

9/05

TABLE OF CONTENTS

GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY	
Introduction	2
Description and Philosophy	2
Program Objectives	4
Bilingual and Multicultural Specializations	5
GC-QC Doctoral School Psychology Specialization	6
REQUIREMENTS FOR ADMISSION	7
ADMISSIONS PROCEDURES	8
REQUIREMENTS FOR COMPLETION OF THE SCHOOL PSYCHOLOGY PROGRAM	9
STUDENT APPEAL PROCESS	10
PROGRAM CONTENT AND SEQUENCE	
Course Sequence	11
Course Content	13
Practicum & Internship Courses	19
STUDENT INFORMATION	
Advisement	20
Awards and Scholarships	21
SCHOOL PSYCHOLOGY FACULTY	23
TUITION AND FEES	25
APPENDIX A: Domains of School Psychology Training and Practice	26
APPENDIX B: Guidelines for Academic Integrity	27

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

Graduate Program in School Psychology

Introduction

The Graduate Program in School Psychology provides graduate training in School Psychology at Queens College of the City University of New York. Queens College was founded in 1937 as a college of liberal arts and sciences and is currently one of 10 senior colleges of the City University of New York. Total Queens College enrollment is approximately 17,000 with 4,600 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 (DECP). The other programs are Counselor Education, Educational Leadership, and Special Education. DECP is housed in the Division of Education, led by the Dean of Education who also heads the Education Unit, overseeing all education programs in the College. The School Psychology Program has attained both national and state approval from the National Association of School Psychologists and the New York State Department of Education, respectively.

Description and Philosophy

The Graduate Program in School Psychology at Queens College of the City University of New York is cast in the scientist-practitioner model. This model 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 Graduate Program in School Psychology at Queens College is a 60 credit specialist level program 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 the New York State Department of Education and the National Association of School Psychologists (NASP). The 60 credit

graduate 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. Further, students may enroll in the Bilingual and Multicultural specializations. The Bilingual Specialization leads to a Bilingual Extension (Bilingual Extensions are provided by the New York State Education Department to bilingual candidates meeting the states' 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 program 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. The coursework is designed to cover the 11 Domains of School Psychology Training and Practice which 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 where 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.

A graduate of the Queens College School Psychology Program has 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, parents and with others in the community to develop greater understanding of all children and to contribute to constructive change in environments including 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, the school psychologist shares with other members of the faculty and with other professionals, the responsibility for delivering services which 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 Program Objectives of the Graduate Program in School Psychology are consistent with NASP's 11 Domains of School Psychology Training and Practice as well as 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 2.3,2.4,2.5)
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 2.3,2.4,2.5)
3. Knowledge and skills in providing services for students and families with culturally and linguistically diverse backgrounds. (Domain 2.5)
4. Knowledge of and skills in data-based decision-making and accountability that include 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 both at the individual, and group levels 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 2.3,2.7,2.8)
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 2.6)

10. Knowledge of and skill in involving families and others in the community in education and service delivery. (Domain 2.8)

11. Knowledge of, and skill in using information sources and technology relevant to their work. (Domain 2.11)

12. Knowledge of and skill in designing and carrying out research and program evaluation. (Domains 2.1,2.9)

Bilingual Specialization in School Psychology

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 Specialization in Bilingual School Psychology requires 66 credits, the 60 credit school psychology sequence and two additional courses (3 credits each) emphasizing bilingual and multicultural issues. Students are placed in bilingual internship sites with bilingual supervisors (Internship experience is 3 credits a 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, a content and literacy exam, 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 in School Psychology

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 Specialization in Multicultural School Psychology requires 66 credits, the 60 credit school psychology sequence and 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 (Internship experience is 3 credits a semester for a total of 6 credits).

