling,

consultation, research, and training (Nieves, 2005). Zambrana (2000) pointed out that over the past decades the practice of school psychology within the schools has been characterized by the use of the medical model with a clinical-academic-school focus. Therefore, what has dominated the field is the use of clinical psychologists in the schools. The use of clinical psychologists for the provision of school-based psychological services presents multiple issues. The most pressing one is that clinical psychologists are not primarily trained to address academic and behavioral issues within the school context. Another issue is the fact that school psychologists are not present in our schools. Public Law 170 (PL-170) (2000) created the school psychologist position.   The current state of affairs within the discipline stresses the need for the development and training of competent school psychologists. In that regard, the School Psychology Program at UPRM aims to establish itself as a leader in the school psychology field in Puerto Rico.

School Psychology Professionals in Puerto Rico

According to Nieves (2005), in Puerto Rico there are 1,869 psychologists with up to date credentials, from which 79 (4.2%) are school psychologists. The author indicated that in 1999 there were 45 school psychologists, which indicated an increase of 34 psychologists. However, Sumaza (2006) pointed out that this number could be an underestimate because it does not reflect those who already completed graduate programs but have not taken the licensing exam yet.

Currently, the Department of Education has hired a limited number of school psychologists, even after the passing of PL-170. This is primarily due to the Department of Education contracts psychologists and private corporations to provide school-based services (Sumaza, 2006). Most school psychologists work in private practice, are university professors, or work as consultants.

Internal Strengths and Institutional Capacity (physical, legal, human, technological, literary, investigative, and learning resources).

Faculty resources
The Faculty in the Department of Psychology has the ideal profile (academic preparation and areas of specialization) for the establishment of a Graduate Program. The faculty is composed of 15 professors with doctoral degrees. Three professors specialize in School Psychology (Drs. Moreno, Clinton, Delgado) and two in Educational Psychology and Human Development (Drs. Guillemard and Nieves); four professors specialize in Clinical or Counseling Psychology (Drs. A. Santos, Ríos, Lugo, and Nuñez), two professors specialize in Cognitive Psychology and Learning (Drs. Nieves and Guillermard); two professors specialize in methodology, statistics, and program evaluation (Drs. Santos & Bonilla); three professors specialize in biopsychology or neuroscience (Drs. Moreno, Clinton, and Fraticelli); and two professors specialize in social psychology and diversity issues (Drs. Lugo and

González). This academic profile allows faculty to offer core courses and supervise diverse practice areas.

Furthermore, it is important to mention that the graduate program will benefit significantly our undergraduate program and the research component. Both undergraduate and graduate students will have more opportunities to participate in research projects as our faculty strengthens this area. In addition, approximately 50% of graduate students will serve as Teaching Assistants (TA) thus helping and strengthening the undergraduate program.

Instructional resources

Students in the program will have access to several computer centers. Among the available centers are the Arts and Sciences Faculty Computer Center and the Computer Center of the Department of Social Sciences. Under a collaborative agreement with the Department of Social Sciences, graduate students will have access to a modern lecture hall equipped with 18 laptop computers that students can use as part of coursework as needed. The Computer Centers and lecture hall equipment have key word and data processing programs (such as Microsoft Office, SPSS, among others). They also have access to the internet. The University possesses various licenses that allow access to key information sources, such as Medline and PsycInfo.

The University has a general library holding subscriptions to psychological journals. Additionally, the Department of Social Sciences possesses a specialized library that includes books in the area of psychology. The Department of Social Sciences also has a **Center for Resources for Learning** (CRA in Spanish) that has Internet access. This Center offers trainings as well as relevant applied services. Program students receiving training in the development of various academic assignments and research projects may use this center. The Department also houses the **Center for Applied Social Research (CISA, in Spanish).** This is an interdisciplinary and multidisciplinary center that is organized in various Divisions according to research areas and services (for example: Division of Measurement and Evaluation). The Center provides space and resources in support of research development.

Needs Assessment

The Puerto Rico Department of Education acknowledges the serious issues that our public education school system faces (Hernandez, 2007).   Mental health and educational difficulties impair student's ability to learn, participate in activities, socialize, concentrate or even attend school. In addition, increased school violence may place students at risk of academic failure. Experts in mental health and education indicate that early identification and intervention may prevent, to a great extent, the number of referrals and placement in Special Education programs

(www.lexJuris.com.lelex/leyes2000/lex200170.htm).   School psychologists are professionals specializing in both mental health and education, who provide services that help students succeed academically, emotionally, and socially (Fagan, 2014).

Two main legal mandates support the need for school psychologists in the school system in Puerto Rico, Public Law (PL) 51 "*Ley de Servicios Educativos Integrales para Personas con Impedimentos*" of 1996 **(Appendix J)** and Public Law (PL) 170 of 2000 "*Ley para Crear el Puesto de Psicólogo Escolar*" **(Appendix F)**. PL-51 mandates the provision of special education services to individuals ages 3 through 21. According to the law, mental health and educational issues must be addressed as part of special education disability determination. School psychologists play essential roles in assessing and developing intervention along with parents, school and community healthcare providers to support children with disabilities (Delgado, Cruz, and Samrah, manuscript in preparation).

According to Merrell, Ervin, & Peacock (2012), school psychologists are trained to link mental health issues and health-related factors to learning and behavior. They have the skills to work collaboratively with parents, educators and other mental health professionals to meet students' mental and educational needs. School Psychologists have training in: prevention, education, assessment, consultation, intervention, and research and program evaluation.   In order to provide services that are appropriate to the needs of the students, it is imperative that school psychologists know the school culture that requires his or her presence in the schools. The purpose is that services are provided within the particular school context. The presence of the school psychologist in the public school system will provide to identify and intervene with many of the difficult issues our students face today. Prevention and early intervention may significantly reduce a considerable numbers of issues of mental health and academic failure in our schools.

PL-170 approved in the year 2000 mandates the creation of the position of school psychologist in the public education system. According to this law, school psychologists will provide assessment and intervention services to support students' academic success. Prevention as well as consultation services are contemplated in the law as other roles of school psychologists.

PL- 170 established a ratio of one school psychologist for every 500 students within the Puerto Rico Education System. During the academic year 2012-2013, 434,609 students attended our Public Education System (Anuario Estadístico del Sistema Educativo, 2012-2013). Thus, according to the law, the Department of Education would need to hire approximately 870 school psychologists to respond to the mandate. This law represents a potential source of employment for our graduates. As of today, the Department of Education has failed to comply with the law due to a shortage of trained school psychologists in Puerto Rico.

Although there are various graduate programs in school psychology in the Island, the University of Puerto Rico System does not have a graduate program in school psychology. The University, instrument of higher education, as described in **Law 1 of 1966**, is obliged to serve the people of Puerto Rico. As specified in **Objective 5 of Law 1**, the University collaborates with other organisms in the study of the problems of the Island. Thus, training school psychologists to serve the mental health and educational needs of the students must be considered a service and contribution of the UPR system to the Public Education System of Puerto Rico.

The proposed graduate program in school psychology is consistent with the priorities raised in the document Ten Challenges 2005–2015: An Agenda for Planning **(Appendix E).** The establishment of a doctoral program in school psychology fulfills **GOAL 2: AN ACADEMIC CULTURE OF CURRENCY, EXPERIMENTATION, AND RENEWAL**
"The University of Puerto Rico will foster an academic culture in which programs, departments, schools, and colleges will adapt their curricular offerings, modes of teaching/learning, and research and investigation to the best developments in their respective disciplines or fields of knowledge, and will provide flexible protocols for evaluation, renewal, and academic assessment". Specifically the program suffices the following objectives:

- To stimulate and support continuous and systematic revision of academic offerings in order for programs and courses of study to keep abreast of developments within the various disciplines, to adapt to societal and cultural demands and the expectations of the job market, to be responsive to students' personal educational interests, and to take full advantage of the faculty's various areas of competency and expertise.

- To implement responsive mechanisms for creating, approving, and evaluating new programs and curricular reforms.

UPRM will position itself as a leader in the training of professionals in school psychology with the competencies, knowledge, and values to better serve the issues of our public schools student population. The establishment of the Graduate Program in School Psychology demonstrates UPRM's commitment to the development of academic and administrative initiatives that respond to social needs as indicated in the Institutional Strategic Plan **(Appendix H) Objective #2: Be at the forefront of higher education in Puerto Rico guaranteeing that students receive the best education**. In particular, the creation of the Graduate Program addresses *Strategy #2: maintain, actualize and strengthen academic programs by improving curricular changes processes and the creation of new courses and programs.*

Viability Assessment

A pilot study was conducted in 2005 to explore the viability of a graduate program in School Psychology at UPRM. The study was replicated in 2014 to obtain recent data with a larger sample.

The objectives of the study were the following: 1) to determine the interest of undergraduate students in a graduate program in School Psychology; and 2) to determine the student's preferences regarding the program's composition and characteristics. In order to gather the information, Dr. Janet Bonilla developed a self-report questionnaire containing 20 questions in the following areas: socio-demographic variables, academic background, academic and professional goals, and interest in a graduate program in School Psychology at UPRM.

Survey Data – 2005

The sample for the pilot study consisted of 45 students enrolled in psychology courses. All students participated voluntarily. Nineteen (19) students were enrolled in the Psychology Seminar course; 16 were enrolled in the Abnormal Psychology course; and 10 students were from the Experimental Psychology course. Seventy-three percent (73%) of the participants were females and 27% were males. The majority of the students were from the Mayaguez area (68.9%). Finally, 6.7% were in their first year, 8.9% were in their second, 24.4% were in their third year, 31.1% were in their fourth, and 28.9% were in their fifth year or beyond.

The results of the study indicated that 91.9% of the sample would continue graduate studies in the future (31.1% in less than a year and 44.4% within a year or two). The areas of most interest within psychology included: School psychology (25%), Clinical (18.2%), and Industrial/Organizational (9.1%). Regarding the interest in our graduate program, 80% of the students in the sample indicated that they were interested in a graduate program in school psychology, 14.3% indicated that they weren't interested, and 5.7% indicated they were not sure.

Of those students reporting interest in our graduate program, 82% were female with an average age of 22 years; lived in the Mayagüez area (Mayagüez, Añasco, Rincón, Aguada, Aguadilla, Isabela, Moca, San Sebastián, Las Marías, Hormigueros, San Germán y Cabo Rojo), and were between 3rd and 5th academic year. Most of the students indicated a preference for a doctoral program (57%) rather than a master's program (43%). The study also indicated a preference for a day program (53%), in which they could take 9 credit hours per semester. Most of the participants were planning to finish within 3-4 years and planning to work and study.

Survey Data: 2014

An online version of the questionnaire was sent to psychology major students in the Department of Social Sciences during the academic year 2013-2014 (population = 344; 272 (79%) female and 72 (21%) male)[1]. A total of 163 students completed, voluntarily, the electronic questionnaire for a response rate of 47%. Eighty-two (82%) percent of the participants were females and eighteen (18%) were males. See the consistency of the distribution by gender between the sample and the population. The age of the participants fluctuated between 17 to 40 years (mean = 20.80; standard deviation = 2.54). Most of the students were from the Mayaguez region (62.9%). Finally, 8.67% were in first year, 13.5% were in second, 26.4% were in third year, 22.7% were in fourth, and 28.9% were in fifth year or beyond. Over two-thirds of the sample reported a good or excellent academic GPA (37.6% had a GPA ranging from 3.50 to 4.00 and 47% had a GPA ranging between 3.00 to 3.49).

The study found that 97.5% of the sample would continue graduate studies in the future (22.1% in less than a year and 53.4% within a year or two). The areas of most interest within psychology included: Clinical (27%), School psychology (15%), Neuropsychology or related areas (9.2%) and Industrial/Organizational psychology (8%). Regarding an interest in a graduate program in school psychology at UPRM, 71.8% (n=117) of the students in the sample indicated an interest, 12.9% indicated that they weren't interested, and 11.7% indicated they were not sure.

Out of the students who reported an interest in a graduate program at UPRM, 80% were female, had an average age of 20.73 (standard deviation = 2.79); they lived in the Mayagüez area (61.5%), and were between 3rd and 5th year (70.1%). Most of the students indicated a preference for a doctoral program (58.2%) rather than a master's program (41.8%). Fifty-eight percent of the students were interested in both a general program in school psychology and a school psychology program with a specialty (clinical or neuroscience).

The study also found a preference for a day program (74.3%), in which were able to take 9 credit hours per semester (51.4%) or up to 12 (6.7%). Most of participants (57.8%) were planning to finish with 3-4 years, which is somewhat unrealistic. Finally, most of them (65%) were planning to work and study at the same time in order to help cover the expenses of their graduate studies. Also, they expect to receive fellowships/ research or teaching assistantships (31%) and loans (44.5%) to cover graduate studies.

The results of the viability assessment study show two main facts. First, our undergraduate students have a great interest in the establishment of a doctoral program in school psychology at our Institution. Students, also, are interested in a

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[1] Psychology was a program under the Department of Social Sciences at the time the survey was conducted.

master's program in school psychology. Second, there is a potential pool of outstanding candidates at UPRM that will apply to our School Psychology Program. We understand that the program will also draw students from other units of the UPR system as well as other higher education institutions in the country in addition to those potential candidates from other countries. Furthermore, these findings and the academic profile of our faculty, previously presented in this proposal, makes the Department of Psychology at UPRM suitable to offer a graduate program in school psychology.

V. Program relationship to the Institution's mission and planning

A. Relationship to the mission and "Plan Integral de Desarrollo de la UPR" and the unit's mission and planning

The proposed graduate program in school psychology is consistent with the priorities raised in the document **Ten Challenges 2005–2015: An Agenda for Planning** and with the commitment of the University of Puerto Rico to improve and continually renew offers its academic and research efforts as well as its services so that it remains relevant to the socio-economic development of Puerto Rico. The establishment of a graduate program in school psychology is aligned with the goals and objectives indicated in **Ten Challenges** and in the **Strategic Plan for the University of Puerto Rico at Mayagüez (2012-2022)** as described in **Table 2** and **Table 3**.

