

GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

HANDBOOK



Department of Educational & Community Programs
Queens College, CUNY

Department of Educational & Community Programs



<https://www.qc.cuny.edu/academics/ecp/school-psychology/>

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QUEENS COLLEGE
of the City University of New York
Department of Educational & Community Programs

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 Queens, 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 & Community Programs (ECP). The other programs are Counselor Education, Educational Leadership, and Special Education. ECP is part of the School of Education, led by a dean who also heads the Education Unit, overseeing all education programs in the college. The program is approved 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 school psychologists with high levels of ethical and professional competencies through the provision of sound educational and psychological services in schools and other educational settings.

We are committed to training school psychologists who embrace principles of fairness, equity, and social justice in their personal and professional lives and who will provide exemplary, culturally responsive services to the diverse constituencies we are privileged to serve.

The program is a 61-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 Master of Science in Education degree. It can be completed in three years of full-time study, including a one-year full-time 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. Candidates 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 candidates 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 covers 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 candidates are given the opportunity to integrate these experiences in a practical, professional environment, both in school and clinical settings. All candidates 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 Core Values of the Education Unit of promoting Equity, Excellence and Ethics in urban schools and 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 3, 4, and 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 3, 4, and 5)
3. Knowledge and skills in providing services for students and families with culturally and linguistically diverse backgrounds, and in advocating for social justice. (Domain 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 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)
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 3, 4, 5, and 6)
7. Commitment to the legal, ethical, and professional standards related to the practice of school psychology. (Domain 10)
8. Knowledge of and skills in implementing the roles and functions of the school psychologist in schools and related settings. (Domain 10)
9. Knowledge of the school and other settings as systems that may facilitate policies and practices that maintain effective learning environments. (Domain 5)
10. Knowledge of and skills in involving families and others in the community in education and service delivery. (Domain 7)
11. Knowledge of and skills in using information sources and technology relevant to their work. (Domain 9)
12. Knowledge of and skills in designing and carrying out research and program evaluation. (Domain 9)

Bilingual and Multicultural Specializations

Bilingual Specialization: Candidates 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 67 credits, the 61-credit school psychology sequence (which integrates bilingual, multicultural and social justice issues within the general curriculum), plus two additional courses (3 credits each) focusing on bilingual and multicultural issues. Candidates are placed in bilingual internship sites with bilingual supervisors (the internship experience is 3 credits each semester for a total of 6 credits). Candidates 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. Candidates are required to take and pass the BEA exam in English and in their second language prior to entering the practicum experience.

Multicultural Specialization: Candidates 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 67 credits, the 61-credit school psychology sequence (which integrates bilingual, multicultural and social justice issues within the general curriculum plus two additional courses (3 credits each) focusing on multicultural issues. Candidates 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. Cliff Yung-Chi Chen, Co-Director, Bilingual Specialization
 Dr. Sherrie Proctor, Co-Director, Multicultural Specialization
 Bilingual/Multicultural Specialization in School Psychology
 Graduate Program in School Psychology-Powdermaker Hall – Room 033
 Educational & Community Programs
 Queens College, CUNY
 Queens, New York 11367-1597
 718-997-5254
 yungchi.chen@qc.cuny.edu
 sherrie.proctor@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 providing bilingual services. Candidates must apply 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 781 Assessment of Linguistically & Culturally Diverse Students
 ECPSP 782 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. Inquiries about the Bilingual Pupil Personnel Extension for Certified School Psychologists should be directed to: Emilia Lopez, Ph.D., Program Co-Director, emilia.lopez@qc.cuny.edu

REQUIREMENTS FOR ADMISSION

All candidates for the School Psychology program must meet the following admissions requirements for matriculation consideration:

- 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 both subject matter and 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. **Undergraduate study:** Completion of a satisfactory undergraduate program of study in psychology or a related major with a minimum cumulative average of 3.0, and an average of 3.0 in all courses in psychology and education.
- C. **Prerequisite coursework:** There are 9 prerequisite courses for the Graduate Program in School Psychology. All candidates are required to have a course in *each* of the following areas of Psychology and Education, and all courses must have been taken at an accredited college or university for a minimum of 3 credits:
- General Psychology
 - Statistical Methods in Psychology
 - Psychological Testing and Measurement (e.g., Psychometrics)
 - Experimental Psychology
 - Abnormal Psychology
 - Physiological Psychology (e.g., Behavioral Neuroscience)
 - Developmental Psychology (e.g., Lifespan Development)
 - Foundations of Education (e.g., Philosophy of Education)
 - Literacy Education (e.g., Teaching Beginning Reading and Writing)

Applicants must have completed (received final grades in) at least 5 of the 9 prerequisite courses by the March 1 admissions deadline in order for their application to be reviewed. Courses in progress are not considered completed.

