



**ST. JOHN'S
UNIVERSITY**

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

Master's of Science (M.S.)
Program in School Psychology
Student Handbook
2020-2021

Department of Psychology

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I. OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

Accreditation

The School Psychology Master of Science (MS) program is accredited/approved through 2023 by the National Association of School Psychologists (NASP) and is an approved teacher preparation program by the New York State Education Department, which grants the School Psychologist certification for NY State.

Administrative Structure

The MS Program in School Psychology is placed within the Department of Psychology at the St. John's College of Arts and Sciences, St. John's University.

The School Psychology program is headed by the Director of Graduate Programs in School Psychology (Program Director), Dr. Marlene Sotelo-Dynega, with guidance from the core program faculty and Chairperson, Department of Psychology, Dr. Tamara Del Vecchio, and support from administrative staff member, Diane Spitz.

The School Psychology program faculty meet regularly throughout the academic year. One volunteer student representative is included in the faculty meetings except for meetings involving student reviews.

Additional ad hoc committees are appointed at the discretion of the Director of Graduate Programs to address concerns, make recommendations, or design programmatic improvements to the MS program.

Graduate Education Planning Committee (GEPC)

The Department of Psychology maintains the Graduate Education Planning Committee (GEPC), which meets during the academic year and reviews changes to the program's curriculum, and research and clinical training. The GEPC is composed of full-time faculty members in the Department of Psychology.

St. John's University Center for Psychological Services

The Center is located at 152-11 Union Turnpike, Flushing, NY 11367.

The Center is led by Dr. Tara Rooney, Director, and Dr. Meredith Owens, Associate Director. Dr. Rooney oversees all Center tasks, provides consultation and clinical support as needed to supervisors, students and staff, and reviews and approves case closures and discharges. Dr. Owens oversees the preliminary screenings, coordinates case assignments, provides clinical support and consultation around case transfers and referrals, and reviews case closures and discharges.

Doctoral Fellows conduct preliminary phone screenings of prospective clients and assist Dr. Owens with coordination of case assignments.

Administrative assistant support is provided by Center staff and undergraduate student workers.
*Student workers cannot access clinical material (e.g., obtain charts) or handle payments.

Core School Psychology Faculty

Dr. Dawn P. Flanagan, Professor, flanagad@stjohns.edu

Cognitive assessment, tests and measurement, and diagnosis and treatment of specific learning disabilities.

Dr. Raymond DiGiuseppe, Professor, digiuser@stjohns.edu

Clinical assessment and treatment of anger problems; The process and outcome of cognitive-behavioral and rational-emotive behavioral therapies

Dr. Jennifer Mascolo, Fieldwork Coordinator, mascoloj@stjohns.edu

Specific learning disability assessment, intervention planning for in-person and remote learning environments, student self-advocacy, and multi-systems consultation to empower parents and schools in understanding and addressing learning needs.

Dr. Lauren Moskowitz, Associate Professor, moskowil@stjohns.edu

Interventions for parents of children with autism spectrum disorder (ASD) and developmental disabilities (DD) to address challenging behaviors

Dr. Angela Mouzakitis, Associate Professor, mouzakia@stjohns.edu

The development of appropriate transition and vocational programs for adolescents with moderate disabilities.

Dr. Samuel O. Ortiz, Professor, ortizs@stjohns.edu

Assessment of culturally and linguistically diverse individuals, application of modern intelligence theory in testing through CHC Cross-Battery assessment methods, differentiating cultural and linguistic differences from disorders, and development of the CHC Culture-Language Matrix as a method for determining the primary influence of culture and language on test performance

Dr. Marlene Sotelo-Dynega, Associate Professor and Program Director, sotelodm@stjohns.edu

School neuropsychological assessment, dyslexia, non-discriminatory assessment

Dr. Mark Terjesen, Professor, terjesem@stjohns.edu

Rational Emotive-Cognitive Behavior Therapy, issues associated with the assessment and treatment of ADHD, treatment acceptability, sleep problems among youth, use of technology to deliver education-based interventions

Dr. Imad Zaheer, Associate Professor, zaheeri@stjohns.edu

Application of implementation science towards creating and sustaining school prevention and intervention programs (School mental health, PBIS, & RTI) within a multi-tiered systems of support (MTSS) framework, with a particular focus of using third-wave behavioral approaches as both a service delivery method and enhancing existing interventions.

Dr. Zheng Zhou, Professor, zhouz@stjohns.edu

Cross-cultural research in children's mathematical thinking and reasoning, mathematics curriculum and teaching; basic relational concepts acquisition; school adjustment of Asian-American students

A. HISTORY OF THE SCHOOL PSYCHOLOGY PROGRAM AT ST. JOHN'S UNIVERSITY

The School Psychology Program was founded in the early 1960's on the Queens campus and was the first graduate program in psychology at St. John's University. The program began as a result of an invitation from the New York State Education Department through Rev. John Flynn, C.M., and then President of St. John's University. Shortly afterwards, in 1976, the program evolved into a Ph.D. in Professional Child Psychology and a Masters/Certificate Program in School Psychology. During the 1980's, the program was moved from the School of Education to the Department of Psychology of the St. John's College of Arts and Sciences where it remains today. Currently, the Department of Psychology offers a 66-hour Master's Degree Program in School Psychology and a Psy.D. Program in School Psychology both are approved/accredited by the National Association of School Psychologists (NASP) and the School Psychology Psy.D. Program has been accredited by the American Psychological Association (APA) since April of 2007.

B. PROGRAM PHILOSOPHY

The School Psychology Program at St. John's University follows a practitioner-scientist model that is designed to ensure that school psychologists base their professional activities on a scientific understanding of human behavior, lifespan development, and the social and cultural influences of behavior. The mission of this program is to train future psychologists who will apply basic psychological knowledge to address the needs of children, families, and professionals in general and special educational settings.

Our students are trained to address these needs based on scientific review and evaluation. Specific emphasis is placed on providing students with competency to understand the unique needs of and provide services to underserved populations. The specific aims of our program are to prepare a) scientifically knowledgeable school psychologists; b) highly skilled professionals who can integrate and apply knowledge of psychological theory to educational practice in the service of promoting academic and social development of school age children; c) professionals to utilize educational practice to inform and extend psychological theory.

1. Program Mission

The Masters of Science (M.S.; Specialist Level) degree program in School Psychology has been designed to prepare the student for professional practice. In accordance with the Vincentian mission of St. John's University and the 11 stated training goals for the Graduate Programs in School Psychology, the M.S. program specifically aims to prepare:

1. School psychologists who can conceptualize psychological problems of children, adolescents, and their families as they relate to functioning within the school environment.
2. School psychologists who can engage in evidence-based assessment, consultation, and who can develop treatment plans and select interventions that are based on these data-driven methods to address the education and mental health needs of children and their families.
3. School psychologists who can review the theoretical and empirical literature on a professional topic and draw conclusions concerning how research will drive professional school-based practice.
4. School psychologists who can gather empirical data to answer professional questions.
5. School psychologists who can engage in professional activities at a level of competence that is consistent with professional standards and aspire to develop their professional practices at a level consistent with the highest ethical principles.
6. School psychologists who can appreciate and consider the diversity of social, cultural, and linguistic experiences that influence human behavior, academic performance, and student development.
7. School psychologists who can deliver or adapt evidence-based educational and mental health services to underserved populations.
8. School psychologists who will be regional, national, and international leaders in the field of school psychology and promote the aforementioned aims throughout their career.

2. Program Goals and Objectives

Goal 1. To Foster Skills in Data-Based Decision-Making and Accountability

Objectives:

- Use student data to identify student's strengths and needs, and measure progress and accomplishments
- Understand theories and methods of assessment and diagnosis
- Diagnose or define problems through psychological assessment and measurement
- Formulate and implement intervention strategies, including training in empirically supported procedures

Goal 2. To Foster Students' Consultation and Collaboration Skills

Objectives:

- Understand a variety of consultation models (e.g. behavioral, mental health, collaborative)
- Collaborate effectively with others in the planning and decision-making processes at the individual (child) level
- Collaborate effectively with others in the planning and decision-making processes at the group (classroom) level
- Collaborate effectively with others in the planning and decision-making processes at the system (school or school district) level.

Goal 3. To Foster Students' Development of Cognitive/Academic Skills

Objectives:

- Develop appropriate cognitive and academic goals for students with different abilities
- Implement interventions to achieve cognitive and academic goals for the students with whom you worked
- Evaluate the effectiveness of cognitive and academic interventions

Goal 4. To Foster Students' Development of Socialization and Development of Life Skills

Objectives:

- Increase knowledge in human developmental processes
- Develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities

Goal 5. To Foster Student Diversity in Development and Learning

Objectives:

- Understand the manner in which culture influences human behavior and development
- Work with individuals of diverse characteristics (individual differences, abilities, and disabilities).

Goal 6. To Develop Students' Understanding of School and Systems Organization, Policy Development, and Climate

Objectives:

- Provide educational services (e.g. general education, special education)
- Create effective learning environments for children and others
- Understand models of supervision (e.g. mental health, behavioral)

Goal 7. To Develop Students' Skills in Prevention, Crisis Intervention, and Mental Health

Objectives:

- Understand psychopathology and associated influences on biological aspects of human behavior
- Understand psychopathology and associated influences on cognitive aspects of behavior
- Understand psychopathology and associated influences on social aspects of behavior
- Assess psychopathology
- Prevention and intervention programs that promote the mental health and physical well-being of students

Goal 8. To Foster Home/School/Community Collaboration

Objectives:

- Understand family systems and methods to involve families in education and service delivery
- Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families

Goal 9. To Develop Skills in Research and Program Evaluation

Objectives:

- Understand research, statistics, and data analysis techniques
- Evaluate research and translate research into practice

- Understand research design and statistics in order to plan and conduct investigations and program evaluations for improvement of services

Goal 10. To Foster an Understanding of School Psychology Practice and Development

Objectives:

- Understand the history and foundations of psychology
- Understand the history and foundations of the profession of school psychology
- Understand various service models (i.e., direct, indirect) and methods in school psychology practice (i.e. assessment, consultation, intervention)
- Understand public policy development applicable to services to children and families
- Understand ethical, professional, and legal standards in the practice of school psychology
- Become a life-long learner, conduct scholarly inquiries, and solve problems professionally

Goal 11. To Foster Skills in Using Information Technology

Objective:

- Understand information sources and technology relevant to your work to enhance the quality of services delivered

In order to meet the specified goals and objectives of the program, courses, practica, externships, and internship provide the students with the following experiences:

- Conducting individual psychological assessments of preschoolers, children, adolescents, and young adults.
- Implementing individual and group short-term counseling and psychotherapy with preschoolers, children, adolescents, and their families.
- Assessing the needs of special populations of children, adolescents, and young adults and developing programs to meet their needs.
- Consulting with teachers and educators about academic, behavioral, and social problems of individuals.
- Consulting with school administrators to evaluate and implement educational policy and educational instructional methods.
- Developing individual educational plans for exceptional children.
- Consulting with parents about academic, behavioral, and social problems of individual children.
- Performing program evaluations.

- Developing preventive mental health programs for regular and special education populations.
- Providing crisis intervention services.
- Providing support groups for parents, students and teachers.
- Discussing the legal and ethical standards involved in the delivery of school psychology services.
- Designing programs to meet the mental health needs of children, adolescents, and young adults and their families.

Students become familiar with the varied roles and functions of the school psychologist. The program exposes students to professional school psychologists in a variety of educational contexts: preschool, elementary, intermediate, secondary and college settings; special educational programs; Committees for Special Education; community mental health centers; and in residential, day, and hospital programs for exceptional children. We accomplish this through the diverse practica, field placements, and internships provided in the second and third years of course work.