B. Relationship to the academic offering in and outside PR

B. 1 Relationship to other graduate programs in UPRM

The Mayagüez Campus of the University of Puerto Rico **does not** have a graduate program in the social sciences, or, more specifically in psychology. The UPRM does have graduate programs in the Natural Sciences, including mathematics, physics, biology, chemistry and marine sciences, and in the arts, including Hispanic Studies and English as a Second Language. The currently existing graduate programs offer students the opportunity to gather teaching experience. For example, the programs in the arts train its students in the instruction of undergraduate and graduate-level coursework as well as educational research. The proposed graduate program in school psychology will contribute to these existing programs by offering elective courses in the following areas: cognitive and learning processes, educational psychology, human development, and research methods that may be of interest and also useful to graduate students in other programs.

Additionally, existing courses in graduate programs in the natural sciences and the arts can contribute to the specialized strands proposed for the school psychology graduate program. The strands include: neuropsychology and clinical psychology.

Elective courses in natural sciences, such as biological bases of behavior, linguistic functioning and language acquisition, will be part of the specialized training opportunities available to students.

In addition to the graduate programs in Natural Sciences and Arts, the College of Business Administration offers master's degrees in Administration, Finance, Industrial Management and Human Resources. A role of the school psychologist is to work in leadership positions within the school organization. Therefore, graduate students of school psychology could benefit from courses offered within the College of Business Administration that address topics such as organizational behavior, organizational leadership, supervision and human resources management.

The proposed graduate program in school psychology does not duplicate its thematic, methodological or analytical content. The graduate program in school psychology is new and innovative in its theoretical foundations and applied approach, none of which are represented in other programs in Mayagüez. The graduate program in school psychology will contribute to existing graduate offerings without duplicating their subject areas, methodology, or content.

B. 2 Relationship to other programs within the UPR system

The University of Puerto Rico (UPR) system **does not** offer a graduate program in school psychology. The Psychology Graduate Program at the UPR-Río Piedras Campus offers doctoral degrees in clinical, social, industrial and academic and research psychology. While the UPR-Río Piedras Campus offers a curricular sequence in school psychology, this sequence is an optional track that is part of the Academic and Research Psychological Graduate Program. The UPR-Río Piedras curricular sequence is **not equivalent** to a Doctoral Degree or a Master's degree in school psychology.

The proposed graduate program in school psychology provides the possibility of student transfers between campuses within the UPR system as indicated in Section 3 of the "***Normas que Rigen los Estudios Graduados en el Recinto Universitario de Mayagüez, Certificación 09-09***" **(Appendix C)**. In the case of student transfers, selected core courses may be reviewed and validated for equivalency. The "solicitud para registro y codificación de cursos" included with the syllabi in the present proposal takes into consideration the possible equivalences between courses.

The Graduate Program in School Psychology at UPRM Campus will facilitate intercampus collaborative projects within the psychology and social sciences disciplines. Professors and students may develop school-based collaborative projects while research and practical experiences could be established between the Mayagüez and the Rio Piedras campuses.

Finally, the proposed program offers students a core school psychology curricular sequence in addition to two specialized strands of study (neuropsychology, and mental health [clinical psychology]).   As resources and program growth permits, two additional specializations, special education and preschool may be added.

The offering of sub specializations is unique to the Mayagüez program, both at the UPR system level and at the island level. Thus, the proposed graduate program is a novel concept for both the Mayagüez Campus and the University of Puerto Rico System.

B.3 Relationship to other institutions who offer graduate programs

Currently, there are **eight** graduate programs in school psychology approved by the Council of Higher Education in Puerto Rico. **Four** of them are in the north metropolitan area of the Island. These are: the metropolitan campus of the Interamerican University (San Juan), Carlos Albizu University (San Juan), the University of Turabo (Gurabo), and University of the East (Carolina). There are two other programs in the southern region of the Island, one at the Pontifical Catholic University of Puerto Rico (Ponce) and the other at Ponce School of Medicine and Health Services; and two other programs located in the western region at the Interamerican University (San Germán) and Carlos Albizu University in Mayagüez.

The programs at Carlos Albizu University, University of Turabo, University of the East, and the Pontifical Catholic University of Puerto Rico **only** offer a master's degree (M.A. or M.S.) in School Psychology.   The Interamerican University offers graduate studies at both the M.A. and Ph.D. levels.

Also, the University of Turabo offers a school psychology certification to license psychologists who already have a master's degree, and can evidence their experience in schools. This certification **does not** represent a degree in school psychology. The University of Puerto Rico **does not have** a graduate program in School Psychology. The University of Puerto Rico at Rio Piedras has a curricular sequence in school psychology that can be completed as part of the master's or doctoral degree in other areas of specialization. However, the graduates of this program **do not complete** a degree in school psychology.

Although it can be argued that there are a number of graduate programs in school psychology in the Island, these programs have not been sufficient to satisfy the demand for school psychologists needed in both the public and private educational system in Puerto Rico. Most importantly, these programs differ in their focus, orientation, and curricular offerings, making these programs very distinctive from one another and to the proposed Graduate Program at UPRM. Finally, there is an

increasing demand for programs outside the metropolitan area due to the costs associated with moving from one town to another. The program at UPRM will satisfy that demand.

There are several aspects that make the proposed Graduate Program in school psychology distinctive from the existing ones. **First**, the proposed program is a prevention-oriented-scientist-practitioner model premised on a developmental-ecological view of human behavior. Therefore, the goal of the program is to train scientist-practitioners, who are able to deliver both preventative and remedial services across a wide range of educational and health-related systems. The existing programs are based on a medical model of treating school related difficulties in children and adolescents as illnesses. This view of school psychology is far from current, cutting edge research in the field as described by the NASP's Model for Services by School Psychologists (Figure 1).

Second, our vision of training and practice in school psychology is conceptualized and informed and by both the American Psychological Association's (APA) and the National Association of School Psychologists' (NASP) credentialing standards. **To date, none of the current graduate programs in School Psychology in Puerto Rico are either accredited by APA or approved by NASP**. Thus, our program will seek accreditation and approval by the professional psychology organizations to ensure that graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and in a sequential, integrated course of study. (NASP – Standards for Graduate Preparation in School Psychology, 2010).

Third, the proposed program will offer both a doctor in philosophy in school psychology degree and a master's of science in school psychology.   Currently, only the Interamerican University offers a doctoral level program in school psychology. Therefore, the proposed program would expand the options of students interested in pursuing graduate training at the doctoral level.

Fourth, the proposed program would not only offer core (general) courses in school psychology, but also would allow students to choose from two specialized strands, Mental Health (Clinical), and Neuropsychology. As resources and program growth permits, two additional specializations, Special Education and Preschool may be added. **Currently, none of the existing graduate programs offers these specialized strands.**

Finally, the proposed program offers a greater number of faculty members with school psychology specializations (Dr. Amanda Clinton, Dr. Bernadette Delgado, and Dr. Mary A. Moreno) with the prospect of hiring another school psychology faculty at the time of starting this program. The specialized faculty is essential,

especially in school psychology practice and internship experience and as a requirement to seek APA accreditation.

Overall, the above-mentioned factors make the proposed program a strong and an attractive option for students from state and private universities as well as students from outside the country who are interested in continuing graduate studies in school psychology. **Table 4** offers a comparison of the proposed program to other programs in Puerto Rico with regards to credit hours requirements. The graduate program in school psychology at UPRM is comparable to others in the island.

Table 4. Comparison of Proposed Program's Credit Hours to Programs in Psychology in Puerto Rico

Degree	Credits
Ph.D. School Psychology UPRM (Proposed Program) Ph.D.	**90**
Ph.D. School Psychology UPRM (Proposed Program) M.S.	**78**
M.A. School Psychology UIA (San Juan and San German Campus)	62
Ph.D. School Psychology UIA (San Juan and San German Campus)	83
M.S. School Psychology UCA (San Juan)	60
M.A. School Psychology UT (Gurabo)	60
M.A. School Psychology UE (Carolina)	60
M.A. School Psychology PUCPR (Ponce)	54
M.S. School Psychology PSMHS	54
PsyD Clinical Psychology (PSMHS)	86
PhD Clinical Psychology (PSMHS)	83
PhD Clinical Psychology (UCA)	96
PsyD Clinical Psychology (UCA)	96
Ph.D. Psychology (all areas of specializations) UPRRP	79

UPRM- University of Puerto Rico at Mayaguez
UIA – Interamerican University
UCA – Carlos Albizu University
UT- University of Turabo
UE- University of the East
PUCPR – Pontifical Catholic University of Puerto Rico
PSMHS – Ponce School of Medicine and Health Services
UPRRP- University of Puerto Rico at Rio Piedras

B.4 Relationship to Programs outside Puerto Rico

The proposed graduate program in school psychology is comparable to programs in the United Sates and in Puerto Rico with regards to credit hours, research, practice, and internship requirements. **Table 5** provides a comparison of the Proposed Program with four of the top Programs in the United States accredited by APA.

Table 5. Comparison of Proposed Program's Credit Hours to Programs in the United States

Program	UPRM School Psychology Program (Ph.D.)	University of Wisconsin Madison	University of Texas Austin	University of Nebraska Lincoln	Texas A&M University
Total Credit Hours	90	120	123	138	100 - 112
Clinical and Field Practicum Credit Hours	11	18	24	27	19
Research/ Dissertation Credit Hours	14	12 to 18	18	18	15-21

VI. Conceptual Framework

A. MISSION

The mission of the Graduate Program in School Psychology at UPRM is to prepare school psychology practitioners and scholars whose activities promote the psychological and educational development and well being of children and adolescents. The program is grounded in a scientist-practitioner model as reflected in its commitment to a synthesis between research and practice across all academic and professional preparation opportunities. As scientists, students develop a solid foundation of content knowledge in core areas of psychology, education, research methods, and professional school psychology. The Program is premised on a developmental-ecological view of human behavior. Graduates are prepared to effectively utilize this body of knowledge as practitioners to prevent, assess, and intervene regarding psychological and educational issues impacting children, families, and institutions and to conduct and evaluate basic and applied research.

The Graduate Program in School Psychology is committed to preparing future school psychologists to assume professional leadership roles in university, school, clinical, and other government or community settings. The Program aims to educate school psychologists whose work will ensure positive educational outcomes for all children and adolescents, and to utilize their professional knowledge and skills to function as change agents.

B. PROGRAM GOALS

The primary goal of the Graduate Program in School Psychology at the University of Puerto Rico at Mayagüez is to prepare highly skilled scientist-practitioners who are data-based, system-wide problem-solvers oriented toward prevention and early intervention. Consistent with the scientist-practitioner role, students learn to conduct research on problems of concern to schools, provide expertise on matters pertaining to academic and mental health issues, consult on district programs and special projects, and provide leadership in learning, instruction, and curricular issues.

The Program will prepare psychologists for a wider range of practice that goes beyond the traditional diagnostician-tester role. At the University of Puerto Rico in Mayaguez, the training focus is directed toward four main types of expanded roles that require advanced scientist-practitioner training: 1) prevention, 2) indirect service, 3) applied research, and 4) curricular innovations. The prevention role signifies proactive participation in developing and implementing methods recognized to facilitate healthy growth and learning in children and adolescents. Students are trained in *primary prevention* and the provision of services at the systems level from a population-based perspective. The indirect service role involves preparing students to provide empirically grounded consultation on such matters as socio-emotional development, cognitive development, school adjustment (e.g., prevention/pre-referral interventions), and identification procedures for children with learning problems, affective disorders (e.g., depression) and behavioral difficulties. Students are also prepared to conduct applied research on problems of concern to both special education and general education and mental health (e.g., alternatives to traditional assessment, socio-emotional interventions, and academic interventions). Finally, an important goal is to prepare students to engage in curricular innovations at both the classroom (e.g., reading strategy interventions, social skills interventions) and larger systems levels (e.g., inclusion, school restructuring, gifted education programs).

The Graduate Program in School Psychology at UPRM is developmental, becoming progressively more complex and building on the disciplinary knowledge base of psychology and related disciplines. Practice opportunities are infused throughout the program in coursework requirements and informal activities, thus reflecting the inherent connection between theory and practice. The development of the philosophy and model of the University of Puerto Rico School Psychology Program has been informed by the *2002 Future Conference in School Psychology, APA Specialization Guidelines; Division 16's Petition for Reaffirmation of the Specialty of School Psychology; NASP's Blueprint for School Psychology; NASP's Model for Services by School Psychologists; and NASP's Standards for Graduate Preparation of School Psychologists*. We have incorporated ideas and directions from these documents that are consistent with our program priorities and institutional commitments.

The Graduate Program in School Psychology at UPRM is unique within the College of Arts and Sciences on the campus, as well as across the UPR System and the

Island of Puerto Rico. First, its prevention-oriented scientist-practitioner model premised on a developmental-ecological view represents current research and thinking in the field. Additionally, the School Psychology Graduate Program at UPRM is unique in its ability to offer two sub-specializations, in neuropsychology and mental health - of particular need to the profession as a whole, as well as Puerto Rico. Furthermore, the Graduate Program in School Psychology meets the requirements of the two primary accreditation bodies in the field, the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

C. PROGRAM OBJECTIVES

Graduates from the UPRM Program in School Psychology are expected to function as scientist practitioners capable of applying broad knowledge and skills to the identification and solution of psychological and educational problems in schools, clinics, and other settings relevant to children and adolescents. Graduates are further expected to be knowledgeable of prevention and intervention through consultation and educational activities provided to parents, teachers, and other related adults.