At the time of matriculation into the School Psychology program a minimum of 7 of the 9 prerequisites must have been satisfactorily completed. No student may matriculate without completing Psychological Testing and Measurement (Psychometrics). Once enrolled in the program, any outstanding prerequisites must be completed before the beginning of the second year of the program.

- D. **Personal Statement:** A personal statement should address the following topic: "Why I want to be a school psychologist and why I would like to attend the Queens College School Psychology Program." Provide relevant experiences and qualities that you will bring to the profession of school psychology.
- E. **Recommendation Letters:** Three written recommendations are required. **At least** two letters must be from undergraduate or graduate instructors in psychology and/or education or college advisors. 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.
- F. **Resume:** All students must submit a resume that includes educational history and work experiences.
- G. **Personal Interview:** A personal interview will be required for qualified applicants.
- H. **Writing Sample:** A writing sample will be required at the time of interview.

Deadline for Completed Application:

The deadline to submit the application for admissions is March 1. All supporting materials (e.g., transcripts, recommendation letters) must be received by March 14th. Incomplete applications with missing documentation will not be reviewed if they are not complete by March 14th.

Advanced Certificate Program in School Psychology

Admission to the Advanced Certificate Program in School Psychology is limited to: (a) candidates already possessing a master's degree in psychology, education, or related fields who want to obtain certification as school psychologists, and (b) satisfactory completion of nine prerequisite courses. Six credits of full-time internship are required. The additional coursework (31–55 credits) will be determined from the list of program courses based on review of candidate's prior graduate record. Candidates who complete the Advanced Certificate Program apply independently for the NCSP (National Certification in School Psychology).

Inquiries should be directed to:

Dr. Marian C. Fish, Coordinator
Graduate Program in School Psychology–PH 033
Department of Educational and Community Programs
Queens College, CUNY
65-30 Kissena Boulevard
Queens, New York 11367-1597

718-997-5230 or 5254; fax: 718-997-5248

schoolpsych@qc.cuny.edu

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 or college advisors. 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 review of resume.
5. A personal interview.
6. A writing sample at the time of the interview.
7. All applications are due by March 1.

REQUIREMENTS FOR COMPLETION OF THE SCHOOL PSYCHOLOGY PROGRAM

The program for each candidate will be modified individually, depending on the candidate'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, candidates must spend one day a week in a school setting chosen by the program. In addition, candidates must receive a grade of *Pass* in both semesters of internship in order to receive a degree and be eligible for a Certificate.

Program Criteria

- **Grade-Point Average:** Candidates must maintain a *B* (3.0) grade-point average in order to remain matriculated in the program.
- **Seminars:** New York State law mandates that all candidates provide documentation that they have completed seminars in (a) Child Abuse, Prevention, and Intervention, (b) Harassment, Bullying, and Discrimination Prevention and Intervention (DASA), and (c) School Violence Prevention and Intervention.
- **Culminating Experience – Professional Performance-Based Portfolio:** All candidates in their practica and internship year prepare a Professional Performance-Based Portfolio for submission to the faculty. This portfolio consists of case studies in areas including assessment, academic and behavioral interventions and consultation, a research project, a resume, and a personal statement. The portfolios will be reviewed by the faculty and provide evidence of competency in the NASP domains.
- **PRAXIS Examination:** All candidates 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