Inquiries regarding 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 -032PH
Department of Educational and Community Programs
Queens College
Flushing, New York 11367-1597
718 997-5234

Graduate Center-Queens College Doctoral School Psychology Specialization

Students may apply to the Graduate Center-Queens College Doctoral School Psychology Specialization leading to a Ph.D. 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 Ph.D. Program in Educational Psychology at the Graduate Center of the City University of New York. Application is made through the Graduate Center Ph.D. Program in Educational Psychology and is separate from the Queens College application process. Further information can be obtained from Dr. Mary Kopala, Director of the School Psychology Specialization at the Graduate Center (mkopala@gc.cuny.edu) or Ms. Rhonda Palant, Administrative Assistant 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 degree in Education. 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 for matriculation are expected to meet the standards with respect to residence, citizenship, health, character, and personality as they are given in the Queens College Graduate Education Bulletin. Candidates are accepted for admission only once each year to begin the program in the Fall semester.

B. There are 9 prerequisite courses for the Graduate Program in School Psychology. All candidates are required to have had a course in each of the following areas of Psychology and Education. All courses must be taken at an accredited college or university for a minimum of 3 credits.

The prerequisite courses for the School Psychology Program are as follows:

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)

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 Psychometrics (Psychological Testing and Measurement). Once enrolled in the program, any outstanding prerequisites must be completed before the beginning of the second year of the program.

C. All candidates must have completed a satisfactory undergraduate program of study in a relevant major.

Inquiries should be directed to:

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

Phone: 718 997-5230

FAX: 718 997-5248

or

sally.steinberg@qc.cuny.edu

WWW.qc.edu/ECP/SCHPSYCH/index.htm

ADMISSIONS PROCEDURES

Applicants are admitted through admissions procedures which include the following:

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 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

REQUIREMENTS FOR COMPLETION OF THE SCHOOL PSYCHOLOGY PROGRAM

- A. 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 part-time study including a one year full-time internship)
- B. Applicants with Master's Degrees in relevant areas may apply for the special Certificate Program. This program is an individually designed sequence that will require anywhere from 30 to 60 credits.
- C. **Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program.
- D. **Practica Grades:** Students who do not receive B (3.0) or better in practica (ECP 772, 773, 774, 775, 776, 777, 778, 867) may not proceed to subsequent practica and internship except with permission of the faculty. '
- E. **Seminars:** New York State law mandates that all students Provide documentation that they have completed seminars in a) Child Abuse Identification and Reporting and b) Alcohol and Drug Abuse, and c) School Safety/Violence before receiving certification.
- F. **Culminating Experience:** Professional Performance-Based Portfolio

All students in their internship year prepare a Professional Performance-Based Portfolio for submission to 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 11 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. These scores must be reported to the Program and are required to become a Nationally Certified 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**

There will be a yearly review of students 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, students have appropriate personal characteristics. 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 faculty of the School Psychology Program 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.

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

The content and sequence of the 3 year program are as follows

YEAR ONE

<u>Fall</u>		Credits
ECPSP 860	Human Development	3
ECPSP 772	Theory and Practice in Assessment of Intelligence and Cognitive Functioning I	4
ECPSP 863	Exceptionality in Human Development	3
ECPSP 779	Multicultural Issues in School Psychology	3
 <u>Spring</u>		
ECPSP 862	Developmental Psychopathology	3
ECPSP 773	Theory and Practice in Assessment of Intelligence and Cognitive Functioning II	4
ECPSP 865	Learning and Instructional Strategies	3
ECPSP 774	Theory and Practice of Personality Evaluation I	3

YEAR TWO

<u>Fall</u>		
ECPSP 770	Behavioral Assessment and Intervention	3
ECPSP 775	Theory and Practice of Personality Evaluation II	3
ECPSP 778	Counseling Techniques for School Psychologists	3
ECPSP 861*	Assessment of Culturally and Linguistically 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	2
 <u>Summer</u>		
ECPSP 866*	Multicultural Interventions	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 and 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 and 769.1

The content and sequence of the **4-year** program are as follows:

YEAR ONE

<u>Fall</u>		Credits
ECPSP 860	Human Development	3
ECPSP 772	Theory and Practice in Assessment of Intelligence and Cognitive Functioning I	4
ECPSP 779	Multicultural Issues in School Psychology	3
 <u>Spring</u>		
ECPSP 862	Developmental Psychopathology	3
ECPSP 773	Theory and Practice in Assessment of Intelligence and Cognitive Functioning II	4