3. Professional Psychologists' Oath

The Psy.D. program at the Philadelphia College designed the following oath of Osteopathic Medicine. We believe it represents the values and philosophy of our program. All students take the oath during their orientation to the program.

I (state your name) hereby affirm that I shall discharge the responsibilities of my profession in a manner consistent with respect for the dignity and worth of the individual, and that I shall strive for the preservation and protection of fundamental human rights; That I shall seek to increase knowledge of human behavior, to evaluate the effectiveness of my professional activities, to increase self-understanding and understanding of others, and that I shall use such knowledge for the promotion of human welfare; That I shall diligently protect the welfare of those who seek my services, and that I shall use my skills to further human welfare and the integrity of the individual; And that I recognize and honor the traditions and ethics of the profession of psychology.

C. FINANCIAL SUPPORT

The Psychology Department does not manage students' financial aid. Please consult with the Financial Aid Office with your financially based inquiries.

1. Assistantships and Scholarships

Graduate assistantships are available in both academic and nonacademic departments throughout the University. Individual departments may have specific criteria for the consideration of

assistants. The applicant should refer to the information provided by the Graduate Division of St. John's College for more information about these positions.

The University requires Graduate Assistantship recipients to maintain a fulltime course of study and work a minimum of fifteen hours per week in their respective department. The assistantships provide tuition remission for a maximum of fifteen credits and sometimes, a stipend. Recipients are prohibited from outside employment for the duration of their contract with the University. Applicants for assistantships must also complete a Free Application for Federal Student Aid (FAFSA) and a New York State Tuition Assistance Program (TAP) application. Both forms are available in the Office of Financial Aid.

II. POLICY AND PROCEDURES

A. ACADEMIC STANDING

All students must maintain a 3.0 grade point average to continue in the program. Students who fail to maintain a 3.0 average, either during a particular semester or in their cumulative record, are automatically placed on academic probation by the college. The Program Director, Chair, or the Dean may limit the program of a student on academic probation. Students on academic probation cannot sit for the third-year comprehensive examination. While on academic probation it is the student's responsibility to meet with the Program Director to arrange an appropriate, corrective course of action.

B. FULL AND PART TIME STUDY

Full-time study means enrollment for at least nine credits per semester, or the equivalent. Equivalent full-time enrollment with fewer than nine credits require that students are completing an internship. In the second year of the program when enrolled in the practicum, students may register for up to fifteen credits: twelve credits of course work plus three credits of practicum. Students attending part-time should consult the University's bulletin concerning residency requirements and maximum length of time allowed to complete the degree. In addition, students are responsible for following course sequences to prevent needing to take courses in a semester when they are not ordinarily offered.

C. REGISTRATION

Students are solely responsible for registering for the correct courses that are required to fulfill their training requirements. If a student must deviate from the proposed course sequence (listed in this handbook) for any reason (e.g., not passing a course with a C [or B in certain courses] or greater), their completion of the program will likely be delayed.

Prior to each registration period, the Program Director and Program Administrative Assistant will prepare the registration forms for each cohort. Once they are complete, they will be placed in the respective student mailboxes (located in the Psychology Lounge) so that student can register themselves online once the registration period commences. In the event that a student's program has deviated somehow from the proposed schedule of study, that student must contact

the Program Director via e-mail specifying which courses they need to take to and how they plan on completing the remainder of the required courses, prior to the commencement of the registration period.

Under no circumstances will the University permit a student to enroll in a class after the late registration period ends, even if a student has been unofficially attending a class. Once a student receives a class schedule receipt, he or she is officially enrolled for the courses listed on the receipt. If a student wishes to withdraw from a course or change sections for a course, the student must obtain and complete the Change of Program form from the Graduate Division's Office. Unless a student officially withdraws from a course by following these procedures, the student will receive a final grade of "F" on his or her permanent record.

When there are two or more sections of a particular course, the department and the program reserves the right to direct students into particular sections of a course. This means a student may not get into a specific section of a course they had wanted.

If a student has any problems with his or her course work, practicum experiences, field placement, or internship experiences, or if the student has difficulty with unprofessional contact by any faculty member or supervisor, the student should first discuss such problems with the Program Director. If the student believes the matter has not been resolved satisfactorily, he or she should proceed according to the chain of command and consult with the Department Chair, the Associate Dean for Graduate Studies, and, finally, the Dean of St. John's College.

D. CONTINUOUS ENROLLMENT

Continuous enrollment until graduation is mandatory for all students enrolled in degree programs. Students who fail to enroll in course work **MUST** maintain their active status by enrolling in the appropriate "Maintaining Matriculation" course during the scheduled registration period. Students who register for Maintaining Matriculation are no longer considered to be in full-time status and will be required to begin payments on any student loans they may have. Those students who fail to maintain continuous enrollment for one semester must:

1. Apply for readmission.
2. Meet the requirements of the program in effect at the time of application for readmission.
3. Be readmitted.

E. TIME LIMIT

Students must fulfill all requirements within five years. Students may request to extend the time for obtaining the Master's degree if they are unable to devote their full time to graduate study. Please note that degree credit will not count for courses completed more than five years before the granting of the degree. If a student takes longer than five years to complete the degree, he or she may have to retake courses more than five years old.

F. ATTENDANCE POLICY

Faculty expect all students to attend classes regularly. No penalty exists for absence from class, unless a professor specifies in the course materials that class participation is part of the grade. Under no circumstances will students be excused from work missed. Students will always be held responsible for all announced exams and assignments at the proper due date. Individual faculty members determine whether or not a student is to receive a make-up examination. Please note, this policy does not apply to final examinations as the specifications are provided by the Dean's office each term.

G. GRADING

The letter system for assigning grades and the quality points associated with each grade are as follows:

Grade:	Quality Points:
A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C+	2.3
C	2
F	0
IN Incomplete	0
ABF Absent/Failure	0
WD Withdrawal	0
P Passing	0
AU Audit	0

All master's students must receive a grade of "B" or better in the following courses (661, 662/662B, 752/752B, 753, 761/761B, 762/762B) and a grade of "C" or better in all other courses to receive credit to count toward their master's degree.

The grade points earned for a course are derived by multiplying the points corresponding to the grade as depicted above by the number of semester hours of credit attached to that course. The total grade points for all courses divided by the total number of credits attempted yields the quality point index.

Students must receive a "C" or better to get academic credit in all courses. Students who receive a grade below a "C" in any course must retake the courses until they receive a "C" or better. Students may not enroll in the internship courses (752, 752B, and 753) if they have an incomplete in the practicum courses (761, 761B, 762, 762B). A grade of "F" will result in (1) immediate academic probation and (2) review by the Graduate Education Planning Committee (GEPC) for determination of suspension or termination of the student's program.

It is solely the student's responsibility to be aware of any courses that need to be re-taken.

If a student wishes to formally appeal a grade, he or she should contact St. John's College to obtain a copy of the *Academic Fairness Procedure* document. This document outlines the recommended informal and formal routes for students to follow.

1. Incomplete Grades

The individual professor has the discretion to decide if a student can receive an incomplete grade. Students must receive formal approval from the professor to take an IN (incomplete). Students must request an incomplete before the end of the semester. Students receiving an IN grade (e.g., failing to submit a term paper or research project) must submit the missing work to the Dean's Office, not to the professor. The due date for removing incomplete grades appears in the Academic Calendar and is approximately two months after the start of the following semester. If a student desires a longer extension period, he or she must make a request in writing. Approval for such requests must come from the professor, Chair, and Dean's Office before the deadline. Failure to do so will result in a permanent incomplete, and the student must repeat the course if it is required in the program. If a student receives an incomplete in his or her final semester, he or she will automatically be removed from the graduation list. Failure to take the final examination does not qualify as a reason for an incomplete grade. This action has a separate grade category with different consequences.

2. Missing the Final Examination

Students who, for whatever reason, fail to take or complete the final examination in a course receive a grade of ABF. The professor must submit the make-up examination to the Dean's Office. The Dean's Office will administer the examination. Students must report to the Dean's Office immediately to determine the schedule for make-up examinations. The Dean's Office sets this date, not the professor. If a student fails to take the make-up examination, the ABF grade will be converted to a grade of F.

3. Withdrawal Grades

If a student withdraws from a course with the Dean's permission any time before the date indicated in the Academic Calendar, he or she will receive a grade of WD (Withdrawal). The date of withdrawal is the date the Dean signs the "Change of Status" form, which students can obtain in the Dean's Office. To withdraw from a course, students must have the necessary form signed by the Dean before the final five weeks of class. After that time, a student may not officially withdraw from a course.

To allow for greater precision in assigning final grades, the University has adopted the mark of UW ("unofficial withdrawal"). Typically, the mark of UW would be assigned to a student who: a) never attended class; b) attended so sporadically that there is no basis for assigning an earned grade; or c) who stopped attending without explanation and for whom there is insufficient basis for assigning an earned grade. The mark of UW does not affect a student's GPA.

This new mark is intended to provide faculty with an option to be used at their discretion and to eliminate the ambiguity that results from practices that allow the mark of WD to signify both an official and an unofficial withdrawal and the grade of F to signify both an earned failure and an

unofficial withdrawal. Individual faculty are free to determine the circumstances under which the mark of UW is assigned.

4. Probation

A student whose GPA falls below a 3.0 will be placed on academic probation and does not qualify to sit for the comprehensive examination. The Chair and Dean's Office reserve the right to limit a student's program if he or she is on academic probation.

H. FINAL EXAMINATIONS

The University's Academic Calendar will stipulate the final examination schedule. Students unable to sit for a scheduled final examination must contact the Dean's Office before the final exam and provide documentation of reason for absence. The Dean may approve a request for a make-up examination if the student's academic work is acceptable and when the reason for absence is of a serious nature. If a make-up exam is permitted, the student will receive a grade of ABF for the course until the exam is made-up. The grade of ABF will be converted to an F if the student fails to sit for the make-up examination at the scheduled time. Students who choose the ABF grade will pay a fee for the make-up exam. A student who fails to show up for the final exam without prior approval may be assigned a grade of F by the course professor.

I. TRANSFER CREDITS

A student may transfer a maximum of twelve (12) credits from another accredited university with the approval of the Program Director and Dean. Requested transfer credits must not have fulfilled requirements for another degree. Forms are available in the Dean's Office to request transfer of credit. Catalog descriptions and an official transcript copy must be presented to the Program Director for the graduate courses for which transfer credit is requested. The Program Director will forward all information to the Dean's office for final approval. If the grade obtained was below a B, no transfer credit will be allowed. No credit will be given for pass/fail courses. Transfer credits will not affect cumulative quality points. No degree credit will be allowed for courses completed after the stipulated time limit (see "Time Limits"). To request transfer credit, students must have already completed a minimum of twelve credits in the graduate program at St. John's. The entire review process takes one to two months. Transfer of credit must occur before the semester in which the student will be applying for the comprehensive examination.

J. PROGRAM DEGREE REQUIREMENTS

The program requires the satisfactory completion of 66 credits (which includes a five-day per week internship during the third academic year), a comprehensive examination, and the Praxis School Psychologist examination. Upon completion of these requirements, students will be awarded the M.S. in School Psychology (after the third full year). This allows the student to qualify for a provisional New York State School Psychology Certification that authorizes practice as a school psychologist in the school system. This certificate is valid for five years from the date of issuance. With the accumulation of two years of school experience, a permanent certification is issued in the field of pupil personnel services.

The Program is aligned with the requirements that are specified to practice as a School Psychologist and Psychologist in the State of New York. Students must be aware of the certification and/or licensure requirements for the location(s) in which they desire to practice. Some locations require training experiences that are not necessary in the State of New York (e.g., courses, supervision, workshops, etc). It is student's sole responsibility to be knowledgeable about these requirements.

