Graduate Program in School Psychology Handbook

Department of Educational and Community Programs
Queens College, CUNY
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Rev. 05/11
GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

Introduction
Queens College was founded in 1937 as a college of liberal arts and sciences and is currently one of ten senior colleges of the City University of New York. Total Queens College enrollment is nearly 19,000, with over 4,100 graduate students. The campus is located in Flushing, New York, easily accessible by public transportation or car.

The Graduate Program in School Psychology is one of four graduate programs in the Department of Educational and Community Programs (ECP). The other programs are Counselor Education, Educational Leadership, and Special Education. ECP is part of the Division of Education, led by a dean who also heads the Education Unit, overseeing all education programs in the college. The program is accredited by the National Association of School Psychologists and the New York State Department of Education.

Description and Philosophy
The Graduate Program in School Psychology is cast in the scientist–practitioner model, which seeks to integrate theoretical knowledge and applied skills in all coursework as well as practica and internship in order to promote educationally and psychologically healthy environments for all children and youth. The goal is to prepare psychologists with high levels of ethical and professional competencies through the provision of sound educational and psychological services in the school and other educational settings.

The program is a 60-credit specialist level course of study that provides the skills necessary for the professional preparation of school psychologists. It meets the academic and internship requirements for New York State Certification in School Psychology, and is approved as a training institution in school psychology by both the New York State Department of Education and the National Association of School Psychologists (NASP). The program leads to a Provisional Certificate in School Psychology and a degree of Master of Science in Education. It can be completed in three years of full-time study, including a one-year internship, or in four years on a part-time basis, with three years of part-time study and a final year of full-time internship. Students also may choose to enroll in either a Bilingual or Multicultural specialization. The Bilingual Specialization leads to a Bilingual Extension, provided by the New York State Education Department to bilingual candidates who meet the state’s bilingual requirements. The Multicultural Specialization is for non-bilingual students who wish to obtain additional expertise in working with students from diverse cultural backgrounds. Both specializations require additional coursework (6 additional credits) and a special internship experience.

The curriculum is sequenced with the first year focused on theoretical foundations and skill development, followed by more experiential components in the later years. The sequence is designed to introduce complex concepts slowly, building upon the basics. Coursework is designed to cover the 10 Domains of School Psychology Training and Practice that are part of the NASP Standards for Training and Field Placement (see Appendix A). Field experiences and practica with close supervision of skills are followed by an internship in which students are given the opportunity to integrate these experiences in a practical, professional environment, both in school and clinical settings. All students follow the same basic sequence of coursework, with program modifications made to meet individual needs.
Program graduates will have expertise in both psychology and education as well as knowledge of the contributions of related disciplines. Using an ecological perspective, our graduates work with general education as well as special education students, teachers, administrators, and parents, in addition to others in the community in order to develop greater understanding of all children and to contribute to constructive change in a variety of environments—the classroom, school, and home. Particular attention is given to serving the needs of children of diverse cultural and linguistic backgrounds. As a member of the school faculty, a school psychologist shares with other members of the faculty and other professionals the responsibility for delivering services that prevent problems and maximize learning and personal growth in the child. The role of the school psychologist as a member of a team is addressed in training.

**Program Objectives**
The objectives of the program are consistent with NASP’s 10 Domains of School Psychology Training and Practice and are aligned with the Vision and Mission Statements of the Education Unit of Queens College, which is dedicated to preparing education professionals for diverse urban communities.

Objectives of the program are to provide students with:

1. Broadly based knowledge of educational and psychological foundations, including learning, development, and biological, social, and cultural bases of behavior. (Domains 2.3, 2.4, and 2.5)

2. Knowledge and skills to work effectively with students in both general and special education, at different ages (preschool and K–12) in urban and suburban settings. (Domains 2.3, 2.4, and 2.5)

3. Knowledge and skills in providing services for students and families with culturally and linguistically diverse backgrounds. (Domain 2.8)

4. Knowledge of and skills in data-based decision-making and accountability, including assessment procedures to effectively identify the needs of students and to evaluate the learning environment, the use of assessment results to develop interventions, and the evaluation of the outcomes of the intervention. (Domain 2.1)

5. Knowledge of and skills to function as a consultant at both the individual and group level to enhance the learning and development of children, adolescents, and young adults. (Domain 2.2)

6. Knowledge of and skills in a variety of prevention, pre-referral intervention, and remedial/counseling/therapeutic intervention strategies for dealing with school-related difficulties. (Domains 2.3, 2.4, 2.5, and 2.6)

7. Commitment to the legal, ethical, and professional standards related to the practice of school psychology. (Domain 2.10)

8. Knowledge of and skills in implementing the role and functions of the school psychologist in schools and related settings. (Domain 2.10)

9. Knowledge of the school and other settings as systems that may facilitate policies and practices that maintain effective learning environments. (Domain 2.5)

10. Knowledge of and skill in involving families and others in the community in education and service delivery. (Domain 2.7)

11. Knowledge of and skill in using information sources and technology relevant to their work. (Domain 2.9)
12. Knowledge of and skill in designing and carrying out research and program evaluation.
(Domains 2.9)

