



ST. JOHN'S
UNIVERSITY

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

Master of Science (M.S.)
Program in School Psychology
Student Handbook
2025-2026

Department of Psychology

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I. OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

Accreditation

The School Psychology Master of Science (MS) program is Conditionally Accredited through August 1, 2026, 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 situated within the Department of Psychology at St. John's College of Arts and Sciences, St. John's University.

A core faculty member volunteers to serve as Program Director, working in collaboration with other program faculty, affiliated department faculty, the Internship/Externship Field Coordinator, and the Department Chairperson. Administrative support is primarily provided by the School Psychology Program's Administrative Assistant, along with other departmental staff.

Program faculty meet regularly throughout the academic year. A student representative, selected on a volunteer basis, participates in faculty meetings except when confidential student matters are discussed. As needed, the Program Director may appoint ad hoc committees to address specific concerns, make recommendations, or implement 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.

Program Director/Core School Psychology Faculty

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

School-focused neuropsychological assessment, dyslexia, identification of neurodevelopmental disorders, and non-discriminatory assessment

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. 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, Professor, moskowil@stjohns.edu

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

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. 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 established in the early 1960s on the Queens campus as the first graduate program in psychology at St. John's University. Its creation was prompted by an invitation from the New York State Education Department, conveyed through Rev. John Flynn, C.M., then President of the University. In 1976, the program expanded to include a Ph.D. in Professional Child Psychology and an MS/Certificate Program in School Psychology. During the 1980s, the program transitioned from the School of Education to the Department of Psychology within St. John's College of Arts and Sciences, where it remains today.

Currently, the Department of Psychology offers a 66-credit Master of Science in School Psychology and a 105-credit Psy.D. in School Psychology. Both programs are accredited by the National Association of School Psychologists (NASP). Additionally, the Psy.D. program has been accredited by the American Psychological Association (APA) since April 2007.

B. PROGRAM PHILOSOPHY

The M.S. in School Psychology program at St. John's University follows a practitioner-scientist model, ensuring that future school psychologists base their professional practice on a scientific understanding of human behavior, lifespan development, and the social and cultural factors that influence behavior. The program's mission is to train future school psychologists to apply foundational psychological knowledge to address the needs of children, families, and professionals in both general and special education settings.

Students in the M.S. in School Psychology program are prepared to meet these needs through scientific review and evaluation, with special emphasis on serving underserved populations. The program aims to develop:

- a) school psychologists with a strong foundation in scientific knowledge;
- b) highly skilled professionals who can integrate psychological theory with educational practice to promote academic

and social development in school-age children; and
c) practitioners who use educational practice to inform and enhance psychological theory.

Program Alignment and Mission

The 66-credit, 3-year M.S. in School Psychology program at St. John's University is fully aligned with the NASP 2020 Professional Standards and Domains of Practice. The program was intentionally developed to reflect and embody the Vincentian Mission of St. John's University, which is rooted in a commitment to academic excellence, the pursuit of wisdom, and compassionate service to others.

As stated in the University Mission, St. John's is dedicated to fostering an atmosphere where scholarly research, imaginative methodology, global awareness, and an enthusiastic pursuit of truth are central to the teaching and learning process. The program strives to develop not only excellent professionals capable of rigorous analysis and precise articulation, but also individuals who possess the ethical and aesthetic values to envision and help realize a more just and compassionate world.

Guided by the Catholic and Vincentian traditions, the program emphasizes respect for the rights and dignity of every person, a responsibility to address poverty and social injustice, and a commitment to serving those who lack economic, physical, or social advantages. Our metropolitan and global context further enriches our curriculum, as we draw upon New York City's diversity and the University's international partnerships to prepare graduates who are both effective leaders and responsible citizens in a dynamic world.

Developmental Approach

Consistent with these standards and values, the program is structured around a developmental model of professional preparation. Students progress through clearly defined levels of competency—beginning with foundational knowledge, advancing to supervised practice, and culminating in independent demonstration of skills during internship. This approach ensures that graduates are prepared to serve as ethical, evidence-based, and culturally responsive school psychologists.

M.S. in School Psychology Program Goals, Objectives, and Competencies

(Aligned with NASP 2020 Professional Standards and the Vincentian Mission of St. John's University)

Program Goals

1. **Develop Practitioner-Scientist School Psychologists:**
Prepare graduates to deliver comprehensive, evidence-based school psychological services grounded in scientific principles and ethical practice.
2. **Promote Equity, Diversity, and Social Justice:**
Foster respect for individual differences, promote culturally responsive practices, and advocate for equitable educational opportunities for all students.
3. **Enhance Academic, Behavioral, and Mental Health Outcomes:**
Equip graduates with the skills to support students' academic achievement, mental and behavioral health, and social-emotional development within a multi-tiered system of supports.
4. **Cultivate Collaboration and Leadership:**
Develop professionals who effectively collaborate with families, educators, and communities, and who demonstrate leadership in the advancement of school psychological services.

5. Ensure Legal, Ethical, and Professional Practice:

Instill a strong professional identity and commitment to legal, ethical, and responsible practice, continuous professional development, and advocacy for the profession.

Domain 1: Data-Based Decision Making

Aligned Program Goals: 1, 3, 5

Objectives

- Systematically collect, analyze, and use data to inform decisions and improve outcomes.
- Apply assessment methods to identify student strengths and needs.
- Measure and monitor progress and outcomes.
- Employ a problem-solving framework in all professional activities.
- Consider ecological factors when assessing and intervening.

Competencies

- **Level 1:** Identify and describe assessment tools and data sources; explain steps of problem-solving models.
 - **Courses:** PSY 661, 662/B, 666, 671, 715, 716, 717, 749
- **Level 2:** Administer, score, and interpret assessments under supervision; use data to develop and monitor interventions.
 - **Courses:** PSY 711/B, 712/B
- **Level 3:** Independently integrate multiple data sources; design, implement, and evaluate data-driven interventions.
 - **Courses:** 752/B, 753
 - **Activities:** Comprehensive Exam

Domain 2: Consultation and Collaboration

Aligned Program Goals: 1, 3, 4, 5

Objectives

- Apply varied models and strategies of consultation and collaboration.
- Promote effective implementation of services.
- Develop effective communication skills with stakeholders.
- Engage in collaborative decision-making and problem-solving.

Competencies

- **Level 1:** Explain consultation models and effective communication techniques.
 - **Courses:** PSY 665, 666, 715, 716, 717, 749
- **Level 2:** Co-lead consultation meetings and practice communication skills in supervised settings.
 - **Courses:** PSY 711/B, 712B
- **Level 3:** Independently lead consultation processes and communicate complex information to diverse audiences.
 - **Courses:** 752/B, 753

- **Activities:** Comprehensive Exam

Domain 3: Academic Interventions and Instructional Supports

Aligned Program Goals: 1, 2, 3, 4

Objectives

- Understand influences on academic skills (biological, cultural, social).
- Apply knowledge of learning and development.
- Implement evidence-based curricula and instructional strategies.
- Collaborate to assess and support academic skill development.
- Evaluate the effectiveness of academic interventions.

Competencies

- **Level 1:** Describe factors influencing academic performance and evidence-based strategies.
 - **Courses:** PSY 620, 623, 666, 671, 715, 716, 717, 726, 727
- **Level 2:** Assist in delivering interventions and collaborate with teachers in practicum.
 - **Courses:** PSY 711/B, 712/B
- **Level 3:** Independently implement, monitor, and evaluate academic interventions.
 - **Courses:** 752/B, 753
 - **Activities:** Comprehensive Exam

Domain 4: Mental and Behavioral Health Services and Interventions

Aligned Program Goals: 1, 2, 3, 4

Objectives

- Understand influences on mental and behavioral health.
- Design and implement services that promote social-emotional functioning.
- Support socialization and adaptive skills.
- Enhance mental and behavioral health through evidence-based interventions.
- Collaborate to improve mental and behavioral health services.

Competencies

- **Level 1:** Explain factors influencing mental health and identify evidence-based interventions.
 - **Courses:** PSY 627, 665, 666, 671, 716, 717, 726, 727, 749
- **Level 2:** Co-facilitate SEL groups and assist in intervention delivery.
 - **Courses:** PSY 711/B, 712/B
- **Level 3:** Independently deliver and evaluate mental and behavioral health interventions.
 - **Courses:** 752/B, 753
 - **Activities:** Comprehensive Exam

Domain 5: School-Wide Practices to Promote Learning

Aligned Program Goals: 1, 2, 3, 4

Objectives

- Understand systems, structures, and school organization.
- Apply knowledge of general and special education programming.
- Utilize implementation science to promote learning and positive behavior.
- Develop and implement school-wide practices supporting mental health.
- Collaborate with staff to maintain supportive learning environments.

Competencies

- **Level 1:** Describe systems theory and MTSS.
 - **Courses:** PSY 665, 666, 715, 716, 717, 749
- **Level 2:** Participate in school-wide data analysis and planning.
 - **Courses:** PSY 711/B, 712B
- **Level 3:** Contribute to school-wide initiatives and lead or co-lead efforts to maintain school climate.
 - **Courses:** 752/B, 753
 - **Activities:** Comprehensive Exam

Domain 6: Services to Promote Safe and Supportive Schools

Aligned Program Goals: 2, 3, 4, 5

Objectives

- Understand principles related to social-emotional well-being and resilience.
- Identify risk factors in learning and mental health.
- Promote multitiered prevention and health promotion services.
- Implement strategies for creating safe and supportive schools.
- Engage in crisis prevention, response, and recovery.

Competencies

- **Level 1:** Describe factors contributing to well-being and crisis response models.
 - **Courses:** PSY 666, 716, 749, 752
- **Level 2:** Assess risk factors and participate in prevention activities.
 - **Courses:** 711/B, 712B
- **Level 3:** Independently plan, implement, and evaluate crisis and prevention programs.
 - **Courses:** 752/B, 753
 - **Activities:** Comprehensive Exam

Domain 7: Family, School, and Community Collaboration

Aligned Program Goals: 2, 3, 4, 5

Objectives

- Understand family systems and cultural influences.
- Support family influences on learning and mental health.
- Facilitate family-school partnerships.
- Collaborate with community agencies.
- Design and evaluate culturally responsive services.

Competencies

- **Level 1:** Describe family systems theory and engagement strategies.
 - **Courses:** PSY 666, 716, 749
- **Level 2:** Co-facilitate family engagement activities and participate in cross-agency meetings.
 - **Courses:** PSY 711/B, 712
- **Level 3:** Independently build partnerships and coordinate services with families and agencies.
 - **Courses:** PSY 752/B, 753
 - **Activities:** Comprehensive Exam

Domain 8: Equitable Practices for Diverse Student Populations

Aligned Program Goals: 2, 3, 5

Objectives

- Understand the impact of diverse characteristics on development and learning.
- Apply principles and research related to diversity.
- Implement strategies to enhance services for diverse populations.
- Provide services that respect diversity and promote equity.
- Advocate for social justice and equitable opportunities.

Competencies

- **Level 1:** Explain how diversity factors affect learning and development.
 - **Courses:** PSY 627, 661, 662/B, 665, 666, 671, 715, 716, 717, 726, 727, 749
- **Level 2:** Apply diversity principles to service delivery under supervision.
 - **Courses:** PSY 711/B, 712/B
- **Level 3:** Independently implement culturally responsive practices and advocate for equity.
 - **Courses:** PSY 752/B, 753
 - **Activities:** Comprehensive Examination

Domain 9: Research and Evidence-Based Practice

Aligned Program Goals: 1, 3, 4, 5

Objectives

- Understand research design, statistics, and data collection.
- Evaluate and apply research findings.
- Use technology for data collection and analysis.
- Collaborate to support effective practices.

- Interpret data for decision-making and program evaluation.