Given the Graduate Program in School Psychology at UPRM theoretical underpinnings of a prevention-oriented scientist-practitioner model premised on a developmental-ecological view of human behavior, graduates shall possess conceptual understandings of related theories and research. Additionally, the graduate should understand statistics and, due to the nature of the doctoral degree, be capable of understanding, designing and carrying out empirical quantitative and qualitative research. The generalist nature of the field further requires that the graduate of the Program in School Psychology at UPRM has knowledge of clinical diagnostics, developmental disabilities, and special and general education services.

In order to effectively apply the aforementioned knowledge in a variety of settings, it is expected that the graduate will demonstrate critical thinking, quantitative reasoning, and qualitative analysis skills. The school psychology graduate will also demonstrate effective interpersonal skills that will facilitate working with individuals from infancy through 21 years of age, persons with disabilities, families, educational and medical professionals, and other members of the community. Furthermore, the graduate will demonstrate ethical treatment of all individuals with whom she/he interacts and will be aware of and sensitive to issues of human diversity.

The graduates of the Graduate Program in School Psychology at UPRM will:

1. Function as a scientist-practitioner capable of applying knowledge and skills that promote identification and resolution of psychological and educational

problems relevant to children and adolescents in a variety of settings, particularly within the broad context of schools.

2. Have theoretical and applied knowledge on topics related to the practice of school psychology. This includes, but is not limited to, prevention and intervention, developmental and ecological theories, clinical diagnostics, developmental disabilities, special education services, statistical and research methods, and human diversity.

3. Demonstrate critical thinking, quantitative reasoning, and qualitative analysis abilities.

4. Show well-developed interpersonal skills that facilitate effective work with families, children and adolescents with varying levels and types of difficulties, and others in the community.

5. Understand and apply ethical principles to all professional interactions.

D. PROGRAM PHILOSOPHY

The Graduate Program in School Psychology at UPRM is a prevention-oriented scientist-practitioner model premised on a developmental-ecological view of human behavior.

The developmental and ecological perspective focuses on the developmental needs of learners as individuals within the context of families, schools, communities, organizations, and cultures (e.g., Bronfenbrenner, 1991; Cole, 1996). Human behavior is viewed as the complex result of the engagement between biological, social, and psychological factors as they contribute to the limits and potential of individuals, including the risks and opportunities of development. As such, understanding both functional and dysfunctional human behavior requires a thorough grasp of individual, setting, and environmental variables as they influence one another. Understanding this total ecology within a developmental framework is necessary to have an adequate perspective for practical decision-making and effective functioning as a professional psychologist.

Specifically, Bronfenbrenner's ecological system proposes a series of concentric circles, where the inner circle is the child. The child then contains various systems (microsystem, mesosystem, exosystem, and macrosystem) within him or herself, that is, he or she is surrounded by layers, which contain individuals and groups of individuals. As an infant, his parents and sibling(s), or caregivers compose the infant's microsystem. The functions of these people are to provide his daily needs. Furthermore, they have the most immediate effect on the child. As a child grows, their microsystem also expands to include new setting or surrounds such as a pre-school and elementary school.

According to Bronfenbrenner, the important aspect is that the people that compose the microsystem are in direct and constant contact and interaction with the child for a substantial period of time. The next layer is the mesosystem, which consists of the connections between the child's immediate settings and surroundings. It encompasses connections between microsystems, such as home, school, and neighborhood that foster the children's development. The next layer is the exosystem, which refers to the different social settings that can impact the child, such as the parent's workplace or health services in the community. The outermost layer which encapsulates the microsystem, mesosystem, and exosystem is called the macrosystem. The macrosystem consists of elements that influence and sometimes supports the child within his social environment and include culture, norms, and laws.

According to the developmental and ecological perspective, the relationship between microsystem, mesosystem, exosystem, and macrosystem is bi-directional. As a framework for the proposed graduate program, Bronferbrenner theory is essential since school psychology is the bridge between the child and a variety of the complex systems that impact their cognitive, emotional, and social developments.

School psychologists who graduate from the program at UPRM are trained to function as scientist-practitioners. As such, students draw upon the scientific literature as a primary basis for professional practice and focus their research agendas so as to have meaningful implications for practice. Beyond this, being a scientist-practitioner means that professional practice is conducted in ways that are congruent with the scientific method. That is, presenting problems are operationalized in measurable ways, data pertaining to presenting problems are collected and analyzed, analyses of these data lead to the formulation of hypotheses, resulting hypotheses form the basis for the design of interventions, the effectiveness of these interventions is monitored over time via ongoing data collection, and hypotheses and interventions are modified in light of these outcome data.

Within a prevention-oriented developmental-ecological framework and the scientist-practitioner model, students of school psychology at UPRM are trained to deliver both preventative and remedial services across a wide range of educational and health-related systems (e.g., schools, families, hospitals, residential and outpatient mental health facilities, community agencies) while working with clients from diverse populations and cultures. Training aims toward the delivery of effective direct (e.g., prevention, therapy, academic intervention, assessment) and indirect (e.g., consultation, education) psychological services to diverse individuals, groups, and organizational systems.

Our vision for training and practice in school psychology is informed by the standards of the profession such as the *Petition for Reaffirmation of the Specialty of School Psychology* by APA Division 16 and the *Blueprint for School Psychology and Model for Services by*

School Psychologists, and Standards for Graduate Preparation of School Psychologists
published by the National Association of School Psychologists (NASP).   We envision
school psychologists as data-based, system-wide problem-solvers in the psycho-
educational domain who work with learners of all ages.

Our vision emanates from a set of five fundamental commitments that define our
program:
- Commitment to a Developmental and Contextual Perspective with a Prevention
  Orientation
- Commitment to Scholarship and Inquiry
- Commitment to Collaborative Problem-Solving
- Commitment to Participating in Communities of Practice and Scholarship
- Commitment to Schools and Educational Issues

Developmental and Contextual Perspective with a Prevention Orientation

School psychologists concern themselves with the cognitive, social-emotional,
interpersonal, biological, and behavioral aspects of individuals and the contexts
within which learning and development occurs. Schools are powerful contexts for
development. However, as Sarason (1996) has persuasively argued, schools are not
"encapsulated systems," or entities that exist apart from outside influences and
pressures. In supporting learning and development, school psychologists must also
consider the contexts outside of schools including families, culture, neighborhoods,
communities, and the larger society that enhance or hinder individuals' ability to
benefit from educational processes. Therefore, school psychologists need to be
prepared to provide a range of services that includes prevention, intervention,
assessment, and consultation, and to work with a broad array of individuals in a
variety of contexts. Thus, an in-depth grounding in learning and development and
the contexts in which this occurs provides a strong foundation on which to support
the learning and development of students. Within the developmental and contextual
framework, school psychologists trained at UPRM recognize that prevention and
early intervention are the most effective means of addressing cognitive, social-
emotional, interpersonal, biological, and behavioral aspects of childhood challenges,
thus a preventive orientation is emphasized.

Scholarship and Inquiry

Research and practice in school psychology are viewed as inextricably related. That is,
scholarly inquiry and application of scientific results are considered reciprocal processes
in that research serves as the basis for practice and practice informs research. The
Graduate Program in School Psychology at UPRM is committed to preparing school
psychologists who can contribute to the knowledge base as researchers and whose
practices are evidence-based. The program also prepares school psychologists who are

able to communicate and disseminate research findings to parents and professionals alike.

Collaborative Problem-Solving

The goal of supporting the learning and development of individuals in relation to schooling is a complex and multifaceted one for which there is no singular set of prescribed solutions or actions. One must be responsive to the particulars of the situation and the individuals involved and responsively, rather than reflexively, determine the appropriate response. Thus, functioning as a problem-solver is a hallmark of the kind of psychologist the program at the UPRM envisions preparing. Problem-solving in practice is consistent with the kind of data-based problem-solving that characterizes scholarly inquiry. Furthermore, for school psychologists, problem-solving is rarely the independent practice of the lone psychologist, but rather problem-solving in conjunction with other professionals and stakeholders (Henning-Stout, 1994). Learning how to collaboratively problem-solve necessarily requires the adoption of a broader perspective that locates oneself and the student in the larger context in relation to the other stakeholders.

Participating in Communities of Practice and Scholarship

A distinguishing feature of the program is its commitment to helping students enter and become members of the larger communities of practice and scholarship. In addition to formal coursework, student knowledge is constructed through their authentic and meaningful experiences with colleagues and mentors. Authentic participation in communities of practice and scholarship afford students opportunities to reflect on, critique, and become more intentional about their intellectual and professional development (Lave & Wenger, 1991). This approach is consistent with "best practices" in adult learning and professional development (National Council on Staff Development Standards, 2001). This commitment is evidenced through student immersion in practice experiences beginning in their first semester and through their participation in scholarly communities with faculty through research teams and participation in scholarly activities on campus.

Schools and Educational Issues

A defining feature of the Graduate Program in School Psychology at UPRM is its commitment to issues of schools and psychology. The Program is centrally concerned with helping students, staff, and families address psycho-educational issues relating to the schooling process. Thus, both *school* and *psychology* are viewed as equally important in representing the work that school psychologists do. With schooling as an area of focus, a wide range of factors in promoting success in learning, including the instructional environment, subject matter knowledge, family support and resources, and students' cognitive functioning are considered. With psychology as an area of focus, mental health, including affective, social, behavioral, and biological factors are considered.

E. GRADUTE PROFILE

GENERAL OBJECTIVES

- Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology.

- Demonstrate critical thinking in conceptualizing, assessing, and intervening in child and adolescent learning, behavior, and mental health concerns (with a range of developmentally and culturally sensitive techniques as well as empirically supported methods, targeted to several levels, including the individual, family, classroom, and larger social system).

- Demonstrate mastery of verbal and writing communication skills with educators, parents, and fellow professionals.

- Demonstrate quantitative and qualitative reasoning skills.

- Demonstrate knowledge, skills, and appreciation for diverse abilities and disabilities.

- Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for school related work.

- Demonstrate effective interpersonal skills that facilitate working with educators, parents, and fellow professionals.

- Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.

- Behave in accordance with professional, legal, and ethical guidelines.

- Develop a commitment to the advancement of the field of school psychology through exemplary teaching, research, or professional practice, as well as participation and leadership in professional organizations.

- Demonstrate mastery of technologies necessary to support professional practice.

SPECIFIC OBJECTIVES

ASSESSMENT
- Demonstrate knowledge of the use of a broad range of methods for assessing children's:
    - social-emotional behavior functioning
    - cognitive/intellectual functioning
    - academic functioning

- Demonstrate knowledge of principles and best practices that guide assessment activities.

- Conceptualize and implement assessment techniques that facilitate the design and evaluation of interventions.

- Select assessment tools that are non-biased, reliable, and valid for the purpose intended.

- Select culturally sensitive and appropriate assessment tools.

- Demonstrate mastery of verbal and written communication skills in order to convey assessment procedures and findings to educators, parents and other professionals

INTERVENTION

- Explain principles and best practices that guide intervention activities.

- Conceptualize treatment goals and develop intervention plans to accomplish these goals across diverse populations.

- Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for school-related social-emotional problems.

- Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for cognitive and academic problems.

- Demonstrate command of methods for monitoring treatment and progress evaluating the integrity and effectiveness of interventions.

- Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems.

- Demonstrate understanding of the theory and practice of preventing and responding to school-related crises.

RESEARCH

- Master relevant research methodologies and theories in psychology and their application within school contexts.

- Design a plan for evaluation the effectiveness of psychological services provided in schools or applied settings.

- Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.

CONSULTATION

- Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds.

- Conceptualize assessment issues and intervention goals within an indirect service delivery model.

- Design methods for monitoring the consultation process and measuring outcomes.

SPECIALIZATION AREA
- Demonstrate in-depth and rigorous knowledge of theory, practice, and current issues pertaining to the chosen area of specialization (clinical, neuropsychology).

F. COHERENCE AND SUFFICIENCY OF THE CONCEPTUAL FRAMEWORK

The conceptual framework is the underlying structure of the Graduate Program in School Psychology that sets forth a vision and provides a theoretical and empirical foundation for the direction of the Program, courses, teaching, candidate performance, faculty scholarship and service and unit accountability. It is the declaration of what we value, and what we are trying to accomplish, in the formation of School Psychology Professionals. It therefore, organizes the very mission of the Program and provides a guidepost for program development and benchmarks for program evaluation. It reflects our shared vision of professional competence in School Psychology.

Moreover, the conceptual framework articulates how the graduates of our program are to be distinguished from the graduates of other institutions. Indeed, the core themes of our conceptual framework should be woven into the very fabric of our

instructional practices in such a way graduates from our program will bear a distinctive mark of excellence.

The conceptual framework that guides the Graduate Program in School Psychology at UPRM aligns program goals and objectives, graduate profile and APA Domains. The key components of the unit conceptual framework and its alignment are identified in **Table 6 Conceptual Framework.**

VII. Curricular Design

In keeping with the diverse roles of a school psychologist, the program provides students with a broad range of professional skills via a core school psychology curriculum and appropriate supporting courses. Extensive work in the areas of assessment, intervention, and consultation provides graduates with the breadth of training necessary to function effectively in a wide range of service delivery settings and to grasp the full continuum of professional school psychology. Knowledge gained in neuropsychology and clinical areas of study provide an interdisciplinary context within which school psychological services can be understood. Ethical and diversity issues are infused throughout the curriculum. Relevant knowledge and practice experiences are avenues by which students are exposed to the role of these issues in the science and practice of psychology.