**Bilingual and Multicultural Specializations**

**Bilingual Specialization:** Students with bilingual proficiency may wish to complete a Specialization in Bilingual School Psychology, leading to a Certificate with a Bilingual Extension. The Bilingual Extension is granted by the New York State Education Department to bilingual graduates who take courses focusing on bilingual and multicultural issues and who complete a bilingual internship experience. The Bilingual Specialization requires 66 credits, the 60-credit school psychology sequence plus two additional courses (3 credits each) emphasizing bilingual and multicultural issues. Students are placed in bilingual internship sites with bilingual supervisors (the internship experience is 3 credits each semester for a total of 6 credits). Students in the Bilingual Specialization are required to demonstrate proficiency in a second language by taking the Bilingual Education Assessment (BEA) exam (covering both content and literacy), administered by the New York State Education Department. Students are required to take and pass the BEA exam in English and in their second language prior to entering the internship experience.

**Multicultural Specialization:** Students who are not bilingual and who have an interest in acquiring additional knowledge and skills in working with culturally and linguistically diverse students complete the Specialization in Multicultural School Psychology. The Multicultural Specialization requires 66 credits, the 60-credit school psychology sequence plus two additional courses (3 credits each) emphasizing multicultural issues. Students are placed in multicultural internship sites with supervisors who have expertise with culturally and linguistically diverse populations (the internship experience is 3 credits each semester for a total of 6 credits). Inquiries regarding both the Bilingual and Multicultural Specializations should be directed to:

Dr. Emilia Lopez, Project Director  
Bilingual/Multicultural Services in School Psychology  
Graduate Program in School Psychology–PH 032  
Department of Educational and Community Programs  
Queens College, CUNY  
65-30 Kissena Boulevard  
Flushing, New York 11367-1597  
718-997-5234  
Emilia.Lopez@qc.cuny.edu

**Bilingual Pupil Personnel Extension for Certified School Psychologists**
Queens College now offers a sequence of 15 credits for certified school psychologists who are currently practicing and are interested in obtaining their Bilingual Extension from the New York State Education Department. Individuals interested in this sequence of courses must be certified and currently employed as school psychologists while obtaining experiences with culturally and linguistically diverse populations. Candidates must apply as nonmatriculated students to the Graduate Admissions Office and provide a copy of their certificate/license, a copy of their graduate transcript, and a letter from their employer. The courses for the Bilingual Pupil Personnel extension are as follows:
ECPSP 779 Multicultural Issues in Schools
ECPCE 803 Multicultural Issues in Counseling
ECPCE 814 Seminar in Advanced Applications of Psychological Theories
ECPSP 861 Assessment of Linguistically and Culturally Diverse Students
ECPSP 866 Seminar in Special Issues: Multicultural Interventions

Several of the courses include field-based experience assignments. Candidates must take and pass the bilingual proficiency exams required by the New York State Education Department in order to receive the Bilingual Extension. Please contact Dr. Emilia Lopez for additional information.

**Graduate Center–Queens College Doctoral School Psychology Specialization**

Students may apply to the Graduate Center–Queens College Doctoral School Psychology Specialization leading to a PhD in Educational Psychology: School Psychology, New York State Certification in School Psychology, and Eligibility for the New York State Psychology License. The School Psychology Specialization is part of the PhD Program in Educational Psychology at the Graduate Center of the City University of New York. Application is made through the Graduate Center PhD Program in Educational Psychology and is separate from the Queens College application process. Further information can be obtained from:

Ms. Rhonda Palant
Assistant Program Officer at the Graduate Center
rpalant@gc.cuny.edu
212-817-8285
REQUIREMENTS FOR ADMISSION

A. Applicants for admission to the Graduate Program in School Psychology are required to meet the general requirements for matriculation for the Master of Science in Education degree. Matriculation for this degree is limited to graduates of approved colleges who have had adequate preparation in subject matter courses and in professional courses. Candidates are expected to meet standards with respect to residence, citizenship, health, character, and personality as noted in the college’s Graduate Bulletin. Candidates are accepted for admission only once each year to begin the program in the Fall semester.

B. There are nine prerequisite courses for the program. All candidates are required to have had a course in each of the following areas of psychology and education. All courses must have been taken at an accredited college or university for a minimum of 3 credits each:

1. General Psychology
2. Statistical Methods in Psychology
3. Psychological Testing and Measurement
4. Experimental Psychology
5. Abnormal Psychology
6. Physiological Psychology (e.g., Behavioral Neuroscience)
7. Developmental Psychology
8. Foundations of Education (e.g., Philosophy of Education)
9. Literacy Education (e.g., Teaching Beginning Reading and Writing)

A minimum of seven of the nine prerequisites must have been satisfactorily completed at the time of matriculation into the program. No student may matriculate without completing the Psychological Testing and Measurement prerequisite. Once enrolled, students must complete any outstanding prerequisites prior to the beginning of the second year of the program.