K. STUDENT WORK POLICY

School psychology students may not do psychological work in an off-campus facility that is not a part of their program requirements, field placement, courses, or university fellowship/assistantship without the approval of the Program Director. Violation of this policy may result in academic discipline. Any questions regarding this policy should be discussed with the Program Director.

L. MALPRACTICE / PROFESSIONAL LIABILITY INSURANCE

It is the student's responsibility to make sure they purchase some form of malpractice or professional liability insurance before they begin their assessment practicum (PSY 761 or 761B). Professional Liability policies need to be renewed each year, and updated copies of the current liability insurance certificate need to be given to the program administrative assistant as soon as the policy is issued. Given the applied nature of the program, the student must protect themselves against any unforeseen lawsuits. The University insurance policy covers students if they are doing professional work that is part of their degree requirements.

Insurance packages for psychology graduate students are readily available through the National Association for School Psychologists (NASP) and the American Psychological Association (APA). Insurance packages typically are not more than \$50 per 12 months of coverage. Each organization provides additional information and application packages on their respective websites.

Please note that some training sites will request a copy of the University's insurance policy. All such requests should be directed to the School Psychology Fieldwork Coordinator. Further, if a site is requesting to be added to the University policy as an "additional insured," they must furnish the exact name and address of the physical location that they wish to add.

M. ACADEMIC INTEGRITY

The University's policy and administrative procedures governing scientific misconduct is outlined in its entirety in the policy document available from the Office of Grants and Sponsored Research. Below is an abbreviated version of the document and instructions for obtaining a copy of the entire policy.

Truth, integrity, and credibility are critical and distinctive principles of any educational and research institution. Adherence to these principles is essential for the efficient progress of scientific research and for the preservation of the trust of the public and the research community.

The maintenance of accepted standards in research and scholarly conduct based on these principles is highly regarded by the scientific community and is a major responsibility of St. John's University. Consequently, standards and procedures governing scholarly and/or scientific misconduct exist.

Scientific misconduct is generally defined as any fabrication, falsification, omission, plagiarism, suppression, theft, misappropriation, or other practice that violates the standards commonly accepted within the scientific community for proposing, conducting, or reporting research. Honest errors or honest differences in interpretations or judgments of data are not regarded as scientific misconduct. Specific acts of scientific misconduct include but are not limited to the following: falsification or misrepresentation of data, plagiarism, and abuse of confidentiality.

More extensive definitions of scientific misconduct and an outline of the procedures that are followed when an allegation of scientific misconduct occurs within the context of a research project are described in the University's Policy and Administrative Procedures Governing Scientific Misconduct document. This policy document is available on the St. John's website.

In addition, to provide more specific guidance to students writing term papers, the School Psychology Department has adopted a statement on plagiarism written by Dr. M. Roig. This statement provides a definition of plagiarism, examples of the various types of plagiarism, and provides teaching exercises to help students develop proper paraphrasing skills. The department's Plagiarism Statement is included in Appendix A.

N. UNIVERSITY POLICY ON HARASSMENT AND DISCRIMINATION

The University's policy against discrimination, discrimination-related harassment, sexual harassment and related complaint procedures are set forth in the St. John's University Student Handbook. Below is an abbreviated version of the document and instructions for obtaining a copy of the entire policy.

Consistent with the University's mission as a Catholic, Vincentian, and metropolitan institution, the University abides by all applicable federal, state, and local laws which prohibit discrimination on the basis of race, religion, color, national or ethnic origin, age, sex, sexual orientation, marital status, citizenship status, disability, genetic predisposition or carrier status, and status in the uniformed services of the United States in any educational or employment program, policy, or practice of St. John's University. In accordance with these laws, the University also prohibits retaliation against anyone who has complained about discrimination, discrimination-related harassment or otherwise exercised rights guaranteed by these laws.

Harassment assumes many forms. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct interferes with an individual's education or employment. Additional forms of discrimination-related harassment include verbal forms (i.e., racial or sexual epithets, derogatory slurs), visual/non-verbal forms (i.e., derogatory posters, leering, or obscene gestures), physical forms (i.e., unwanted touching, patting, hugging, etc.), and making or threatening to make reprisals as a result of a negative response to harassment.

St. John's also adopts a non-fraternization policy. Specifically, amorous or sexual relationships are not to be conducted by persons in unequal positions. The University considers it inappropriate for any member of the faculty, administration, or staff to establish an intimate relationship with a student upon whose academic or work performance he or she will be required to make professional judgments.

Any member of the University community who believes that he or she has been the victim of discrimination or harassment should follow the complaint procedure outlined in the St. John's University Student Handbook. Briefly, students who believe they are the victim of discrimination or harassment should promptly report the matter to their immediate supervisor, the Department Chair, the Dean of the College of Arts and Science - Graduate Division, or the Dean of Student Life. If resolution at the direct administrative level is not successful, students may contact the University's Compliance Officer. Disciplinary action will follow the procedures outlined in the Collective Bargaining Agreement and University Statutes.

Students have the option of following an informal or formal complaint procedure. The informal procedure does not require written documentation. Typically, a series of meetings are held with all appropriate officials in attendance. The purpose is to achieve a local resolution that is satisfactory to the student. Although the process is called informal, the procedure and its outcome are official.

To launch a formal complaint procedure, students are required to submit a written complaint statement to the University's Compliance Officer within 60 days of the alleged discrimination or harassment. Within 14 days, the Compliance Officer must begin to investigate the complaint. Every effort is made to resolve the complaint within 60 days.

If the matter is not resolved to the student's satisfaction by the Compliance Officer, students may request to have the complaint reviewed by a panel of members from the University Community. The panel review committee will launch its own investigation and submit its finding in writing to the Compliance Officer. This finding is final. Within 7 days of receiving the finding, the Compliance Officer must communicate the finding to the student, in writing. If the panel finds that there has been a violation of the University's policy against discrimination, discrimination-related harassment, and sexual harassment has occurred, the Compliance Officer shall take prompt and appropriate remedial action. The resolution recommended by the Compliance Officer is deemed final, binding, and cannot be appealed.

A complete copy of the University's policy against discrimination, discrimination-related harassment, sexual harassment, and related complaint procedures is available in the St. John's University Student Handbook. A copy of this handbook and the University's Policy can be accessed on the St. John's website.

O. UNIVERSITY GUIDELINES DETERMINING ELIGIBILITY FOR SERVICES FOR STUDENTS WITH DISABILITIES

St. John's University students who are interested in requesting accommodations for a disability must present documentation of the disability to the Office of Disability Services.

Students diagnosed with physical and/or mental impairments qualify as persons with disabilities when their conditions substantially limit them in one or more major life activities. St. John's University provides reasonable accommodations to students with disabilities with consultation from their academic programs when necessary. Reasonable accommodations are adjustments to policies, practices, or procedures that facilitate equal access and opportunity for students with disabilities to the University's programs, activities and services. Services for students with a documented disability are available through the Office of Disability Services.

The goal of documentation is twofold: to verify and support the student's status as disabled and to address the way in which the disability impairs the student's access to education. The documentation should provide a meaningful understanding of the student's limits and, importantly, detail reasonable accommodations which will effectively equalize the student's ability to perform in the university setting.

All documentation is kept confidential and should be submitted directly to ODS. Students requesting accommodations should schedule an appointment with an ODS administrator and identify their needs as early in their tenure at St. John's as possible.

Guidelines Determining Eligibility for Services:

St. John's University students requesting accommodations for a disability must present verification of eligibility through documentation of the disability and current functional limitations.

An evaluation must have been completed by a qualified, certified and/or licensed professional (physician, health care provider, psychologist and/or psychiatrist) who has experience with an adolescent and adult population. The professional's credentials/licensing information must appear on the documentation.

The evaluator must include in the test report evidence that the instruments selected are reliable and valid for use with an adolescent or adult. Documentation of impairment alone may not be sufficient to require that the student be provided a reasonable accommodation. It must be demonstrated that the impairment rises to the level of a disability according to the Americans with Disabilities Act. For example, the impairment must substantially limit or restrict a major life activity (i.e., learning, reading, concentrating, and/or thinking). The documentation must provide information to support the need for all accommodations requested.

An ODS administrator will evaluate the documentation and requested accommodations. When necessary, specific academic units will be consulted regarding the accommodations. Additional

documentation may be required to support the student's request.

Temporary accommodations are considered.

A student having dissatisfaction with the decision for accommodation granted has the right to appeal the decision in accordance with the University's "Policy Against Discrimination and Sexual Harassment and Related Grievance Procedures."

An ODS administrator may be contacted for information regarding specific documentation required or for explanation of this policy.

P. INTERNATIONAL STUDENTS

All foreign students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and have the official results sent directly to St. John's (the code for St. John's, Queen's Campus is #2799). Applicants who meet other admissions criteria but have TOEFL scores that fall below the University standards may be conditionally accepted contingent upon completion of The Language Connection (TLC). Note that no course credits are awarded for the TLC.

Q. GRIEVANCE POLICY

The School Psychology Program's grievance procedures are as follows:

If a student has a grievance with faculty, staff, or another student associated with the program, the student should meet first with the person who is believed to be responsible for the grievance in an attempt to resolve the problem informally. The department believes that many student concerns can be resolved through direct and open communication between the parties concerned.

If the student is not satisfied with the results of the informal meeting or is not comfortable communicating directly with the person with whom he or she has a grievance, then the student should arrange a meeting with another faculty member or the Program Director.

If the student grievant is dissatisfied with the results of Step 2 (meeting with their faculty advisor or the Program Director), s/he should request a meeting with the Chair of the Psychology Department. If necessary, the Department Chair might schedule a joint meeting with the grievant and the individual with whom the grievance is directed within ten working days.

If the student is not satisfied with the results of the meeting with the department chair, he or she may submit a written complaint to the GEPC, along with a request for a meeting with the GEPC. All students are informed as to who the faculty members are of the GEPC at the beginning of each academic year. The written grievance should be presented promptly to the GEPC and prior to the scheduled meeting. After the student meets with the GEPC, the Department Chair will return a written response to the student grievant within ten working days. If the grievance is resolved, a copy of the written resolution will be included in the student's file.

If either party is dissatisfied with the results of Step 4, s/he may appeal in writing to the Dean of St. John's College within ten working days from the date of the Step 4 response. Upon receipt of the appeal, the Dean will schedule a meeting with the grievant and the individual with whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The Step 5 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the student's file.

R. REMEDIATION POLICY: HANDLING & REMEDIATING STUDENT DIFFICULTIES

The procedures for the handling and remediation of any noted difficulties in progress will be communicated directly to the student as follows: Progress is reviewed annually at a meeting of the entire program faculty. The faculty rate student academics, clinical skills, interpersonal skills, and responsibility. If necessary, faculty will review student transcripts and supervisor feedback in making a determination regarding performance and overall progress in the program. The findings of the student review are documented in a letter to the student stating if they are making satisfactory progress. If the student is not making progress as expected, they are instructed to meet with a member of the core faculty or the Program Director to discuss methods for improvement of performance.

Faculty also monitor student progress in an ongoing manner via performance in coursework or supervision in practica during each semester. Ongoing monitoring provides an opportunity to address concerns that may arise suddenly without having to wait until the annual review. The manner in which any identified concerns or problems are managed is as follows: If an ongoing review indicates particular concerns or unsatisfactory progress in any area, it is required that the faculty advisors arrange a meeting with the student to discuss the issues that have been noted. If, in the opinion of the faculty advisor or faculty as a whole, the concerns warrant formal action or remediation, a recommended improvement plan will be developed jointly by the student and, as appropriate, in consultation with any faculty members familiar with the areas in which the difficulties are noted. The plan will be given to the student in writing by the faculty advisor and offered as a recommendation for improving performance. In the event that satisfactory progress is not attained by the next scheduled review or end of the semester, the faculty will meet and develop a new recommended improvement plan, jointly. The relevant faculty member will again meet with the student and present the plan, which may include, but is not limited to, repeating coursework, delays in starting intern/externships, extra-curricular training, or termination from the program.