A. Curricular Scheme and Balance

CORE COURSES		
Code	Title	C
PSIC 6XXX	BIOLOGICAL BASES OF BEHAVIOR IN CHILDREN AND ADOLESCENTS	3
PSIC 6XXX	CHILD & ADOLESCENT DEVELOPMENT	3
PSIC 6XXX	DIAGNOSTIC MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS	3
PSIC 6XXX	HISTORY AND SYSTEMS OF PSYCHOLOGY	2
PSIC 6XXX	HUMAN DIVERSITY and SOCIAL ASPECTS of BEHAVIOR	3
PSIC 6XXX	INTERVENTION MODELS FOR BEHAVIORAL, ACADEMIC, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS	3
PSIC 6318	LEARNING AND COGNITION	3
PSIC 6005	THEORIES OF PERSONALITY	3
Total		23
Percentage		26

SCHOOL PSYCHOLOGY COURSES		

Code	Title	C
PSIC 6XXX	COGNITIVE ASSESSMENT **(Integrated Practicum)**	4
PSIC 6XXX	EDUCATIONAL PSYCHOLOGY	3
PSIC 6XXX	INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES - FUNCTIONS AND ETHICAL-LEGAL ASPECTS	3
PSIC 6XXX	PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL PSYCHOLOGY	3
PSIC 6XXX	PROGRAM EVALUATION in SCHOOL CONTEXTS	3
PSIC 6XXX	PSYCHOEDUCATIONAL ASSESSMENT **(Integrated Practicum)**	4
PSIC 6XXX	SOCIAL-EMOTIONAL ASSESSMENT OF CHILDREN AND ADOLESCENTS **(Integrated Practicum)**	4
Total		**24**
Percentage		**27**

RESEARCH COURSES		
Code	**Title**	**C**
PSIC 6XXX	EVALUATION AND MEASUREMENT	3
ESMA 6XXX	STATISTICS APPLIED TO PSYCHOLOGY	4
PSIC 6XXX	ADVANCED RESEARCH METHODS IN PSYCHOLOGY: QUANTITATIVE AND QUALITATIVE APPROACHES	4
PSIC 8XXX	DISSERTATION	3
Total		**14**
Percentage		**16**

PRACTICUM COURSES		
Code	**Title**	**C**
PSIC 7XXX	PRACTICUM IN SCHOOL PSYCHOLOGY I (250 hours)	1
PSIC 7XXX	PRACTICUM IN SCHOOL PSYCHOLOGY II (250 hours)	1
PSIC 8XXX	ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY I (250 hours)	3
PSIC 8XXX	ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY II (250 hours)	3
PSIC 8XXX	INTERNSHIP IN SCHOOL PSYCHOLOGY	3
Total		**11**
Percentage		**12**

SPECIALIZED STRANDS (Student chooses one of two strands)

Code	Title	C
	Clinical Strand	
PSIC 8XXX	BEHAVIOR MODIFICATION TECHNIQUES for ADHD and DISRUPTIVE BEHAVIOR DISORDERS	3
PSIC 8XXX	MOOD and ANXIETY DISORDERS and EVIDENCED BASED TREATMENTS	3
PSIC 8XXX	PLAY THERAPY for TRAUMA and STRESS RELATED DISORDERS	3
PSIC 8XXX	PROJECTIVE ASSESSMENT TECHNIQUES for CHILDREN AND ADOLESCENTS	3
TOTAL		**12**
Percentage		**13**

<div align="center">OR</div>

Code	Title	C
	Neuropsychology Strand	
PSIC 8XXX	NEUROPSYCHOLOGICAL ASSESSMENT	3
PSIC 8XXX	NEUROANATOMY	3
PSIC 8XXX	PRINCIPLES OF NEUROPSYCHOLOGY	3
PSIC 8XXX	NEUROPSYCHOLOGICAL REHABILITATION	3
TOTAL		**12**
Percentage		**13**

ELECTIVE COURSES OUTSIDE THE PROGRAM		
Code	**Title**	**C**
		6
Total		**6**
Percentage		**6**

Existing courses in graduate programs in natural sciences and the arts may be used as elective courses to comply with the requirements of the Office of Graduate Studies as indicated in **Section 7** of the **"*Normas que Rigen los Estudios Graduados en el Recinto Universitario de Mayagüez, Certificación 09-09"* (Appendix C**). Courses, such as biological bases of behavior, linguistic functioning and language acquisition, will be part of the specialized training opportunities available to students. The College of Business Administration offers master's degrees in Administration, Finance, Industrial Management and Human ResourcJes. A role of the school psychologist is to work in leadership positions within the school organization. Therefore, graduate students of school psychology could benefit from courses offered within the College of Business Administration that address topics such as organizational behavior, organizational leadership, supervision and human resources management.

The following table shows possible courses from graduate programs at UPRM that a school psychology student may take to comply with the required 6 elective credits from outside the program.

Table 7. Possible electives for school psychology students

College/Graduate Program	Courses
Academic Affairs	**INTD 6005.** THE PRACTICE OF TEACHING IN HIGHER EDUCATION
Arts and Sciences/English	**INGL 6020**. SECOND LANGUAGE ACQUISITION **INGL 6008**. BILINGUALISM AND LANGUAGE-CONTACT **INGL 6016**. TOPICS IN SOCIOLINGUISTICS **INGL 6018**. TOPICS IN PSYCHOLINGUISTICS
Arts and Sciences/Spanish	**LING 5070** LANGUAGE ACQUISITION AND DEVELOPMENT **LING 5120** PSYCHOLINGUISTICS **ESHI 6027.** GENERAL LINGUISTICS **ESHI 6406.** SPANISH LANGUAGE IN PUERTO RICO
Arts and Sciences/ Mathematics	**ESTA 6006**. EXPERIMENTAL DESIGN AND ANALYSIS **ESMA 6305**. STATISTICAL METHODS (I). **ESMA 6600**. PROBABILITY THEORY (I). **ESMA 6607**. ADVANCED SAMPLING THEORY (II) **ESMA 6661**. THEORY OF STATISTICS I (II). **ESMA 6662**. THEORY OF STATISTICS II (I). **ESMA 6665**. STATISTICAL COMPUTING (II) **ESMA 6787**. EXPERIMENTAL DESIGN (I) **ESMA 6788**. ADVANCED PROBABILITY THEORY
Arts and Sciences/ Graduate Program in Cultural Studies	**ESCH Core** **6001** CULTURAL STUDIES I **6002** CULTURAL STUDIES II **ESCH Electives (content-based)** **6022** GENDER AND SEXUALITY THEORY **6024** CRITICAL RACE THEORY **6026** POPULAR CULTURE AND MASS MEDIA **ESCH Electives (skills-based)** **6040** COMPOSITION, EDITING AND PUBLISHING **6042** MULTILINGUAL RESEARCH

Business Administration/Human Resources	GERH 6027. LEGAL ASPECTS OF BUSINESS ORGANIZATION GERH 6028. INNOVATION AND ORGANIZATIONAL CHANGE (II). GERH 6029. LEADERSHIP IN FORMAL ORGANIZATIONS GERH 6030. SUPERVISORY MANAGEMENT GERH 6040. FOUNDATIONS OF HUMAN RESOURCES MANAGEMENT GERH 6095. SEMINAR ON HUMAN RESOURCES MANAGEMENT GERE 6025. ORGANIZATIONAL BEHAVIOR GERE 6026. ORGANIZATIONAL DESIGN

B. Curriculum Courses
CORE COURSES

To build an appropriate base of knowledge and skills in both psychology and education, each student is required to complete advanced psychology coursework that addresses the breadth of scientific psychology, its history of thought and development, its research methods, and its applications.

PSIC 6XXX	BIOLOGICAL BASES OF BEHAVIOR IN CHILDREN AND ADOLESCENTS
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	Study of the fundamentals of neuroanatomy, brain structures and their key functions related to behavior and mental processes of children and adolescents. Discussion of psychopharmacological interventions available to treat a variety of neuropsychiatric disorders.

PSIC 6XXX	CHILD & ADOLESCENT DEVELOPMENT
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	Discussion and analysis of theories, processes and issues related to physical, cognitive, and psychological development from conception to 21 years of age. Study of key themes in the development of infants, children, and adolescents, such as brain development, attachment, self regulation, and socialization, within diverse individual, family, school, and community contexts.

PSIC 6XXX	DIAGNOSTIC MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	Historical and current perspectives on childhood psychopathology, its diagnosis and systems of classification with an emphasis on disorders that are typically observed in schools and other applied settings. Discussion and analysis of child and adolescent mental disorders. Emphasis on etiology, epidemiology, phenomenology, nosology and diagnosis of mental disorders.

PSIC 6XXX	HISTORY AND SYSTEMS OF PSYCHOLOGY
CREDIT HOURS:	2
CONTACT HOURS:	30
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	History, philosophical foundations, and major events that formed psychology as a scientific discipline. Study of the schools and systems prevailing the discipline since the second half of the 19th century to the present.

PSIC 6XXX	HUMAN DIVERSITY and SOCIAL PYSCHOLOGY ISSUES
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	
COURSE DESCRIPTION	Study of the concept of human diversity from a psychosocial perspective as well as in the understanding of what it means to be "different" in terms of race, socioeconomic status, ethnicity, gender, sexual orientation and diverse disabilities. Discussion of the effects of both prejudice and discrimination within the social, legal and educational context. Study of strategies to combat prejudice and discrimination within the social, legal and educational context. Application of principles of social psychology related to the development of the social self and the interpersonal dynamics of the child in the school system.

PSIC 6XXX	INTERVENTION MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	DIAGNOSTIC MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS
CO – REQUISITES	
COURSE DESCRIPTION	Development and implementation of psychoeducational interventions based on data-driven, evidence-based, and an ecological-preventive perspective. Emphasis on intervention for academic, behavioral, and emotional difficulties and its applications in individual, educational, and clinical contexts.

PSIC 6XXX	LEARNING AND COGNITION
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	Analysis and discussion of diverse theoretical perspectives r elated to learning, cognition, and social processes in children and adolescents. Analysis of teaching and learning processes with considerati on of biological, educational, and systemic factors.

PSIC 6XXX	THEORIES OF PERSONALITY
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	Study of personality from the perspective of trait theory and biological, psychodynamical, learning-based, cognitive, humanistic and cultural approaches. Detailed discussion and application of theories of personality, with particular attention to the stages of childhood and adolescence.

SCHOOL PSYCHOLOGY COURSES
School Psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics of the field (NASP, 2010).

PSIC 6XXX	COGNITIVE ASSESSMENT (Integrated Practicum)
CREDIT HOURS:	4
CONTACT HOURS:	60
PRE-REQUISITES:	EVALUATION AND MEASSUREMENT
CO – REQUISITES	
COURSE DESCRIPTION	Development of basic skills in the administration, correction and interpretation of intelligence tests. Writing reports, development of effective interventions, and communicating the results to parents, teachers and other professionals. Emphasis on the theory, research, and contemporary topics related to the measurement of intelligence, with attention to topics related to ethics and the evaluation of the intellectual ability. Discussion and review of the eligibility criteria for providing special educational services. Analysis of the implications of changing the paradigm to the RTI model and solutions to problems, supervised progress and evaluation based on the curriculum.

PSIC 6XXX	EDUCATIONAL PSYCHOLOGY
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	Introduction to the principles of cognitive and learning processes applied to the educational context. Analysis of the educational objectives, students' characteristics, teaching methods, and evaluation of the learning process.

PSIC 6XXX	INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES- FUNCTIONS AND ETHICAL- LEGAL ASPECTS
CREDIT HOURS:	4
CONTACT HOURS:	45
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	Introduction to the historical and theoretical basis of the development of school psychology and the various roles and key functions exercised by school psychologists. Review of the provision of direct and indirect services in Puerto Rico. Investigation and application of ethical and legal aspects relevant to the practice of school psychology. Examination of key topics in the profession and their relationship with the school organizational system.

PSIC 6XXX	**PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL PSYCHOLOGY**
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES-FUNCTIONS AND ETHICAL - LEGAL ASPECTS
CO – REQUISITES	
COURSE DESCRIPTION	Study of key topics and concepts in school-based prevention, consultation and intervention. Application of models and strategies to the process of the implementation of consultation. Discussion of legal and ethical issues, diversity, planification and effective assessment of consulation.

PSIC 6XXX	**PROGRAM EVALUATION IN SCHOOL CONTEXTS**
CREDIT HOURS:	2
CONTACT HOURS:	30
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	Principles and processes involved in the evaluation of programs within a school context. Development of skills for the design and implementation of an evaluation that is viable and useful to decision making-making in the school context. ☐

PSIC 6XXX	**PSYCHOEDUCATIONAL ASSESSMENT (Integrated Practicum)**
CREDIT HOURS:	4
CONTACT HOURS:	60
PRE-REQUISITES:	COGNITIVE ASSESSMENT EVALUATION AND MEASSUREMENT
CO – REQUISITES	
COURSE DESCRIPTION	Theoretical and practical study of strategies and basic statistical and psychometric concepts in psychoeducational assessment. Discussion of aspects related to standardized, criterion referenced, and curriculum based evaluation, as well as informal measurements. Administration, scoring and interpretation of commonly used instruments of academic and behavioral assessment. Use of instruments for diagnostics of basic academic skills (e.g. reading, writing and mathematics). Emphasis on the communication of results for instruction and placement decisions for students in special programs.

PSIC 6XXX	SOCIO-EMOTIONAL ASSESSMENT OF CHILDREN AND ADOLESCENTS (integrated practicum)
CREDIT HOURS:	4
CONTACT HOURS:	60
PRE-REQUISITES:	DIAGNOSTIC MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS COGNITIVE ASSESSMENT
CO – REQUISITES	
COURSE DESCRIPTION	Study of the theoretical and applied aspects of techniques used in evaluating the social and emotional functioning of children and adolescents with socio emotional disorders. Emphasis on the discussion of the conceptual and clinical application of the socio emotional assessment process.

RESEARCH COURSES

School psychologists have knowledge and skills of research design, statistics, measurement, data collection and analysis techniques and program evaluations methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for serviced delivery (NASP, 2010).

