



	<p>To obtain and maintain professional accreditation in all programs of study in which such accreditation is granted</p>		<p>3 – The Graduate Program will meet: 1) the requirements of accreditation of the American Psychological Association (APA), 2) the requirements for program approval by the National Association of School Psychologists, 3) the requirements for licensure as a psychologist in Puerto Rico, 4) the requirements established by the Board of Psychology in Puerto Rico, and overseen by the Commonwealth of Puerto Rico Health Department, and 4) the directives and regulations of the Office of Graduate Studies at UPRM.</p>
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<b>GOAL Ten Challenges 2005–2015: An Agenda for Planning</b>	<b>Specific Objectives Addressed</b>	<b>PROGRAM GOAL 2</b>	<b>PROGRAM OBJECTIVES and REMARKS</b>
<p>III. COMPETITIVE RESEARCH, INVESTIGATION, AND CREATIVE WORK</p>	<p>To promote competitive research, investigation, and creative work in all disciplines at a level which conforms to international standards of excellence.</p> <p>To encourage the production of researchers and investigators in theoretical and applied disciplines by providing them with adequate equipment, exposure, working conditions, and administrative support.</p> <p>To establish research consortia with the public, private, community, and non-governmental sectors.</p> <p>To construct, expand, and/or update facilities needed for</p>	<p>To conduct research on problems of concern to schools</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> <li>• Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems.</li> <li>• Possess theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> <li>○ prevention and intervention</li> <li>○ developmental and ecological theories</li> <li>○ clinical diagnostics</li> <li>○ developmental disabilities</li> <li>○ special education services</li> <li>○ statistical and research methods</li> <li>○ human diversity.</li> </ul> </li> <li>• Demonstrating critical thinking, quantitative</li> </ul>

	<p>basic and applied research.</p> <p>To effectively incorporate students into the faculty's research and investigation projects as a way of enriching the students' educational experience.</p> <p>To strengthen the university community's publishing, particularly in juried and peer-reviewed journals.</p>		<p>reasoning, and qualitative analysis abilities.</p> <ul style="list-style-type: none"> <li>• Understanding and applying ethical principles to all professional interactions activities.</li> </ul> <p><b>Remarks:</b></p> <p>1– The Graduate Program will meet: 1) the requirements of accreditation of the American Psychological Association (APA), 2) the requirements for program approval by the National Association of School Psychologists, 3) the requirements for licensure as a psychologist in Puerto Rico, 4) the requirements established by the Board of Psychology in Puerto Rico, and overseen by the Commonwealth of Puerto Rico Health Department, and 4) the directives and regulations of the Office of Graduate Studies at UPRM.</p> <p>2 – The establishment of the Graduate Program in School Psychology is linked to the establishment of a Clinic for Psycho Educational Services in which students in the program may carry out practical experiences, participate in research and contribute to community service.</p> <p>3 - The intention to establish a Graduate Program in School Psychology at UPRM responds to a real need for school psychologists, as well as by Law 170 mandates. From this perspective, the program is proposing to articulate with the Puerto Rico Department of Education the provision of psychological services as well as the development of research initiatives.</p>
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<b>GOAL Ten Challenges 2005–2015: An Agenda for Planning</b>	<b>Specific Objectives Addressed</b>	<b>PROGRAM GOAL 3</b>	<b>PROGRAM OBJECTIVES and REMARKS</b>
<p>VI. LEADERSHIP IN COMMUNITY INVESTMENT AND CULTURAL INITIATIVES</p>	<p>To participate in the definition of, and search for solutions to, problems of social urgency.</p> <p>To foster public service and social responsibility among students, faculty, researchers/ investigators, and support personnel by sponsoring service projects, encouraging curricular initiatives, and integrating social-interest objectives into course syllabuses, etc.</p> <p>To provide spaces within university curricula for practicums and internships in the community.</p> <p>To strengthen the university's ties to pre-university educational systems, thereby opening the door to greater opportunities for the students and faculty of those systems to take part in activities within the university.</p>	<p>To provide expertise on matters pertaining to academic and mental health issues</p>	<p>To train a scientist-practitioner:</p> <ul style="list-style-type: none"> <li>• Who is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems.</li> <li>• Who possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> <li>○ prevention and intervention</li> <li>○ developmental and ecological theories</li> <li>○ clinical diagnostics</li> <li>○ developmental disabilities</li> <li>○ special education services</li> <li>○ statistical and research methods</li> <li>○ human diversity.</li> </ul> </li> <li>• Who demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities.</li> </ul>