C. All candidates must have completed a satisfactory undergraduate program of study in psychology or a related major.

Inquiries should be directed to:

Dr. Marian C. Fish, Coordinator or
Derek Ivery, College Assistant
Graduate Program in School Psychology–PH 033
Department of Educational and Community Programs
Queens College, CUNY
Flushing, New York 11367-1597
718-997-5230; fax: 718-997-5248; schoolpsych@qc.cuny.edu

www.qc.edu/ECP/SCHPSYCH/index.html
ADMISSIONS PROCEDURES

Applicants are admitted through the following admissions procedures:

1. A review of undergraduate records with a minimum cumulative average of 3.0, and an average of 3.0 in all courses in Psychology and Education.

2. A personal statement.

3. Three written recommendations are required. At least two letters must be from undergraduate or graduate instructors in psychology and/or education. All reference letters should be on the instructors’ stationery. Additional letters of recommendation are also appropriate from a current job or from a recent job related to education and/or psychology.

4. A personal interview.

5. A writing sample.

6. All applications are due by March 1.
REQUIREMENTS FOR COMPLETION OF THE SCHOOL PSYCHOLOGY PROGRAM

A. **Program:** The program for each student will be modified individually depending on the student’s background and preparation. The program is a structured sequence that may be completed in three years of full-time study (including a one-year full-time internship) or four years of part-time study (including a one-year full-time internship). In the Spring semester before internship, students must spend one day a week in a school setting chosen by the program. In addition, students must receive a grade of Pass in both semesters of internship in order to receive a degree and be eligible for a Certificate.

B. **Advanced Certificate Program:** Admission to the Advanced Certificate Program in School Psychology is limited to a) students already possessing master’s degrees in psychology, education or related fields who want to obtain certification as a school psychologist, and b) satisfactory completion of 9 prerequisite courses. Six (6) credits of full-time internship are required. The additional coursework (24-54 credits) will be determined from the list of program courses based on review of the student’s prior graduate record.

C. **Grade-Point Average:** Students must maintain a B (3.0) grade-point average in order to remain matriculated in the program.

D. **Seminars:** New York State law mandates that all students provide documentation that they have completed seminars in (a) Child Abuse Identification and Reporting, (b) Alcohol and Drug Abuse, and (c) School Safety/Violence before receiving certification.

E. **Culminating Experience—Professional Performance-Based Portfolio:** All students in their internship year prepare a Professional Performance-Based Portfolio for submission to the faculty. This portfolio includes an Assessment Case Study, an Intervention (direct or indirect) Case Study, a Research Project, a resume, and a personal statement. The portfolios will be reviewed by the faculty and provide evidence of competency in all 10 NASP domains.

G. **PRAXIS Examination:** All students graduating from a NASP-approved program are required to take the PRAXIS II (specialty) exam in School Psychology prior to graduation. Their scores must be reported to the School Psychology Office and are required as part of national certification as a School Psychologist. Registration information can be obtained from the Educational Testing Service (ETS) at 609-771-7395 or www.ets.org/praxis. Other information is available at nasponline.org.

H. **Student Personal Characteristics:** Students will be evaluated annually to decide whether they are progressing satisfactorily. Responsible training for work in school and mental health settings requires that students have appropriate personal characteristics in addition to meeting academic requirements. These include—but are not limited to—communication skills, interpersonal skills, respect for human diversity, professional judgment, and ethical conduct. In addition, students are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties.

At the end of each semester, the School Psychology faculty will evaluate each student’s suitability for continuation in the program, considering information from all sources in the program and related settings. The decision that a student must leave the program on personal grounds will be made by the program faculty.

I. **Student Professional Behavior:** Students must demonstrate professional work characteristics, including ethical and legal conduct. All students follow the APA and NASP Ethical Codes. The CUNY
Policy on Academic Integrity can be found on page 21. Program guidelines for academic integrity can be found in Appendix B.

J. **Requirements to Advance to Practica and Internship**: Candidates who do not receive $B(3.0)$ or better in assessment or practica courses (ECP 772, 773, 774, 775, 777, 778, 861 867) may not proceed to subsequent practica and internships except with permission of the faculty. Candidates may be asked to do additional work like retaking a course or courses and/or spending additional time in the field, if it is thought this will be sufficient to help them demonstrate competency in a reasonable time.

K. **Continuity of Study**: Candidate leaves or a break in the continuity of study requires a review by the faculty before candidates return to the program and study is resumed. Such reviews could result in requiring candidates to retake courses or other requirements to ensure competencies are maintained.

**Student Appeal Process**
Students have the right to appeal all decisions regarding academic performance, personal and/or professional behavior. Appeals are made to a special Ad Hoc Appeals Committee of the department and beyond, to the Graduate Scholastic Standards Committee.
**PROGRAM CONTENT AND SEQUENCE**

**Course Sequence**
The course sequence of the full-time **three-year** program is as follows:

### Year One

#### Fall

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ECPSP 860</td>
<td>Human Development</td>
<td>3</td>
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<tr>
<td>ECPSP 772</td>
<td>Theory and Practice in Assessment of Intelligence and Cognitive Functioning I</td>
<td>4</td>
</tr>
<tr>
<td>ECPSP 863</td>
<td>Exceptionality of Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ECPSP 779</td>
<td>Multicultural Issues in Schools</td>
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#### Spring