PSIC 6XXX	ADVANCED RESEARCH METHODS IN PSYCHOLOGY: QUANTITATIVE AND QUALITATIVE APPROACHES
CREDIT HOURS:	4
CONTACT HOURS:	60
PRE-REQUISITES:	STASTICSTICAL METHODS APPLIED TO PSYCHOLOGY I & II
CO – REQUISITES	
COURSE DESCRIPTION	Comprehensive discussion and analysis of the principal foundations and techniques of quantitative and qualitative research in psychology. Emphasizes the integration of theory, research, and practice. The development of a research proposal is required.

PSIC 8XXX	DISSERTATION
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	STATISTICS APPLIED TO PSYCHOLOGY ADVANCED RESEARCH METHODS IN PSYCHOLOGY: QUANTITATIVE AND QUALITATIVE PROGRAM EVALUATION IN SCHOOL CONTEXTS
CO – REQUISITES	
COURSE DESCRIPTION	Development and preparation of a doctoral dissertation, based on a research project in School Psychology, which represents an original and relevant contribution to the

	discipline.

PSIC 6XXX	EVALUATION AND MEASUREMENT
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	STATISTICS APPLIED TO PSYCHOLOGY
CO – REQUISITES	
COURSE DESCRIPTION	

PSIC 6XXX	STATISTICS APPLIED TO PSYCHOLOGY
CREDIT HOURS:	4
CONTACT HOURS:	60
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	Study and application of the main methods used in psychology and education. Discussion of the concept of probability and its role in the process if making statistical decisions. Emphasis on statistical methods for the resolution of research problems. The course includes a laboratory for the development of skills in the use of statistical software for data analysis.

PRACTICUM COURSES

School psychology graduates demonstrate application of knowledge and professional skills in relevant setting under the supervision, evaluation, and support of faculty member and certified psychologists in the field. The school psychology program's practice and internship develop and enhance students' skills and professional characteristics needed for effective psychology service delivery (NASP, 2010).

PSIC 8XXX	ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY I
CREDIT HOURS:	3 (250 hours of practice)
CONTACT HOURS:	45
PRE-REQUISITES:	PRACTICUM IN SCHOOL PSYCHOLOGY I & II
CO – REQUISITES	
COURSE DESCRIPTION	Development of skills in the areas of assessment, consultation, intervention and outcome assessment. Students will offer psychological and educational services to clients under the direct supervision of a licensed school psychologist. Exploring issues related to counseling and development of these skills and the presentation of case studies. Two hundred and fifty (250) hours of supervised practicum in planning sessions and treatment interventions with clients individually or in-group are requiered and registered in a work log.

PSIC 8XXX	ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY II
CREDIT HOURS:	3 (250 hours of practice)
CONTACT HOURS:	45
PRE-REQUISITES:	ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY I
CO – REQUISITES	
COURSE DESCRIPTION	In-depth development of skills in the areas of assessment, consultation, intervention and outcome assessment. Students will offer psychological and educational services to clients under the direct supervision of a licensed school psychologist. Exploration of issues related to counseling and development of these skills and the presentation of case studies. Two hundred and fifty (250) supervised practicum hours in session planning and treatment interventions with clients are required, either individually or in-group. Practicum hours are registered in a work log.

PSIC 8XXX	INTERNSHIP IN SCHOOL PSYCHOLOGY
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	Completion of 8 credits and of 1000 hours of practice Defense of Thesis Proposal □
CO – REQUISITES	
COURSE DESCRIPTION	□

PSIC 7XXX	PRACTICUM IN SCHOOL PSYCHOLOGY I
CREDIT HOURS:	1(250 hours of practice)
CONTACT HOURS:	15
PRE-REQUISITES:	DIAGNOSTIC MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS INTERVENTION MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS COGNITIVE ASSESSMENT (Integrated Practicum)
CO – REQUISITES	
COURSE DESCRIPTION	Supervised practicum designed to expose students to field experiences in school psychology, school culture, regular and special education, and the specific roles and functions school psychologists perform in schools. Two hundred and fifty (250) hours of practicum in the school supervised by a program faculty are required registered in a work log.

PSIC 7XXX	**PRACTICUM IN SCHOOL PSYCHOLOGY II**
CREDIT HOURS:	1 (250 hours of practice)
CONTACT HOURS:	15
PRE-REQUISITES:	PRACTICUM IN SCHOOL PSYCHOLOGY I
CO – REQUISITES	
COURSE DESCRIPTION	Supervised practicum designed to expose students to field experiences in school psychology, school culture, regular and special education, and the specific roles and functions school psychologists perform in schools. Two hundred and fifty (250) hours of practicum in the school supervised by a program faculty are required registered in a work log.

SPECIALIZED STRANDS- Clinical Strand

Strand courses ensure that graduates acquire knowledge and skills in prevention and response techniques that promote socio-emotional functioning and mental health (NASP, 2010).

PSIC 8XXX	**BEHAVIOR MODIFICATION TECHNIQUES for ADHD and DISRUPTIVE BEHAVIOR DISORDERS**
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	DIAGNOSTIC MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS; INTERVENTION MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS
CO – REQUISITES	
COURSE DESCRIPTION	Principles and methods of learning theories applied to the treatment of disruptive behavioral disorders and attention deficit disorder with hyperactivity. Study of the multiple ways in which behavior may be altered through interactions with the environment.

PSIC 8XXX	**MOOD and ANXIETY DISORDERS and EVIDENCED BASED TREATMENTS**
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	DIAGNOSTIC MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS INTERVENTION MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS
CO – REQUISITES	
COURSE DESCRIPTION	Study of mood disorders, anxiety disorders and their multiple clinical manifestations. Discussion of the most effective and empirically validated treatment modalities.

PSIC 8XXX	PLAY THERAPY for TRAUMA and STRESS RELATED DISORDERS
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	DIAGNOSTIC MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS INTERVENTION MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS
CO – REQUISITES	
COURSE DESCRIPTION	History, theories, techniques, and appropriate uses of play therapy in different stages of development, particularly in cases of exposure to traumatic life events that threaten injury, physical integrity or death. Development of a program of play therapy activities in accordance with the student's area of interest.

PSIC 8XXX	PROJECTIVE ASSESSEMENT
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	DIAGNOSTIC MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS INTERVENTION MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS
CO – REQUISITES	
COURSE DESCRIPTION	Introduction to the administration, scoring, and interpretation of tests used to assess the emotional and behavioral functioning of children and adolescents. Assessment includes the integration of a complex clinical history, behavioral observations and the use of projective assessment techniques.

SPECIALIZED STRAND - Neuropsychology Strand

Strand courses ensure that graduates acquire knowledge and skills in forefront areas related to biological influences on academic skills, human learning, and cognitive and developmental processes (NASP, 2010).

PSIC 8XXX	NEUROPSYCHOLOGICAL ASSESSMENT
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	COGNITIVE ASSESSMENT PRINCIPLES OF NEUROPSYCHOLOGY
CO – REQUISITES	
COURSE DESCRIPTION	Critical analysis of the different foci of neuro-pscyhological evaluation of children. Review of clinical literature and investigations of neuro-psychological tests and other methods of evaluating children and adolescents. Study of the uses of the testing procedures and neuro-psychological instruments in school-age children.

PSIC 8XXX	NEUROANATOMY
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	BIOLOGICAL BASIS OF BEHAVIOR
CO – REQUISITES	
COURSE DESCRIPTION	Study of the anatomical and physiological bases of the nervous system emphasizing the chemical processes which influence human behavior.

PSIC 8XXX	PRINCIPLES OF NEUROPSYCHOLOGY
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	BIOLOGICAL BASIS OF BEHAVIOR NEUROANATOMY
CO – REQUISITES	
COURSE DESCRIPTION	Comprehensive overview of neuropsychology from 0-21 years of age. Topics include functional neuroanatomy, lateralization, somatosensation, motor control and disorders, language, memory, visuospatial functions, attention, and executive functions. Special topics include neurodevelopmental disorders, clinical neuropsychology, and an overview of related disciplines.

PSIC 8XXX	NEUROPSYCHOLOGICAL REHABILITATION
CREDIT HOURS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	NONE
CO – REQUISITES	
COURSE DESCRIPTION	

ELECTIVE COURSES OUTSIDE THE PROGRAM

XXXX	
CREDIT HOURS:	6
CONTACT HOURS:	
PRE-REQUISITES:	
CO – REQUISITES	
COURSE DESCRIPTION	

C. Curricular Sequence by Year

The Graduate Program in School Psychology at UPRM offers a Doctoral degree and Master of Science degree. The proposed curricular sequence for the Doctoral Program and the Master's Degree in School Psychology provides for the ordered and logical development of the students.

During the first year the students will take core courses that will provide the fundamentals for both psychology and education including theories, models, and research. At the end of the first semester, students will select his or her thesis advisor and will prepare his or her Plan of Studies as stipulated by *Certification 09-09* **(Appendix C**).

A performance review will be conducted at the end of the first and second year to assess students' progress toward the completion of the degree. At the time of the second year review, the School Psychology faculty reaches a consensus as to whether a third year review is needed for each student individually and any concerns to be addressed at that review are identified for the student. For any student not making satisfactory progress, a review may be called and steps taken in accordance with program and departmental policies. After faculty evaluation of the student, the following actions are available to the faculty:

     1) A plan for remediation of the problem that is agreed to by the student and the faculty can be implemented;

     2) The student can receive a formal reprimand from the faculty—with or without a remediation plan or sanctions;

     3) The student can be placed on formal probation during the program. Such probation would include a written list of behaviors that must be displayed by the student during the probationary period and a description of sanctions to occur if the requirements of the probationary period are not met. Such a probation plan will include a specific time frame in which these behaviors must occur;

     4) The student can be dismissed from the program.

During the second year of studies students will continue to take school psychology and research courses. At this time, students will have the option of declaring one of two areas of specialization. This specialized focus within psychology will be noted in their official transcripts.

Practice experience will begin the third year of studies as well as specialized strand courses. At end of the third year of studies and/or its equivalent in courses/credits, the student will fulfill the requirements of a comprehensive examination. This examination will be of the content of the core and school psychology courses. The comprehensive exam will incorporate elements demonstrating the student's (a) mastery of empirical methods, (b) skills in constructing and defining a theoretical or conceptual framework, and (c) mastery over a defined literature base in school psychology. The committee will construct the exam items and the completion timeline is arranged with the advisor. At this point the student may be granted a Master of Science in School Psychology degree if requested. This examination must be passed before presenting/displaying the Defense of Dissertation Proposal. This examination will offer in the months of June and August. According to *Certification 09-09*, the student will have two opportunities to pass the examination; otherwise, the student will be suspended from the Program.

During the fourth year, students will complete advanced practice courses as well as electives outside the department. Enrollment in dissertation courses occurs during the fourth year as well. At end of the fourth year of studies and/or its equivalent in courses/credits, the student will fulfill the requirements of the doctoral candidacy examination by defending, during a meeting, a research proposal delineating the scope and methodology to be employed in his or her dissertation/thesis. Once the dissertation proposal is approved, the student is considered a doctoral candidate. Doctoral students must have successfully proposed their dissertation before applying for an Internship.

The internship is the culminating experience in the student's clinical training. The internship is an organized training program of sufficient breadth and scope to prepare the intern for assuming the role of a professional psychologist. Students will inter in a wide variety of settings, including medical centers, child guidance centers, psychiatric hospitals, residential schools for emotionally disturbed and behaviorally disordered children and adolescents, and public and private schools. Program requirements that must be completed prior to interviewing for an internship include:

a. Successfully passing written and oral comprehensive examination (preliminary examination); and

b. Successfully defending the dissertation proposal.

Both of these requirements must be completed by the last day of exams of the fall semester of the year that the student makes application for internship. Internship shall be completed during the fifth year of the program.

The following table depicts the program's requirements to be completed by year.

Table 8. Program requirements by year

YEAR	REQUIEREMENT
YEAR I	CORE COURSES SCHOOL PSYCHOLOGY COURSES SELECT THESIS ADVISOR FIRST YEAR PERFORMANCE REVIEW
YEAR II	SCHOOL PSYCHOLOGY COURSES RESEARCH COURSES ELECTIVE COURSES SECOND YEAR PERFORMANCE REVIEW DECLARE SPECIALIZATION STRAND
YEAR III	PRACTICUM COURSES SPECIALIZATION STRAND COURSES ELECTIVE COURSES COMPREHENSIVE EXAMINATION
YEAR IV	ADVANCED PRACTICUM COURSES DISSERTATION COURSES DEFENSE DISSERTATION PROPOSAL
YEAR V	INTERNSHIP

Curricular Sequence by Year

First Year
During the first year the students will take core courses that will provide the fundamentals for both psychology and education including theories, models, and research.

1st Semester	Cr.	2nd Semester	Cr.
CHILD & ADOLESCENT DEVELOPMENT	3	LEARNING AND COGNITION	3
BIOLOGICAL BASIS OF BEHAVIOR IN CHILDREN AND ADOLESCENTS	3	DIAGNOSTIC MODELS FOR ACADEMIC, BEHAVIORAL, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS	3
THEORIES OF PERSONALITY	3	INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES - FUNCTIONS AND ETHICAL-LEGAL ASPECTS	4
HISTORY AND SYSTEMS OF PSYCHOLOGY	2	EVALUATION AND MEASUREMENT	3
HUMAN DIVERSITY and SOCIAL ASPECTS of BEHAVIOR	3	PROGRAM EVALUATION in SCHOOL CONTEXTS	2
Total	**14**		**15**

During the second semester of the first year of studies, the student will select the president of his or her Graduate Committee, will prepare the Plan of Studies and submit it to the Office of Graduate Studies, according to stipulates Certification 09-09 of the Academic Senate of the RUM.