Exceptions to these procedures are allowed in cases where students have engaged in particularly egregious conduct, for example ethical or legal misconduct, actual or threatened physical or verbal aggression, academic dishonesty, and the like, in which case a student may be referred by any faculty member directly to the appropriate administrative level to face disciplinary actions in accordance with university policies.

III. STRUCTURE OF THE SCHOOL PSYCHOLOGY PROGRAM

A. SCHEDULE FOR FULL-TIME STUDENTS: MS-GENERAL TRACK - STUDENTS WHO ENTERED THE PROGRAM ON OR AFTER FALL 2020

YEAR	FALL	SPRING	SUMMER
1	661: Psychoeducational Assessment (3 credits) 661L: Psychoeducational Assessment Lab (0 Credits) 665: Introduction to School Psychology (3 credits) 666: Interviewing Skills (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) Semester Total: 12 credits	662: Psychoeducational Assessment II (3 credits) 662L: Psychoeducational Assessment II Lab (0 credits) 671: Child and Personality Assessment (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) 749: Behavior Therapy (3 credits) Semester Total: 12 credits	N/A Cumulative: 24 credits
2	6XX: Statistics for School Psychology I (3 credits) 627: Cultural Diversity (3 credits) 715: Assessment, Diagnosis, & Remediation of Learning Disabilities (3 credits) OR 716: Consultation (3 credits) 761: Psychological Assessment Practicum I (3 credits) 620: Cognitive Psychology of Academic Learning (3 credits) Semester Total: 15 credits	6XX: Statistics for School Psychology II (3 credits) 623: Developmental Psychology (3 credits) 648: Physiological Psychology (3 credits) 715: Assessment, Diagnosis, & Remediation of Learning Disabilities (3 credits) OR 716: Consultation (3 credits) 762: Psychological Assessment Practicum II (3 credits) Semester Total: 15 credits	 Cumulative: 54 credits
3	752: Internship Seminar I (3 credits) ELECTIVE (3 credits) Semester Total: 6 credits	105: Comprehensive Examination (0 credits) 753: Internship Seminar II (3 credits) ELECTIVE (3 credits) Semester Total: 6 credits	N/A Cumulative: 66 credits

SCHEDULE FOR FULL-TIME STUDENTS: MS-GENERAL TRACK - STUDENTS WHO ENTERED THE PROGRAM ON OR BEFORE FALL 2019

YEAR	FALL	SPRING	SUMMER
1	603: Statistical Design (3 credits) 603L: Statistical Design Lab (0 credits) 661: Psychoeducational Assessment (3 credits) 661L: Psychoeducational Assessment Lab (0 Credits) 665: Introduction to School Psychology (3 credits) 666: Interviewing Skills (3 credits) Semester Total: 12 credits	620: Cognitive Psychology of Academic Learning (3 credits) 648: Physiological Psychology (3 credits) 662: Psychoeducational Assessment II (3 credits) 662L: Psychoeducational Assessment II Lab (0 credits) 671: Child and Personality Assessment (3 credits) Semester Total: 12 credits	N/A Cumulative: 24 credits
2	627: Cultural Diversity (3 credits) 659: Psychological Scaling & Measurement (3 credits) 716: Consultation (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) 761: Psychological Assessment Practicum I (3 credits) Semester Total: 15 credits	623: Developmental Psychology (3 credits) 715: Assessment, Diagnosis, & Remediation of Learning Disabilities (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) 749: Behavior Therapy (3 credits) 762: Psychological Assessment Practicum II (3 credits) Semester Total: 15 credits	N/A Cumulative: 54 credits
3	615: Research Methods (3 credits) 752: Internship Seminar I (3 credits) Semester Total: 6 credits	105: Comprehensive Examination (0 credits) 753: Internship Seminar II (3 credits) ELECTIVE (3 credits) Semester Total: 6 credits	N/A Cumulative: 66 credits

B. BILINGUAL PROGRAM

The curriculum requirements for the bilingual school psychology program meets the requirements for the Bilingual Certification by the NYS Education Department in the following manner:

Twelve courses (36 credits) in the general school psychology program are also required of students in the bilingual program.

The following four courses in the program were altered to reflect material required by the New York State Department of Education for Bilingual Certification:

- a. Developmental Psychology (PSY 624) includes extensive discussion of cross-cultural perspectives in child development.
- b. Interviewing and Case Formulation (PSY 666) includes readings in counseling and interviewing culturally diverse children.

c. Child and Adolescent Personality Assessment I (PSY 671) includes instruction on the use of personality tests and their standardization with African American and Hispanic youth.

d. School Psychology Internship Seminar I (PSY 752B) includes instruction on the State Education Department's regulations concerning the assessment and placement of bilingual children.

Practicum I & II (PSY 761B & 762B) provides students in their second year (prior to their internship) practicum experience in serving bilingual children and their families. These courses are similar in structure to the courses taken by the regular school psychology program (PSY 761 & 762), except that students in these courses are typically supervised by a bilingual school psychologist and are trained to provide school psychological services to bilingual children and their families.

Three courses (9 credits) are also required for students in the bilingual program. These include: "Psychoeducational Assessment of Culturally and Linguistically Diverse Children" (PSY 662B), "Cultural Diversity in Psychological Services" (PSY 627), and "Psycholinguistics and the Practice of School Psychology with Bilingual Populations" (PSY 729).

Certification as a Bilingual Psychologist. To obtain certification as a bilingual school psychologist in NY State, a student must take and pass the Bilingual Education Assessment (BEA). It is the student's responsibility to register for this exam on his/her own. The BEA assesses knowledge and skills in the foundations of bilingual education, listening and reading comprehension, and written and oral expression. Offered in the target language of the certificate extension sought, it consists of multiple-choice questions, audiotaped listening and speaking components in English and the target language and reading and writing components in the target language. For more information about the New York State Teacher Certification Examinations, including online test registration, study guides, testing schedules, and more, go to: www.nystce.nesinc.com.

Enrollment in the Bilingual Track. Students must obtain approval from the Program Director to enroll in the bilingual track. This decision must be made prior to the 2nd semester in the program (during the Fall of the 1st year). Enrollment in the bilingual track is not contingent upon passing the BEA. Students are expected to take the BEA exam only if they want to receive the bilingual credential in New York State. Those who chose not to take the BEA can still utilize the bilingual training in their practice as school psychologists.

1. SCHEDULE FOR FULL-TIME STUDENTS: MS-BILINGUAL TRACK - STUDENTS WHO ENTERED THE PROGRAM ON OR AFTER FALL 2020

YEAR	FALL	SPRING	SUMMER
1	661: Psychoeducational Assessment (3 credits) 661L: Psychoeducational Assessment Lab (0 Credits) 665: Introduction to School Psychology (3 credits) 666: Interviewing Skills (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) Semester Total: 12 credits	662B: Psychoeducational Assessment II (3 credits) 662BL: Psychoeducational Assessment II Lab (0 credits) 671: Child and Personality Assessment (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) 749: Behavior Therapy (3 credits) Semester Total: 12 credits	N/A Cumulative: 24 credits
2	6XX: Statistics for School Psychology I (3 credits) 620: Cognitive Psychology of Academic Learning (3 credits) 627: Cultural Diversity (3 credits) 715: Assessment, Diagnosis, & Remediation of Learning Disabilities (3 credits) OR 716: Consultation (3 credits) 761B: Psychological Assessment Practicum I (3 credits) Semester Total: 15 credits	6XX: Statistics for School Psychology II (3 credits) 623: Developmental Psychology (3 credits) 648: Physiological Psychology (3 credits) 715: Assessment, Diagnosis, & Remediation of Learning Disabilities (3 credits) OR 716: Consultation (3 credits) 762B: Psychological Assessment Practicum II (3 credits) Semester Total: 15 credits	 Cumulative: 54 credits
3	729: Psycholinguistics (3 credits) 752B: Internship Seminar I (3 credits) Semester Total: 6 credits	105: Comprehensive Examination (0 credits) 753: Internship Seminar II (3 credits) Semester Total: 3 credits	N/A Cumulative: 66 credits

SCHEDULE FOR FULL-TIME STUDENTS: MS-BILINGUAL TRACK - STUDENTS WHO ENTERED THE PROGRAM ON OR BEFORE FALL 2019

YEAR	FALL	SPRING	SUMMER
1	603: Statistical Design (3 credits) 603L: Statistical Design Lab (0 credits) 661: Psychoeducational Assessment (3 credits) 661L: Psychoeducational Assessment Lab (0 Credits) 665: Introduction to School Psychology (3 credits) 666: Interviewing Skills (3 credits) Semester Total: 12 credits	620: Cognitive Psychology of Academic Learning (3 credits) 648: Physiological Psychology (3 credits) 662B: Psychoeducational Assessment II (3 credits) 662L: Psychoeducational Assessment II Lab (0 credits) 671: Child and Personality Assessment (3 credits) Semester Total: 12 credits	N/A Cumulative: 24 credits
2	659: Psychological Scaling & Measurement (3 credits) 716: Consultation (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) 729: Psycholinguistics (3 credits) 761B: Psychological Assessment Practicum I (3 credits) Semester Total: 15 credits	623: Developmental Psychology (3 credits) 715: Assessment, Diagnosis, & Remediation of Learning Disabilities (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) 749: Behavior Therapy (3 credits) 762B: Psychological Assessment Practicum II (3 credits) Semester Total: 15 credits	N/A Cumulative: 54 credits
3	615: Research Methods (3 credits) 752B: Internship Seminar I (3 credits) Semester Total: 6 credits	105: Comprehensive Examination (0 credits) 627: Cultural Diversity (3 credits) 753: Internship Seminar II (3 credits) Semester Total: 6 credits	N/A Cumulative: 66 credits

C. DESCRIPTION OF REQUIRED COURSES

603 STATISTICAL DESIGN IN RESEARCH

This course is designed to give those students who will be primarily consumers, as opposed to conductors, of research. The course involves both a review of basic concepts in statistics and an introduction to the methods typically used in contemporary research such as analysis of variance, correlation, and regression. By the conclusion of the course, students will have the ability to critically evaluate the results and conclusions communicated in scholarly work in various fields of psychology. Credit: 3 semester hours.

608 STATISTICAL DESIGN IN RESEARCH

This course concentrates on the use of advanced parametric techniques in the statistical design of experiments. Emphasis is placed on the different models of analysis of variance from one-way to split-plot designs. The conceptual framework of the general linear model is emphasized. This course is not required for masters students, however students who wish to apply to the doctoral program may take this course instead of 603, as 608 is a required course for doctoral students. If a masters student opts to take 608 instead of 603, they must also complete 614 in order to receive credit. Credit: 3 semester hours.

614 MULTIVARIATE ANALYSIS FOR PSYCHOLOGICAL RESEARCH

Prerequisite: 608 with grade of “B” or higher. The purpose of this course is to present the student with a variety of multivariate research designs along with their appropriate statistical techniques which have application in experimental and clinical research settings. Topics include matrix algebra, multiple regression, factor analysis, discriminant analysis, logistic regression, introduction to multivariate analysis of variance, and introduction to path analysis and structural equation modeling. This course is not required for masters students, however students who choose to take 608 instead of 603 must also enroll in 614 in order to receive credit. Credit: 3 semester hours.