Competencies

- **Level 1:** Describe research methods and summarize research literature.
 - **Courses:** PSY 603, 615, 661, 662/662B, 715, 716, 717, 726, 727, 749
- **Level 2:** Critically evaluate and apply research findings to cases.
 - **Courses:** PSY 711/B, 712/B
- **Level 3:** Independently use research and technology to inform practice and evaluate outcomes.
 - **Courses:** PSY 752/B, 753
 - **Activities:** Comprehensive Examination

Domain 10: Legal, Ethical, and Professional Practice

Aligned Program Goals: 1, 2, 4, 5

Objectives

- Understand the history and foundations of school psychology.
- Apply knowledge of service models and methods.
- Adhere to ethical, legal, and professional standards.
- Demonstrate effective interpersonal and professional skills.
- Commit to social justice, equity, and respect for diversity.

Competencies

- **Level 1:** Summarize ethical principles, laws, and service models.
 - **Courses:** PSY 661, 662/B, 665, 666, 671, 715, 716, 717, 749
- **Level 2:** Apply ethical and legal standards to practice scenarios.
 - **Courses:** PSY 711/711B, 712/712B
- **Level 3:** Independently navigate ethical and legal situations, model professionalism, and advocate for social justice.
 - **Courses:** PSY 752/B, 753
 - **Activities:** Comprehensive Examination

C. FINANCIAL SUPPORT

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

1. Assistantships and Scholarships

Graduate assistantships are available in both academic and non-academic departments throughout the University. Individual departments may have specific criteria for considering assistants. The applicant should refer to the information from the Graduate Division of St. John's College for more information about these positions.

The University requires Graduate Assistantship recipients to maintain a full-time course of study and work at least fifteen hours per week in their respective departments. The assistantships provide tuition remission for a maximum of

fifteen credits and, sometimes, a stipend. Recipients are prohibited from outside employment for their contract with the University. Assistant applicants 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 the program. Students who fail to maintain a 3.0 average during a particular semester or in their cumulative record are automatically placed on academic probation by the college. The Program Director, Chair, or Dean may limit a student's program on academic probation. Students on academic probation cannot sit for the third-year comprehensive examination. While on academic probation, the student must meet with the Program Director to arrange an appropriate, corrective course of action. Failure to meet requirements for removal of probation status may be grounds for dismissal from the Program.

B. FULL AND PART-TIME STUDY

Full-time study is defined as enrollment in at least nine credits per semester, or the equivalent. Students who wish to be considered full-time with fewer than nine credits must complete an internship. In the program's second year, students enrolled in the practicum may register for up to fifteen credits: twelve credits of coursework and three credits for the practicum. Part-time students should refer to the University's bulletin for information on residency requirements and the maximum time permitted to complete the degree. Additionally, students are responsible for following the recommended course sequence to ensure they do not attempt to enroll in courses during semesters when those courses are not typically offered.

C. REGISTRATION

Students are responsible for registering for the correct courses to meet all program requirements. Any deviation from the standard course sequence—due to failing a course, receiving an incomplete, or other reasons—may delay graduation. If you do not pass a required course, you will not be permitted to register for subsequent courses in the sequence until the prerequisite is successfully completed.

Before each registration period, the Program Director and Administrative Assistant will email detailed registration instructions to all students. If your academic plan has deviated from the standard schedule, you must contact the Program Director via email *before* registration begins to create an approved plan for completing your remaining coursework.

University Policies: Registration and Withdrawal

- **Late Registration:** The University strictly prohibits enrollment after the late registration period has ended. Attending a class without being officially registered will not result in enrollment.
- **Official Enrollment:** Your enrollment is official only when you receive a class schedule receipt.
- **Course Withdrawal:** To withdraw from a course or change sections, you must obtain and complete a "Change of Program" form from the Graduate Division's Office. Failure to follow this official withdrawal procedure will result in a permanent grade of "F" for the course.

Course Section Assignments

When a course has multiple sections, the program and department reserve the right to assign students to specific sections. This means you may not be placed in your preferred section.

Problem Resolution and Grievance Procedure

If you encounter any issues with coursework, clinical placements (practicum, field placement, internship), or unprofessional conduct from faculty or supervisors, you should first discuss the matter with the Program Director.

If the issue is not resolved to your satisfaction, you should follow the established chain of command:

1. Department Chair
2. Associate Dean for Graduate Studies
3. Dean of St. John's College

D. CONTINUOUS ENROLLMENT

Continuous enrollment is required for all students in degree programs until graduation. If you are not registered for coursework during a given semester, you must maintain your active status by enrolling in the designated "Maintaining Matriculation" course during the regular registration period. This requirement applies to students who are resolving a course failure, incomplete grade, or ABF grade.

Please note: Enrollment in "Maintaining Matriculation" does not count as full-time status, and you will be required to begin repayment on any student loans.

Students who do not maintain continuous enrollment for one semester must:

1. Apply for readmission,
2. Meet the current program requirements at the time of readmission,
3. Be formally readmitted to the program.

E. TIME LIMIT

All degree requirements must be completed within five (5) years. Students who are unable to pursue full-time graduate study may request an extension of this time limit. Please note that courses completed more than five years prior to graduation will not be counted toward the degree. If a student takes longer than five years to finish the program, they may be required to retake any courses that exceed the five-year limit.

F. ATTENDANCE POLICY

Regular class attendance is expected of all students. Absences are not penalized unless class participation is part of the grade, as indicated in the course syllabus or materials; in such cases, absences may impact your grade. Regardless of attendance, students are responsible for all announced exams and assignments and must submit work by the stated deadlines. Missed work will not be excused. The decision to allow a make-up examination is at the discretion of individual faculty members, except for final examinations, which are governed by policies set by the Dean's office each term.

G. GRADING

Grading System: MS Program in School Psychology

The MS Program in School Psychology uses a grading system that differs from the traditional A–F scale. The following grades and quality points have been established by the Dean’s Office of St. John’s College of Liberal Arts and Studies. Program faculty may only assign grades listed below:

Grade Quality Points

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C	2.0
F*	0.0

Quality points for a course are calculated by multiplying the grade’s point value by the number of semester credit hours. The overall quality point index (GPA) is determined by dividing the total quality points by the total credits attempted.

Minimum Grade Requirements

- MS students must earn a grade of “C” or higher for academic credit, except for certain yearlong sequences (e.g., Psy 661/662, 711/712, 752/753, and designated bilingual track sections), which require a “B” or higher.
- For these sequences, a grade of “B-” or “C” is insufficient; students must repeat the course if the required grade is not achieved.
- Students may not progress to the next course in a sequence until the prerequisite course is successfully completed.
- Additional course enrollments may be restricted and are subject to approval by the Program Director.

Prerequisite and Incomplete Grades

- Students cannot enroll in specific courses if they have unresolved incompletes or unsatisfactory grades in prerequisites (e.g., Psy 715 requires passing Psy 661/662; the third-year internship sequence requires passing all courses, including the practicum courses).
- Any grade of “F” results in immediate academic probation and review by the Graduate Education Planning Committee (GEPC), which may determine suspension or termination from the program.

Grade Appeals

Students wishing to formally appeal a grade should obtain the Academic Fairness Procedure document from St. John’s College, which outlines both informal and formal appeal processes.

Non-Letter Grade Designations

Some courses may receive grades that do not affect GPA or provide degree credit:

- **INC (Incomplete):** Assigned at the professor's discretion when a student has participated but not completed all required work. The student must complete outstanding assignments by the deadlines set in the Academic Calendar (October 15 for spring INCs, March 15 for fall INCs). Extensions must be requested in writing and approved by the professor, Department Chair, and Dean's Office. Failure to complete requirements results in a permanent INC, and the course must be retaken if required for the degree. Students with an INC in their final semester will be removed from the graduation list. Missing the final exam is not grounds for an INC; it is recorded as ABF.
- **Academic Probation:** Students with a GPA below 3.0 will be placed on probation and are ineligible to sit for the third-year comprehensive or fourth-year Professional Practice Competency Exam. The Department Chair, Program Director, and Dean's Office may limit the academic program for students on probation.
- **ABF (Absent/Failure):** Assigned when a student completes all coursework except the final exam. The make-up exam is administered by the Dean's Office, which sets the date. Failure to complete the make-up results in an "F," requiring the course to be repeated. An "F" grade may also lead to dismissal from the program.
- **WD (Withdrawal):** Authorized withdrawal before the published deadline or with Dean's Office approval results in a WD grade, which does not affect GPA or academic standing. The withdrawal date is when the Dean signs the Change of Status form. Withdrawals are not allowed within the final five weeks of class.
 - **UW (Unauthorized Withdrawal):** Assigned when a student fails to officially withdraw or stops attending without explanation. UW does not affect GPA and does not count as degree credit.
- **P/F (Pass/Fail):** Some courses may be graded on a pass/fail basis, typically for competency assessments or under special circumstances (e.g., COVID-19). Graduate students cannot elect to take courses on a pass/fail basis.

H. FINAL EXAMINATIONS

Final examination schedules are published in the University's Academic Calendar.

Approved Absences

If you are unable to take a final examination as scheduled, you must contact the Dean's Office *before* the exam and provide documentation for your absence. The Dean may approve a make-up examination for students in good academic standing who have a serious, documented reason for their absence.

If a make-up exam is approved:

- You will receive a temporary grade of **ABF (Absent/Failure)** until the exam is completed.
- A fee is required to take the make-up examination.
- Failure to take the scheduled make-up exam will result in the ABF grade being permanently changed to an **F**.

Unapproved Absences

Students who miss a final examination without prior approval from the Dean's Office may receive a final grade of **F** for the course at the professor's discretion.

Consequences of an "F" Grade

A grade of **F** requires the student to repeat the course. Furthermore, receiving an **F** in any course is grounds for review by the Program Faculty, which may lead to dismissal and termination from the program.

I. TRANSFER CREDITS

Students may transfer up to twelve (12) credits from another accredited university, subject to approval by both the Program Director and the Dean. Transfer credits must not have been used to fulfill requirements for another degree. To request a transfer, students should obtain the appropriate forms from the Dean's Office and submit catalog course descriptions and an official transcript to the Program Director. The Program Director will review the materials and forward them to the Dean's Office for final approval.

Only graduate courses with a grade of "B" or higher are eligible for transfer credit (note: a "B-" does not qualify). Pass/fail courses are not accepted for transfer. Transfer credits do not impact your cumulative quality points (GPA), and courses taken outside the program's time limit (5 years) are not eligible for degree credit (see "Time Limits").

Students must have completed at least twelve credits in the St. John's graduate program before requesting transfer credit. The review process typically takes one to two months, and all transfer credits must be approved before the semester in which the student plans to take the comprehensive examination.

J. PROGRAM DEGREE REQUIREMENTS

The program requires successful 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. After meeting these requirements, students will be awarded the M.S. in School Psychology, typically following the third full year of study.

Graduates are then eligible for provisional New York State School Psychology Certification, which authorizes practice as a school psychologist within the school system. This provisional certificate is valid for five years from the date of issuance. After accumulating two years of school-based experience, graduates may obtain permanent certification in pupil personnel services.

The program is designed to meet the standards for practicing as a School Psychologist and Psychologist in New York State. However, students should be aware that certification or licensure requirements may vary by location. Some states or regions may require additional training, coursework, supervision, or workshops not required in New York. It is the student's responsibility to understand and meet the requirements for the state or jurisdiction in which they intend to practice.

K. STUDENT WORK POLICY

School psychology students are not permitted to engage in psychological work at off-campus facilities unless it is part of their program requirements, field placements, coursework, or a university fellowship/assistantship, and has been approved by the Program Director. Unauthorized off-campus psychological work may result in academic disciplinary action. If you have any questions about this policy, please consult the Program Director.

Additionally, students are not permitted to practice as school psychologists outside of approved program activities until they have obtained certification or credentials from the state in which they intend to work. State certification can only be granted after all degree requirements have been fulfilled, including successful completion of the comprehensive examination (including the Praxis), completion of the internship experience, and official conferral of the degree by the University.