At the end of the first and second academic year, students receive a formal assessment of their progress towards meeting the program's requirements and expectations. Guidance regarding steps to remediate difficulties (if possible), and substantive, written feedback on the extent to which corrective actions are or are not successful will be provided.

Second Year

1st Semester	Cr.	2nd Semester	Cr.
EDUCATIONAL PSYCHOLOGY	3	PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL PSYCHOLOGY	3
INTERVENTION MODELS FOR BEHAVIORAL, ACADEMIC, AND EMOTIONAL DISORDERS IN CHILDREN AND ADOLESCENTS	3	ADVANCED RESEARCH METHODS IN PSYCHOLOGY: QUANTITATIVE and QUALITATIVE APPROACHES	4
STATISTICS APPLIED TO PSYCHOLOGY	4	PSYCHOEDUCATIONAL ASSESSMENT **(integrated practicum)**	4
COGNITIVE ASSESSMENT **(integrated practicum)**	4	ELECTIVE	3
Total	**14**		**14**

At this time, students will have the option of declaring one of two areas of specialization. This specialized focus within school psychology will be noted in their official transcript.

Third Year

1st Semester	Cr.	2nd Semester	Cr.
PRACTICUM IN SCHOOL PSYCHOLOGY I	1	PRACTICUM IN SCHOOL PSYCHOLOGY II	1
SOCIAL-EMOTIONAL ASSESSMENT OF CHILDREN AND ADOLESCENTS **(integrated practicum)**	4	SPECIALIZED STRAND	3
SPECIALIZED STRAND	3	SPECIALIZED STRAND	3
SPECIALIZED STRAND	3	ELECTIVE	3
Total	**11**		**10**

At end of the third year of studies and/or its equivalent in courses/credits, the student will fulfill the requirements of a comprehensive examination. This examination will be of the content of the core and school psychology courses. The comprehensive exam will incorporate elements demonstrating the student's (a) mastery of empirical methods, (b) skills in constructing and defining a theoretical or conceptual framework, and (c) mastery over a defined literature base in school psychology. The committee will construct the exam items and the completion timeline is arranged with the advisor. At this point the student may be granted a Master in Sciences in School Psychology if requested. This examination must be passed before presenting/displaying the Defense of Dissertation Proposal.

Fourth Year

1er Semester	Cr.	2do Semester	Cr.
ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY I (SUPERVISED)	3	ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY II (SUPERVISED)	3
DISSERTATION	1	DISSERTATION	1
Total	**4**		**4**

At end of the fourth year of studies and/or its equivalent in courses/credits, the student will fulfill the requirements of the doctoral candidacy examination by defending, during a meeting, a research proposal delineating the scope and methodology to be employed in his or her dissertation. Once the dissertation proposal is approved, the student is considered a doctoral candidate. Doctoral students must have successfully proposed their dissertation before applying for an Internship.

Fifth Year

1st Semester	Cr.	2nd Semester	Cr.
INTERNSHIP	2	INTERNSHIP	1
DISSERTATION	1		
Total	**3**		**1**

TOTAL M.S. PROGRAM CREDITS   **78**

TOTAL Ph.D. PROGRAM CREDITS   **90**

D. Curricular Coherence and Sufficiency

After completing the proposed curricular sequence for the graduate program in School Psychology, graduates of the program will demonstrate competencies aligned with the mission and objectives of the Program as it appears in *Table 10 Curricular Coherence and Sufficiency*.

E. Educational Strategies

The pedagogical methodology of the proposed Graduate Program in School Psychology intends to fulfill the educational objectives of the Program. Courses will emphasize on the development of critical thinking and the development of competencies necessary to assume the responsibilities of a psychologist in schools and community settings, as well as in faculty positions in institutions of higher education.

Educational strategies will be diverse as indicate in courses syllabi. Among others conferences, group work, independent work, cooperative learning, research projects, portfolios, practicas will be used. The Assessment of Student Learning Plan describes the related strategies of estimate to each objective and to the graduate profile. **Table 9** presents the relationship between the educational strategies, graduate profile, and the courses in which such strategies will be used and the resources for the specific learning (if it applies) of each strategy.

F. Assessment of Student Learning Plan

The Graduate Program in School Psychology at UPRM is a prevention-oriented scientist-practitioner model premised on a developmental-ecological view of human behavior. School psychologists who graduate from the program at UPRM are trained to function as scientist-practitioners. As such, students draw upon the scientific literature as a primary basis for professional practice and focus their research agendas so as to have meaningful implications for practice. Beyond this, being a scientist-practitioner means that professional practice is conducted in ways that are congruent with the scientific method. That is, presenting problems are operationalized in measurable ways. Data pertaining to presenting problems is collected and analyzed, which leads to the formulation of hypothesis that form the basis for the design of interventions. The effectiveness of these interventions is monitored over time via ongoing data collection, allowing a continuous process of evaluation and modification. The monitoring of these interventions and the implementation of changes based on results reflects that assessment and continuous improvement are essential components of the scientist practitioner training approach of this program.

Within a prevention-oriented developmental-ecological framework and the scientist-practitioner model, students of the graduate program in school psychology at UPRM are trained to deliver both preventative and remedial services across a wide range of educational and health-related systems (e.g., schools, families, hospitals, residential and outpatient mental health facilities, community agencies) while working with clients from diverse populations and cultures. Training aims toward the delivery of effective direct (e.g., prevention, therapy, academic intervention, assessment) and indirect (e.g., consultation, education) psychological services to diverse individuals, groups, and organizational systems. The following table demonstrates the alignment between the established learning objectives and assessment strategies.

Table 11. Assessment of Learning Plan

Learning Objectives Graduate Profile	Assessment Strategy
GENERAL OBJECTIVES • Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology.	• Performance Review of Practice Experiences • Performance Review of Internship Experiences • Seminars (Research, Advanced Specialty Seminars) • Examinations • Short Exams • Special Projects • Oral reports • Group Work • Doctoral Examination • Proposal Defense • Dissertation Defense
• Demonstrate critical thinking in conceptualizing, assessing, and intervening in child and adolescent learning, behavior, and mental health concerns (with a range of developmentally and culturally sensitive techniques as well as empirically supported methods, targeted to several levels, including the individual, family, classroom, and larger social system.	• Examinations • Short Exams • Special Projects • Oral reports • Group Work • Doctoral Examination • Proposal Defense • Dissertation Defense

• Demonstrate mastery of verbal and writing communication with educators, parents, and fellow professionals.	• Oral reports • Graduate Seminars • Special Projects • Group Work • Doctoral Examination • Proposal Defense • Dissertation Defense • Practice Experiences • Internship Experiences • Examinations • Short Exams • Special Projects
• Demonstrate quantitative and qualitative reasoning skills.	• Oral reports • Group Work • Statistics and methodology courses • Doctoral Examination • Proposal Defense • Dissertation Defense
• Demonstrate knowledge, skills, and appreciation for diverse abilities and disabilities.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Graduate Seminars
• Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for school related work.	• Performance Review of Practice experiences • Performance Review Internship Experiences • Graduate Seminars
• Demonstrate effective interpersonal skills which facilitate working with educators, parents, and fellow professionals.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Graduate Seminars • Group Projects • Consultation Courses
• Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Graduate Seminars

• Behave in accordance with professional, legal, and ethical guidelines.	• Professional Issues Course • Performance Review of Practice experiences • Performance Review of Internship Experiences • Join Professional Organizations • Participation in local and national professional activities
• Develop a commitment to the advancement of the field of school psychology through exemplary teaching, research, or professional practice, as well as participation and leadership in professional organizations.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Join Professional Organizations • Participation in local and national professional activities
• Demonstrate mastery of technologies necessary to support professional practice.	• Performance on courses requiring the use of different technological applications (psychological tests and scoring programs, statistical packages, electronic, intervention materials).

SPECIFIC OBJECTIVES

ASSESSMENT

• Demonstrate knowledge of the use of a broad range of methods for assessing children's:
   o social-emotional behavior functioning
   o cognitive/intellectual functioning academic functioning
	• Assessment Course
	• Performance Review of Practice Experience
	• Performance Review of Internship Experiences

• Demonstrate knowledge of principles and best practices that guide assessment activities.	• Assessment Courses • Performance Review of Practice Experience • Performance Review of Internship Experiences
• Conceptualize and implement assessment techniques that facilitate the design and evaluation of interventions.	• Assessment Courses • Consultation Courses • Performance Review of Practice Experience • Performance Review of Internship Experiences

• Select assessment tools that are non-biased, reliable, and valid for the purpose intended.	• Assessment Courses • Performance Review of Practice Experience • Performance Review of Internship Experiences
• Select culturally sensitive and appropriate assessment tools.	• Assessment Courses • Performance Review of Practice Experience • Performance Review of Internship Experiences
• Demonstrate mastery of verbal and written communication in order to convey assessment procedures and findings to educators, parents and other professionals	• Consultation Courses • Performance Review of Practice Experience • Performance Review of Internship Experiences

INTERVENTION

• Explain principles and best practices that guide intervention activities.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Intervention Courses • Consultation Courses • Graduate Seminars • Special Projects
• Conceptualize treatment goals and develop intervention plans to accomplish these goals across diverse populations.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Intervention Courses • Consultation Courses • Graduate Seminars • Special Projects
• Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for school-related social-emotional problems.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Intervention Courses • Consultation Courses • Graduate Seminars

	• Special Projects
• Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for academic problems.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Intervention Courses • Consultation Courses • Graduate Seminars • Special Projects
• Demonstrate command of methods for monitoring treatment and progress evaluating the integrity and effectiveness of interventions	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Intervention Courses • Consultation Courses • Graduate Seminars • Special Projects
• Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Intervention Courses • Consultation Courses • Graduate Seminars • Special Projects
• Demonstrate understanding of the theory and practice of preventing and responding to school-related crises.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Intervention Courses • Consultation Courses • Graduate Seminars • Special Projects
RESEARCH • Master relevant research methodologies and theories in psychology and their application within school contexts	• Examinations • Short Exams • Special Projects • Oral reports • Group Work • Statistics and methodology courses • Doctoral Examination • Proposal Defense • Dissertation Defense

• Design a plan for evaluation the effectiveness of psychological services provided in schools or applied settings.	• Examinations • Short Exams • Special Projects • Oral reports • Group Work • Statistics and methodology courses • Doctoral Examination • Proposal Defense • Dissertation Defense
• Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.	• Examinations • Short Exams • Special Projects • Oral reports • Group Work • Statistical and methodology courses • Doctoral Examination • Proposal Defense • Dissertation Defense
CONSULTATION Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Intervention Courses • Consultation Courses • Graduate Seminars
• Conceptualize assessment issues and intervention goals within an indirect service delivery model.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Intervention Courses • Consultation Courses • Graduate Seminars
• Design methods for monitoring the consultation process and measuring outcomes.	• Performance Review of Practice experiences • Performance Review of Internship Experiences • Intervention Courses • Consultation Courses • Graduate Seminars

SPECIALIZATION AREA • Demonstrate in-depth and rigorous knowledge of theory, practice, and current issues pertaining to the chosen area of specialization (clinical, neuropsychology, pre-school, special education)	• Specialty Strand Courses • Doctoral Dissertation • Performance Review of Practice Experiences • Performance Review of Internship Experiences • Graduate Seminar

G. Course Syllabi
See **Appendix G**

VIII. Admission Requirements, Enrollment, Graduation

A. Admission Requirements

The Doctoral Program Graduate Committee will evaluate applicants' qualifications and the credentials of their previous coursework and experiences to determine whether a student will be admitted into the Program.

Applicants must comply with the following requirements:
1) Complete the Application for Admission to Graduate School including all required documents.
2) Have completed a bachelors degree in psychology from an accredited college or university program with a 3.00 GPA and a specialization GPA of 3.30 and above
   OR
3) Evidence of having completed the following courses with an average of 3.30
   a. developmental psychology (3 credits)
   b. social psychology (3 credits)
   c. physiological psychology (3 credits)
   d. experimental psychology or research methods (3 credits)
   e. statistics (3 credits)
   f. learning and cognition (3 credits)

4) GRE
5) Interview with the Graduate Committee
6) Official transcripts of completed undergraduate/graduate work
7) Three (3) letters of recommendation
8) Personal Statement
9) Curriculum Vitae

B. Enrollment Projection
Based on the current and projected Institutional resources, it is expected that ten (10) students will be admitted during the first year of the Program. Subsequently,

10 students will be admitted each year. This projection is based on the admission tendencies of similar Programs in the United States and Puerto Rico. It is expected that students will receive financial support through research and teaching assistantships that will promote student retention.

The recruitment plan will include:

(1) A promotional brochure that will be sent to institutions in and outside Puerto Rico that have prospective candidates for the Program.
(2) Recruitment visits
(3) Stream videos about the Program posted on UPRM web page
(4) Participation in recruitment activities such as graduate schools fairs.

C. Academic Requirements for Degree Granting

The Graduate Program in School Psychology at UPRM will offer a doctor in philosophy degree in school psychology and a master's of science in school psychology.

C.1 Total Credit Hours

In order to be granted a **master's in science in school psychology degree**, students must have completed **78 credit hours** distributed in the following sequence, in addition to a comprehensive examination. The comprehensive exam will incorporate elements demonstrating the student's (a) mastery of empirical methods, (b) skills in constructing and defining a theoretical or conceptual framework, and (c) mastery over a defined literature base in school psychology. The committee constructs the exam items and the completion timeline is arranged with the advisor.