- **Anthology:** Candidates are required by the School of Education to purchase an Anthology ePortfolio subscription to submit their assignments as directed until graduation.
- **Insurance:** It is necessary for practica and internship candidates 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.
- **Candidate Professional Behavior:** Candidates must demonstrate professional work characteristics, including ethical and legal conduct. All candidates must follow the CUNY Academic Integrity Policy: <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/>. All candidates must also follow the APA and NASP Ethical Codes. College and Program guidelines for academic integrity are in Appendix B.
- **Candidate Personal Characteristics:** Each semester a review of candidates will be conducted to decide whether they are progressing satisfactorily. Responsible training for work in school and mental health settings requires that in addition to meeting academic requirements, candidates must have appropriate personal and professional characteristics. These include—but are not limited to— communication skills, interpersonal skills, respect for human diversity, professional judgment, and ethical conduct. In addition, candidates are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties. At the end of each semester, the faculty of the School Psychology program will evaluate each candidate’s suitability for continuation in the program, considering information from all sources in the program and related settings. The decision that a candidate must leave the program on academic and/or professional/personal grounds will be made by the program faculty and may be appealed, should the candidate wish, to a special Ad Hoc Appeals Committee of the department, which will include no one who participated in the initial evaluation.

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, 781, 777, 778, 866, 867, 868) may not proceed to subsequent practica and internships except with permission of the faculty. Candidates may be asked to do additional work such as 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.

Continuity of Study

Any break in the continuity of study or leave of absence by a candidate will require a review by the faculty before the candidate returns 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.

All candidates must meet appropriate academic and scholarship standards to remain in and complete the program. They must also demonstrate appropriate personal, professional, and ethical conduct as established by the program and school psychology profession (i.e., ethical and professional standards in psychology and school psychology, including APA and NASP). Candidates are expected to abide by the CUNY policy on Academic Integrity <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/>. All candidates are subject to review and sanctions, including dismissal, as a result of academic and/or professional deficiencies. Candidates have the right to appeal all decisions regarding academic performance and personal and/or professional behavior as per college, department, and program policies.

Student Appeal Process

Candidates have the right to appeal all decisions regarding academic performance and 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	Credits
<u>Fall</u>	
ECPSP 860 Human Development	3
ECPSP 772 Theory & Practice in Assessment of Intelligence & Cognitive Functioning I	4
ECPSP 863 Exceptionality of Human Development	3
ECPSP 779 Multicultural Issues in Schools	3
<u>Spring</u>	
ECPSP 862 Developmental Psychopathology	3
ECPSP 773 Theory and Practice in Assessment of Intelligence & Cognitive Functioning II	4
ECPSP 865 Learning and Instructional Strategies	3
ECPSP 774 Theory & Practice of Personality Evaluation I	3
<u>Summer</u>	
ECPSP 782* Multicultural Interventions	3*
Year Two	
<u>Fall</u>	
ECPSP 770 Behavioral Assessment & Intervention	3
ECPSP 866 Seminar in Special Issues: Culturally Responsive Consultation	3
ECPSP 778 Counseling Techniques for School Psychologists	3
ECPSP 781* Assessment of Linguistically & Culturally Diverse Students	3*
<u>Spring</u>	
ECPSP 777 Practicum in School Psychology Assessment	4
ECPSP 867 Practicum in School Psychology Consultation	4
ECPSP 868 Advanced Counseling Practicum	3
Year Three	
<u>Fall</u>	
ECPSP 771 Professional Issues in School Psychology	3
ECPSP 768† Internship in School Psychology I	3†
ECPSP 764 Introduction to Research in School Psychology	3
<u>Spring</u>	
ECPSP 864 Research Design & Data Analysis in School Psychology	3
ECPSP 769† Internship in School Psychology II	3†

* 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:

Year One		Credits
<u>Fall</u>		
ECPSP 860	Human Development	3
ECPSP 772	Theory & Practice in Assessment of Intelligence & Cognitive Functioning I	4
ECPSP 779	Multicultural Issues in Schools	3
<u>Spring</u>		
ECPSP 862	Developmental Psychopathology	3
ECPSP 773	Theory & Practice in Assessment of Intelligence & Cognitive Functioning II	4
Year Two		
<u>Fall</u>		
ECPSP 770	Behavioral Assessment & Intervention	3
ECPSP 863	Exceptionality in Human Development	3
ECPSP 781*	Assessment of Linguistically and Culturally Diverse Students	3*
<u>Spring</u>		
ECPSP 865	Learning & Instructional Strategies	3
ECPSP 774	Theory & Practice of Personality Evaluation I	3
<u>Summer</u>		
ECPSP 782*	Multicultural Interventions	3*
Year Three		
<u>Fall</u>		
ECPSP 866	Seminar in Special Issues: Culturally Responsive Consultation	3
ECPSP 778	Counseling Techniques for School Psychologists	3
<u>Spring</u>		
ECPSP 777	Practicum in School Psychology Assessment	4
ECPSP 867	Practicum in School Psychology Consultation	4
ECPSP 868	Advanced Counseling Practicum	3
Year Four		
<u>Fall</u>		
ECPSP 771	Professional Issues in School Psychology	3
ECPSP 768†	Internship in School Psychology I	3†
ECPSP 764	Introduction to Research in School Psychology	3
<u>Spring</u>		
ECPSP 864	Research Design & Data Analysis in School Psychology	3
ECPSP 769†	Internship in School Psychology II	3†

* Bilingual and Multicultural Specializations only; ECPSP 781 can also be taken in the Fall semester of the third year; ECPSP 782 can be taken in the Summer of the first or second year. ECPSP 781 and ECPSP 782 must be completed before practicum.

† 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. This is the first of a two-course sequence. Fall.

ECPSP 766, 767. Fieldwork in School Psychology I, II. 3 hours; 3 credits each course.

Prerequisite: ECPSP 766 (Fall): written permission of the department; ECPSP 767 (Spring): ECPSP 766 or written permission of the department.

Candidates 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 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 (Fall) for ECPSP 769 or 769.1 (Spring); corequisite: for ECPSP 768, 768.1: ECPSP 771 (Fall).

Candidates 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. Candidates meet biweekly for group supervision at the college. Taken in the last year of study. Graded on a *Pass/Fail* basis only.

ECPSP 770. Behavioral Assessment & Intervention. 3 hours; 3 credits.

This course is designed to familiarize candidates 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, candidates 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 candidates 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 & Practice in Assessment of Intelligence & Cognitive Functioning I, II. 4 hours; 4 credits each course.

Prerequisite for ECPSP 772 (Fall): a course in psychological testing and matriculation in the Graduate Program in School Psychology or permission of the department; corequisite for ECPSP 772: ECPSP 860.

Prerequisite for ECPSP 773 (Spring): ECPSP 772; corequisite for ECPSP 773: ECPSP 862.

A combined laboratory and didactic experience designed to develop the candidate'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 774, 775. Theory & 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 and 772.

A combined laboratory and didactic experience designed to develop the candidate's competency in the use of objective and projective 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.

Candidates 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. Candidates 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.

Principles and techniques of counseling and psychotherapy, with particular emphasis on intervention strategies that are used in the schools. Practical workshop and participation in counseling methods. Fall.

ECPSP 779. Multicultural Issues in Schools. 3 hours; 3 credits.

This course introduces graduate students to multicultural issues with "multicultural" defined broadly. It examines the theoretical, empirical, and practical literature relevant to racially, ethnically, culturally and linguistically diverse clients as well as issues relevant to gender, sexual identity, and social class. Multicultural issues are explored in terms of their relevance to the development of cross-cultural competencies and the delivery of multiple services provided by school professionals (e.g., assessment, counseling, consultation). Candidates will have the opportunity to discuss multicultural issues within the contexts of families, classrooms, and schools. Issues discussed will be relevant to culturally and linguistically diverse children ranging from early childhood to adolescence. This course is part of the multicultural and bilingual specializations for school psychologists, and the bilingual extension for bilingual pupil personnel. Fall.

ECPSP 781. Assessment of Linguistically & Culturally Diverse Students. 3 hours; 3 credits

Prerequisite: ECPSP 779

This course focuses on providing graduate students with skills in nonbiased assessment while integrating findings across various assessment tools and procedures. Students are required to complete a case study using culturally responsive assessment practices. Bilingual students are required to complete a bilingual assessment case in English and their second language. This course is part of the multicultural and bilingual specializations for school psychologists, and the bilingual extension for bilingual pupil personnel. This course must be completed prior to practicum. Fall.

ECPSP 782. Multicultural Interventions. 3 hours; 3 credits.