L. MALPRACTICE / PROFESSIONAL LIABILITY INSURANCE

If you are officially enrolled in the MS program and remain in good academic standing, your professional work and training as a school psychologist—specifically for degree-related activities—are covered under the University’s general insurance policy. However, this coverage may not protect you from all forms of personal liability, especially those outside the scope of the University’s policy.

Given the hands-on nature of the program, students are strongly encouraged to obtain their own professional liability insurance before beginning practicum experiences (Psy711/711B/712/712B, formerly Psy761/Psy762) and other internship placements. Professional liability insurance provides protection against malpractice claims and other liabilities that may arise during training and are not necessarily covered by the University. Because lawsuits can result from a wide range of issues, including personal conduct, having your own liability insurance is essential for school psychologists both during training and after graduation.

Liability insurance policies for psychology graduate students are available through the National Association of School Psychologists (NASP) and the American Psychological Association (APA), typically costing less than \$50 per year. Information and application forms are available on each organization’s website. Policies must be renewed annually, and updated insurance certificates should be submitted to the program administrative assistant upon receipt.

Some training sites may require a copy of the University’s insurance policy in addition to your own. Direct such requests to the School Psychology Fieldwork Coordinator. If a site requests to be added as an “additional insured” on the University policy, they must provide the exact name and address of the physical location to be added, which will be documented on an ACORD certificate.

M. SCIENTIFIC MISCONDUCT, ACADEMIC INTEGRITY, AND ETHICAL AI USE

St. John’s University is committed to upholding truth, integrity, and credibility as foundational principles of research and scholarship. Adherence to these standards is vital for the progress of scientific inquiry and for maintaining the trust of the public and the academic community. Violations, including scientific misconduct or breaches of academic integrity, may result in serious consequences, including dismissal from the program and the University.

Scientific misconduct includes, but is not limited to, fabrication, falsification, omission, plagiarism, suppression, theft, misappropriation, or any other practice that violates accepted standards for proposing, conducting, or reporting research. Honest errors or differences in interpretation are not considered misconduct. More detailed definitions and procedures for handling allegations are available in the University’s Policy and Administrative Procedures Governing Scientific Misconduct, accessible through the Office of Grants and Sponsored Research and the University website.

To further guide students, the Psychology Department has adopted a comprehensive **Plagiarism Statement** (see Appendix A), developed by Dr. Miguel Roig, which defines plagiarism, provides examples, and offers exercises to support proper paraphrasing skills.

Ethical and Competent Use of Artificial Intelligence (AI)

In recognition of the growing role of artificial intelligence (AI) in education and psychological practice, the School Psychology Program has established a policy to ensure the ethical, appropriate, and legally compliant use of AI tools by students and faculty. This policy applies to all domains of training, including coursework, practicum, internship, research, and administrative tasks. This policy was adapted from resources and policy guidance provided by Trainers

of School Psychology (TSP). We acknowledge and appreciate TSP’s contributions to advancing best practices in school psychology training and the ethical use of emerging technologies.

Definition of AI: AI refers to computer systems capable of reasoning, learning, and generating new content (Wu et al., 2025). Generative AI creates novel text, images, audio, or video based on patterns learned from large datasets.

I. Guiding Principles

The program’s approach to AI use is grounded in the ethical standards of the National Association of School Psychologists (NASP, 2020) and the American Psychological Association (APA, 2017, 2025), emphasizing beneficence, nonmaleficence, fidelity, integrity, justice, and respect for rights and dignity.

Transparency and Informed Consent:

- All use of AI in academic, clinical, or research settings must be disclosed to relevant parties in a culturally appropriate manner.
- Students are responsible for critically reviewing, editing, and attributing any work supported by AI.
- When AI tools are used in client care, informed consent is required, with clear communication of the AI’s purpose, benefits, risks, and limitations, as well as the client’s right to opt out.

Data Privacy and Security:

- Do not enter real client data or personally identifiable information (PII) into AI tools unless the tool is institutionally approved and meets HIPAA/FERPA compliance.
- Use of publicly available AI tools for processing client or educational information is strictly prohibited.
- Confidentiality safeguards extend to all forms of client material, including non-identifiable student data.

Mitigating Bias and Promoting Equity:

- AI tools can perpetuate bias and stereotypes; students and faculty must critically assess outputs for fairness and cultural responsiveness.
- The program provides instruction on recognizing and mitigating AI bias and promotes equitable practices for diverse populations.
- Evaluate AI tools for bias, review their training data, and ensure alignment with culturally just practices.

Accuracy and Misinformation Risks:

- AI-generated content may contain inaccuracies or “hallucinations”; critical evaluation is required before application in academic or clinical settings.
- Only validated AI tools with transparent data sources should be integrated.

Human Oversight and Professional Judgment:

- AI is an assistive technology, not a replacement for human judgment, clinical decision-making, or direct client interaction.
- Overreliance on AI can hinder development of essential clinical and academic skills.
- Supervisors should guide students in responsible AI integration and model ethical use.

Equitable Access:

- The program strives to ensure all students have access to AI tools, including those with disabilities or limited financial resources.
- Use inclusive AI tools with accessibility features and seek guidance from faculty or staff as needed.

Preparation for Future AI Use:

- Training includes best practices for integrating AI into future school psychology practice.
- Students should understand AI's potential impact on their careers and develop competency in its use.

Monitoring and Evaluation:

- The program will monitor and review the impact of AI use on student learning and competency development, updating policies as needed.

II. Specific Applications and Guidelines**Academic Use:**

Permitted (with instructor approval):

- Outlining, structuring, and brainstorming assignments
- Grammar checking and improving written expression
- Summarizing complex materials
- Practicing skills and receiving instant feedback

Prohibited:

- Submitting AI-generated work as original
- Using AI during in-class assessments/exams unless approved
- Generating scientific papers or evidence

Clinical Use (Practicum/Internship):

Prohibited:

- Inputting client or school-based case material without consent
- Using non-approved AI tools for client data
- Writing or revising psychological reports or plans without supervisor consent
- Simulating counseling or generating diagnostic impressions with real data

Permitted (with supervisor approval):

- Exploring general academic content
- Improving general templates (no case details)
- Practicing clinical skills in AI-driven simulations (no real clients)
- Analyzing practice session language on secure platforms
- Finding technology or accessibility issues

- Generating self-monitoring logs or mindfulness exercises (no client data)

Research Use:

Permitted (with advisor approval):

- Summarizing literature
- Grammar checking and outlining
- Assisting with coding after human review
- Brainstorming ideas (no personal data)

Prohibited:

- Fabricating or manipulating data
- Entering sensitive data into AI systems
- Using AI as research participants

Administrative Tasks:

- AI tools may be used for efficiency in non-sensitive tasks (e.g., drafting emails, clinic policies).
- AI scribes can assist with documentation but must be used cautiously.

Attribution:

- Any use of AI must be disclosed in academic, clinical, or research work.

III. Training and Awareness

- AI literacy and ethical use are integrated into the curriculum.
- Faculty and students are expected to pursue ongoing professional development in AI.
- Supervision in AI use is required for ethical and effective practice.

IV. Violations and Consequences

Misuse of AI tools or breaches of this policy—especially those involving client confidentiality, academic integrity, or ethical standards—will result in disciplinary action, which may include remediation, loss of credit, removal from practicum/internship, or dismissal from the program.

V. Policy Review and Continuous Improvement

This AI policy is a dynamic document, subject to regular review and revision to remain current and effective. The program will assess the impact of AI on student learning and program outcomes, and will seek feedback from students, faculty, and professional organizations.

N. UNIVERSITY POLICY ON HARASSMENT AND DISCRIMINATION

St. John's University's policies regarding discrimination, harassment (including sexual harassment), and related complaint procedures are detailed in the University's Policies Webpage. Below is a summary of the policy.

In alignment with its Catholic, Vincentian, and metropolitan mission, St. John's University complies with all relevant federal, state, and local laws prohibiting discrimination based on race, religion, color, national or ethnic origin, age, sex, sexual orientation, marital status, citizenship status, disability, genetic predisposition or carrier status, and military service status. The University also prohibits retaliation against anyone who reports discrimination, harassment, or exercises rights under these laws.

Harassment can take many forms, including:

- **Sexual harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that interferes with an individual's education or employment.
- **Other forms of harassment:** This may include verbal abuse (such as racial or sexual slurs), visual or non-verbal harassment (such as derogatory posters or obscene gestures), physical harassment (such as unwanted touching or hugging), and threats or reprisals following a negative response to harassment.

Non-Fraternization Policy:

St. John's University prohibits intimate or romantic relationships between individuals in unequal positions, such as faculty, administrators, or staff and students whose academic or work performance they evaluate. Such relationships are considered inappropriate due to the potential for conflict of interest or abuse of power.

Reporting and Complaint Procedures:

Any member of the University community who believes they have experienced discrimination or harassment should follow the procedures in the Human Resources Policy Manual, Policies 703 and 704, which also pertain to students. Students are encouraged to promptly report concerns to their immediate supervisor, Program Director, Department Chair, Dean of the College of Arts and Sciences – Graduate Division, or Dean of Student Life. If the issue is not resolved at this level, students may contact the University's Compliance Officer. Disciplinary actions follow the procedures outlined in the Collective Bargaining Agreement and University Statutes.

Complaint Options:

- **Informal Procedure:** Students may pursue an informal resolution, which does not require a written complaint. Meetings are held with relevant officials to seek a satisfactory resolution. Although informal, the process and outcome are official.
- **Formal Procedure:** To initiate a formal complaint, students must submit a written statement to the Compliance Officer within 60 days of the alleged incident. The Compliance Officer will begin an investigation within 14 days, aiming to resolve the matter within 60 days.

If the complaint is not resolved to the student's satisfaction, they may request a review by a panel from the University community. The panel will investigate and submit its findings to the Compliance Officer, whose decision is final and binding. The Compliance Officer will communicate the outcome in writing within seven days. If a violation is found, prompt and appropriate remedial action will be taken.

For complete details, refer to the University's Policies page, available on the University's website.

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

Students at St. John's University seeking accommodations for a disability must submit documentation to the Office of Disability Services (ODS). The Program does not handle disability documentation directly; it is the student's responsibility to provide all required materials to ODS.

Students with physical or mental impairments may qualify as individuals with disabilities if their condition substantially limits one or more major life activities. Acceptable documentation must verify the disability and explain how it affects the student's access to education. This documentation should also recommend reasonable accommodations that will help equalize the student's ability to participate in university programs, activities, and services.

Once ODS determines a student's eligibility, accommodations are provided in consultation with the student's academic program when necessary. Reasonable accommodations may involve adjustments to policies, practices, or procedures to ensure equal access and opportunity.

Note: Accommodations cannot be provided in clinical or client-care training if they compromise essential client-care responsibilities, such as maintaining timely case records, continuity of treatment, regular attendance at intervention and supervision sessions, direct delivery of psychological services, or general professional conduct.

All documentation is kept confidential and must be submitted directly to ODS. Students should schedule an appointment with an ODS administrator and identify their needs as early as possible in their academic career.

Student Responsibility:

It is the student's responsibility to follow all procedures for requesting accommodations and to communicate any approved accommodations to relevant faculty members in a timely manner. This ensures that faculty can support the student's needs and implement accommodations as required.