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<tr>
<td>ECPSP 773</td>
<td>Theory and Practice in Assessment of Intelligence and Cognitive Functioning II</td>
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<tr>
<td>ECPSP 865</td>
<td>Learning and Instructional Strategies</td>
<td>3</td>
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<tr>
<td>ECPSP 774</td>
<td>Theory and Practice of Personality Evaluation I</td>
<td>3</td>
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**Summer**

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<tr>
<td>ECPSP 866*</td>
<td>Seminar in Special Issues: Multicultural Interventions</td>
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### Year Two

#### Fall

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<tr>
<td>ECPSP 770</td>
<td>Behavioral Assessment and Intervention</td>
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<tr>
<td>ECPSP 775</td>
<td>Theory and Practice of Personality Evaluation II</td>
<td>3</td>
</tr>
<tr>
<td>ECPSP 778</td>
<td>Counseling Techniques for School Psychologists</td>
<td>3</td>
</tr>
<tr>
<td>ECPSP 861*</td>
<td>Seminar in Special Issues: Assessment of Linguistically and Culturally Diverse Students</td>
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#### Spring

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<tbody>
<tr>
<td>ECPSP 777</td>
<td>Practicum in School Psychology Assessment</td>
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<td>ECPSP 867</td>
<td>Practicum in School Psychology Consultation</td>
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<tr>
<td>ECPSP 868</td>
<td>Advanced Counseling Practicum</td>
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### Year Three

#### Fall

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<tr>
<td>ECPSP 771</td>
<td>Professional Issues in School Psychology</td>
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<tr>
<td>ECPSP 768†</td>
<td>Internship in School Psychology I</td>
<td>3†</td>
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<tr>
<td>ECPSP 764</td>
<td>Introduction to Research in School Psychology</td>
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#### Spring

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<tr>
<td>ECPSP 864</td>
<td>Research Design and Data Analysis in School Psychology</td>
<td>3</td>
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<tr>
<td>ECPSP 769†</td>
<td>Internship in School Psychology II</td>
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*Bilingual and Multicultural Specializations only.
† Students in the Bilingual and Multicultural Specializations register for ECPSP 768.1 & 769.1.
The course sequence of the part-time **four-year** program is as follows:

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<thead>
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<tr>
<td>ECPSP 860</td>
<td>Human Development</td>
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<td>ECPSP 772</td>
<td>Theory and Practice in Assessment of Intelligence and Cognitive Functioning I</td>
</tr>
<tr>
<td>ECPSP 779</td>
<td>Multicultural Issues in Schools</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>ECPSP 862</td>
<td>Developmental Psychopathology</td>
</tr>
<tr>
<td>ECPSP 773</td>
<td>Theory and Practice in Assessment of Intelligence and Cognitive Functioning II</td>
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<th>Year Two</th>
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<tr>
<td>ECPSP 770</td>
<td>Behavioral Assessment and Intervention</td>
</tr>
<tr>
<td>ECPSP 863</td>
<td>Exceptionality in Human Development</td>
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<td>ECPSP 861*</td>
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<tr>
<td>ECPSP 865</td>
<td>Learning and Instructional Strategies</td>
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<td>ECPSP 774</td>
<td>Theory and Practice of Personality Evaluation I</td>
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<th>Summer</th>
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<tr>
<td>ECPSP 866*</td>
<td>Seminar in Special Issues: Multicultural Interventions</td>
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<td><strong>Fall</strong></td>
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<tr>
<td>ECPSP 775</td>
<td>Theory and Practice of Personality Evaluation II</td>
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<tr>
<td>ECPSP 778</td>
<td>Counseling Techniques for School Psychologists</td>
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<td>Advanced Counseling Practicum</td>
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<th>YEAR FOUR</th>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>ECPSP 771</td>
<td>Professional Issues in School Psychology</td>
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<tr>
<td>ECPSP 768†</td>
<td>Internship in School Psychology I</td>
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<tr>
<td>ECPSP 764</td>
<td>Introduction to Research in School Psychology</td>
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* Bilingual and Multicultural Specializations only; ECPSP 861 can also be taken in the Fall semester of the third year; ECPSP 866 can also be taken in the Summer of the third year, but before internship.
† Students in the Bilingual and Multicultural Specializations register for ECPSP 768.1 and 769.1 in Bilingual/Multicultural School Psychology.
Course Content
The course descriptions of the program are listed below (in numerical order).

**ECPSP 764. Introduction to Research in School Psychology.** 3 hours; 3 credits.
Prerequisite: Matriculation in the School Psychology Program or permission of the department.
This course focuses on the study, understanding and evaluation of basic research design and methodology in school psychology and the interpretation of research. Fall.

**ECPSP 766, 767. Fieldwork in School Psychology.** 3 hours; 3 credits each course.
Prerequisite: Written permission of the department.
Students spend 2 days a week in a school placement. They follow the academic calendar of the school in which they are placed. Graded on a Pass/Fail basis only. ECPSP 766, Fall; ECPSP 767, Spring.