615 RESEARCH METHODS IN SCHOOL PSYCHOLOGY

This course is a survey of the research methods and statistical techniques used in the study of children and their development. Special emphasis will be given to the type of research questions asked by the school psychologist (e.g., program evaluation, assessment techniques, etc.). Students are encouraged to take this course during their first or second year in summer session in order to begin dissertation research preparation. Credit: 3 semester hours.

620 COGNITIVE PSYCHOLOGY OF ACADEMIC LEARNING

An examination of the theory, research and application concerning the cognitive processes that underlie children’s development of mathematical thinking, reading comprehension and study skills. Principles that underlie the assessment strategies and effective teaching and learning of math and reading are discussed.

622 SOCIAL PSYCHOLOGY

An integration and evaluation of the contributions to psychology from psychologists, sociologists, and anthropologists. Social influences on personality development, attitudes, group behavior, and prejudices are discussed. Credit: 3 semester hours.

623 DEVELOPMENTAL PSYCHOLOGY

An overview of the major issues of contemporary developmental psychology from a life-span perspective. Particular emphasis is placed on relevant historical antecedents, theory, core conceptual issues, emerging methodology, major research projects, and selected research findings. Credit: 3 semester hours.

627 CULTURAL DIVERSITY IN PSYCHOLOGICAL SERVICES

A course in diverse cultural perspectives which explores the cultural similarities and differences between psychologist and client and the way these factors affect the delivery of psychological services. Credit: 3 semester hours.

648 PHYSIOLOGICAL PSYCHOLOGY

Neuroanatomy plus readings and discussion of recent research with emphasis on sensory coding, neural bases of learning, and physiological bases of a variety of psychological disorders. Credit: 3 semester hours.

659 PSYCHOLOGICAL MEASUREMENT AND SCALING

Theories of measurement, scaling, and test construction in psychology, including issues of

validity and reliability. Scaling models are discussed in relation to attitudes, abilities, psychophysics, and psychometrics. Credit: 3 semester hours.

661 PSYCHOEDUCATIONAL ASSESSMENT I

Administration, scoring, theoretical interpretation, psychometric and qualitative characteristics, and comparative analysis of contemporary scales of intelligence and cognitive ability test batteries serve as the basis for this course. Emphasis will be placed on understanding the role of theory as a foundation for conceptualizing all aspects of assessment, as well as integrating and compiling test results in a psychological report. Test Fee: \$100. Credit: 3 semester hours.

662 PSYCHOEDUCATIONAL ASSESSMENT II

Prerequisite: PSY 661 with grade of “B” or higher. Advanced issues in administration, scoring, theoretical interpretation, psychometric and qualitative characteristics, and comparative analysis of both contemporary cognitive and academic ability test batteries form the major components of this course. Emphasis will be placed on an integrated approach to assessment, particularly, learning disability determination, report writing, and interpreting data from cognitive and achievement batteries from contemporary theoretical perspectives. Test Fee: \$100. Credit: 3 semester hours.

662B PSYCHOEDUCATIONAL ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN

Prerequisite: PSY 661 with grade of “B” or higher. Administration, scoring, theoretical interpretation, and psychometric and qualitative comparative analysis of newer cognitive, achievement, and special purpose test batteries - including those available in languages other than English. The use of these tests with bilingual children will be emphasized. Research on the use of standardized tests with culturally and linguistically diverse children will be reviewed and nondiscriminatory assessment strategies will be discussed. Emphasis will be placed on report writing and interpreting cognitive batteries from contemporary theoretical perspectives and the child’s cultural and linguistic background. Test Fee: \$100. Credit: 3 semester hours.

665 INTRODUCTION TO SCHOOL PSYCHOLOGY

A general understanding of the various roles and functions of the school psychologist. Introducing the profession of school psychology from a historical, scientific, and practical perspective. Credit: 3 semester hours.

666 INTERVIEWING SKILLS FOR COUNSELING AND CONSULTATION

An understanding of psychopathology and psychodynamics as a foundation for the psychological interview and as a basis for counseling. Following an historical perspective of the field, general principles of interviewing are considered, and practice is gained in the interview for diagnostic assessment. Credit: 3 semester hours.

671 CHILD AND ADOLESCENT PERSONALITY ASSESSMENT

Strategies for assessing child and adolescent personality will be explored. Emphasis will be placed on those projective and objective techniques utilized in the field. A practicum (PSY 761) will accompany this course. Credit: 3 semester hours. Practicum fee: 3 graduate credits.

715 ASSESSMENT, DIAGNOSIS, AND REMEDIATION OF LEARNING DISABILITIES

Prerequisite: PSY 661, 662 with grade of "B" or higher. A systematic study of the psychoneurology of learning disorders of children; classification of learning disorders; receptive, expressive, and central disorders of learning; and assessment of diagnostic procedures. Credit: 3 semester hours.

716 PSYCHOEDUCATIONAL CONSULTATION

This course presents essential information about what a school psychologist needs to be an effective consultant and change agent within the school environment. Students are introduced to a variety of topics related to school-based consultation with families, educators, and other personnel within the school system. Programs and interventions used to address the prevention, correction and remediation of existing social-emotional and academic concerns are presented with an emphasis on a behavioral orientation. Students learn about the process of collaborative consultation, the nature and structure of the school system, and the importance of working with family and community members as part of a multidisciplinary service delivery model. Credit: 3 semester hours.

726 PSYCHOPATHOLOGY ACROSS THE LIFESPAN I

An overview of the biological, developmental, socio-cultural, psychodynamic development, and behavioral determinants of psychopathology in children. Special attention will be given to the relevance of the concepts presented in this course in relation to the work of the school psychologist. Credit: 3 semester hours.

727 PSYCHOPATHOLOGY ACROSS THE LIFESPAN II

The course pursues a discussion of further diagnostic categories not included in Psychopathology of Childhood and Adolescence I, such as developmental disorders, communication and learning problems, organic disorders with a large psychological component, psychosomatic and physical handicaps, and anti-social behavior. There is some discussion of the problems of differential diagnostic assessment based on DSM IV and treatment of behavior disorders in children. Credit: 3 semester hours.

729 PSYCHOLINGUISTICS AND THE PRACTICE OF SCHOOL PSYCHOLOGY WITH CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS

This course will provide the student with an understanding of normal language development, second language acquisition, and the problems in delivering school psychological services to bilingual children. Students will be taught to differentiate between language difficulties encountered in acquiring a second language from language "deficits" or disorders. Credit: 3 semester hours.

749 BEHAVIOR THERAPY: ASSESSMENT, TREATMENT, AND CONSULTATION

This course is aimed at providing a theoretical and practical understanding of the behavioral orientation to psychological assessment and intervention with school-aged children and adolescents in school settings. The course deals with the scientific principles underlying behavior therapy intervention, the clinical application of the procedures in both direct service and indirect consultation models of service delivery, and the empirical support for the efficacy of such procedures. Credit: 3 semester hours.

752 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR I: PROFESSIONAL ISSUES

Prerequisites: Completion of PSY 762 or 762B. Students with a failing grade or a grade of IN (incomplete), will be dropped from the roster. The ethical standards of the American Psychological Association, the National Association of School Psychologists, and legislative and case law effecting educationally handicapped children will be discussed in detail. Legal issues affecting and impacting the practice of psychology and standards of professional practice will also be presented. The New York State Child Abuse reporting laws and professionals' responsibility under this law will also be presented. Students are assigned to a public or private school providing services for regular education children for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities and discuss the ethical implications of their cases. Credit: 3 semester hours.

752B BILINGUAL SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR I: PROFESSIONAL ISSUES BILINGUAL

Prerequisite: PSY 761B & 762B. Students with a failing grade or a grade of IN (incomplete), will be dropped from the roster. Classroom presentations will focus on recent advances in assessment and intervention strategies for working with linguistically diverse children. Topics to be discussed include, models of school psychology service delivery, interviewing, assessment, intervention, and consultation with culturally and linguistically diverse children. Other topics to be covered include, crisis intervention strategies for school psychologists and kindergarten screening programs. The New York State Department of Social Services curriculum on Child Abuse and additional information on the assessment and treatment of abused children will be presented. Students are assigned to a public or private school providing psychological services to regular education bilingual children and/or adolescents for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities, discuss the roles and functions of school psychologists, and discuss any ethical and legal issues that arise in each case. Credit: 3 semester hours.

753 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR II: PSYCHOLOGICAL INTERVENTIONS

Prerequisite: PSY 752. Classroom presentations will focus on recent advances in assessment and intervention strategies for school psychologists such as, models of service delivery in school psychology, crisis intervention strategies for school psychologists, kindergarten screening programs, and parent, teacher, and organizational consultation. The New York State Department of Social Services' curriculum on Child Abuse and additional information on the assessment and treatment of abused children will be presented. Students are assigned to a public or private school providing psychological services to regular education children and/or adolescents for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities, discuss the roles and functions of school psychologists, and discuss ethical and legal issues that arise in each case. Credit: 3 semester hours.

761 PSYCHOLOGICAL ASSESSMENT PRACTICUM I

Prerequisite: PSY 661 and PSY 662 with grade of "B" or higher.

This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Credit: 3 semester hours.

761B PSYCHOLOGICAL ASSESSMENT PRACTICUM I - BILINGUAL

Prerequisite: PSY 661 and PSY 662 with grade of "B" or higher.

This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of bilingual and mono-lingual children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Credit: 3 semester hours.

762 PSYCHOLOGICAL ASSESSMENT PRACTICUM II

This course is a continuation of 761. It includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Credit: 3 semester hours.

762B PSYCHOLOGICAL ASSESSMENT PRACTICUM II - BILINGUAL

This course is a continuation of 761B. It includes both classroom presentations (in a seminar style) and completion of psychological assessments of bilingual and mono-lingual children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the

assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Credit: 3 semester hours.

D. ELECTIVES

Electives in the **Psychology Department** include the following:

PSY 606 Perception I
PSY 607 Perception II
PSY 616 Principles of Learning
PSY 619 Multivariate Statistics
PSY 626 Psychology of Women
PSY 631 Psychoanalytic Psychotherapy I
PSY 696 Independent Research
PSY 717 Instructional Assessment and Academic Interventions
PSY 745 Applied Behavior Analysis
PSY 751 Interventions with Developmental Disabilities
PSY 760 Marital and Family Therapy
PSY 835 Neuropsychological Assessment
PSY 838 Addictive Behavior
PSY 839 Forensic Psychology
PSY 845 Group Therapy
PSY 850 Cognitive Psychotherapies
PSY 861 Psychopharmacology
PSY 862 Independent Study (applicable only to concentration F - Psychological Research)

Students can take electives outside of the psychology department with the approval of the Program Director or their advisor. Any graduate course in the University can be an elective. The core School Psychology Faculty have reviewed the course offerings and recommend that electives outside the Psychology Department be chosen from the following list.

Department of Sociology & Anthropology

SOC 117 Family Violence
SOC 119 Juvenile Delinquency
SOC 131 Sociology of Youth
SOC 147 Personality, Culture and Society
SOC 150 Sociology of Illness & Health Care
SOC 227 Criminology
SOC 249 Sociological Perspectives on Education

Department of Speech, Communication Science, & Theater

SPEECH 203 Models of Language and Behavior

SPEECH 318 Developmental Language Disorders
SPEECH 320 Language Based Learning Disabilities
SPEECH 321 Speech Language Assessment & Intervention for Infants, Toddlers, and the
Preschool Child
SPEECH 329 Neuroanatomy and Neuropathology of the Speech System.