For more information, visit the Office of Disability Services website: <https://www.stjohns.edu/life-st-johns/health-and-wellness/disability-services>

Eligibility Guidelines:

- Students must present documentation verifying the disability and current functional limitations.
- Evaluations must be conducted by a qualified, certified, or licensed professional (e.g., physician, psychologist, psychiatrist) experienced with adolescent or adult populations. The professional's credentials must be included.
- The evaluation must show that the assessment tools used are reliable and valid for adolescents or adults.
- Documentation must demonstrate that the impairment rises to the level of a disability under the Americans with Disabilities Act (ADA), meaning it substantially limits a major life activity (e.g., learning, reading, concentrating, thinking).
- The documentation must support the need for each requested accommodation.
- An ODS administrator will review all documentation and requests, consulting academic units as needed. Additional documentation may be required.
- Temporary accommodations may be considered.
- Students dissatisfied with the accommodation decision may appeal according to the University's "Policy Against Discrimination and Sexual Harassment and Related Grievance Procedures."
- For questions about documentation requirements or this policy, contact an ODS administrator.

P. INTERNATIONAL STUDENTS

All international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and have their official scores sent directly to St. John's University (Queen's Campus code: #2799).

Applicants who otherwise meet admissions criteria but have TOEFL scores below the University's required standard may be granted conditional admission, pending successful completion of The Language Connection (TLC) program. Please note that no academic credit is awarded for participation in TLC.

Q. GRIEVANCE POLICY

If a student has a grievance involving faculty, staff, or another student within the program, the following procedures should be followed:

1. Direct Resolution:

The student should first attempt to resolve the issue informally by meeting directly with the individual involved. The department encourages open communication, as many concerns can be addressed through direct discussion.

2. Faculty or Program Director:

If the student is uncomfortable meeting with the individual or the issue remains unresolved, the student should arrange a meeting with another faculty member or the Program Director to seek assistance.

3. Department Chair:

If the grievance is still not resolved, the student should request a meeting with the Chair of the Psychology Department. The Department Chair may, if necessary, schedule a joint meeting with both parties within ten working days.

4. Graduate Education Planning Committee (GEPC):

If the student is dissatisfied with the outcome, they may submit a written complaint to the GEPC and request a meeting. Students are informed of the GEPC faculty members at the start of each academic year. The written grievance should be provided before the scheduled meeting. After meeting with the GEPC, the Department Chair will issue a written response within ten working days. If the grievance is resolved, the written resolution will be placed in the student's file.

5. Dean's Review (Final Appeal):

If either party is dissatisfied with the GEPC's resolution, they may appeal in writing to the Dean of St. John's College within ten working days of receiving the Step 4 response. The Dean will schedule a meeting with both parties within ten working days of the appeal and will issue a written decision within fifteen working days. This decision is final and binding, and a copy of the final grievance and resolution will be kept in the student's file.

R. REMEDIATION POLICY: HANDLING & REMEDIATING STUDENT DIFFICULTIES

Student progress in the program is reviewed annually by the entire faculty, who assess academic performance, clinical skills, interpersonal abilities, and professional responsibility. This review may include examination of transcripts and supervisor feedback. After the review, each student receives a letter documenting whether they are making satisfactory progress. Students who are not meeting program expectations are instructed to meet with a core faculty member or the Program Director to discuss strategies for improvement.

In addition to the annual review, faculty continuously monitor student progress throughout each semester, especially in coursework, practicum, and internship supervision. This ongoing oversight allows faculty to promptly address any concerns that arise, rather than waiting for the annual review.

If concerns or unsatisfactory progress are identified, the faculty advisor will arrange a meeting with the student to discuss the specific issues. If formal remediation is deemed necessary by the advisor or faculty, an improvement plan will be developed collaboratively with the student and, where appropriate, other faculty familiar with the areas of concern. The plan will be provided to the student in writing and will outline recommended steps for improvement.

If the student does not demonstrate satisfactory progress by the next review or the end of the semester, the faculty will meet to develop a revised improvement plan. The student will meet again with the relevant faculty member to review the new plan, which may include requirements such as repeating coursework, delaying practicum or internship experiences, participating in additional training, or, in serious cases, termination from the program.

Exceptions:

If a student engages in particularly egregious conduct—such as ethical or legal violations, academic dishonesty, or actual or threatened aggression—any faculty member may refer the student directly to the appropriate administrative authority for disciplinary action in accordance with university policies.

S. Colloquium Attendance Policy

Colloquia are formal academic seminars or presentations hosted by the Psychology Department, featuring experts who share research, insights, and innovations relevant to the field of psychology. These events are designed to enrich students' professional development, expose them to current topics in the discipline, and foster engagement with the broader academic and professional community.

Policy:

Attendance at each colloquium is required for all first- and second-year School Psychology graduate students, unless excused by their faculty member due to a class conflict. Colloquia are also offered and strongly encouraged for all other School Psychology students.

Students who are unable to attend a colloquium must read an article authored by the scheduled speaker, prepare a written summary, and discuss its implications for the practice of psychology. This summary must be submitted to Dr. Terjesen (for PsyD students), Dr. Sotelo-Dynega (for MS students), and the Program Administrative Assistant no later than the specified deadline. Failure to comply with this policy may result in an unexcused absence and may impact program standing.

III. STRUCTURE OF THE SCHOOL PSYCHOLOGY PROGRAM

A. GENERAL TRACK

The curriculum for both the general and bilingual tracks of the MS in School Psychology program meets the educational requirements for the School Psychologist Provisional Certificate issued by the New York State Education Department (NYSED), which falls under the category of Pupil Personnel Services. Upon completion of the required course sequence, the program will notify NYSED that all educational requirements have been fulfilled, and the State will then issue the School Psychologist Provisional Certificate. This certification authorizes individuals to work as "School Psychologists" in any school setting within New York State. However, it does not permit independent practice outside educational settings and is not equivalent to a license to practice psychology.

B. BILINGUAL TRACK

The bilingual track of the MS in School Psychology program is designed to meet the requirements for Bilingual Certification by the New York State Education Department (NYSED).

Coursework Requirements:

- Students in the bilingual track must complete twelve courses (36 credits) that are also required for the general school psychology program.
- Four core courses have been modified to include content required for Bilingual Certification:
 - Developmental Psychology (PSY623): Covers cross-cultural perspectives in child development.
 - Interviewing and Case Formulation (PSY666): Includes readings on counseling and interviewing culturally diverse children.
 - Child and Adolescent Personality Assessment I (PSY671): Addresses the use and standardization of personality tests with African American and Hispanic youth.
 - School Psychology Internship Seminar I (PSY752B): Provides instruction on NYSED regulations for assessing and placing bilingual children.

Practicum and Internship Experience:

- Practicum I & II (PSY711B & PSY712B) and Internship Seminar I & II (PSY752B & PSY753) offer bilingual track students opportunities to work with bilingual children and families, depending on case availability.
- Given the limited number of certified bilingual school psychologists in New York State, priority will be given—but cannot be guaranteed—for students to be placed with a supervisor who holds certification as a bilingual school psychologist.

Additional Required Courses:

- Students in the bilingual track must also complete three specialized courses (9 credits):
 - Psychoeducational Assessment of Culturally and Linguistically Diverse Children (PSY662B)
 - Cultural Diversity in Psychological Services (PSY627)
 - Psycholinguistics and the Practice of School Psychology with Bilingual Populations (PSY729) (taken as an elective by bilingual track students)
- Aside from registration in “B” designated courses and access to certified bilingual supervisors, degree requirements for the bilingual and general tracks are otherwise identical.

Bilingual Certification Process:

- To obtain certification as a bilingual school psychologist in New York State, students must pass a language proficiency examination as required by NYSED.
- Students are responsible for registering for the exam independently; information is available from NYSED.
- The Bilingual Education Assessment (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 school psychologists, the teaching content portion is not required.
- For more information about the New York State Teacher Certification Examinations, including online test registration, study guides, testing schedules, and more, visit www.nystce.nesinc.com.

Enrollment in the Bilingual Track:

- Students not initially enrolled in the bilingual track must obtain approval from the Program Director to switch tracks, and this decision must be made before the start of the Spring semester in the first year.
- Enrollment in the bilingual track does not require taking or passing the BEA. Only students seeking the official bilingual credential must take the exam. Those who do not take the exam may still apply bilingual and

culturally responsive practices in their work but cannot formally identify as “bilingual school psychologists” in New York State.

SCHEDULE FOR FULL-TIME STUDENTS GENERAL AND BILINGUAL TRACKS

Year 1

Fall Semester (12 credits)

- PSY 661 (Psychoeducational Assessment): 3 credits
- PSY 661L (Lab): 0 credits
- PSY 665 (Introduction to School Psychology): 3 credits
- PSY 726/727 (Psychopathology Across the Lifespan I/II): 3 credits
- PSY 666 (Interviewing Skills): 3 credits

Spring Semester (12 credits)

- PSY 662/662B (Psychoeducational Assessment II): 3 credits
- PSY 662L/662B-L (Lab): 0 credits
- PSY 671 (Child and Personality Assessment): 3 credits
- PSY 726/727 (continuation): 3 credits
- PSY 749 (Behavior Therapy): 3 credits

Year 2

Fall Semester (15 credits)

- PSY 603 (Statistics for School Psychology I): 3 credits
- PSY 615 (Research Methods): 3 credits
- PSY 620 (Cognitive Psychology of Academic Learning): 3 credits
- PSY 715 (Assessment, Diagnosis, & Remediation of Learning Disabilities): 3 credits
- PSY 711/711B (School Psychology Practicum I): 3 credits

Spring Semester (15 credits)

- PSY 717 (Instructional Assessment & Academic Interventions): 3 credits
- PSY 627 (Cultural Diversity): 3 credits
- PSY 623 (Developmental Psychology): 3 credits
- PSY 712/712B (School Psychology Practicum II): 3 credits
- PSY 716 (Consultation): 3 credits

Year 3

Fall Semester (6 credits)

- PSY 752/B (Internship Seminar I): 3 credits
- Elective Option or PSY 729 (Psycholinguistics, for Bilingual Track): 3 credits

Spring Semester (6 credits)

- PSY 753 (Internship Seminar II): 3 credits
- Elective Option: 3 credits

Total Program Credits: 66

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.

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.

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: PSY661 with grade of "B" or higher (NOTE: a "B-" grade is lower than a "B"). 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: PSY661 with grade of “B” or higher (NOTE: a “B-“ grade is lower than a “B”). 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 (PSY761) will accompany this course. Credit: 3 semester hours. Practicum fee: 3 graduate credits.

711/711B PRACTICUM IN SCHOOL PSYCHOLOGY I

Prerequisite: PSY661, 662 with a grade of B or higher (NOTE: a “B-“ grade is lower than a “B”). The school psychology practicum (PSY711/711B, 712/712B) is a year-long (September-May) experience that was designed to allow students enrolled in their 2nd year in the School Psychology Master of Science program to practice and develop their assessment, consultation, and intervention skills in a school setting. Students enrolled in this practicum are supervised at their school-based sites by a designated, certified school psychologist. The practicum sites are local school districts (grades K-12) that have been vetted by the school psychology program. Students enrolled in this practicum will then meet weekly with their cohort and the PSY711/711B/712/712B course instructor to discuss their experiences, present cases, and obtain additional consultation and feedback from their peers and course instructor.

712/712B PRACTICUM IN SCHOOL PSYCHOLOGY II

This course is a continuation of PSY711/711B. The school psychology practicum (PSY711/711B, 712/712B) is a year-long (September-May) experience that was designed to allow students enrolled in their 2nd year in the School Psychology Master of Science program to practice and develop their assessment, consultation, and intervention skills in a school setting. Students enrolled in this practicum are supervised at their school-based sites by a designated, certified school psychologist. The practicum sites are local school districts (grades K-12) that have been vetted by the school psychology program. Students enrolled in this practicum will then meet weekly with their cohort and the PSY711/711B/712/712B course instructor to discuss their experiences, present cases, and obtain additional consultation and feedback from their peers and course instructor.

715 ASSESSMENT, DIAGNOSIS, AND REMEDIATION OF LEARNING DISABILITIES

Prerequisite: PSY661, 662 with grade of “B” or higher (NOTE: a “B-“ grade is lower than a “B”). 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 behavior 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.