**ECPSP 768, 768.1; 769, 769.1. Internship in School Psychology I, II.** 3 credits each semester.
Prerequisite: Permission of the department; ECPSP 768 or 768.1 for ECPSP 769 or 769.1; corequisite: ECPSP 771 (Fall).
Students spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. They begin in September and follow school and agency calendars. Taken in the last year of study. Graded on a Pass/Fail basis only. ECPSP 768 and 768.1, Fall; ECPSP 769 and 769.1, Spring.

All students in internship (ECPSP 768, 769, 768.1, 769.1) are required to meet with college supervisors biweekly for one hour for supervision.

**ECPSP 770. Behavioral Assessment and Intervention.** 3 hours; 3 credits.
This course is designed to familiarize students with principles and procedures of behavioral assessment and intervention. Major emphases are placed on the observation, recording, analysis and modification of children's behaviors in school and other related settings. Applications of behavioral techniques in treating different disorders are also covered. In addition, students are prepared to serve as behavioral consultants to school and mental health personnel. Fall.

**ECPSP 771. Professional Issues in School Psychology.** 3 hours; 3 credits.
Corequisite: ECPSP 768.
This is an integrative seminar that accompanies the first semester of internship. This course prepares students for their professional role in the schools by covering topics that include ethical and legal behavior, models of service delivery, effective schooling practices, and current issues. The relationship of the school psychologist to other school personnel, families, and community agencies is emphasized. Fall.

**ECPSP 772, 773. Theory and Practice in Assessment of Intelligence and Cognitive Functioning I, II.** 4 hours; 4 credits each course.
Prerequisite for 772: a course in psychological testing and matriculation in the Graduate Program in School Psychology or permission of the department; corequisite for 772: ECPSP 860. Prerequisite for 773: ECPSP 772; corequisite for 773: ECPSP 862.
A combined laboratory and didactic experience designed to develop the student’s competency in the administration and interpretation of individual and group tests of intelligence, perception, language,
adaptive behavior and neuro-developmental functioning and in communicating test findings to school personnel. Responsibilities involved in the use of tests in psychologist-client relationships in general are considered. ECPSP 772, Fall; ECPSP 773, Spring.

**ECPSP 774, 775. Theory and Practice of Personality Evaluation I, II.** 3 hours; 3 credits each course.
Prerequisite: Matriculation in the graduate program in School Psychology or permission of the department; ECPSP 860, 772.

A combined laboratory and didactic experience designed to develop the student’s competency in the use of projective and objective techniques in personality evaluation and assessment. The course is also designed to increase skill in written reporting of psychodiagnostic findings. ECPSP 774, Spring; ECPSP 775, Fall.

**ECPSP 777. Practicum in School Psychology Assessment.** 4 hours; 4 credits.
Prerequisite: ECPSP 772 and 773 or permission of the department; corequisites: ECPSP 867 and 868.

Students work under supervision with youngsters who have learning, behavioral, or other school related problems. Emphasis is placed on linking formal and informal assessment strategies with interventions using a problem-solving approach. Students are required to spend a minimum of one day a week in a school setting. Spring.

**ECPSP 778. Counseling Techniques for School Psychologists.** 3 hours; 3 credits.
Prerequisite: Matriculation in the graduate program in School Psychology.

This course is intended to build skills in the helping process. The helping model that is taught is a cognitive-behavioral, problem-solving model. Students will practice micro skills with volunteer subjects and with each other. Students will also develop beginning skills in conducting play sessions with young children; they will practice active listening using the language of play. Class sessions will include direct instruction in and micro training of counseling and interviewing skills. Fall.

**ECPSP 779. Multicultural Issues.** 3 hours; 3 credits.

This course provides an introduction to an overview of cultural and social influences that impact on individuals’ behaviors, attitudes, and cognitive and learning styles. Ethnicity, socioeconomic class, and gender issues are presented. The course also provides students with knowledge of cultural characteristics of African Americans, Hispanic Americans, Asian Americans, and Native Americans. In addition, problems in and approaches to multicultural assessment, cross-cultural consultation, and intervention with culturally diverse children and youth are discussed. Fall.

**ECPSP 860. Human Development.** 3 hours; 3 credits.

The course of development through the lifespan is studied as the interplay between individual predispositions (genetic and biological factors, past history, current stage) and forces in the environment (other individuals, social factors, cultural tradition, training methods). Among the specific topics examined from an interactionist point of view are motivation and adaptation, the role of anxiety and other affects in regulating behavior, sense of self, attachment, and self-esteem regulation. Relevant infant and child research is reviewed. Fall.
ECPSP 862. Developmental Psychopathology. 3 hours; 3 credits
Prerequisite: Matriculation in the graduate program in School Psychology or permission of the department.
This course is designed to familiarize students with deviant behavioral patterns occurring from infancy through adolescence. Social, biological, and emotional factors in the origin of these pathological conditions will be studied. Attention will be paid to psychopharmacological treatment as well as other approaches in effecting change. Spring.

ECPSP 863. Exceptionality in Human Development. 3 hours; 3 credits
Prerequisite: Matriculation in the graduate program in School Psychology Program or permission of the department
Survey of types of childhood exceptionality. The concepts of health, adaptive function, and developmental crisis are reexamined in the light of various handicapping conditions. Examination of current legal issues relating to handicapping conditions, including current practices and procedures for management. Fall.