YEAR TWO

<u>Fall</u>		
ECPSP 770	Behavioral Assessment and Intervention	3
ECPSP 863	Exceptionality in Human Development	3
ECPSP 861*	Assessment of Culturally and Linguistically Diverse Students	3*
 <u>Spring</u>		
ECPSP 865	Learning and Instructional Strategies	3
ECPSP 774	Theory and Practice of Personality Evaluation	3
ECPSP 866*	Multicultural Interventions	3*

YEAR THREE

<u>Fall</u>		
ECPSP 775	Theory and Practice of Personality Evaluation II	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	2

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 and Data Analysis in School Psychology	3
ECPSP 769**	Internship in School Psychology II	3

* 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

CONTENT OF THE PROGRAM

The program consists of the courses 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

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. 766--Fall. 767-- Spring.

ECPSP 768,768.1; 769,769.1 Internship in School Psychology I,II

3 credits each semester.

Prerequisite: Permission of the department; ECPSP768 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. 768, 768.1- Fall; 769, 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. 772-Fall. 773-Spring.

ECPSP 774, 775 Theory and Practice of Personality Evaluation I, II.

3 hours; 3 credit

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. 774--Spring. 775--Fall.

ECPSP 777 Practicum in School Psychology Assessment

4 hours; 4 credits.

Prerequisite: ECPSP 772, 773 or permission of the department

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.

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

ECPSP 779 Multicultural Issues in School Psychology

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 in school psychology 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 861 Workshop in Special Issues: Assessment of Linguistically and Culturally Diverse Students

3 hours; 3 credits

Students will develop competencies in assessing linguistically and culturally diverse students. A major emphasis is placed on learning appropriate procedures in assessing language proficiency, intellectual, academic, and personality-behavioral functioning of these students. Nontraditional alternative assessment approaches and nonbiased assessment are also covered. 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 Graduate Program 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: Physiological Psychology; ECPSP 772. 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 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

ECPSP 867 Practicum in School Psychology Consultation

4 hours; 4 credits

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 Advanced Counseling Practicum

2 hours; 2 credits

Prerequisites: ECPSP 778. Corequisites: ECPSP 777

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.

COURSES FOR SPECIALIZATIONS IN BILINGUAL AND MULTICULTURAL SCHOOL PSYCHOLOGY

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.

768.1-Fall, 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 \$26.00 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 (ECPS 768, 769, 768.1, 769.1) are required to meet with college supervisors biweekly for one hour for supervision

STUDENT INFORMATION

Student 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. Those 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 Program makes the final determination on courses that fulfill our requirements. Students with prior masters 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 faculty.

4. Students with Disabilities: Students with disabilities needing academic accommodation should: (a) register with and provide documentation to the Special Services Office, Kiely 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 contact: Pratik Patel, Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.). E-mail address: pratik_patel@qc.edu

5. CUNY Policy on Academic Integrity: Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at: <http://qcpages.qc.cuny.edu/provost/policies/index.html>.

Student Awards and Scholarships

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

Service Awards in School Psychology: For commitment to the School Psychology Program here at Queens College and to the surrounding community. These service awards reflect leadership in the School Psychology Club where they have coordinated professional and social activities. In addition, they 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 the Queens College School Psychology Program, given to a graduating student(s) with special promise. In addition to academic excellence, the award recognizes qualities such as a commitment to children and families, worldliness, and service to others. This award includes a certificate and a monetary award.

Ted Bernstein Award: This award is 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 years membership in the New York Association of School Psychologists and is invited to the Annual Conference where the winners are recognized in a Conference Awards luncheon ceremony.

Esther and Eugene Cohen Memorial Award: An award to honor the parents of Professor Marian C. Fish and Richard A. Cohen. The Award is given annually to an exceptional School Psychology 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: This award is given in honor of one of the founders and first coordinator of the Queens College School Psychology Program. The award is given to 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. This award includes 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 \$6,000.00 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.

For information on all awards and scholarships, please contact Roslyn P. Ross, Ph.D., Chair, School Psychology Scholarship Committee.

SCHOOL PSYCHOLOGY FACULTY

Marian C. Fish, Ph.D., Coordinator

Albert Angrilli, Ph.D.(Emeritus)

David Goh, Ph.D.

Emilia Lopez, Ph.D.

Roslyn Ross, Ph.D.