717 INSTRUCTIONAL ASSESSMENT AND ACADEMIC INTERVENTIONS

This course provides an in-depth examination of evidence-based academic interventions within a Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) framework. Emphasis is placed on the application of assessment data to the design, implementation, and evaluation of instructional supports for all students with diverse learning needs as part of the expanded role of school psychologists as systems managers using the MTSS/RTI framework. Topics include progress monitoring, data-based decision making, curriculum-based measurements, academic enablers, and strategies for supporting students at risk for academic difficulties, as well as those with identified disabilities. The course also addresses consultation and collaboration with educators, families, and other stakeholders to promote effective intervention planning and implementation. 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 V TR 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 711/B, 712/B. Students with a failing grade or a grade of INC (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: Completion of PSY 711/B, 712/B. 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: PSY752. 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.

D. ELECTIVES

Students may choose from a variety of elective courses offered by the Psychology Department, including:

- 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 745 Applied Behavior Analysis
- PSY 751 Interventions with Developmental Disabilities
- PSY 760 Marital and Family Therapy
- PSY 772 School Neuropsychological Assessment
- 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 (only available for students in Concentration F: Psychological Research)

With approval from the Program Director, students may also select electives from other departments within the University. Any graduate-level course may be considered as an elective, pending approval.

The core School Psychology Faculty recommends the following courses outside the Psychology Department:

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 Preschool Children
- SPEECH 329 Neuroanatomy and Neuropathology of the Speech System

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

- 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 (Birth–Grade 12)
- EDU 5420 Politics of Education
- EDU 5651 School-Community Relations in Education
- EDU 5741 Finance of Education

Students are encouraged to consult with the Program Director to ensure their elective choices support their academic and professional goals.

E. COMMUNITY SERVICE COMMITMENTS

St. John’s University, guided by the Vincentian tradition and the compassion of St. Vincent de Paul, is dedicated to fostering a spirit of service and global harmony. The community service program provides graduate students in School Psychology with meaningful opportunities to engage with the local community and offer volunteer support to disadvantaged populations, utilizing their strengths, academic knowledge, and skills.

All students enrolled in a graduate program in School Psychology are required to complete 30 hours of community service during their first year of attendance. Part-time students may fulfill this requirement over two years. Community service activities may be, but are not required to be, related to the field of school psychology. Students may not use hours from a current paid position to meet this requirement.

Community Service Program Contract (Appendix B1)

Each student must complete and submit the **Community Service Program Contract** (Appendix B1) to the Program Administrative Assistant by the specified date. By signing this contract, students affirm their commitment to working with agencies or organizations to complete at least 30 hours of community service. Students should retain a copy of the completed contract for their records.

Community Service Program Log (Appendix B2)

Upon completion of the service, students must also submit the **Community Service Program Log** (Appendix B2). The log should include:

- Student’s name
- Agency/organization name
- Purpose of the organization (activities conducted/services provided)
- Supervisor’s name, title, phone number, and email
- Community service start and completion dates
- Days and hours worked

The student’s supervisor must sign and date the log to verify participation. A completed copy of this form must be submitted to the Program Administrative Assistant by the specified deadline.

F. SCHOOL PSYCHOLOGY PRACTICUM AT LOCAL PUBLIC-SCHOOL DISTRICTS

During the second year of the MS School Psychology program, students participate in a two-semester, part-time practicum in a local public school district. This practicum is designed to build professional competencies aligned with the NASP 2020 Practice Model and the program's mission of equity, diversity, social justice, and evidence-based practice.

Practicum Overview:

- Students are expected to accrue approximately 300 hours between September and June, typically by attending their practicum site one day per week and participating in weekly seminars (PSY711/711B and PSY712/712B).
- The practicum emphasizes experiences across all ten NASP domains, including data-based decision making, academic and mental/behavioral health interventions, consultation and collaboration, school-wide practices, family-school-community engagement, culturally responsive practice, and adherence to legal, ethical, and professional standards.
- Practicum activities are not solely focused on accumulating hours, but on gaining meaningful professional experiences.

Core Practicum Requirements:

- **Psychoeducational Assessments:** Complete at least five (5) psychoeducational evaluations, including interviews, behavioral observations, standardized assessments, and integrated written reports. At least two cases must be presented in class; all five redacted reports must be submitted to the instructor.
- **Consultation Cases:** Complete at least two (2) consultation cases, either as the consultant or through observation, and present these cases in class.
- **Intervention Cases:** Complete at least two (2) intervention cases, either by providing the intervention or observing another provider, and present these cases in class.
- **Additional Assignments:** Engage in school culture and climate reflection, organizational analysis, community resource identification, IEP review, professional self-reflection, supervision reflection, and CV update.
- **Outcome-Based Assessment:** Submit two performance-based products (one academic/cognitive and one mental/behavioral health) documenting the process and impact of interventions, to be evaluated by faculty.

Supervision and Evaluation:

- Each practicum student is supervised by a certified school psychologist with a minimum of three years of school-based experience. Supervision must occur on-site, ensuring familiarity with the school's population, policies, and access to client records.
- Supervisors provide ongoing formative feedback and complete two formal evaluations of the student's performance each year, using the standardized **Supervisor Evaluation Form (Appendix F)** that addresses NASP-aligned competencies and the impact of services provided.
- Supervisors and students must review and sign the evaluation together, discussing strengths and areas for growth. Ratings of "Needs Improvement" or "Unsatisfactory" require immediate communication with the course instructor or Program Director and may result in the development of a remediation plan.

Professional Expectations:

- Students are expected to conduct themselves professionally at all times, demonstrating respect for colleagues, students, and families, and adhering to legal, ethical, and confidentiality standards.

- Attendance at weekly seminars and supervision meetings is mandatory. Frequent absences or termination from a practicum site may fail of the course and possible dismissal from the program.
- Practicum logs documenting all direct and indirect hours and activities must be maintained in Time2Track and signed monthly by the site supervisor.

Contract and Documentation:

- A practicum contract (**Appendix C**) is completed and signed by both the supervisor and student, confirming mutual understanding of responsibilities and expectations.
- All practicum activities, evaluations, and performance-based products are documented and submitted according to course and program requirements.

G. THIRD-YEAR FIELD PLACEMENTS (SCHOOL PSYCHOLOGY INTERNSHIP)

Prerequisites

Before beginning the third-year field placement (internship), students must meet the following requirements:

- Complete at least 54 course credits with a grade of “C” or higher (note: a “C-” is not sufficient), or a “B” or higher where required (note: a “B-” is not sufficient) in all of the following courses: PSY603, 620, 659, 661, 662/B, 665, 666, 671, 711/B, 712/B (formerly 761/761B/762/762B), 726, 727, 715, 716, and 749.
- Earn a passing grade in all second-year practica courses (711/712).
- Maintain an overall GPA of 3.0 or higher.
- Have no incomplete (“INC”) grades on their record.

Eligibility for the third-year field placement is confirmed through a clearance process conducted by the Field Placement Coordinator, typically in June of the second year after grades are finalized. Students who do not meet these criteria will not be permitted to begin their internship.

Prior to submitting the Third-Year Internship/Externship Site Preference Form, students will be required to sign a “soft clearance” acknowledging their understanding of program requirements and confirming that they do not have, nor anticipate having, any outstanding requirements.

In compliance with NYS Law, students must complete fingerprinting before starting their third-year field placement. It is recommended that this be done in the spring of the second year. For instructions, visit: [NYS Fingerprinting: https://www.nysed.gov/educator-integrity/fingerprinting](https://www.nysed.gov/educator-integrity/fingerprinting)

Internship Structure and Requirements

- Students must complete the field placement courses PSY752 and PSY753 concurrently.
- The third-year field placement is recognized as an internship by the NYS Teacher’s Certification Office.
- The internship requires working in a school setting five full days per week for two semesters (September–June), totaling 181 days or 1200 clock hours.
- All internship hours must be completed by June to receive course credit and fulfill graduation requirements. If 1200 hours are not completed by this deadline, graduation eligibility is deferred until all hours are completed.
- Interns follow the academic calendar of their placement site, starting in September and finishing in June.
- Placement sites may be urban or suburban schools at the elementary (K–5), middle (6–8), or high school (9–12) levels.

- All placements must be approved by the Program Director or Field Placement Coordinator.
- Once a student accepts an internship offer (verbally or in writing), they may not apply for or interview at other sites. Requests to leave a placement require approval from the Field Placement Coordinator and Program Director, and will only be considered if an alternative placement offers educational benefit. Any change will be scheduled to allow for proper transition and completion of responsibilities.

Initiating or resigning from an internship without approval may result in delayed placement, probation, or dismissal from the program. Students must not contact alternate sites or discuss leaving their placement without prior approval.

Internship Activities

Internship experiences must include:

1. Assessment of school-aged students (initial referrals, screenings, annual/triennial evaluations)
2. Teacher and parent consultation
3. Direct and indirect interventions (individual/group counseling)
4. Participation in student case presentations to the district Committee on Special Education

Documentation and Tracking

- Students must maintain an internship activity log documenting time spent and activities performed each day, using Time2Track (registration code provided by the Program Administrative Assistant).
- Monthly Time2Track reports, signed by both the supervisor and student, must be submitted to the Program Administrative Assistant.
- Failure to maintain and submit logs may result in an incomplete (“IN”) grade or hours not counting toward requirements.
- Submission deadlines are published in the School Psychology Program: Important Due Dates document.
- Additional hours spent after school (e.g., report writing, meetings) count toward internship requirements. When schools are closed, students may log up to 7 hours per day for appropriate activities.
- Retroactive logging is prohibited without written consent from the Field Placement Coordinator and supervisor.
- Maximum allowed is 45 hours per week.

Site Evaluation and Supervision

- Placement sites are vetted by the program based on supervisor credentials, reputation, and licensure.
- The Field Placement Coordinator maintains regular contact with sites.
- At the start of the internship year, students must provide their supervisor with a contract and planning form (see Appendices C and F), outlining tasks and experiences for the year.
- Supervisors must confirm students will participate in required activities and receive at least two hours of direct, on-site supervision per week.
- Both supervisor and student must sign the contract and planning form, which are submitted according to program deadlines. Training hours cannot be accrued without these documents.

Evaluation and Feedback

- Supervisors evaluate students at the end of each semester using forms provided by the Program Administrative Assistant. Students are responsible for ensuring correct supervisor contact information is on file.
- If a student has multiple supervisors, separate evaluations are required.

- Course grades are determined by completion of professional responsibilities and supervisor ratings.
- At year-end, students evaluate their internship site and supervisor. These forms are available from the Program Administrative Assistant.
- Any significant concerns with a site or supervisor should be reported immediately to the Field Placement Coordinator.

Internship Goals: Aligned with PSY 752/B, 753, and Comprehensive Exam

The third-year internship is a capstone experience aligned with PSY 752/B, 753, and the comprehensive exam, designed to ensure mastery of the following program goals, objectives, and competencies:

Program Goals

1. **Develop Practitioner-Scientist School Psychologists:** Deliver comprehensive, evidence-based services grounded in scientific principles and ethical practice.
2. **Promote Equity, Diversity, and Social Justice:** Foster respect for individual differences, implement culturally responsive practices, and advocate for equitable educational opportunities.
3. **Enhance Academic, Behavioral, and Mental Health Outcomes:** Support students' academic achievement, mental and behavioral health, and social-emotional development within a multi-tiered system of supports.
4. **Cultivate Collaboration and Leadership:** Collaborate effectively with families, educators, and communities, and demonstrate leadership in advancing school psychological services.
5. **Ensure Legal, Ethical, and Professional Practice:** Demonstrate a strong professional identity, commitment to legal and ethical practice, continuous professional development, and advocacy for the profession.