Courses	Credit Hours
Core courses	23 credit hours
School Psychology Courses	24 credit hours
Specialized Strand	12 credit hours
Practicum Courses	2 credit hours (500 hours of practice)
Research Courses	11 credit hours
Elective Courses	6 credit hours
TOTAL	**78 credit hours**

A doctoral degree implies greater depth in advanced competencies in research and practice. Doctoral candidates, in addition to the requirements applicable for a master's degree, must complete advanced practice experiences, a one-year internship, and successfully conduct and defend a dissertation proposal based on an original piece of empirical research in School Psychology. The student will defend the doctoral dissertation during an oral examination that will be carried out following the dispositions established in *Certification 09-09* of the Senate of

UPRM. Doctoral Students must complete all practicum requirements before they may begin internship as indicated by accreditation organizations (APA, NASP). Doctoral students must have successfully proposed their dissertation the fall before applying for an internship.

Courses	Credit Hours
Advanced Practicum Courses	6 credit hours (500 hours of practice)
Research Courses (Dissertation)	3 credit hours
Internship (2000 clock hours)	4 credit hours
TOTAL	**90 credit hours (78 master's degree + 13 doctoral degree)**

C.2 Minimum Academic Index

The minimum graduation index is 3.0 for both the master's in science and doctoral degree. Courses must be approved with a grade of A or B.

C.3 Total Transfer Credits to be accepted

The Program's Graduate Committee will evaluate the requests of transference of credits from other departments or universities. It is possible to accept by transfer up to forty percent (40%) of the credits of the program according to the (***Normas que Rigen los Estudios Graduados en el Recinto Universitario de Mayagüez, Certificación 09-09, Academic Senate, UPR-RUM* Appendix C*).**

C.4 Residence Requirements

According to ***Normas que Rigen laos Estudios Graduados en el Recinto Universitario de Mayagüez, (Certificación 09-09, Academic Senate, UPR-RUM),*** students must complete at UPRM a minimum of four semesters for students who enter with a Bachelors degree and a minimum of two semesters for students who enter with a Masters degree. In both cases the student will have approved at UPRM at least sixty percent of the courses of the program.

C.5 Language Requirements

The School Psychology Program requires that students demonstrate the ability to speak, write and understand the Spanish and English languages as indicated in ***Normas que Rigen los Estudios Graduados en el Recinto Universitario de Mayagüez, (Certificación 09-09, Academic Senate, UPR-RUM).*** Remedial Spanish and/or English classes may be required for students who speak a language other than Spanish or English. **Those courses will NOT be included in the student's plan of studies.**

C.6 Degree Examination

At end of the third year of studies and/or its equivalent in courses/credits, the student will fulfill the requirements of a comprehensive examination. This examination will incorporate elements demonstrating the student's (a) mastery of empirical methods, (b) skills in constructing and defining a theoretical or conceptual framework, and (c) mastery over a defined literature base in school psychology. The committee will construct the exam items and the completion timeline is arranged with the advisor. The grade of the examination will be ***Approved or Failed***. According to **Certification 09-09**, the student will have two opportunities to pass the examination; otherwise, the student will be suspended from the Program. Once the student approves the comprehensive examination, he or she may be granted a master's in science in school psychology if requested. This examination must be passed before presenting/displaying the Defense of the Dissertation Proposal.

At end of the fourth year of studies and/or its equivalent in courses/credits, the student will fulfill the requirements of the doctoral candidacy examination by defending, during a meeting, a research proposal delineating the scope and methodology to be employed in his or her dissertation. Once the dissertation proposal is approved, the student is considered a doctoral candidate. Doctoral students must have successfully proposed their dissertation before applying for an Internship.

C.7 Dissertation Proposal and Dissertation Defense

Doctoral Candidates will successfully conduct and defend a dissertation based on an original piece of empirical research in School Psychology. The project is described in a proposal that the student will prepare under the supervision of his or her Graduate Committee and that will defend before the Committee, in an open meeting to the academic community. The student will defend the doctoral dissertation during an oral examination that will be carried out following the dispositions established in Certifications 09-09 of the Senate of UPRM

C.8 Seminars
Doctoral students will attend seminars scheduled by the Program. These seminars will provide exposure to current topics in the field of school psychology that complement thematic content of curriculum courses. Attendance to two (2) seminars during the five (5) years of the Program will be required.

C.9 Manuscript submitted for Publication in a Peer Reviewed Journal

Doctoral Candidates will have submitted for publication their dissertation work in a peer-reviewed journal. The student will present the evidence of submission of the manuscript to the Coordinator of the Graduate Program.

C.10 Internship

The internship is the culminating experience in the student's clinical training. The internship is an organized training program of sufficient breadth and scope to prepare the intern for assuming the role of a professional psychologist. Program students will intern in a wide variety of settings, including medical centers, child guidance centers, psychiatric hospitals, residential schools for emotionally disturbed and behaviorally disordered children and adolescents, and public and private schools.

Program requirements that must be completed prior to interviewing for an internship include:

> 1. Successfully passing written and oral comprehensive examination (preliminary examination)
> 2. Successfully defending the dissertation proposal.

C.11 Time limit to complete the degree

The Graduate Program in School Psychology at the University of Puerto Rico at Mayagüez (UPRM) will offer a doctor in philosophy degree in school psychology and a master's of science degree in school psychology offering two specializations, mental health (clinical) and neuropsychology. Current certification **(*Normas que Rigen los Estudios Graduados en el Recinto Universitario de Mayagüez, Certificación 09-09,* Appendix C)** establishes a time limit of ten (10) years for students with a Bachelors Degree to complete a Doctoral Degree and a maximum of 8 years for those entering the program with a masters degree. However, it expected that students would complete the Program in five (5) years. For a master's degree the time limit is established at six (6) years from first enrollment even if interrupted.

IX. Faculty

A. FACULTY PROFILE

The faculty in the Department of Psychology has an ideal profile (academic preparation and areas of specialization) for the establishment of a Gradute Program in School Psychology. In addition to academic preparation and areas of expertise, the faculty in the psychology program is qualified based on productivity criteria including peer refereed publications, active research projects, and grant funding. **Appendix I** includes the curriculum vitae of professors in the Department of Psychology.

The Department of Psychology has a faculty of 14 professors holding doctoral degrees. Twelve professors have tenure appointments and 2 have tenure track appointments.

The faculty's diverse areas of specializations, and their teaching and research experience, make for an ideal fit for the proposed Doctoral Program. Three professors specialize in School Psychology (Drs. Moreno, Clinton, Delgado) and two in Educational Psychology and Human Development (Drs. Guillemard and Nieves); four professors specialize in Clinical or Counseling Psychology (Drs. A. Santos, Ríos, Lugo, and Nuñez), two professors specialize in Cognitive Psychology and Learning (Drs. Nieves and Guillermard); two professors specialize in methodology, statistics, and program evaluation (Drs. Santos & Bonilla); three professors specialize in biopsychology or neuroscience (Drs. Moreno, Clinton, and Fraticelli); and two professors specialize in social psychology and diversity issues (Drs. Lugo and González). This academic profile allows faculty to offer core courses and supervise diverse practice areas. The current faculty has expertise to teach all courses included in the curriculum and supervise student practices and research work with minimal need for personnel from outside the Program. **Table 13** provides the current Faculty profile.

All of the members of the faculty will participate in the proposed Program, teaching courses and supervising students in their research work and practices. **Table 12** indicates the courses the faculty members will be most likely to teach. It is important to point out that there is more than one resource to teach the vast majority of the proposed courses.

B. FACULTY DEVELOPMENT

The faculty of the proposed program will continue its improvement through professional seminars, summer internships, and the sabbatical and other activities in their respective areas. In addition, it is envisaged to stimulate and increase the participation of the faculty in the activities of local, national, and international professional organizations. The proposed faculty development plan is presented in **Table 14**. The activities indicated in the plan will promote in the faculty the acquisition of new knowledge and practices in the specialization area, strengthen the learning and teaching process and foster research initiatives and creative work.

X. Program Administration

In general, as all graduate programs at the UPRM, the proposed program will follow the directives and regulations of the Office of Graduate Studies. Specifically, the graduate program in school psychology will be based in the Department of Psychology. The Department Chair will appoint a Coordinator from the faculty of the Department of Psychology. The Coordinator must hold a Ph.D. and hold a tenure track appointment or have tenure. The Coordinator will be responsible of the administrative duties and will oversee the overall daily activities of the program. The appointment will have a three-year term and the person is eligible

for two additional consecutive terms. The coordinator will receive a release time of six credits and will have the following duties:

1. Head of the Graduate Committee
2. Prepare all administrative and academic reports.
3. Prepare and coordinate the course schedule for each semester.
4. Coordinate student class enrollment for each semester.
5. Monitor the academic progress of the students.
6. Coordinate application and admission process.
7. Serve as student academic counselor.
8. Coordinate practicum experiences.
9. Coordinate internship program.
10. Coordinate the doctoral exam process.
11. Coordinate doctoral dissertation presentations.

The Graduate Committee will be composed of five members: 1) the Department Chair, 2) the Program Coordinator, and 3) three elected members from and by the Department of Psychology faculty. All committee members must hold a tenure track appointment or have tenure. The duties and responsibilities of the committee are the following:

1. Revise and approve general criteria for admission to the program.
2. Revise and approve students internship program.
3. Consider academic or disciplinary claims regarding student's actions.
4. Prepare and approve the doctoral exam.
5. Certificate the doctoral dissertation presentations.

The Department Chair will assign one of the department's secretaries to assist the Coordinator and the Graduate Committee with all general office and secretarial tasks. Both the Coordinator and the members of the Graduate Committee will have full access to the resources available at the Department (copy and fax machines, computers, printers, and general office materials).

Finally, an External Advisory Board (EAB) composed by four members will assist the Department and the Graduate Committee. The Graduate Committee members will meet with the members of this board once a year during the first, second and third year of the programs starting date and then will meet once every two years. This meeting will take place during the summer session of the academic year. The overall purpose of the meeting will be to discuss the outcomes of the program, in terms of how the program is fulfilling its goals and objectives and process outcomes, in terms of the implementation of the program. The Graduate Committee will prepare an evaluation report that covers the academic year and submit it to the EAB members no later than May of each academic year.

XI. Information Resources

The UPRM General Library has the essential resources to support the graduate program. The library has the EBSCO Research Database which includes the following specialized databases in psychology, education and health: PSYCINFO, PSYCHOLOGY & BEHAVIOR SCIENCES COLLECTION, ERIC, and MEDLINE. These specialized databases include the main journals that will allow our graduate students to carry-out their research, and course work assignments. These resources can be accessed using the INTERNET within and outside the campus. In addition, the UPRM General Library is connected to the resources of other libraries within and outside the UPR system and has an Office for Resource Exchange. Through this office, students can borrow books, articles, and additional references from other libraries within and outside the UPR system.

Furthermore, we have a Collaborative Agreement with the Department of Social Sciences to allow students to access to the Center of Resources for Learning (CRL) located in Ch-327. This mini-library, with access to the INTERNET, has books in the general field of psychology, and in the specialized area of school psychology. In addition, the CRL has a copy machine, and laptops that students can use to digitalize documents, search the WEB, have access to the UPRM Library Page and other libraries, and learning sites. Finally, our students will have access to a computer center with 30 work stations located in the Chardon building (Ch-115). Each work station has a PC computer with access to the INTERNET and printers connected to an internal LAN that links and controls each individual work station. Students can also have access to the UPRM Library page and other libraries and learning & research sites from the computer center.

XII. Infrastructure for teaching, research and service

The Psychology Department has the necessary classrooms to facilitate the teaching of the Program's courses. However, addition office space is necessary to fulfill other needs of the program that include the following: 1) a computer center for the graduate students with at least 15 working stations, b) offices for graduate students working as research or teaching assistants, and c) reference or study room similar to the CRL for graduate students. We are currently identifying potential space in the Chardon Building which use can be changed into these settings mentioned. We understand that the administration is currently designing "The Chardon Plan" with the purpose to maximize the use of space in the building. We understand that once this Plan starts we will be able to identify additional spaces to address these limitations.

A. Settings, laboratories and support teaching equipment

The proposed graduate program will be based at the Psychology Department located at Celis Building, Office 303. We also have other settings all located in the Chardon Building, with the exception of the Social Applied Research Center: We briefly describe our main settings. The Psychology Department Administrative Office is located at Celis 303, this setting has three interior offices distributed to the following personnel: Department Chair, Associate Chair, and the administrative-secretary.

We also have three regular classrooms, each of approximately 800 square feet. Each classroom has a digital projector, TV, overhead projector. As we mentioned before, we have a Collaborative Agreement with the Social Sciences Department that grants us access to the Center of Resources for Learning (CRL) located in Ch-327. This mini-library, with access to the INTERNET, has books in the general field of psychology, and in the specialized area of school psychology. In addition the CRL has a copy machine and laptops that students can use to digitalize documents, search the WEB and the access the UPRM Library WEB Page and other libraries and learning sites; 4) Computer Center with 30 work stations that have a PC computer with access to the INTERNET and two printers that are connected to an internal LAN.

We have an Observation Room located in Ch-217, with two interior rooms which include a two-way mirror for training and supervision purposes; and 6) The Social Applied Research Center located at the Center for Research and Development (CISA-Spanish). The faculty can conduct their research projects from this setting. CISA has four interior offices and approximately 1, 750 square feet. Finally, the department currently has some of the Psychological Tests that are used in the process of evaluation, assessment and diagnostic with children and adolescents populations. However, many of these tests have newer versions or editions that we will have to purchase for some of the courses and practices required in the program's curriculum.

B. Financial aids

We foresee that at least 50% of the students admitted to the program will benefit from research or teaching assistantships. This financial aid includes the following benefits: 1) a monthly stipend and 2) registration cost payment. Other students will have the opportunity to work with members of the faculty in their research projects that have internal or external funding. Currently, 10% of the psychology program faculty has projects financed with institutional or external funds. We expect an increase in the number of research assistantships with the start of the doctoral program. Furthermore, the UPRM also provides several financial aids for graduate students that include the following: 1) The Federal Work-Study Program, which

provides on campus employment and FFEL Stafford Loan Program, which allows students to borrow low-interest funds through lending institutions.