School of Education & Human Services Division of Administrative & Instructional Leadership

Courses in Educational Administration

EDU 5415 Introduction to Educational Administration
EDU 5418 Administrative Theory in Education
EDU 5471 Leadership in Instructional Supervision
EDU 5571 Administrative Leadership
EDU 5791 Legal Aspects of the Administration of Schools
EDU 5795 Student & Teacher Rights in Administration of Schools
EDU 5811 Administration & Supervision of Special Education Services
EDU 7232 Individualization: Prescribing for Student Learning Styles

Department of Human Services & Counseling

Courses in Reading

EDU 3230 Diagnosis & Recommendations for Literacy Performance
EDU 3240 Literacy and Assessment Strategies for Diverse Learners
EDU 3264 Teaching Literacy through Literature (Birth through Grade 6) in General and
Inclusive Settings
EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas
EDU 3274 Innovative Approaches to Thinking and Literacy Development for the Gifted Learner
EDU 3278 Curriculum and Instructional Design for Teaching Literacy to Individuals with
Exceptionalities B-12
EDU 5420 Politics of Education
EDU 5651 School-Community Relations in Education
EDU 5741 Finance of Education

Applied Behavior Analysis Program

St. John's School Psychology Program includes a 24-credit **Verified Course Sequence (VCS)** approved by **the Behavior Analysis Certification Board (BACB)**. Fifteen of these credit hours are embedded within the school psychology coursework. For students that are interested in pursuing BCBA certification in addition to School Psychology Certification, 15 credit hours required for the BACB are embedded into the school psychology coursework, and the remaining 9 required credits are offered to be taken as additional electives beyond their school (beyond the credit hours required as part of the school psychology coursework). The breakdown of how the credit hours are incorporated is illustrated in the table below:

School Psychology Program Courses with Embedded BACB Content – These courses are required as part of your course study in school psychology, and the BACB content hours for 15 credits hours is embedded within these courses

Course Course Title

PSY 716 Psychoeducational Consultation in the Classroom	3 cr.
PSY 747 Introduction to the Study of Autism Spectrum Disorders	3 cr.
PSY 615 Research Methods in School Psychology	3 cr.
PSY 749 Behavior Therapy: Assessment, Treatment, and Consultation	3 cr.
PSY 752 School Psychology Internship Seminar I	3 cr.

Additional ABA courses to be taken as electives to complete the sequence – These courses are additional electives beyond your course study in school psychology that are required to complete the verified course sequence (VCS) in Applied Behavior Analysis.

Course Course Title

PSY 744 Assessment Methods for Students with Autism Spectrum Disorders	3 cr.
PSY 745 Applied Behavior Analysis	3 cr.
PSY 746 Single Case Design for Students with Autism Spectrum Disorder	3 cr.

Completion of these courses ensures that students meet the course requirements for BCBA certification. In order to complete ALL the requirements to become a BCBA, students must independently complete 1500 supervised hours working in the field of applied behavior analysis and pass the BCBA exam. St John's University provides the approved course sequence, but it is the student's responsibility to review the requirements for BCBA certification. Information for certification in behavior analysis can be found at www.bacb.com.

If you have any questions regarding the VCS for Applied Behavior Analysis, contact Dr. Angela Mouzakitis at mouzakia@stjohns.edu.

E. COMMUNITY SERVICE COMMITMENTS**1. Community Service Commitment**

St. John's is a Vincentian University, inspired by St. Vincent de Paul's compassion and zeal for service. In the Vincentian tradition, we seek to foster a world view and to further efforts toward global harmony and development by creating an atmosphere in which all may imbibe and embody the spirit of compassionate concern others so characteristic of Vincent. The purpose of the community service program is to provide St. John's Graduate Students in School psychology an opportunity to connect with the local community and provide needed volunteer service to disadvantaged communities that utilize the students' strengths, academic knowledge and skills.

Students enrolled in one of the graduate programs in School Psychology will complete 30 community service hours in their first year of attendance. Part-time students may do so over the course of two years. Community service activities may be, but are not required to be, related to the field of school psychology. Students may not use a current position through which they are employed for community service hours. Students are required to complete a Community Service Program Contract and Log (see Appendix B), keep a copy of each for themselves, and turn a copy of each into the Program Secretary.

2. “Brown Bag” Research Presentations

To further provide exposure and conversation about research that is relevant to the field of psychology and profession of school psychology, the faculty of the St. John's University school psychology program provides regularly scheduled research meetings that are required of all first-year doctoral students. However, master's students are encouraged to attend. Faculty will present their research, research of some of their doctoral students, or discuss an emerging area of research in the field.

F. Psychological Assessment Practica at Local Public-School Districts

Beginning the fall of 2020, 2nd year, MS students will engage in a 2-semester, practicum in a local public school district that will focus on psychological assessment of school-aged children. Students enrolled in the practica (761/761B, 762/762B) will work very closely with their site-based supervisors in all aspects of the assessment process, including consultation with parents and school staff. Students are to refer to their individual course syllabi (PSY 761, 762, 761B, 762B) for the details of the practicum supervision. An important aspect of this training includes an emphasis on the professional growth of the student. Students must always conduct themselves with the utmost professionalism while at their practicum sites and behave in a way that encourages respect.

The practicum supervisors who serve as instructors for the School Psychology practicum courses are school psychologists with relevant experience. The supervisors all have adjunct faculty appointments at St. John's. Each practicum supervisor has a doctoral degree, New York State certification as a School Psychologist and some are licensed as Psychologists in NY.

G. Third Year Field Placements (School Psychology Internship)

Prerequisites

Prior to beginning the third-year field placement, students must have completed 54 course credits, which must include the following courses: PSY 603, 620, 659, 661, 662/B, 665, 666, 671, 761/B, 762/B, 726, 727, 715, 716, and 749. In addition, students will not be permitted to begin internship unless they have received a passing grade in their second year practica courses (761/762) and have an overall GPA of 3.0. Further, they must not have any INC grades on their record.

Prior to the start of the third-year field placement, students will undergo a clearance process to review the above criteria and establish their eligibility to begin. This process, conducted by the Field Placement Coordinator, typically occurs in June of the 2nd year, once grades are submitted. Students will not be permitted to begin the third-year field placement if they do not meet these criteria. Prior to submitting their *Third-Year Internship/Externship Site Preference Form* (to be distributed by the Field Placement Coordinator), students will be spoken to and asked to sign a “soft clearance” indicating that they are aware of their program requirements and that they do not presently have and/or anticipate any outstanding program requirements.

In accordance with NYS Law, students must be fingerprinted to begin their third-year field placement. It is recommended that students complete the fingerprinting process in the spring of their second full year. While students may receive specific information from the Field Placement Coordinator or their placement site regarding fingerprinting, students should visit <http://www.nysed.gov/educator-integrity/fingerprinting> to begin the application and appointment scheduling process.

Students must complete their field placement, PSY 752/PSY 753, concurrently. The field placement experience in the third year is considered an internship by the New York State Teacher's Certification Office that issues the certificate in School Psychology.

To satisfy the third-year field placement requirements, students must work in a school setting five full days per week for two semesters (September-June), which totals 181 days or 1200 clock hours. All internship hours must be completed by the end of St. John's University Spring Semester in order to receive a grade for the course and satisfy graduation requirements. If interns have not completed 1200 hours by that date, they will only be eligible to graduate after completion of internship hours. Interns follow the site's academic calendar for the length of the placement, beginning their work in September and continuing through the end of June. Internship sites may be in urban or suburban schools encompassing either elementary (Kindergarten through 5th Grade), middle (6th through 8th Grade), or high (9th through 12th Grade) school levels. Students must have their placement approved by the Program Director or the Field Placement Coordinator. **Once a student has accepted an internship position verbally or in writing, the student may no longer apply or interview for any other internship opportunities. A decision to leave an internship placement is left to the Field Placement Coordinator in consultation with the Program Director. Such a decision can be made only if an alternate placement will educationally benefit the student.** Wherever possible, the effective date of any change of placement will be scheduled to allow for the completion of any outstanding activities/responsibilities as well as appropriate termination/transfer of any existing client caseloads.

Initiation or resignation of any internship/externship without the approval of the Field Placement Coordinator and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program. Students cannot contact an alternate placement or discuss leaving their current placement without first getting the approval of the Field Placement Coordinator and/or the Program Director.

The third-year field placement provides an opportunity for students to exercise their professional skills. During this placement, students' experiences should include all of the following: 1) assessment of school-aged students including initial referrals, screenings, and annual and triennial evaluations; 2) teacher and parent consultation; 3) direct and indirect intervention such as individual or group counseling; and 4) participation in student case presentation to the district Committee on Special Education.

Students must complete an internship activity log that documents (a) the precise amount of time spent at the internship site and (b) the types of experiences encountered each day. Currently,

students register for and use Time2Track, a web-based activity tracking system. A registration code will be distributed to students by the Program Administrative assistant. On a monthly basis, students must generate and submit a Time2Track report to the Program Administrative assistant which shows the monthly summary for all activities along with signature from the both the supervisor and the student. This is necessary to ensure that the student receives full credit toward the 1200 clock-hour requirement. It is the student's responsibility to keep this log and to have it signed by the supervisor. Failure to keep the log may result in the student not receiving credit for his or her time and an "incomplete" (IN) in the class. Failure to turn in logs in a timely manner may also result in hours not counting toward the yearly requirement (this rule applies during fourth and fifth years as well). Submission deadlines are outlined in the *School Psychology Program: Important Due Dates* document published by the Program Director. Additional time spent after school hours in such activities as report writing and attending school meetings also counts as hours toward the requirements for the field placement. When schools are closed for holidays or breaks, students may assign up to 7 hours for work completed on each of these days on their internship logs. Students must assign these hours to log categories that are not dependent upon school being open (i.e., administration, report writing). Students are not allowed to "retroactively" add time to their hour logs without the express written consent of the Fieldwork Placement Coordinator and their supervisor(s). **All students are restricted to a maximum of 45 hours per week.**

The evaluation of placement sites by the School Psychology Graduate Program is strict and involves great scrutiny and quality control. The procedure normally begins when schools contact the Field Placement Coordinator or Program Director with a request for interns/externs. The department accepts placement sites based on knowledge of the internship/externship supervisor, his or her reputation as a competent and ethical professional among peers in the local community, and his or her holding of a valid license and certification as a School Psychologist. In addition, the Field Placement Coordinator will either visit internship sites or will maintain telephone and email contact throughout the internship.

No later than the beginning of the internship/externship year, the student will provide his or her primary field placement supervisor a contract and planning form (see Appendices C and F). On the planning form, the supervisor and the student meet to outline the tasks and experiences that the student will participate in during the year. The supervisor must indicate (on the planning form) that students (a) will participate in appropriate amounts of consultation, counseling, and assessment, along with other required activities (denoted by an * on the planning form) and (b) will receive a minimum of two hours of direct supervision per week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. Both the supervisor and student will also sign a contract outlining their responsibilities. The contract also outlines the supervisor's responsibilities to the student. The student must submit the contract and planning form to the Program Administrative assistant in accordance with the timelines outlined in the *School Psychology Program: Important Due Dates* document published by the Program Director. Please note that training hours cannot be formally accrued without these signed and submitted documents.

At the end of the fall and spring semesters, the supervisors evaluate the students. Supervisors receive the evaluation forms from the Program Administrative assistant. It is imperative that students ensure that the Program Administrative assistant and the Field Placement Coordinator has the correct name and email address of ALL supervisors that are involved in the student's evaluation. If a student has two supervisors, separate evaluations must be submitted by each supervisor. Completion of professional responsibilities while on placement and ratings by the placement supervisor will be utilized in determination of course grade. At the conclusion of the year, students will be asked to complete evaluations of their internship/externship site and supervisor. These forms can be obtained from the Program Administrative assistant. Notwithstanding end of year evaluations, any substantive concerns with a site or supervisor should be immediately brought to the attention of the Field Placement Coordinator.