Internship Competency Domains

During the internship, students are expected to independently demonstrate advanced competencies in the following domains:

1. **Data-Based Decision Making:**
 - Collect, analyze, and integrate multiple data sources to inform decisions and improve outcomes.
 - Design, implement, and evaluate data-driven interventions.
2. **Consultation and Collaboration:**
 - Lead consultation processes, communicate complex information to diverse audiences, and engage in collaborative problem-solving with stakeholders.
3. **Academic Interventions and Instructional Supports:**
 - Implement, monitor, and evaluate evidence-based academic interventions, and collaborate to support academic skill development.
4. **Mental and Behavioral Health Services and Interventions:**
 - Independently deliver and evaluate mental and behavioral health interventions to promote social-emotional functioning and adaptive skills.
5. **School-Wide Practices to Promote Learning:**
 - Contribute to and lead school-wide initiatives that support learning, positive behavior, and mental health, utilizing implementation science.
6. **Services to Promote Safe and Supportive Schools:**
 - Plan, implement, and evaluate crisis prevention and intervention programs, and promote safe, supportive school environments.
7. **Family, School, and Community Collaboration:**

- Build partnerships and coordinate culturally responsive services with families and community agencies.
- 8. **Equitable Practices for Diverse Student Populations:**
 - Implement culturally responsive practices, advocate for equity and social justice, and provide services that respect diversity.
- 9. **Research and Evidence-Based Practice:**
 - Use research and technology to inform practice, evaluate outcomes, and support effective interventions.
- 10. **Legal, Ethical, and Professional Practice:**
 - Navigate complex ethical and legal situations, model professionalism, and advocate for social justice and equity.

Integration with the Vincentian Mission

- Throughout the internship, students are expected to demonstrate respect for human dignity, commitment to social justice, and service to the community in alignment with the Vincentian values of St. John's University.

Assessment

- Competency in these domains is assessed through direct supervision, activity logs, monthly reporting (e.g., Time2Track), supervisor evaluations, and successful completion of the comprehensive exam.

H. ANNUAL FEEDBACK

Each year, the core School Psychology faculty convenes to assess every student's progress in the program. During this meeting, faculty review each student's academic performance, evaluate their strengths and areas needing improvement, consider feedback from practicum and internship supervisors, and discuss overall advancement within the program. After this review, students receive written feedback in the form of an Annual Student Progress Report. While this report provides a summary of progress, the practicum and internship evaluation forms offer more detailed insights into the student's knowledge and professional skills. The feedback form for the Annual Student Progress Report can be found in Appendix H.

I. PRAXIS SCHOOL PSYCHOLOGIST EXAMINATION

The **Praxis School Psychologist Examination (5403)** is required for MS (specialist degree) candidates seeking certification as school psychologists in educational settings. This standardized exam is 2 hours and 20 minutes long and consists of 140 selected-response questions, which assess knowledge and skills across four key content areas aligned with the NASP Practice Model:

- **Professional Practices: Practices that Permeate All Aspects of Service Delivery** (approx. 42 items)
- **Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)** (approx. 32 items)
- **System-Level Services** (approx. 22 items)
- **Foundations of School Psychological Service Delivery** (approx. 44 items)

Please note: Each exam includes pretest questions that do not contribute to your score.

Registration and Test Preparation

To register for the Praxis School Psychologist Examination, visit praxis.ets.org. The website also provides official test preparation materials, including study guides and practice tests, to help you prepare for the exam.

Passing Score

The passing score for the Praxis School Psychologist Examination, as set by NASP, is **155** (on a 100–200 reporting scale).

Program Requirement

Successful completion of the School Psychology program's Comprehensive Examination requires passing both the Praxis exam and the case study component (see Section J for details).

- The Graduate Division of St. John's College allows only **two attempts** to pass the case study portion of the competency examination.
- There is **no limit** to the number of times a student may take the Praxis exam.
- **Degrees will not be granted** until both components are successfully completed.

Recommended Timing

Students are required to take the Praxis exam anytime after completing their second year in the program.

For conferral of the MS degree, students must pass the Praxis by the program-specified deadline, which typically coincides with the submission of the written portion of the Comprehensive Examination (usually mid-March of the third year, spring semester).

Reporting Results

It is each student's responsibility to ensure that the School Psychology program receives an official report of their Praxis exam results for every attempt.

Reporting Codes:

- **Attending Institution Code:** A2845 (St. John's University, NY)
- **Designated Score Recipient Code:** RA2799 (U NY Marillac)
- **NASP National Code:** R1549 (NASP National Association of School Psychologists)

J. COMPREHENSIVE EXAMINATION

The Comprehensive Examination represents the culminating assessment for Level 3 competencies in the M.S. in School Psychology program. Aligned with the NASP 2020 Professional Standards and the Vincentian Mission of St. John's University, this examination is designed to ensure that graduates are prepared to deliver comprehensive, evidence-based school psychological services grounded in scientific principles and ethical practice. The exam evaluates each student's ability to promote equity, diversity, and social justice; enhance academic, behavioral, and mental health outcomes; cultivate collaboration and leadership; and uphold legal, ethical, and professional standards. Through the Praxis School Psychologist Examination and the written Problem-Solving Report, students must

demonstrate independent proficiency in data-based decision making, consultation and collaboration, academic and behavioral interventions, school-wide practices, crisis prevention, family and community partnership, equitable practices for diverse student populations, research and evidence-based practice, and legal and ethical conduct. Successful completion of the Comprehensive Examination confirms readiness to serve as a practitioner-scientist school psychologist and to advocate for equitable, effective educational opportunities for all students.

All School Psychology students must complete and pass the Comprehensive Examination to earn the Master of Science degree. This examination consists of two components:

1. **Praxis School Psychologist Examination (5403)**
2. **Written Problem-Solving Report**

Both components must be completed by a date specified by the Program Director, typically in March of the third year.

1. Application and Registration

- **DegreeWorks Advisement Report:**
 - Run an Advisement Report in DegreeWorks.
 - Select “Registration Checklist,” process, and save a PDF or screenshots.
 - Email the report to Dr. Sotelo at sotelodm@stjohns.edu by the specified deadline.
- **Eligibility Review:**
 - Confirm minimum GPA of 3.0.
 - At least 54 credits earned.
 - MS students: No grades lower than C; B or better required for PSY 661, 662/662B, 711/711B, 712/712B.
 - PsyD students: No grades lower than B.
 - No incomplete (INC) grades.
 - It is the student’s responsibility to ensure all requirements are met.
- **Addressing Deficiencies:**
 - If you have an INC, contact the instructor immediately and copy Dr. Sotelo.
 - If you have a non-passing grade, contact Dr. Sotelo.
- **Registration Clearance:**
 - Once all requirements are satisfied, you will be cleared to register for MS or PSY 105 (zero credits) for the spring semester.

2. Praxis School Psychologist Examination

- **Requirement:**
 - Take and pass the Praxis School Psychologist Examination (5403), with a score of 155 or higher.
 - Register at praxis.ets.org, which also offers test preparation resources.
 - Results must be submitted to the Program Administrative Assistant by the program-specified March deadline.
- **Reporting Codes:**
 - Attending Institution: A2845 (St. John’s University, NY)
 - Designated Score Recipient: RA2799 (U NY Marillac)
 - NASP National Code: R1549
- **Student Responsibility:**

- Ensure the program receives official Praxis results for every attempt.

3. Written Problem-Solving Report

- **Submission:**
 - Submit your report by the program-specified March deadline via email to the Program Administrative Assistant.
 - The report should demonstrate competency in consultation, assessment, and intervention, and follow the attached Problem-Solving Report Rubric.
- **Formatting Requirements:**
 - Maximum 10 double-spaced pages (excluding cover page, attestation, appendices)
 - 1-inch margins, 10–12 point Times New Roman or Arial font, APA format
 - Name only on cover page and attestation letter
- **Required Sections:**
 1. Foundational Elements of an Effective Problem-Solving Report
 2. Problem Identification
 3. Problem Analysis
 4. Academic Intervention
 5. Social-Emotional/Behavioral Intervention
 6. Evaluation
 7. Impact: Academic/Cognitive
 8. Impact: Mental/Behavioral
- **Required Components:**
 - Collaborative consultation and data collection
 - Psychoeducational assessment (cognitive and academic achievement testing)
 - Design, implementation, and evaluation of academic and behavioral interventions (minimum 6 weeks, 8 data points, effect size calculation)
 - Impact evidence: Submit two performance-based products (academic/cognitive and mental/behavioral health), with supporting documentation and analysis
- **Attestation:**
 - Sign the Comprehensive Examination Attestation Letter and obtain supervisor confirmation.

4. Scoring and Passing Criteria

- **Written Problem-Solving Report:**
Students must achieve at least **80% in each of the eight domains** of the written report to pass.
- **Praxis School Psychologist Examination:**
Students must achieve a passing score (≥ 155).
- **PSY 105 Grade:**
Grades are posted approximately one month after submission:
 - **P (Pass):** All components passed
 - **X (Fail, no penalty):** At least one component not passed

5. Failure and Remediation Protocol

Failure of Praxis:

- Students may retake the Praxis until a passing score is achieved.
- Degree conferral will be delayed until requirement is met.

Failure of Problem-Solving Report Section(s):

- If any section is not passed (score <80%), a second reviewer will evaluate the report.
 - If both reviewers agree on the outcome, remediation is required.
 - If reviewers disagree, a third reviewer will assess.
- If one or two sections are failed:
 - One opportunity to remediate and resubmit those sections.
 - If the second attempt is unsuccessful, the student will be terminated from the program.
- If three or more sections are failed:
 - A new case must be submitted.

Protocol after Receiving an X Grade in PSY 105:

1. Contact the Program Administrative Assistant to identify failed sections and request rubrics and feedback.
2. If one or two sections failed, schedule a remediation meeting with evaluators.
3. If three or more sections failed, submit a new case as directed by the remediation team.
4. Meet with evaluators to clarify deficiencies and inform your remediation plan.
5. Develop and submit a comprehensive remediation plan to the Program Director, including an estimated resubmission date.

Additional Guidelines

- Cases used for coursework may not be submitted for the Comprehensive Examination.
- Students may not seek specific guidance from program faculty regarding their case.

K. GRADUATION

There is an important distinction between graduation and degree conferral. You may be permitted to participate in a graduation ceremony even if your degree has not yet been officially conferred. This is common for the May ceremony. Graduate degrees at St. John's University are formally conferred by the Board of Trustees four times a year—January, May, June, and September—on the Queen's Campus. However, graduation ceremonies are only held in May; there are no ceremonies for the January, June, or September conferral dates.

For School Psychology students, all degrees are conferred in June due to internship requirements that extend through the end of that month. Degrees are officially conferred at the end of June after the internship has been fully completed, including submission of all required Time2Track logs and signed internship supervisor evaluations.

Students should consult the University Bulletin for information about graduation ceremony dates and deadlines, and also be aware of the specific date when their degree will be conferred. Only after the official conferral of your degree are you legally recognized as having earned and been awarded the degree, regardless of your participation in a graduation ceremony.

During your final semester, you will receive an email from the Registrar's office with instructions to apply for your diploma through the UIS system. Diplomas are mailed only after your degree has been officially conferred.

L. CERTIFICATION

1. SCHOOL PSYCHOLOGY CERTIFICATION

The School Psychology programs at St. John's University are registered and approved by the New York State Education Department's Office of Teacher Certification. Students who complete all program requirements, including degree conferral, are eligible to apply for certification in School Psychology in New York State.

Credentialing in Other States

While the MS program is designed to meet New York State certification standards, requirements for certification vary by state. If you intend to become credentialed as a school psychologist in another state, it is your responsibility to research and understand that state's specific requirements and to advocate for yourself to ensure you have met them. The National Association of School Psychologists (NASP) maintains a comprehensive resource detailing certification requirements for all states, available at: <https://www.nasponline.org/standards-and-certification/school-psychology-credentialing-resources>

TEACH Account and Certification Application

All students are required to create and maintain a TEACH account through the New York State Education Department's TEACH system: <https://www.highered.nysed.gov/tcert/teach/>

- You must keep your TEACH account up to date throughout your training, upload all required documentation, and ensure all certification-related payments are made directly to New York State.
- The TEACH account is used by NYSED to generate your certification once your degree is conferred.