GOAL Ten Challenges 2005–2015: An Agenda for Planning	Specific Objectives Addressed	PROGRAM GOAL 4	PROGRAM OBJECTIVES and REMARKS
<p>VI. LEADERSHIP IN COMMUNITY INVESTMENT AND CULTURAL INITIATIVES</p>	<p>To participate in the definition of, and search for solutions to, problems of social urgency.</p> <p>To foster public service and social responsibility among students, faculty, researchers/ investigators, and support personnel by sponsoring service projects, encouraging curricular initiatives, and integrating social-interest objectives into course syllabuses, etc.</p> <p>To provide spaces within university curricula for practicums and internships in the community.</p> <p>To strengthen the university’s ties to pre-university educational systems, thereby opening the door to greater opportunities for the students and faculty of those systems to take part in activities within the university.</p>	<p>To consult on district programs and special projects</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> <li>• Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems.</li> <li>• Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> <li>○ prevention and intervention</li> <li>○ developmental and ecological theories</li> <li>○ clinical diagnostics</li> <li>○ developmental disabilities</li> <li>○ special education services</li> <li>○ statistical and research methods</li> <li>○ human diversity.</li> </ul> </li> <li>• Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities.</li> <li>• Shows well-developed interpersonal skills that facilitate effective work with families, children and adolescents.</li> <li>• Understands and apply ethical principles to all professional interactions</li> </ul> <p><b>Remarks:</b></p> <p>1- The curricular sequence includes practicum courses and internships.</p>

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GOAL Ten Challenges 2005–2015: An Agenda for Planning	Specific Objectives Addressed	PROGRAM GOAL 5	PROGRAM OBJECTIVES and REMARKS
VI. LEADERSHIP IN COMMUNITY INVESTMENT AND CULTURAL INITIATIVES	<p>To participate in the definition of, and search for solutions to, problems of social urgency.</p> <p>To foster public service and social responsibility among students, faculty, researchers/ investigators, and support personnel by sponsoring service projects, encouraging curricular initiatives, and integrating social-interest objectives into course syllabuses, etc.</p> <p>To provide spaces within university curricula for practicums and internships in the community.</p> <p>To strengthen the university's ties to pre-university educational systems, thereby opening the door to greater opportunities for the students and faculty of those systems to take part in activities within the university.</p>	<p>To provide leadership in learning, instruction, and curricular issues.</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> <li>• Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems.</li> <li>• Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities.</li> <li>• Shows well-developed interpersonal skills that facilitate effective work with families, children and adolescents.</li> <li>• Understands and apply ethical principles to all professional interactions</li> </ul> <p><b>Remarks:</b></p> <p>1– The Graduate Program will meet: 1) the requirements of accreditation of the American Psychological Association (APA), 2) the requirements for program approval by the National Association of School Psychologists, 3) the requirements for licensure as a psychologist in Puerto Rico, 4) the requirements established by the Board of Psychology in Puerto Rico, and overseen by the Commonwealth of Puerto Rico Health Department, and 4) the directives and regulations of the Office of Graduate Studies at UPRM.</p> <p>2 - The proposed program is unique for its scientific-practitioner approach, ecological prevention model, and two strands of specialization (see section VI Conceptual</p>

<p>IV. A CULTURE OF INSTITUTIONAL ASSESSMENT AND EVALUATION</p>	<p>To foster evaluation by external individuals and bodies such as national accrediting agencies as a means of fully and systematically assessing the quality and effectiveness of institutional performance.</p> <p>To obtain and maintain professional accreditation in all programs of study in which such accreditation is granted</p>		<p>Framework).</p> <p>3 - It is the first graduate program in school psychology within the UPR system</p>
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<p><b>GOAL Ten Challenges 2005–2015: An Agenda for Planning</b></p>	<p><b>Specific Objectives Addressed</b></p>	<p><b>PROGRAM GOAL 6</b></p>	<p><b>PROGRAM OBJECTIVES and REMARKS</b></p>
<p>II. AN ACADEMIC CULTURE OF CURRENCY, EXPERIMENTATION, AND RENEWAL</p>	<p>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.</p>	<p>To offer four sub-specializations: neuropsychology, moderate-severe disabilities and special education, mental health, and infant-preschool assessment</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> <li>• Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems.</li> <li>• Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> <li>○ prevention and intervention</li> <li>○ developmental and ecological theories</li> <li>○ clinical diagnostics</li> <li>○ developmental disabilities</li> </ul> </li> </ul>