Prerequisite: ECPSP 779

This course is designed to introduce students to the delivery of culturally responsive interventions. Interventions covered are focused on students and systems. The course also covers the process of adapting interventions to diverse populations. This course is part of the multicultural and bilingual specializations for school psychologists, and the bilingual extension for bilingual pupil personnel. This course must be taken prior to practicum. Spring/Summer.

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 861. Seminar in Special Issues. 3hrs.; 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. Spring

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 of Human Development. 3 hours; 3 credits

Prerequisite: Matriculation in the School Psychology program or permission of the department.

This course introduces candidates to the characteristics of exceptional learners and their education, emphasizing research supported interventions and instructional practices. The course explores the psychological, sociological, and medical aspects of disabilities and giftedness. The course also includes examination of historical, ethical and legal issues related to the education of students with exceptionalities. Critical pedagogy guides the instruction. This pedagogy facilitates candidates' understanding of challenges that traditionally underserved students with disabilities (e.g., English Language Learners, students of color) and their families can encounter when interfacing with U.S. Education systems. Fall

ECPSP 864. Research Design & Data Analysis in School Psychology. 3 hours; 3 credits.

Prerequisite: ECPSP 764 and matriculation in the School Psychology program.

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 & Instructional Strategies. 3 hours; 3 credits.

Prerequisite: matriculation in the School Psychology program. or permission of the department.

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 866. Seminar in Special Issues: Culturally Responsive Consultation. 3 hours; 3 credits.

Corequisite: ECPSP 770 and ECPSP 778

This course will be devoted to special topics of current interest to school psychologists. The subject matter will change as needs arise. Currently, this course introduces school psychology students to theory and

practice in culturally responsive consultation. Consultation models are explored while integrating issues of diversity, social justice and culturally responsive practices. Fall.

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. Candidates are placed in a school setting to practice consultation skills. Spring.

ECPSP 868. Advanced Practicum in School Psychology Counseling and Crisis Intervention.

3 hours; 3 credits

Prerequisites: ECPSP 778; corequisites: ECPSP 777.

This practicum provides candidates with practice in counseling with real clients in field settings and instructs candidates in crisis intervention. It gives them the opportunity to apply theoretical knowledge about counseling obtained from ECPSP 778, Counseling Techniques for School Psychologists, to real situations. Candidates 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. Candidates review evidence-based techniques for providing culturally responsive counseling to a variety of ethnic, cultural, and religious groups. They also learn procedures for threat assessment and gain knowledge of a multi-tiered approach to crisis intervention. Empirically validated programs for prevention and intervention of suicide, bullying, risky behaviors, school refusal, and violence are studied. Spring.

Specializations in Bilingual and Multicultural School Psychology

The specializations in Bilingual and Multicultural School Psychology require 67 credits: the 61-credit School Psychology sequence, and two additional courses (3 credits each) focusing on bilingual and multicultural issues.

ECPSP 781. Assessment of Linguistically & Culturally Diverse Students. 3 hours; 3 credits

Prerequisite: ECPSP 779

This course focuses on providing graduate students with skills in nonbiased assessment while integrating findings across various assessment tools and procedures. Students are required to complete a case study using culturally responsive assessment practices. Bilingual students are required to complete a bilingual assessment case in English and their second language. This course is part of the multicultural and bilingual specializations for school psychologists, and the bilingual extension for bilingual pupil personnel. This course must be completed prior to practicum. Fall.

ECPSP 782. Multicultural Interventions. 3 hours; 3 credits.

Prerequisite: ECPSP 779

This course is designed to introduce students to the delivery of culturally responsive interventions. Interventions covered are focused on students and systems. The course also covers the process of adapting interventions to diverse populations. This course is part of the multicultural and bilingual specializations for school psychologists, and the bilingual extension for bilingual pupil personnel. This course must be completed prior to practicum. Spring/Summer.

In addition, candidates in the Specialization in Bilingual and Multicultural School Psychology will enroll in special sections of ECPSP 768.1, 769.1, Internship in Bilingual/Multicultural School Psychology I & II.

ECPSP 768.1. Internship in Bilingual/Multicultural School Psychology I. 3 hours; 3 credits.

Prerequisite: Permission of the department; corequisite: ECPSP 771. Candidates 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

candidates are under the supervision of qualified supervisors. The candidates 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. Fall.