ECPSP 864. Research Design and Data Analysis in School Psychology. 3 hours; 3 credits.
Prerequisite: ECPSP 764 and matriculation in the graduate program in School Psychology
An advanced course concerned with problems, procedures and accepted practices in conducting research. A research project will be required of students. Computerized statistical techniques commonly used in analyzing and interpreting research data are covered. Spring.

ECPSP 865. Learning and Instructional Strategies. 3 hours; 3 credits.
Prerequisite: ECPSP 772. Physiological Psychology; matriculation in the graduate program in School Psychology.
This course focuses on theoretical approaches to human learning and explores factors that influence the learning process, including developmental issues, motivational levels, and cultural/linguistic background. Theoretical models for instructional and curricular design are discussed for regular as well as special education students. Emphasis is placed on applying learning and instructional approaches to children of different ages and backgrounds. Spring.

ECPSP 867. Practicum in School Psychology Consultation. 4 hours; 4 credits.
Corequisites: ECPSP 777 and 868.
This course is designed to train school psychology students to serve as consultants in the schools. Models of school-based consultation are explored. In addition, specific assessment and intervention strategies are discussed as they relate to the consultation process. Spring.

ECPSP 868. Practicum in School Psychology Counseling. 2 hours; 2 credits
Prerequisites: ECPSP 778; corequisites: ECPSP 777 and 867.
This practicum provides students with practice in counseling with real clients in field settings. It gives them the opportunity to apply theoretical knowledge about counseling obtained from ECPSP 778. Counseling Techniques for School Psychologists, to real situations. Students spend time weekly in the schools and learn to conceptualize cases and plan their work with clients. They present audiotaped sessions of their work in class on a regular basis where it is reviewed and critiqued. Ethical and legal issues as they relate to counseling are addressed. Students review empirically validated interventions.
Specialization Courses

ECPSP 861. Seminar in Special Issues: Assessment of Linguistically and Culturally Diverse Students. 3 hours; 3 credits
This course will be devoted to special topics of current interest to school psychologists. The subject matter will change as needs arise. Topics to be addressed will include interventions, assessment and intervention with linguistically and culturally diverse students, cognitive theory and research, consultation models, legal and ethical issues, etc. Fall.

ECPSP 866. Workshop in Special Issues: Multicultural Interventions. 3 hours; 3 credits.
This course provides an overview of culturally responsive interventions for culturally and linguistically diverse students. Interventions focusing on instruction, classroom management, consultation (i.e., teacher and parents) and counseling are explored. Organizational and school culture issues are also examined within the context of creating school environments that help culturally diverse students to succeed in schools. Spring/Summer.

In addition, students in the Specialization in Bilingual School Psychology will enroll in special sections of the following courses:

ECPSP 768.1, 769.1 Internship in Bilingual/Multicultural School Psychology I & II. 3 credits.
Students spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. The placements are in settings with a bilingual population, and students are under the supervision of qualified bilingual supervisors. The students will meet biweekly for group supervision at the college. They begin in September and follow school and agency calendars. Graded on a Pass/Fail basis only. ECPSP 768.1, Fall; ECPSP 769.1, Spring.

Practica and Internship Courses

It is necessary for practica and internship students to purchase malpractice insurance, which is available at low cost through the American Psychological Association or the National Association of School Psychologists. Student membership in either organization is required in order to be eligible for insurance. A fee of approximately $30.00 will be charged for each year of insurance.

Practica courses require that students spend a minimum of one full day a week in a school setting in the spring semester prior to internship.

All students in internship (ECPSP 768, 769, 768.1, 769.1) are required to meet with college supervisors biweekly for one hour for supervision.
STUDENT INFORMATION

Advisement

1. Orientation: Initial advisement occurs at Orientation in the late Spring prior to matriculation. The School Psychology faculty members meet with the incoming students to review the program requirements and to answer any questions.

2. School Psychology Handbook: The School Psychology Handbook presents the program of study for all students. Students with prior coursework that may fulfill program course requirements should meet with the Program Coordinator prior to the first semester in the program to review transcripts and course descriptions. Advanced standing of up to 12 credits is permitted by the college, but the School Psychology Program faculty advisors make the final determination on what courses fulfill our requirements. Students with prior master’s degrees should also meet with the Program Coordinator to determine an individual course of study that may lead to certification only.

3. Faculty: All faculty are available for student advisement and have regularly scheduled office hours. Faculty members will also initiate meetings if they have areas of concern. Students with academic or personal issues are encouraged to seek advisement from the Program Coordinator or a member of the faculty.

4. Students with Disabilities: Students with disabilities needing academic accommodation should: (a) register with and provide documentation to the Office of Special Services (Kiely Hall, Room 171); (b) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College students visit or call the Office Special Services Office at 718-997-5870 (8 am–5 pm).

5. CUNY Policy on Academic Integrity: Academic dishonesty is prohibited in all colleges of the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Details are as provided in the Graduate Bulletin.