<p>IV. A CULTURE OF INSTITUTIONAL ASSESSMENT AND EVALUATION</p>	<p>To foster evaluation by external individuals and bodies such as national accrediting agencies as a means of fully and systematically assessing the quality and effectiveness of institutional performance.</p> <p>To obtain and maintain professional accreditation in all programs of study in which such accreditation is granted</p>		<ul style="list-style-type: none"> <li>○ special education services</li> <li>○ statistical and research methods</li> <li>○ human diversity.</li> </ul> <p><b>Remarks:</b></p> <p>1 – The graduate program has been planned following the criteria established by the accrediting entity, the American Psychological Association (APA) in regards to the curriculum, practice, and research for the purpose of eventually seeking accreditation.</p> <p>2 - The proposed program is unique for its scientific-practioner approach, ecological prevention model, and strands of specialization (see section VI Concpetual Framework)</p> <p>3 - It is the first graduate program in school psychology within the UPR system</p>
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<b>GOAL Ten Challenges 2005–2015: An Agenda for Planning</b>	<b>Specific Objectives Addressed</b>	<b>PROGRAM GOAL 7</b>	<b>PROGRAM OBJECTIVES and REMARKS</b>
II. AN ACADEMIC CULTURE OF CURRENCY, EXPERIMENTATION, AND RENEWAL	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 train professionals who are pro-active in the development and implementation of methods recognized to facilitate healthy growth and learning in children and adolescents	To train a scientist-practitioner who: <ul style="list-style-type: none"> <li>• Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems.</li> <li>• Possesses theoretical and applied knowledge on topics related to the practice of school psychology               <ul style="list-style-type: none"> <li>○ prevention and intervention</li> <li>○ developmental and ecological theories</li> <li>○ clinical diagnostics</li> <li>○ developmental disabilities</li> <li>○ special education services</li> <li>○ statistical and research methods</li> <li>○ human diversity.</li> </ul> </li> <li>• Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities.</li> <li>• Shows well-developed interpersonal skills that facilitate effective work with families, children and adolescents.</li> <li>• Understands and apply ethical principles to all professional interactions</li> </ul> <p><b>Remarks:</b></p> <p>1 – The graduate program has been planned following the criteria established by the accrediting entity, the American Psychological Association (APA) in regards to the curriculum, practice, and research for the purpose of</p>

<p>VI. LEADERSHIP IN COMMUNITY INVESTMENT AND CULTURAL INITIATIVES</p>	<p>To participate in the definition of, and search for solutions to, problems of social urgency.</p> <p>To foster public service and social responsibility among students, faculty, researchers/ investigators, and support personnel by sponsoring service projects, encouraging curricular initiatives, and integrating social-interest objectives into course syllabuses, etc.</p> <p>To provide spaces within university curricula for practicums and internships in the community.</p> <p>To strengthen the university's ties to pre-university educational systems, thereby opening the door to greater opportunities for the students and faculty of those systems to take part in activities within the university.</p>		<p>eventually seeking accreditation.</p> <p>2 - The proposed program is unique for its scientific-practioner approach, ecological prevention model, and four possible traces of specialization (see section VI Conceptual Framework)</p> <p>3 - It is the first graduate program in school psychology within the UPR system.</p>
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<p align="center"><b>GOAL Ten Challenges 2005–2015: An Agenda for Planning</b></p>	<p align="center"><b>Specific Objectives Addressed</b></p>	<p align="center"><b>PROGRAM GOAL 8</b></p>	<p align="center"><b>PROGRAM OBJECTIVES and REMARKS</b></p>
<p>VI. LEADERSHIP IN COMMUNITY INVESTMENT AND CULTURAL INITIATIVES</p>	<p>To participate in the definition of, and search for solutions to, problems of social urgency.</p> <p>To foster public service and social responsibility among students, faculty, researchers/ investigators, and support personnel by sponsoring service projects, encouraging curricular initiatives, and integrating social-interest objectives into course syllabuses, etc.</p> <p>To provide spaces within university curricula for practicums and internships in the community.</p> <p>To strengthen the university’s ties to pre-university educational systems, thereby opening the door to greater opportunities for the students and faculty of those systems to take part in activities within the university.</p>	<p>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</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> <li>• Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems.</li> <li>• Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> <li>○ prevention and intervention</li> <li>○ developmental and ecological theories</li> <li>○ clinical diagnostics</li> <li>○ developmental disabilities</li> <li>○ special education services</li> <li>○ statistical and research methods</li> <li>○ human diversity.</li> </ul> </li> <li>• Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities.</li> </ul>