Provisional Certification

You can apply for your provisional certification only after your MS degree has been conferred by the university, and the university has submitted your institutional recommendation on your behalf to the state, which occurs sometime between the end of June of your third year and the first week of July; there are no exceptions.

To apply for provisional certification in School Psychology:

- **Log in to your TEACH account and select the following options:**
 - **Pathway:** Approved New York State teacher preparation program
 - **Area of Interest:** Administration and Pupil Personnel Services
 - **Subject Area:** Psychology
 - **Grade Level:** Pre-K through 12 – All Grades
 - **Title:** Psychologist
 - **Type of Certificate:** Provisional Certificate
 - **Program Code:** 80299 (St. John's University School Psychologist MS Program)
- **Required Workshops:**
 - Child Abuse Identification (Mandated Reporter)
 - Dignity for All Students Act (DASA)
 - Violence Prevention

It is your responsibility to ensure that documentation for these workshops is uploaded to your TEACH

account, sent to the Program Administrative Assistant, and maintained for your records. When completing workshops, confirm that the provider is approved by New York State.

- **Fingerprint Clearance:**
 - Fingerprint clearance is also required for certification. All candidates must complete a fingerprint-supported criminal history background check. For details, visit the [OSPRA Fingerprinting Information page](#).
- **Institutional Recommendation:**
 - Once your degree is conferred and all requirements are met, the Program—working with the School of Education—will submit the Institutional Recommendation on your behalf through the TEACH system.

Permanent Certification

Permanent certification is completed independently by the graduate and does not require program or university assistance.

- **Apply via your TEACH account:**
 - **Pathway:** Approved Training Program Pathway
 - **Program Code:** 80299

2. NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST (NCSP)

The process for obtaining the Nationally Certified School Psychologist (NCSP) credential is straightforward and requires completion of the online application along with two verification forms.

Eligibility and Timing:

Students in the MS program may apply for the NCSP only after successfully completing their internship and once the MS degree has been officially conferred, as indicated by the degree date on their transcript.

Applicants have up to 10 years from the date of degree conferral to apply via the Approved-Program route.

Application Instructions:

Before applying, review the NCSP application process at:

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

Required Forms:

1. **NCSP Verification of Program Form**
 - Only fillable PDFs will be accepted.
 - After confirming eligibility, send this form to the Program Director for completion and signature.
2. **NCSP Internship Verification Form**
 - First, send this form to your site supervisor to be completed and signed electronically.
 - After your supervisor has signed, send the form to the Program Director for final signature.

Important:

Both forms must be submitted to the Program Director at the same time, and only after your MS degree has been conferred.

3. International Students

International 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).

M. PROFESSIONAL ORGANIZATIONS

1. National Association of School Psychologists (NASP)

Founded in 1969, the National Association of School Psychologists (NASP) is the world’s largest professional organization for school psychologists, representing over 20,000 members worldwide. NASP is dedicated to supporting the education and mental health needs of children, adolescents, young adults, and families.

NASP’s primary objectives are to:

- Promote the rights, welfare, education, and mental health of children and youth
- Advance the profession of school psychology

NASP achieves these objectives through education, service, research, and policy development. It sets professional and ethical standards and provides a nationally recognized certification system. The standards guiding our program can be found in Appendix N. NASP is highly respected by policymakers and government officials at both the state and national levels.

Membership benefits include:

- Eight issues per year of the Communiqué newspaper, covering current events, best practices, legislative updates, resources, and job listings
- Quarterly issues of School Psychologist Review, a leading journal in the field
- Discounts on conventions, books, and certification fees
- Special student membership rates (annual renewal required)

2. American Psychological Association (APA)

The American Psychological Association (APA) is the national professional organization for psychologists, primarily at the doctoral level (Ph.D., Psy.D., or Ed.D.), though student memberships are available and encouraged. APA consists of more than fifty divisions representing various specialties, with Division 16 dedicated to school psychology.

Student members are encouraged to join and participate in APA’s student organization, which is open to all areas of psychology, including clinical and school psychology.

3. Student Affiliates of School Psychology (SASP)

The Student Affiliates of School Psychology (SASP) is a student-run organization at St. John’s University, open to all graduate students in the School Psychology program. SASP serves as a representative body for students, providing a forum for discussing issues related to training and practice in school psychology.

SASP's goals are to:

1. Provide communication and support concerning professional, academic, and internship/employment issues
2. Foster participation in SASP-sponsored workshops, lectures, and professional conferences
3. Engage with undergraduate psychology students to inform them about graduate study and school psychology

SASP offers officer positions (President, Vice President, Secretary, Academic Events Chair, Community Service Chair, Social Activities Chair), elected annually by graduate students. Officers lead subcommittees and serve one-year terms from September to May.

4. New York Association of School Psychologists (NYASP)

NYASP is the professional organization representing school psychologists in New York State and is an affiliate of NASP. Formed in 1971, NYASP has about 1,000 members and is governed by elected chapter representatives and an executive committee.

NYASP's main objectives are to:

1. Address the mental health needs of youth
2. Promote the welfare of children
3. Advance the interests and standards of school psychology
4. Inform the public about school psychology services

NYASP supports professional development through annual conferences, a Summer Institute, and continuing education opportunities. It also engages in legislative advocacy and maintains a strong presence in state policy discussions. Membership offers publications, resources, and discounted services, with annual renewal and a student rate available.

5. New York State Psychological Association (NYSPA)

NYSPA, an affiliate of APA, is a statewide organization for psychologists, including graduate students. Established in 1947, NYSPA has nearly 3,000 members and is governed by a Council of Representatives.

NYSPA's objectives are to:

1. Protect the interests of the profession and the public
2. Advance the science and practice of psychology and promote human welfare
3. Uphold standards of competency, training, service, and ethics

NYSPA provides outreach, education, annual conventions, division workshops, ethical/legal advice, and continuing education. It also advocates for psychologists in state and federal legislatures. Membership includes publications, resources, and discounted services, with an annual renewal and student rate available.

Appendix A

The School Psychology Department of St. John's University
Statement on Plagiarism and Learning Exercises

Recommended Procedure for Handling Plagiarism Cases

PLAGIARISM STATEMENT

Dr. Miguel Roig

Scholarly endeavors often rely on the ideas and findings of others. For example, the body of knowledge represented in most of the textbooks used in your classes is based on a summary and synthesis of the work of many researchers. You will notice that their contribution is acknowledged in the reference section at the end of each textbook. In a similar fashion, when you write a paper for a course, you must credit the sources you use by using acceptable documentation procedures. In our discipline we almost always use the style suggested by the American Psychological Association (APA; see Publication Manual of the American Psychological Association, 2001). Failing to acknowledge the contributions of others in one's work constitutes a serious type of academic dishonesty that is known as plagiarism.

Plagiarism occurs when a student leads the professor or others to believe that work submitted for a course (a term paper, an oral presentation, a homework assignment) is his/her own original work, when in fact portions of the project (even small portions), or the entire project, was produced by someone else. Most often plagiarism occurs in assigned papers when the student either fails to acknowledge the source of his/her ideas or text or fails to properly paraphrase and/or summarize others' work even when such works are acknowledged in the paper's reference section. For guidelines for proper paraphrasing see the examples below.

Another common type of plagiarism, known as self-plagiarism, occurs when students take part of a paper, or an entire paper, that had been written for a previously taken course and submit it in a new course. Under rare circumstances this type of activity may be acceptable, if the instructors from both courses involved are aware of the extent of this type of borrowing and provide the student with written permission.

Keep in mind that there are many other forms of plagiarism. What follows are some of the most common types of plagiarism and other dishonest writing practices.

Including portions of text from a source, regardless of whether it is published, unpublished, or whether it is obtained from the Internet, without either putting such text in quotation marks or not sufficiently paraphrasing the text (see below for some guidelines):

Using a paper, or portions of a paper, that has been bought, downloaded from the Internet, or written by someone else.

Taking sentences and/or paragraphs from various published, unpublished, or Internet sources and stringing them together resulting in a coherent essay, but not representing the student's own writing.

Making up sources that either do not exist or were not consulted for the paper.

In a reference section (as opposed to a bibliography), listing works that were cited by one of the sources that was consulted for the paper but which the student did not read.

Using a paper or portions of a paper written for a previous course and submitting for another course.

ACCEPTABLE FORMS OF HELP WHEN WRITING PAPERS

If you have difficulties writing a paper for a course, you may wish to seek the services of the Writing Center. Generally, it is acceptable to have another student examine your work, point out grammatical deficiencies in your writing and make suggestions for improving your paper. In fact, this type of collaboration is usually encouraged in most classes. However, such help should be acknowledged in a footnote in your paper. Remember that, ultimately, the words used in your paper must be your own.

Obviously, you may seek clarification from the instructor on matters regarding the writing of your paper. However, asking a professor to review your paper before submitting it for a grade is inappropriate if such an offer has not been extended to the other students in the class. For theses and dissertations, your primary mentor will work more closely with you and he/she may have a more active role in the writing process.

LEARNING EXERCISES

Avoiding plagiarism by correctly paraphrasing text

Imagine that you are in the process of writing a paper. In researching material for the topic you are writing about, you locate the following relevant paragraph in a published source:

"If you have ever had your astrological chart done, you may have been impressed with its seeming accuracy. Careful reading shows many such charts to be made up of mostly flattering traits. Naturally, when your personality is described in desirable terms, it is hard to deny that the description has the 'ring of truth'" (Coon, B. (1995) Introduction to Psychology: exploration and application (7th Ed.). New York: West., p. 29.

It would be legitimate to include this portion of text in your paper by enclosing it in quotations and adding the Coon citation at the end of the paragraph just as it appears above, or in the form of a footnote, depending on the style of writing you use (e.g., MLA, APA). However, the use of direct quotes should be kept to a very minimum, perhaps one or two short quotes in a paper.

Let's assume that you want to include the information from the above paragraph in your paper but that you do not want to use a direct quote as shown above. Instead, you are considering the rewritten versions shown below. How different does the rewritten, paraphrased version have to be so as to not be classified as a case of plagiarism?

Please examine each rewritten paragraph carefully, compare it with the original version above, and circle the appropriate abbreviation to indicate whether, in your opinion, the rewritten version constitutes a case of plagiarism (P), not plagiarism (NP), that is, the paragraph has been appropriately paraphrased, or you simply cannot determine (CD) whether the rewritten version has been plagiarized or not. Please indicate the reasons for your decision in the space provided. Also, in making your decision, assume that a correct citation (e.g., a footnote; Coon, 1995) appears in the rewritten version and in the paper's reference section or bibliography in accordance with the specific writing style used in the discipline for which the paper is being written.

1. Naturally, when your personality is described in desirable terms, it is hard
P to deny that the description has the 'ring of truth'. If you have ever had your
NP astrological chart done, you may have been impressed with its seeming accuracy.
CD Careful reading shows many such charts to be made up of mostly flattering
traits.

2. If you ever had your astrological chart done, you may have been
P impressed by how accurate it seemed. A careful reading indicates many
NP such charts to be made up of mainly flattering traits. Of course, when
CD your personality is described in desirable terms, it is hard to deny that the
description has the 'ring of truth'.

3. If you have ever had your astrological chart done, you were probably
P impressed by how accurate it seemed. A careful reading indicates many
NP such charts to be made up of mainly flattering traits. Of course, it is hard to
CD deny that the description has the 'ring of truth', when your personality is
described in desirable terms.