Lea Theodore, Ph.D.

Sally Steinberg- Secretary
718 997-5230

ABOUT THE FACULTY

Marian C. Fish (Professor and Coordinator) (Ph.D. in School Psychology, Teachers College, Columbia University, 1974) Professor Fish is a Fellow of Division 16 of the American Psychological 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. Professor Fish 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) (Ph.D. 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. Professor Goh 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. (Associate Professor) (Ph.D. 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. She serves as Editor of the *Journal of Educational and Psychological Consultation*. 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. Professor Lopez 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, Ph.D. (Associate Professor) (Ph.D. 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. Professor Ross is a member of the faculty of the Doctoral Program in Educational Psychology at the Graduate Center of the City University of New York.

Lea A. Theodore, (Assistant Professor) (Ph.D. in School Psychology, University of Connecticut, 2002). Professor Theodore is Vice President of Membership-elect of Division 16 of the American Psychological Association (APA). She is Chair of the 2006 APA Convention for Division 16. Her instructional responsibilities include courses in assessment, exceptional of human development, developmental psychopathology, and consultation. Her research interests include evidence-based interventions for children with behavior disorders, communication disorders, health-related disorders, and designing classroom-based interventions. Professor Theodore is a member of the faculty of the Doctoral Program in Educational Psychology at the Graduate Center of the City University of New York.

Albert Angrilli, (Professor Emeritus and Adjunct Professor) (Ph.D. in Clinical Psychology, 1958) Professor Angrilli is one of the founders of the Queens College School Psychology Program. He holds a Diplomate in School Psychology (ABPP) from the American Psychological Association. His instructional responsibilities include courses in personality assessment. His research interests include clinical and school psychology, psychotherapy, and hypnotherapy. Professor Angrilli is a member of the faculty of the Doctoral Program in Educational Psychology at the Graduate Center of the City University of New York.

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:

Tuition Fees per semester:

GRADUATE:

1. New York State Residents

\$230.00 per credit plus \$65.00 per additional contact hour

Maximum of \$2,720.00

2. Out-of-State students (including foreign students)

\$425.00 per credit plus \$85.00 per additional contact hour

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

Activity Fee

All students are required to pay an activity fee. Currently, the activity fee for full-time and part-time graduate students is \$59.10 for each semester.

Technology Fee

All students will be charged a Technology Fee of \$75.00 for full-time students and \$37.50 for part-time students.

Please consult the Graduate Bulletin (pps 22-23) or www.gc.edu for more detailed information.

Financial Aid:

For further information about financial please contact the Financial Aid Office at 718 997-5100 or 5123.

Appendix A: Domains of School Psychology Training and Practice

1. Data-Based Decision-Making and Accountability:

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. They use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2. Consultation and Collaboration:

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

3. Effective Instruction and Development of

Cognitive/ Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic

skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

4. Socialization and Development of Life Skills:

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

5 Student Diversity in Development and Learning:

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

6. School and Systems Organization, Policy

Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

7. Prevention, Crisis Intervention, and Mental

Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

8. Home/School/Community Collaboration:

School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

9. Research and Program Evaluation:

School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

10. School Psychology Practice and Development:

School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

11. Information Technology:

School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

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:

- A specialized body of knowledge that a person studies over a period of time.
- A code of ethics.

High quality academic work is essential in our school psychology program. It is necessary, but 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:

- Misrepresentation. Misrepresentation involves a) fabricating information or data for testing cases, research projects, or class assignments; or b) by 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 websites, 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).

Graduate students in the Queens College School Psychology 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 and university's policy in resolving any academic integrity concerns or problems.

The Queens College 2002-2004 Graduate Bulletin refers to Student Integrity as follows (p. 37):

"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 the Graduate Division, 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

- American Educational Research Association, American Psychological Association, National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- American Psychological Association. (2000). Professional practice guidelines for psychotherapy with lesbian, gay and bisexual clients. *American Psychologist*, 55, 1440-1451.
- American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.
- American Psychological Association (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. Washington, DC: Author.
- National Association of School Psychologists (2000). *Professional conduct manual: Principles for professional ethics. Guidelines for the provision of school psychological services*. Bethesda, MD: Author.