During the PSY 752/753 course sequence, students discuss legal and ethical issues as well as their placement experiences, including ways in which their school districts deal with typical problems such as crisis intervention, suicidal emergencies, and parents who disagree with CSE recommendations.

Information on School Psychology Certification in all 50 states can be found on the NASP website.

During the third-year field placement, students develop their knowledge and skills in the following areas:

1. Students will become familiar with the various roles of practicing School Psychologists.
2. Students will learn the organizational functioning, administration, implementation of policies, and politics of schools and school districts.
3. Students will gain experience in the process of special education referral, evaluation, placement, and remediation (e.g., developing IEPs, presenting to the district's Committee on Special Education).
4. Students will become knowledgeable about the process of regular education.
5. Students will become acquainted with community resources that support school psychological services.
6. Students will gain experience in various assessment techniques including: initial interviews with children and parents, interviewing parents and teachers to assess the nature of the referral, intellectual assessment, academic assessment, emotional and social assessment, behavioral observation and assessment, classroom observations, and curriculum-based assessment.
7. The student will gain experience and develop competence in clinical diagnostic interviewing.

8. The student will gain experience and develop competence in providing consultation services (i.e., to parents, teachers, and other school personnel).
9. Students will gain experience and develop competence in both regular and crisis intervention skills and/or strategies (e.g., how policies are constructed, carried out, and evaluated).
10. Students will gain experience and become proficient in writing comprehensive psychoeducational reports to articulate their assessments and recommendations.
11. Students will learn to demonstrate accountability for their activities as practicing School Psychologists.
12. Students will learn to evaluate their personal behavior and professional skills and learn to set goals for self-improvement.
13. Students will gain experience in providing feedback on their assessment and recommendations to children, parents, teachers, and other school personnel.
14. Students will gain experience in counseling school children individually and in groups.

H. ANNUAL FEEDBACK

Each year, the core School Psychology faculty meets to evaluate each student's progress in the program. This is an opportunity to review the students' academic standing, discuss their strengths and areas in which improvement may be required, review their evaluations from practica and externship/internship supervisors, and discuss their overall progress in the program. Students receive written feedback through the Annual Student Progress Report following this meeting. The practica and externship/internship evaluation forms give more specific information about student knowledge and professional skills as compared to the Annual Student Progress Report. The form used for this feedback appears in Appendix G.

I. PRAXIS SCHOOL PSYCHOLOGIST EXAMINATION

The Praxis School Psychologist Examination is designed for masters and specialist degree level candidates wishing to serve as school psychologists in educational settings.

The Praxis exam (which is a required part of the STJ comprehensive exam taken in the 3rd year) will be changing:

The 2-hour-and-20-minute test contains 140 selected-response items covering four main content areas of the NASP Practice Model:

- Professional Practices, Practices that Permeate All Aspects of Service and Delivery (approximately 42 items)
- Direct and Indirect Services for Children, Families, and Schools (Student-Level Services) (approximately 32 items)

- System-Level Services (approximately 22 items)
- Foundations of School Psychological Service Delivery (approximately 44 items)

Each exam will contain pretest items that do not contribute to the candidate's score.

As recommended by the standard setting panel, the passing score set by NASP for the Praxis is 147 (on a 100-200 reporting scale).

Successful completion of the Comprehensive Examination for the School Psychology program requires that students pass the Praxis exam as well as the other case study portion of the exam described in Section Q. While the Graduate Division of St. John's College only allows two opportunities to pass the case study portion of the competency examination, there are no limits to how many times the student may take the Praxis examination. However, students will not be able to have a degree granted until successful completion of this requirement. Students are permitted to take the Praxis any time after their 1st year in the program. For conferral of the MS degree the student must pass the Praxis by April 15th of their 3rd year in the program. If the student does not pass this examination while on third year externship, they will not be permitted to start fourth year externship until they pass the exam.

Reporting of results. It is the student's responsibility to ensure that the school psychology program receives an official complete results report of the Praxis examination. These results will be required for each Praxis attempt.

Attending Institution Code: **A2845** St Johns U NY

Designated Score Recipient Code: **RA2799** U NY Marillac

NASP National Code: **R1549** NASP Natl Assoc Sch Psychologists

J. COMPREHENSIVE EXAMINATION

Both MS and PsyD students are required to take and pass a comprehensive examination, as required by the New York State Education Department. The comprehensive examination has two parts. The Graduate Education Policy Committee of the Psychology Department and the Graduate Division of St. John's College of Arts & Sciences set the policy for this exam. The first part is the *Praxis* School Psychologist Examination. The second part involves three cases study reports, one each in psychological assessment, consultation, and psychological intervention that should represent the students' integration of coursework, knowledge and programmatic training and be reflective of student competency in each of these areas.

Only after the MS degree conferral will the student will be eligible to apply for certification as a School Psychologist via the New York State Education Department (and other states). Students who fail the comprehensive exam will not receive the M.S. degree. Students who fail the comprehensive exam must retake the exam a second time.

1. Eligibility

Students must have completed a minimum of 60 credits by the end of the semester before their comprehensive examination and be registered to have at least 66 credits by the end of the spring of their third full year in the program. Students must be in good academic standing to take the exam (GPA of at least 3.0), must not have any incompletes on their transcript, and must have retaken any necessary coursework that they did not successfully pass. Taking the comprehensive exam, and not having fulfilled these requirements will invalidate the results of the examination. ***It is solely the students' responsibility to ensure they have fulfilled all program requirements prior to taking the comprehensive examination.***

2. Qualifying to Take the Examination

The Program Director will review each 3rd year student's record during the Fall semester preceding the comp examination. If the student meets all criteria to be eligible to take the Comprehensive Examination, the student will then be registered for the zero-credit, PSY 105 Comprehensive Exam course that will list the Program Director as the course instructor. It is important to note, that students with any Incomplete Grade or unfulfilled program requirement (i.e., not having passed a course) on their academic records will not be permitted to register for the comprehensive exam. If somehow the Program Director and/or the Dean fail to detect an incomplete grade, or unfulfilled program requirement and the student proceeds and takes the comprehensive exam, their results will be invalidated. ***It is solely the students' responsibility to ensure they have fulfilled all program requirements prior to taking the comprehensive examination.***

3. Completing the Examination

- I. **PRAXIS.** Students will register for the PRAXIS School Psychologist (5402) Examination and have the results sent to the Program Director to complete the first part of the examination. Students should go to the Website for the examination and study all the details concerning its administration at: <http://www.ets.org>.
- II. **Case-Study Comprehensive Examination.** Students will independently complete the case study portion of the examination. Each student will complete a competency report in each of the following areas:
 1. Assessment
 2. Intervention
 3. Consultation
 - ***Students are not permitted to receive feedback from faculty or use any of the three cases that will be submitted for the examination for any course assignment. Failure to comply with this requirement will result in failure of the comprehensive examination.***
 - ***Students will e-mail the three completed case study reports along with a signed Masters Comprehensive Examination Attestation Letter to the Program Administrative Assistant (on the date indicated each year).***
 - Each competency case study report should be no more than ten double –spaced pages using 10-12 point font size. They must have 1-inch margins on all sides; and must be in either Times New Roman or Ariel font.

- The student's name must appear *only on the cover page*. All pages must be numbered and have the title of competency area on each page, and the cover page should include only the title of the competency area (i.e., Assessment, Intervention, or Consultation) and the student's name.
- The cover page, references, and appendices do not count towards the total 10 pages.
- No material or wording should be used that could identify the student author of the examination except the appearance of the student's name on the cover page as mentioned above.
- The Assessment case study requires an appendix of the actual report on which the case was based. Charts and graphs are the only material that will be accepted as appendices for all three sections, and appendices do not count towards the final page count. Please make sure that all identifying information, including district information is removed from appendixes.

4. Grading the Comprehensive Examination

The Program Director will select faculty members to score sections of the exam based on their possessing expertise in the respective area as well as familiarity with the training experiences that the students have received.

The Program administrative assistant will code each case study so that faculty are not aware of whose case is being evaluated. The exam will be scored using the School Psychology Department's Comprehensive Examination Scoring Rubric (see Appendix I). Each faculty examiner will report the results of the examination to the Program Administrative Assistant who will communicate the examination results to the Program Director. The Program Director will then input either a Pass or Fail grade to each student's PSY 105 course. If a student fails any part of the Comps (e.g., just 1 section, or if the PRAXIS result have not been received), he/she will receive a Failing grade until it is re-taken and passed.

Faculty members will grade the exam based on the enclosed rubrics, each of which requires 80% correct to pass. Any section that receives a failing grade (less than 80) will then be re-graded by a second, different faculty member. If the two faculty members grading an exam disagree, a third reader will be sought.

5. Instructions for the Comprehensive Examination

*See enclosed documents for further instructions.

Assessment Section

Please see Appendix J and K.

Consultation Section

Select an actual consultation case that you have worked on during your internship experience. The case can be any type of consultation including, but not limited to: behavioral, instructional, parent, mental health, system-wide, or consultation to determine program development,

continuation, or evaluation. In your writing, you are encouraged to be consistent with how you were trained in the program. That is, as school psychology is a science, you must use data to guide your decision-making process. Data must be used to identify and analyze the problem, and to develop an intervention plan and evaluate its effectiveness. All data and the methods used for data collection should be incorporated into the conceptualization of this case, and if applicable attached as appendixes (charts and graphs only). Describe and discuss each of the following issues in your paper:

1. Who made the referral for the consultation and what question or concern did they want addressed through the consultation?
2. What information did you collect before starting the consultation? Describe what you assessed and how you assessed it. How did you make use of this data to guide the consultation process?
3. What did you do to establish rapport with the consultee and to ensure that the consultative relationship was collaborative? How often did you meet with the consultee and how did you determine how often to meet?
4. Describe how you identified and analyzed the problem and explain the procedures that you used.
5. Describe the plan development. Was the plan developed collaboratively?
6. Describe the plan/intervention in detail. How did you determine what intervention to use to address the “problem”? Please include relevant references that you used to select the appropriate intervention for this case (empirical support). Was there training required to implement the plan, who had to be trained? Did materials have to be purchased? Were any staff members re-assigned to help implement the plan? In the event that you did not make the decisions because someone else did, describe their rationale and whether you agreed with their decision. If you disagreed with their decision, describe what you would have done differently.
7. Describe in detail how the intervention’s effectiveness was evaluated. Briefly describe the effectiveness of the plan. Include data to support your conclusions.
8. What the intervention plan implemented with integrity? How did you assess this?
9. Did the consultee feel that the intervention plan was acceptable? How did you assess this? If not, what could have been done differently to make it more acceptable?
10. Discuss any special issues that you perceive may have played a role in the process and outcome of collaboration. This may include, but is not limited to, working with individuals of diverse characteristics, system-wide strengths or barriers to consultation, school policy or legal mandates, family involvement in the child’s education, or your knowledge and training in the area in which consultation was sought.
11. Please report if you made use of any information technology methodologies relevant to this case. That is, did you access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
12. Report the outcome of the consultation. That is, both qualitatively, did it appear to be successful as a consequence of the consultation and quantitatively, do that data support or refute the success of the intervention?
13. What did you learn from this experience? How can you modify what was done do that consultation can be more effective in the future?

Psychological Intervention Section

Select an actual psychological intervention that you have handled during your third-year field placement. It can be any type of intervention including, but not limited to, any of the following: individual counseling/therapy, group counseling or therapy, parent counseling/therapy, a mental health program, or a prevention program. Students are required to identify clear goals that can lead to outcomes assessment measures that will be collected throughout the course of the psychological interventions. Students must address how they use this data to evaluate the course of treatment and how they decide to continue with or redesign the interventions based on the progress.