Awards and Scholarships
For information on and of the following awards and scholarships, please contact Roslyn P. Ross, PhD, Chair, School Psychology Scholarship Committee.

Academic Honors in School Psychology: An award given to students who demonstrate superior academic achievement in the School Psychology Program, with GPAs of 3.75 or over. Their performance reflects a strong commitment to academic excellence.

Service Awards in School Psychology: An award given for commitment to the School Psychology Program at Queens College and to the surrounding community. Service awards reflect leadership in the School Psychology Club, which coordinates professional and social activities. In addition, recipients have served the community through activities that may include book, toy, and holiday food drives.

Albert Angrilli Award: An award in honor of one of the founders of Queens College’s School Psychology Program, given to a graduating student(s) with special promise. In addition to academic excellence, the award recognizes such qualities as a commitment to children and families, worldliness, and service to others. This award includes a certificate and a monetary award.
Ted Bernstein Award: An award given for outstanding professional promise in School Psychology. It is sponsored by the New York Association of School Psychologists in memory of an outstanding school psychologist, Ted Bernstein, to one graduating student from each school psychology program in New York State. This student exemplifies the best qualities of a school psychologist and is committed to improving the lives of children and their families. The winner is given a year’s membership in the New York Association of School Psychologists and is invited to its Annual Conference, where the winners are recognized in a luncheon ceremony.

Esther and Eugene Cohen Memorial Award: Honoring the parents of Professor Marian C. Fish and Richard A. Cohen, this award is given annually to an exceptional student in his/her internship year who demonstrates a special interest in and commitment to working with children, adolescents, and their families who come from culturally and/or linguistically diverse backgrounds. The student receives a certificate and a monetary award.

O. Bernard Leibman Award: Given in honor of one of the founders and first coordinator of Queens College’s School Psychology Program, this award recognizes an exceptional school psychology student in his/her internship year who demonstrates dedication and service to the field, caring and empathic relationships, enthusiasm for helping others, a positive attitude in approaching difficult situations, acceptance of human differences, and appropriate academic standing. The award includes a certificate and a monetary award. The Leibman family also funds a graduate assistantship.

Sally Steinberg Memorial Award: An award given to honor Mrs. Sally Steinberg’s many years of dedicated service to the School Psychology Program. This award recognizes a student who has made a substantial contribution to the Queens College School Psychology Program in any number of ways including through leadership in the School Psychology Club, exemplary mentorship of peers, serving as a teaching assistant, organizing program activities, and/or helping other students. The award is open to a student in any year of the program. The student receives a certificate and a monetary award.

Corinne J. Weithorn Scholarship in School Psychology: The School Psychology Program administers a scholarship in honor of Corinne J. Weithorn, who was a faculty member in the program for two decades and chair of the department. Professor Weithorn was strongly supportive of all of her students, but she encouraged and supported graduate students who were also mothers of minor children in the graduate program. Her family has established a fund for a scholarship of $6,500.00 to continue these efforts on her behalf. The scholarship assists a woman school psychology student who is raising a family while pursuing her education. The scholarship will allow one such woman per year to curtail her income-earning employment, or to obtain needed household assistance that she cannot otherwise afford, so that she can devote more time to her graduate studies and to her family. The Weithorn family also funds several graduate assistantships.

Nassau Psychological Services Institute: The service arm of the Nassau County Psychological Association gives a Meritorious Student Award to a first-year student on the basis of a superior scholastic record, integrity, and service to the program or the community. The student chosen will be invited to attend the annual NCPA conference and luncheon, at which he/she will be awarded a citation in addition to a one-year complimentary Student Affiliate Membership in NCPA.
SCHOOL PSYCHOLOGY FACULTY

Marian C. Fish (Professor and Coordinator; PhD in School Psychology, Teachers College, Columbia University, 1974). Professor Fish is a Fellow of Division 16 of the American Psychological Association and of the American Educational Research Association. Her instructional responsibilities include teaching courses in the areas of assessment, school and family systems, and professional issues in school psychology. Her research interests include family systems, family-school relationships, equity issues, and ecological interventions in schools. She is a member of the faculty of the Doctoral Program in Educational Psychology at the Graduate Center of the City University of New York.

David S. Goh (Professor; PhD in School Psychology, University of Wisconsin–Madison, 1973). Professor Goh is a Fellow of the American Psychological Association, American Psychological Society, and of the Asian American Psychological Association. His instructional responsibilities include courses in behavior assessment and intervention, research design and data analysis in school psychology and practicum. His primary research interests include psychological testing and assessment, empirically supported interventions, Asian American mental health, and culturally appropriate research methods. He is a member of the faculty of the Doctoral Program in Educational Psychology at the Graduate Center of the City University of New York.

Emilia C. Lopez (Professor; PhD in School Psychology, Specialization in Bilingual School Psychology, Fordham University, 1989). Professor Lopez is the Project Director for the Bilingual and Multicultural Specializations in School Psychology. Her instructional responsibilities include courses in the areas of consultation, assessment, and multicultural issues. Her research interests are in school psychology multicultural competencies, working with interpreters in school settings, and multicultural consultation. She is a member of the faculty of the Doctoral Program in Educational Psychology at the Graduate Center of the City University of New York.