ECPSP 769.1 Internship in Bilingual/Multicultural School Psychology II. 3 hours; 3 credits

Prerequisite: Permission of the department and ECPSP 768.1. Candidates 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 candidates are under the supervision of qualified supervisors. The candidates 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. Spring.

Practica and Internship Courses

It is necessary for practica and internship candidates 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

GENERAL INFORMATION FOR CANDIDATES

Advisement

- 1. Orientation:** Initial advisement occurs at Orientation in the late Spring prior to matriculation. The School Psychology faculty members meet with the incoming candidates 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 candidates. Candidates 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. Candidates 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 candidate advisement and have regularly scheduled office hours. Faculty members also will initiate meetings if they have areas of concern. Candidates with academic or personal issues are encouraged to seek advisement from the Program Coordinator or a faculty member.
- 4. Students with Disabilities:** Candidates 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 of Special Services 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* and Appendix B in this Handbook.

Awards and Scholarships

For information on the following awards and scholarships, please contact Sherrie Proctor, 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 3.9 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. The student receives a certificate and a monetary award.

Ted Bernstein Award: An award given annually to one graduating student from each school psychology program in New York State for outstanding professional promise in School Psychology, sponsored by the New York Association of School Psychologists in memory of an outstanding school psychologist, Ted Bernstein. 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 candidate 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.

David S. Goh Award for Evidence-based Practice in School Psychology: An award to be given annually to a School Psychology student in their internship year who has a) developed a positive professional identification with the use of evidence-based practice, and b) acquired exemplary competence in using procedures and methods that have been proven effective in providing services to children, schools, and families. 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 candidate 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 student receives a certificate and a monetary award.

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 candidate 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 candidate 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 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.

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, learning environments, 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.

Cliff Yung-Chi Chen (Associate Professor; PhD in Educational Psychology: Specialization in School Psychology, CUNY Graduate Center, 2009). Professor Chen's instructional responsibilities include courses in assessment practicum and research methods and data analysis. His research interests include identifying challenges and adaptive responses for families experiencing adverse life events (e.g., chronic illness), individuals with sexual and gender diverse identities (LGBTQ+), and children and families from culturally and linguistically diverse backgrounds. 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.

Pam Gershon (Doctoral Lecturer; PsyD in Clinical Child/School Psychology, New York University, 1996). Professor Gershon's instructional responsibilities include courses in counseling and play therapy, human development, crisis intervention, language and literacy, and tests and measurement. She is Director of Practicum and Internship for the School Psychology Program. Her research interests include culturally responsive counseling, play therapy, and implementing social emotional learning programs with preschoolers.

Emilia C. Lopez (Professor; PhD in School Psychology, Specialization in Bilingual School Psychology, Fordham University, 1989). Professor Lopez teaches courses in the areas of consultation and multicultural issues. Her scholarly interests are in, bilingual 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 (Professor; PhD in School Psychology, Georgia State University, 2009). Professor Proctor's instructional responsibilities include courses in exceptionality in human development, learning and instructional strategies and interventions, and multicultural issues in schools. Her research interests are in the recruitment, retention, and attrition of African Americans in relation to school psychology graduate education. She also researches social justice issues in PK-12 schools and school psychology. 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.

Qiong Yu (Assistant Professor; Ph.D. in School Psychology, Fordham University, 2021). Professor Yu's instructional responsibilities include courses in assessment of linguistically and culturally diverse students, multicultural issues in schools, assessment practicum, and developmental psychopathology. Her research interests include working with children and families from linguistically and culturally diverse backgrounds, bilingual school psychology, the well-being of students and teachers, and mathematic learning.

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: \$470 per credit – Full time - \$5,545 per semester.
2. Out-of-State students (including foreign students): \$855 per credit.
3. Graduate students who take undergraduate courses are charged undergraduate tuition for these courses plus the graduate fees.

Fees: All students are required to pay fees (Activity Fee, Consolidated Service Fee, Senate Fee and Technology Fee) currently \$260.85 for the Fall and Spring semesters for full-time graduate students and \$198.35 for part-time graduate students.

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

Financial Aid: For further information about financial aid please contact the Financial Aid Office at financialaid@qc.cuny.edu

NASP Practice Model Domains 2020

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context.

They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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 as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

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 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

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