XIII. Student Services

Students admitted to graduate programs in the UPRM are entitled to all the services offered by the Office for Students Affairs. These services are designed to help and enrich their personal and professional development while maintaining an adequate learning environment. These services include the following: counseling and psychological, financial aid, physical health, housing, social, cultural and athletic activities.

At the Department level, students admitted to the program will be assigned to a mentor who must be a regular faculty in the psychology program. This mentor will serve as an overall adviser providing professional and career guidance throughout the stay in the program. This mentor is not necessary the faculty who will serve as their dissertation advisor or director. Students can request a change of mentor at any moment. This must be requested through the Graduate Program Coordinator. In addition, the Graduate Program Coordinator will serve as an academic counselor focusing on the academic progress of the student.

XIV. Catalog and Dissemination

The text to be included in the Catalog and used to promote the Program may be along these lines:

"The Graduate Program in School Psychology is approved by the Council of Higher Education to offer training in school psychology at the doctoral and master's level with two sub-specializations: neuropsychology and mental health (clinical). Program graduates will meet the requirements established by the Board of Psychology in Puerto Rico, and overseen by the Puerto Rico Health Department in order to be licensed to practice school psychology in the Island. The mission of the Graduate Program in School Psychology at UPRM is to prepare school psychology practitioners and scholars whose activities promote the psychological and educational development and well-being of children and youth. The program is grounded in a scientist-practitioner model as reflected in its commitment to a synthesis between research and practice across all academic and professional preparation opportunities. The Graduate Program in School Psychology is committed to preparing future school psychologists to assume professional leadership roles in university, school, clinical, and other community settings. The Program aims to educate school psychologists whose work will ensure positive educational outcomes for all children and youth, and to utilize their professional knowledge and skills to function as change agents.

Our graduates are employed in diverse settings and roles: faculty in academic departments of School Psychology, psychologists employed by public schools and psychologists in private practice, medical centers, residential treatment centers, and child guidance clinics."

A Program Handbook will be developed to provide potential candidates information on the following aspects:

I. Program Philosophy
II. Model and Mission
III. Faculty Listings
IV. Academic Advisor
V. Program Planning
    a. Prior Graduate Course Work
    b. Sequence of Courses
VI. Research Experience
VII. Degree Program
VIII. Advising And Advisors
    a. Temporary Advisor's Role
    b. Role of Student's Chair and Committee
IX. Ethical, Academic, and Professional Expectations of Students
X. Student Grievance Process
XI. Major Steps Required in Fulfilling the Requirements for the Doctoral Degree
XII. Practice Experiences
XIII. Research Information
XIV. Program and Departmental Research Expectations
XV. When to Complete Dissertation Requirement
XVI. Internship Guidelines
XVII. Student Organizations
XVIII. Professional Organizations
XIX. Facilities and Services
XX. Departmental Facilities
XXI. Research Support
XXII. Financial Assistance
XXIII. UPR-M Facilities
XXIV. Computing Services
XXV. University Student Services
XXVI. Career Planning and Placement Center
XXVII. Computing Centers
XXVIII. Evaluation of Student Progress

In addition, a brochure will be created that will provide potential graduates students with the following information:

I. Program description, graduate profile, curricular sequence

II. Admission and Graduation Requirements
III. Financial Aid Available
IV. Faculty and their research lines
V. Employment and Posterior Studies Opportunities
VI. Contact People

A web page linked to UPRM's page will be developed as well as a streaming video to introduce students to the School Psychology Program.

XV. Budget Plan

We describe and justify the budget of the proposed program and include a table with the recurrent and non-recurrent cost for the first five years of the program.

Personnel

Faculty - The Department of Psychology faculty is currently composed of 14 members. We propose to recruit two additional faculties with a doctoral degree, Assistant Professor, in the field of School Psychology during the second and third year of the program's starting date. These faculties will be necessary to further comply with APA Accreditation Requirements that will be initiated after the fifth year of the program, as the APA stipulates. Therefore, we require $62,256 for the second year and $124,512 annually from the start of the third year for these recruitments.

Administrative-Secretary – Since the Psychology Department currently has only one secretary, the Department will need to be assigned an additional administrative- secretary to be responsible of all the general office duties related with the daily activities of this proposed graduate program. The secretary will assist the Program Coordinator and the Graduate Committee to fulfill their duties, and responsibilities. We propose to recruit this non-teaching personal during the first year of the proposal. We request $14,880 a year to cover the cost of the salary and fringe benefits for this position.

External Advisory Board - as we stated earlier, an External Advisory Board (EAB) composed of four members will assist the Graduate Committee regarding formative, and summative evaluation processes and APA accreditation. The Graduate Committee members will meet with the members of this board once a year during the first, second and third year of the program's starting date and then will meet once every two years. We expect that three of the four members will reside in the United States. These meetings will take place during the summer session of the academic year. We request a total of $12,000 for the first, second, third, and fifth

year to cover the traveling, consultation fee and lodging expenses of the four EAB members.

Graduate student financial aid program – We estimate that 50% of the students admitted to the program will have the opportunity to receive graduate assistantship aid, mostly for teaching assistants duties. This graduate assistantship is dependent upon the availability of institutional funds. A graduate student at the UPRM currently receives a stipend of $8,345 yearly, equivalent to 6 credits, under this program. Therefore, we request a total of $41,725 for each of the first five years of the program.

Materials

Psychological Tests - As we stated earlier, the program will need to purchase updated Psychological Tests that are used in the process of evaluation, assessment, and diagnoses of children, and adolescents. These tests will be used in many of the courses, and practices included in the curriculum. Furthermore, these test are usually revised every five to ten years in the field, therefore, we will need to purchase the revised editions of these test as they become available. We estimate a cost of $10,000 during the first year and request the same amount of funds again at the fifth year to purchase any upgraded test.

Specialized books - We also need funds to purchase specialized books, and materials in the field of school psychology in order to keep the resources up to date located at the Center of Resources for Learning (CRL). We also need recurrent funds to include specialized journals within the databases that the General Library provides such as: PSYCHINFO, MEDLINE and ERIC. We request a budget of $10,000 each year for these purposes.

SPSS License – Funds will be needed to purchase the Statistical Package for Social Sciences (SPSS) software for 15 computers. This specialized software is used for the statistical and methodology courses included in the curriculum and will also be used by the students to conduct data analysis of course projects and research dissertation. The cost of the software license is currently estimated at $1,500 for each PC. Therefore we request a total of $22,500 for the first year, and the same amount for the fifth year to purchase any updated version of the program.

Equipment

As stated earlier, a computer center with 15 working stations will be available for students to conduct course work, projects, and research. Furthermore, a color laser printer is also needed to assist students with their assignments. We request funds to purchase 15 PC with the latest specifications. A total of $20,000 is requested for the first year and a total of $3,000 is requested yearly to maintain the equipment located at the computer center.

Furthermore, office (desk, chairs) and classroom equipment (tables, chairs, and digital projectors) will be necessary to update the current equipment available in these spaces. Costs are estimated in $10,000 for the first year and recurrent funds of $2,000 are also requested to maintain up-to-date this equipment.

Travel
Funds are requested to cover partial travel expenses for at least five faculty members to attend scientific meetings and conferences (e.g., American Psychological Association Meeting and National Association of School Psychologist Meeting) to assist in their continuous education. These funds will cover part of the airfare, lodging, and registration costs. A total of $15,000 is requested for each year.

Seminars
Funds are requested to cover the travel and fee expenses of invited speakers (probably two every year) that the Graduate Program intends to bring to the University of Puerto Rico once a year as part of the seminars series in School Psychology. We expect that the majority of the invited speakers will travel from the United States. We request a total of $5,000 each year to cover these expenses. As stated earlier the seminar series is of great value not only for the graduate students but also for the faculty, and the general university community.

Table 17. Program budget for the first five years

Category	Years				
Recurrent costs	1	2	3	4	5
Personnel					
Additional Faculty		$62,256	$124,512	$124,512	$124,512
Administrative-secretary	$14,880	$14,880	$14,880	$14,880	$14,880
External Advisory Board	$12,000	$12,000	$12,000		$12,000
Graduate Student Stipend					
5 students @ $8,345	$41,725	$41,725	$41,725	$41,725	$41,725
Material					
Psychological Test	$10,000				$10,000
Library resources	$10,000	$10,000	$10,000	$10,000	$10,000
SPSS	$22,500				$22,500
Equipment					
Computers and printers	$20,000	$3,000	$3,000	$3,000	$3,000
Classroom equipment	$10,000	$2,000	$2,000	$2,000	$2,000
Travel					
Faculty	$15,000	$15,000	$15,000	$15,000	$15,000
Seminar					
Invited speaker	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000
Total recurrent cost	**$162,105**	**$166,861**	**$229,117**	**$217,117**	**$261,617**

XVI. Program Assessment Plan

Program evaluation in the UPRM School Psychology Program is twofold: (a) to make decisions about individual candidates' progress through the program and (b) to make decisions about the effectiveness of the program at preparing candidates to meet the standards of the program. This section describes the operation of the School Psychology Program Assessment Plan.

Decisions about the effectiveness of the School Psychology Program are made by the School Psychology Program Committee, in consultation with the School Psychology External Advisory Board, utilizing aggregated data from program follow-up surveys, external reviews, and state required licensure tests.   **Table 15** describes the Program Assessment Plan.

Table 15. *Program Assessment Plan*

Objective	Action Strategy	Indicator
Recruit students with outstanding academic potential and interpersonal skills	Promote UPR-M School Psychology Program within Puerto Rico, USA, the Caribbean and Latin America	To receive at least fifteen requests of admission of students who fulfill the minimum requirements. To recruit at least ten students the first year of the program, and at least10 students every year during the following four years.
	Develop a Web page linked to the Arts and Sciences Page to promote and disseminate information about the Program	Hits to the Web Page
	Develop and distribute promotional material through relevant professional organization (APA, NASP, APPR, APEP) and educational institutions using electronic tools	Number of competitive applications received
Students demonstrate satisfactory academic progress	Yearly Data collection on student performance	Withdrawals GPA Number of students successfully completing practicum Number of students successfully completing internship

Objective	Action Strategy	Indicator
		Number of submitted publications, number of professional presentations

Students conduct assessment of the Program	Survey of Student Perception in the following areas
	     Student learning goals
	     Course offerings
	     Facilities
	     Faculty
	     Practicum and
	     Internship Experiences
		To receive an evaluation of 80% or more (favorable perception) in each of the indicated areas

Faculty equitably share responsibilities for course coverage to provide a diverse range of courses that are offered regularly and representative of the field of psychology	Schedules of classes Curriculum Matrix Online/In class survey	80% of scheduled courses are covered by faculty 30 % of response in survey
Timely completion of degree	Rates of program completion yearly Minimum grade point average required Successful completion of the comprehensive examinations Successful completion of dissertation	1/3 of the students should graduate timely according to their entering date The average GPA of graduation candidate should not be less than 3.00_ Students will pass comprehensive exam by the end of the 4th year of the Program Students will defend dissertation by the end of the fifth year of the Program with a maximum of 6 years to complete the requirements
	Annual student evaluations of progress in program Student attrition rate	More than ¾ of the total students enrolled should have an evaluation of "as scheduled" for their corresponding year in the program. Annual attrition rate should be less than 20%
Appropriate & successful employment Schools Agencies/treatment facilities Post Doctorate	Annual post graduation survey (Bi-annual alumni survey)	Number of graduates employed or completing post doctoral studies

Objective	Action Strategy	Indicator
Students will successfully complete the requirements for State Licensing	Completion of Program Requirements Completion of Licensing Requirements	Percentage of graduates passing the Board
Professional and community involvement	Membership in professional associations APA, NASP, APEP, APPR	At least, 80% of students will become members of professional organizations
Students have opportunities to gain practical experience (via field work) and/or research experience (via collaborative research with faculty).	Provide Diverse Practice Experiences and Internship Experiences	Completion of Practice Internship Experiences Requirements
	Provide opportunities for research experiences through graduate assistantships	Publications, professional presentations that result f from the research work of the student

Award or recognition received as a result of research work of the student |

XVII. Development Plan for the first five years of the Program

During the first five years, the program will set out a series of activities designed to expand the capabilities of the same in terms of expanding and strengthening the research lines and securing external funds for research projects. The Program will promote the establishment of collaborative initiatives with the Puerto Rico Department of Education and appropriate government and private agencies. A main activity for the first five years will be the establishment and full functioning of a Psychology Clinic to provide services to the university and surrounding community. The Program will emphasize on recruiting the most qualified students and to secure funds to support their training. **Table 16** presents the plan for the development of the Program during the first five years.

XVIII. Additional Information

The Department and the Graduate Committee will be assisted by an External Advisory Board (EAB) (See Section XVIII) composed by four members (three identified at the of the writing. The Graduate Committee members will meet with the members of this board once a year during the first, second and third year of the programs starting date and then will meet once every two years. This meeting will take place during the summer session of the academic year. The overall purpose of the meeting will be to discuss the outcomes of the program, in terms of how the program is fulfilling its goals and objectives and process outcomes, in terms of the implementation of the program. The Graduate Committee will prepare an

evaluation report that covers the academic year and submit it to the EAB members no later than May of each academic year.

The Members of the External Advisory Board are:

Dr. Salvador Héctor Ochoa	Dean College of Education University of New Mexico Albuquerque, New Mexico
Dr. Cynthia Ann Riccio	Professor Texas A&M University College Station, TX
Dr. Susan Swearer	Professor University of Nebraska – Lincoln Lincoln, NE
Dr. José Toro Alfonso	Department of Psychology University of Puerto Rico PO Box 23345 San Juan, Puerto Rico 00931

See **Appendix K** for the board's member's curriculum vitae.

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