Sherrie Proctor (Assistant Professor; PhD in School Psychology, Georgia State University, 2009). Professor Proctor’s instructional responsibilities include courses in exceptionality in human development and learning and instructional strategies and interventions. Her research interests are in the recruitment, retention, and attrition of African Americans in relation to school psychology graduate education. She also publishes in the area of multicultural school psychology and consultation. She is a member of the faculty of the Doctoral Program in Educational Psychology at the Graduate Center of the City University of New York.

Roslyn P. Ross (Associate Professor; PhD in Clinical Psychology, New York University, 1966). Professor Ross is the Head of the Scholarship and Awards Committee of the School Psychology Program. Her instructional responsibilities include courses in human development, counseling, and practica in assessment and counseling. Her research interests include assessment, issues in learning disability identification, gender issues in school psychology practice, and school psychology supervision practices. She is a member of the faculty of the Doctoral Program in Educational Psychology at the Graduate Center of the City University of New York.

For additional information, please contact Derek Ivery, College Assistant, at 718 997-5230 or schoolpsych@qc.cuny.edu.
TUITION AND FEES

As per the Graduate Bulletin, all tuition and other fees are subject to change. As of the date of the preparation of this Handbook, graduate tuition fees, unless subsequently changed, are as follows:

**Graduate Tuition Fees per semester:**

1. New York State Residents: $325 per credit plus $65 per additional contact hour; maximum of $3,865 per semester.

2. Out-of-State students (including foreign students): $605 per credit plus $85 per additional contact hour.

3. Graduate students who take undergraduate courses and receive undergraduate credit for them are charged undergraduate tuition for these courses plus the graduate activity fee.

**Fees:** All students are required to pay fees (Activity, Consolidated Service Fee, and Technology) currently $195.25 for the Fall and Springs semesters for full-time graduate students and $145.25 for part-time graduate students.

Please consult the Queens College Web site (www.qc.cuny.edu) for more detailed information.

**Financial Aid:** For further information about financial aid please contact the Financial Aid Office at 718-997-5100 or 5123.
Appendix A: 10 Domains of School Psychology Training and Practice

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability
School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration
School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning
School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services
School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice.
APPENDIX B: Guidelines for Academic Integrity

Graduate students are often faced with a number of academic integrity issues both in their course work as well as in their fieldwork experiences. Students who demonstrate academic integrity engage in behaviors and actions that follow ethical and professional standards defined by Queens College and by the school psychology profession. These guidelines are provided to help our graduate students to demonstrate academic integrity in their work and actions.

A school psychologist is considered a professional. Professionalism is defined by two characteristics: (1) a specialized body of knowledge that a person studies over a period of time; and (2) a code of ethics.

High-quality academic work is essential in the School Psychology Program. Although it is necessary, it is not enough to be successful in our program or in the field of school psychology. We also expect adherence to the American Psychological Association’s and the National Association of School Psychologists’ ethical codes. We expect integrity in every aspect of your work. Standards of integrity include, but are not limited, to the following guidelines:

- **Misrepresentation.** Misrepresentation involves (a) fabricating information or data for testing cases, research projects, or class assignments; or (b) omitting or concealing data/information from assignments or projects for the purposes of misleading others.

- **Plagiarism.** Plagiarism is defined as using others’ ideas, words, or creative productions without giving credit to the original source. When writing research or literature review papers, students will credit the work of others by referencing the original sources as per the *APA Publication Manual*. That guideline applies to crediting the work of others when it involves information from other students’ works, grant proposals, unpublished papers, internet Web sites, PowerPoint presentations, or other sources used by the graduate student.

- **Cheating.** Cheating involves copying from others during assignments/exams or using other means of academic dishonesty during exams.

- **Confidentiality.** Students in our program will be involved in assessing and providing other services to subjects who will serve as the basis for various case studies. Students in our program may also become involved in producing original research. The identities of the case study and research subjects are to be protected, and no information regarding clients/subjects is to be discussed outside the classroom. Case results are not to be reported to any person, school, or agency without the approval of the class instructor and/or field supervisor.

- **Conflicts of interest.** Conflicts of interest may arise when students engage in dual relationships (e.g., nepotism, providing psychological services to family members or friends, engaging in a business relationship with a supervisor).

Students in the School Psychology Program are encouraged to discuss any questions or concerns they may have about the issues outlined above with the class instructor or other members of the faculty. If the faculty has any concerns about a student’s behavior, the student will be notified by the faculty. The School Psychology faculty will follow the department’s and university’s policy in resolving any academic integrity concerns or problems.

The Queens College’s policy on Student Integrity may be summarized as follows:

*Students found guilty of any form of academic dishonesty, such as plagiarism or cheating on an examination, are subject to discipline, including suspension or dismissal from the college. Any student who has been admitted on the basis of forged or altered transcripts will be subject to dismissal.*

*For retention in any graduate program at Queens College, students must show evidence of good character and those personal characteristics required to fulfill course and certification requirements. Performance in classes may be taken as evidence of these personal characteristics.*
REFERENCES