Describe and discuss each of the following issues in your paper.

1. Who made the referral for the psychological intervention and what problem or problems did the referring agent want addressed by the intervention? For an intervention or prevention program, who made the request for the program and what did they wish the program to accomplish?
2. What information did you collect before starting the intervention? Describe what you assessed, who provided the information, and how you assessed it. Describe how you used this information from the assessment to assist you in making decisions about service delivery.
3. How did you determine which psychological interventions to use? What variables did you consider in making your clinical decision? If you did not decide which interventions or information to use because someone else made that decision (a supervisor or other team member), describe their rationale and whether you agreed with their decision or what you would have done differently if you disagreed. Describe the process of planning for goal setting along with the decision-making processes involved. Describe the methodologies put in place and provide references where appropriate that empirically support the decisions that were made.
4. Discuss whether you developed a good alliance with the involved parties and if not, why not. Discuss any special issues that you perceive may have played a role in the development of the alliance.
5. How often did you meet with the client, and how did you determine how many times to meet?
6. Please report if you made use of any information technology methodologies relevant to this case. That is, did you access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
7. Describe the outcome of the intervention and how you assessed the outcome. Discuss any special issues that you perceive may have played a role in the outcome of the intervention. This may include, but is not limited to, working with individuals of diverse characteristics, system-wide strengths or barriers to intervention, school policy or legal mandates, teacher or family involvement in the intervention, or your knowledge and training in the area in which the intervention was developed for.

6. Failure of the Comprehensive Exam

If you are notified that you have failed a portion of the Comprehensive Examination, please follow these steps:

- a. Contact program administrative assistant and request the faculty members' evaluations of the case study portion(s) of the exam that you failed.

- b. Contact the faculty members who failed you and obtain specific and targeted feedback regarding why your case study received a failing grade. Usually the rubric and notes on the Comprehensive Examination reflect this sufficiently.
- c. Consider strategies to remediate your skill weaknesses and meet with the faculty evaluative team to discuss your plan. The plan may include, for example, a list of specific readings, auditing a course that was already taken, receiving supervision on a similar type of case at our Center for Psychological Services, and the like.
- d. Communicate with the program director as to the date on which you plan to submit your second case study and submit your remediation plan to the Program Director for final approval.
- e. Communicate with the program director whether you will be able to get a case from your current field placement or whether you need assistance in getting a case.
- f. When you submit your second case study in the area(s) in which you received a failing grade, your case study will be reviewed by members of the faculty who were not involved in the scoring of your first exam.

Please recall that you are only given two opportunities to successfully pass this exam. It is strongly recommended that you not rush through this process and make every effort to address all your areas of deficiency.

K. GRADUATION

Graduate degrees are conferred by the Board of Trustees three times a year on the Queens Campus in January, May, and September. There are no graduation ceremonies in January or September. Students are encouraged to check the University Bulletin to be aware of dates and deadlines for graduation ceremonies.

During their final semester in the program, students will receive a notification via e-mail from the Registrar's office to apply for their diploma via the UIS system.

L. CERTIFICATION

1. SCHOOL PSYCHOLOGY CERTIFICATION

The New York State Education Department's Office of Teacher Certification has registered and approved our School Psychology programs. Students who successfully complete the program are entitled to apply for certification in School Psychology.

Instructions for how to apply for certification online can be found on the Psy.D. webpage under the "Information for Current Students" section.

PROVISIONAL CERTIFICATION:

- Students need to apply for certification through the TEACH website:
 - Approved Training Program Pathway
 - Code for our Programs: 80299
- Students are responsible for making sure that documentation of the required workshops

are sent to the State for:

- Violence Prevention
- Mandated Reporter
- DASA
- Once your degree is conferred, the Program in coordination with the School of Education will submit the Institutional Recommendation on your behalf.

PERMANENT CERTIFICATION:

This step is done independently and does not require the Program or University's assistance.

- Apply via TEACH website:
 - Approved Training Program Pathway
 - Code for our Programs: 80299

2. NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST (NCSP)

The NCSP application process is simple and only requires that the online application be completed along with the 2 forms (discussed below).

WHO can apply for the NCSP and WHEN?

MS Program students finishing their 3rd year, only after the Internship has been successfully completed AND the MS degree has been conferred as noted by degree date on the transcript.

PSYD Program students finishing their 5th year, only after the Internship has been successfully completed AND the PSYD degree has been conferred as noted by degree date on the transcript.

You have a total of 10 years from your degree conferral date to apply via the Approved-Program route.

How to apply:

Please familiarize yourself with the process, prior to applying:

<https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>

There are 2 forms:

- NCSP Verification of Program Form*
 - Non-fillable PDFs will not be filled out.
 - If you meet the criteria listed above, send to the Program Director
- NCSP Internship Verification Form*
 - Send to your SITE supervisor first to e-complete and sign
 - Send to the Program Director for final signature.

**Please send both forms to the Program Director simultaneously.*

3. FOREIGN STUDENTS

Foreign students cannot apply for certification as a school psychologist in New York State (and many other states) unless (1) the student has a Green card at the time she or he applies for the provisional certification, and (2) he or she has become a citizen by the time he or she applies for

permanent certification (a maximum of five years after having the provisional certification). No citizenship requirements exist for the psychology license in New York State.

4. CERTIFICATION AND LICENSURE IN OTHER STATES

The School Psychology Programs at St. John's University are aligned with credentialing requirements set by New York State for the certification of School Psychologists and licensure of Psychologists, and the National Association of School Psychologists' Nationally Certified School Psychologist (NCSP) credential. Students are solely responsible to be aware of any other requirements that are necessary to be credentialled elsewhere.

5. REQUIRED WORKSHOPS

Three workshops are required by New York State for certification as a School Psychologist. These workshops are: Child Abuse & Maltreatment Identification, Reporting, & Intervention for Mandated Professionals, School Violence: Prevention and Intervention Strategies, and the Dignity for All Students Act (DASA). Workshops are free for students and are offered at varying times throughout the year. Students are responsible for providing copies of certificates of completion for these seminars to the department, and also retain copies for the NYS licensing board.

M. PROFESSIONAL ORGANIZATIONS

1. National Association of School Psychologists (NASP)

The National Association of School Psychologists (NASP) was founded in 1969. It is a non-profit organization and the world's largest association of school psychologists. NASP represents over 20,000 school psychologists and related professionals who are dedicated to serving the education and mental health needs of children, adolescents, young adults, and families.

NASP holds two main objectives:

1. Promoting the rights, welfare, education, and mental health of children and youth.
2. Advancing the profession of school psychology.

NASP accomplishes these objectives through education, service, research, and policy development. NASP has aided in setting professional and ethical standards and provides a nationally recognized certification system. The NASP standards that most directly guide this program's practice can be found in Appendix M. Policy makers and government officials at the state and national level highly value NASP's views.

Members will receive publications of the Communiqué eight times per year. This is a newspaper covering the latest in events, innovative practices, legislative developments, parent/teacher handouts, book and test reviews, employment notices, and more. Members will also receive the quarterly *School Psychologist Review*, the world's second largest psychology journal. Discounts and additional benefits are available for NASP convention and meeting registrations, books, and certification fees. Please note that one must renew membership annually and a special student-discounted rate is available.

2. American Psychological Association (APA)

The American Psychological Association is the national organization for psychologists. APA is a doctoral level organization. To become a member one must possess a Ph.D., Psy.D., or Ed.D., however, student memberships are available and are encouraged. APA is divided into approximately fifty-four divisions that represent the different areas within the field of psychology. Division Sixteen is the school psychology division. Each division has its own governing body that monitors and guides their particular division. Each division has equal representation within the overall governing body of APA. APA also has a student organization that is not area specific. Students within clinical or school psychology are encouraged to join APA and become active members in the student organization.

3. Student Affiliates of School Psychologists (SASP)

The Student Affiliates of School Psychology (SASP) is a student run organization, which is comprised of graduate students from all levels of the School Psychology program at St. John's University. SASP serves as a general representative body for current graduate students and is a forum where issues related to training and practice in School Psychology can be discussed. Our aim is to keep members apprised of current issues pertaining to school psychology, as well as to foster participation in activities that will further strengthen this discipline in the future, as well as those that benefit the community at large.

The goals of SASP are threefold: 1) To provide an integrated communication and support network for graduate students concerning professional/ethical issues, academic issues, internship/employment opportunities, and shared needs/concerns across a variety of topics; 2) To foster participation in SASP sponsored workshops and lectures as well as attendance at professional conferences and colloquia; and 3) To interact with undergraduate psychology students in order to provide them with information regarding graduate studies and the field of school psychology.

Membership is open to all School Psychology students, and participation is encouraged. In addition to regular membership, SASP has several formal officer positions, including President, Vice President, Secretary, Academic Events Chair, Community Service Chair and Social Activities Chair. Students are elected to these positions annually by current graduate students in the program and are in charge of their own subcommittees related to their respective roles. Officers generally serve a one-year term, lasting from September to May.

4. New York Associations of School Psychologists (NYASP)

The New York Association of School Psychologists is an affiliate of the National Association of School Psychologists. It is the professional organization representing school psychologists in New York State. NYASP was initially formed in 1971 and in 1982 merged with the School Psychologists of Upstate New York (SPUNY). NYASP membership has approximately 1,000 school psychologists. The voting members of the NYASP Board consists of elected Chapter Representatives and the executive committee. The President appoints alternates for each chapter.

NYASP has four main objectives:

1. To attend to the mental health needs of all youngsters;

2. To promote the welfare of all children;
3. To promote and further the interests and standards of school psychology; and
4. To inform the public about the services provided by school psychologists.

Recently, NYASP developed a five-year strategic plan dealing with the impact of legislation and regulation on school psychologists. The plan attempts to reinforce and re-define the role of school psychologists so that they are no longer viewed as only psychometricians. Rather, NYASP promotes awareness that school psychologists have received training in consultation, intervention, and prevention services for students and families. The plan also addresses educational reform, including such issues as the over-representation of minorities in special education.

The organization also attempts to increase the knowledge base of school psychologists and provide opportunities for professional growth. NYASP does this by offering annual conferences and a Summer Institute, which is part of their continuing education package. NYASP also has a strong lobbying voice in legislation and has secured a law firm for such purposes.

Members will receive special publications about issues faced by school psychologists and other privileges and discounted services. Please note that membership must be renewed annually, and a special student rate is available.

5. New York State Psychological Association (NYSPA)

One potential organization that full-time graduate students may join to further their involvement while in the School Psychology program and upon graduating, is the New York State Psychological Association (NYSPA) - an affiliate of the American Psychological Association (APA). This organization was formed in 1947 and currently has almost 3,000 members. A Council of Representatives directs NYSPA, which consists of elected officers, specialty division representatives, and affiliated regional psychological association representatives.

NYSPA has three main objectives:

1. To protect the interests of the profession and the public;
2. To develop the profession and science of psychology and promote human welfare; and
3. To institute and uphold standards of competency, training, service, and ethics.

These goals are achieved through various means, such as: outreach and educational projects to inform the public; an annual convention and division workshops for psychologists; providing ethical and legal advice for psychologists; and continuing education courses. NYSPA also has a strong lobbying voice in State and Federal Legislatures which played a fundamental role in third-party payment assistance (Medicaid, Medicare, and Workers' Compensation) for psychologists.

By joining, students will receive current information on critical psychological issues through the NYSPA Notebook bimonthly publication, New York State "Psychologist" magazine, and Task Force reports. Members also receive other privileges and discounted services. Please note that membership must be renewed 10 and a special student rate is available.