4. According to Coon, if you ever have had your astrological chart done,
P you were probably impressed by how accurate it seemed. A careful reading
NP indicates many such charts to be made up of mainly flattering traits. Of course,
CD it is hard to deny that the description has the 'ring of truth' when your
personality is described in desirable terms.

5. According to Coon, individuals who have had their astrological chart
P profiled may have been swayed by their apparent precision. If you study these
NP charts, however, you realize that they are primarily composed of complimentary
CD attributes. Obviously, as Coon notes, when one is described with positive,
laudable traits, it is difficult to argue against such a flattering portrait of oneself.

6. Individuals who have had their astrological chart profiled may have been
P swayed by their apparent precision. If you study these charts, however, you
NP realize that they are primarily composed of complimentary attributes.
CD Obviously, when one is described with positive, laudable traits, it is difficult to
argue against such flattering portrait of oneself.

Now, let's see how your answers compare to ours. Remember that we have assumed that acknowledgement has been made in either the reference section (works cited).

Paragraphs 1 and 2 are clearly plagiarized. In paragraph 1, the only modification made to the original text was changing the order of the sentences. In paragraph 2 the original order of the sentences was preserved and only a couple of words were changed. Paragraph 3 is similarly plagiarized. Although the third sentence was modestly changed, the modifications are not sufficiently substantial to be considered an appropriate paraphrase. Remember, just because you have acknowledged the original author in the bibliography or reference section, or even in the body of your paper (paragraph 4), you still need to use your own words in expressing someone else's ideas or observations. Thus paragraph 4 is also plagiarized because it still reads too close to the original.

Paragraphs 5 and 6 have been sufficiently modified to constitute correct paraphrases. Some might argue, however, that these paraphrases follow too closely the structure of the original paragraph (i.e., the order of the sentences). Therefore, ideally one should not only change the words of the original source, but also the structure.

Remember, if you still have questions about what constitutes plagiarism consult your professors.

REFERENCES

Publication Manual of the American Psychological Association 5th Edition (2001). Washington, D.C. American Psychological Association.

On March 28, 2006, the Liberal Arts Faculty Council passed the following recommended procedure for handling plagiarism cases:

RECOMMENDED PROCEDURE FOR HANDLING PLAGIARISM CASES

I First Instance of Plagiarism

1. Student given an F for the assignment.
2. Note sent to student's Dean with copy of plagiarized assignment and proof.
3. Student required to take the MITT (Multimedia Integrity Teaching Tool).
4. Student not permitted to complete another assignment until MITT is completed.

II Second Instance (in same course)

1. Student given an F for the course
2. Note sent to student's Dean with copy of plagiarized assignment and proof. Dean is notified that this is second instance of plagiarism in same course and that student received an F for the course.

The Multimedia Integrity Teaching Tool: An Interactive, Educational Program to Promote Academic Integrity

The MITT (Multimedia Integrity Teaching Tool) is a computerized integrity seminar on CD-ROM consisting of interactive lessons designed to "catch" cheating before it becomes a habit. Decision-making, case examples, and abstract concepts come alive with video, graphics, music and animation.

Every lesson and feature of the MITT program was extensively evaluated for effectiveness, impact of content and format, comprehensibility, and ease of use. Content is adapted from the academic dishonesty research base and relevant social science literature.

Appendix B

Community Service Contract

SCHOOL PSYCHOLOGY PROGRAM
COMMUNITY SERVICE PROGRAM CONTRACT

Student's Name:

The purpose of the community service program is to provide St. John's University Graduate Students in School Psychology an opportunity to connect with the local community and provide needed volunteer service to disadvantaged communities that use 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.

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. The student must submit a completed copy of this form to the Program's Administrative Assistant by the specified date. Please save a completed copy of these forms for your records.

I hereby declare that I will participate in the required community service initiative. By signing below, I am confirming that I will be working with agencies/organizations as a part of my commitment in working towards completing at least 30 hours of community service.

Student's Signature and Date:

Appendix B-2

Community Service Log

SCHOOL PSYCHOLOGY PROGRAM
COMMUNITY SERVICE PROGRAM LOG

Student Name:

Dear Supervisor,

Thank you for your participation in our community service initiative. By signing below, you are confirming that the student named above has worked with your agency/organization as a part of the student's commitment in working towards completing at least 30 hours of community service.

Supervisor's Signature and date:

The student must submit a completed copy of this form to the Program's Administrative Assistant by the specified date.

COMMUNITY SERVICE AGENCY/ORGANIZATION:

Agency/Organization:

Purpose of Organization (Activities Conducted/Services Provided):

Supervisor Name:

Title:

Phone Number:

E-mail:

Community Service Start Date:

Completion Date:

Days and Hours the Student has worked:

Dr. Marlene Sotelo-Dynega
Director, MS Program in School Psychology
St. John's University
Ph: (718) 990-5388
e-mail: schoolpsych@stjohns.edu

Appendix C

2nd Year MS School Psychology Practicum Contract



ST. JOHN'S UNIVERSITY
Department of Psychology
M.S. Program in School Psychology
2nd Year School Psychology Practicum Contract

This agreement confirms that:

SUPERVISOR: _____

will serve as the school psychology practicum supervisor for

STUDENT: _____

who is presently a student in good standing in the M.S. Program in School Psychology at St. John's University.

Practicum Site (School/District): _____

Practicum Period: From _____ **to** _____

Semester: _____

Practicum Structure and Responsibilities

Student Responsibilities:

- Attend the practicum site according to a schedule mutually agreed upon with the supervisor (typically 1 school day per week or equivalent, totaling approximately 300 hours over the academic year).
- No financial compensation will be awarded for practicum hours.
- Cooperate fully with the supervisor, maintain regular communication, and keep the supervisor apprised of all professional practicum activities.
- Notify the Director, MS Program in School Psychology (schoolpsych@stjohns.edu), of any concerns regarding practicum experiences, supervision, or site issues.

Supervision:

- Supervision will be provided by a certified school psychologist with a minimum of three years of experience in a school setting.
- Supervision must occur on site and may be individual or group, as appropriate.
- The supervisor will provide formative feedback and complete two formal evaluations of the student's performance using the integrated evaluation form.

Required Practicum Experiences:

The student will complete the following core activities, in alignment with program competencies and NASP domains:

1. Psychological Evaluations:
 - Complete at least 5 psychoeducational assessments/evaluations.
 - Present at least 2 cases in class and submit redacted reports for all 5 cases to the course instructor.
2. Consultation Cases:
 - Engage in at least 2 consultation cases (as consultant or observer).
 - Present at least 1 case in class.
3. Intervention Cases:
 - Complete at least 2 intervention cases (as provider or observer).
 - Present at least 1 case in class.
4. Weekly University Consultation:
 - Attend weekly consultation meetings with the designated university supervisor (e.g., Dr. Marlene Sotelo-Dynega).

Additional Practicum Competencies:

Throughout the practicum, the student will demonstrate growth and skill development in the following domains, as reflected in the evaluation form and assessed by the supervisor:

- Professional orientation and understanding of school systems
- Data-based decision making and assessment skills
- Academic and cognitive intervention skills
- Mental and behavioral health intervention skills
- Consultation and collaboration with staff, families, and stakeholders
- Equity, diversity, and social justice practices
- Legal, ethical, and professional conduct
- Interpersonal effectiveness and professional qualities
- Responsible completion of practicum hours, documentation, and casework
- Use of technology in service delivery
- Leadership, initiative, and responsiveness to supervision
- Evaluation of impact of services provided (academic, behavioral, and mental health)

Supervisor Responsibilities:

- Provide ongoing, on-site supervision and support, ensuring student access to appropriate resources, records, and learning opportunities.
- Complete two formal evaluations of the student's performance using the integrated evaluation form (mid-year and end-of-year), offering formative feedback and recommendations for growth.
- Communicate any concerns regarding student performance, professionalism, or site issues to the Program Director (schoolpsych@stjohns.edu).
- Ensure student activities are in accordance with legal, ethical, and professional standards.

Signatures and Attestation:

By signing below, both supervisor and student acknowledge their roles, responsibilities, and commitment to fulfilling the requirements of the practicum experience. Both parties agree to uphold the standards and expectations outlined in this contract and the program's evaluation form.

Supervisor's Signature**Student's Signature**

Date**Date**

Program Contact for Questions or Concerns:

Director, MS Program in School Psychology
schoolpsych@stjohns.edu

Appendix D

Third Year Placement Planning Form

GRADUATE SCHOOL OF ARTS AND SCIENCES

School Psychology Internship Objectives

Planning Form

Student: _____ Beginning Date: _____
Placement: _____ Ending Date: _____
Field Supervisor: _____ Supervision Hours: _____
University Supervisor: _____ Date of Planning Session: _____

Listed below are 17 Objectives for students to reach during their School Psychology Internship. Below each objective is a list of activities which could fulfill the objective.

The objectives and activities for reaching the objectives will serve as a basis for planning a unique internship experience for each student. Obviously, the experience provided at sites will differ and field supervisors will have different suggestions for reaching some of these objectives. We do not expect each site to provide every activity. Decisions concerning the plan should be made at the beginning of the internship experience. The plan may also be modified as the year progresses, however, all parties involved must discuss and approve these modifications.

1. The student will become familiar with the roles of practicing school psychologists.

____ Allow student to accompany the school psychologist during a typical day.

____ Allow student to become familiar with other psychologists and their duties in the building/district.

____ Ask student to discuss issues of professional ethics and standards that relate to his or her or the supervisor's contacts with clients.

2. The student will be introduced to the organizational functioning, administration, implementation of policies, and politics of school settings and school districts.

____ Introduce student to various members of the staff and school community.

____ Allow student to attend building staff meetings and pupil personnel committee meetings and/or Educational Planning Committee meetings.

____ Ask student to inspect and report on student records and record-keeping systems in the school.

____ Ask student to read and report on district policies including policies for providing psychological services.

____ Allow student to interview various professionals.

____ Allow student to attend a school board meeting.

____ Allow student to attend a parents' organization meeting.

____ Allow student to attend a general faculty meeting.

3. The student will gain experience in the process of special education referral, evaluation, placement, and remediation, and developing treatment plans.

____ Allow student to attend and observe a committee on special education.

____ Allow student to observe and spend time in special education classrooms (e.g., self-contained, resource room, gifted).

____ Allow student to present the results of a case evaluation to a committee on special education.

____ Allow student to evaluate an Individual Education Plan for remediation for children with _____ different handicapping conditions. *

____ Allow student to present their assessments and recommendations to the district Committee on Special Education and to become familiar with the process of the Committee's work and the legal and regulatory issues involved in the Committee's functioning. *

____ Allow student to conduct triennial evaluations, and annual reviews of special education children to evaluate their progress and make recommendations. *

4. The student will become knowledgeable about the process of regular education.
 - ☐ Allow student to observe and spend time in a kindergarten or preschool classroom.
 - ☐ Allow student to observe and spend time in an elementary level classroom.
 - ☐ Allow student to observe and spend time in a junior high level classroom.
 - ☐ Allow student to observe and spend time in a high school classroom.
5. The student will become acquainted with community resources that support school psychological services.
 - ☐ Allow student to observe liaison meetings between supervisor and other agencies.
 - ☐ Allow student to consult with personnel from the community (e.g., medical, mental health, child welfare).
 - ☐ Allow student to coordinate case services with another community agency.
 - ☐ Allow student to visit community agencies (e.g., child welfare agency, family service agency, residential treatment center, juvenile court).
6. The student will gain experience and develop competence in clinical diagnostic interviewing.
 - ☐ Allow student to observe the supervisor interviewing students, parents, teachers, and other staff members.
 - ☐ Allow student to conduct diagnostic clinical interviews with students, parents, teachers, and other staff members.
7. The student will gain experience and develop competence in providing consultation services.
 - ☐ Allow the student to engage in a consultation case with a parent, teacher, or other staff member (e.g., behavioral, academic, mental health, organizational).
 - ☐ Allow the student to work with the consultee in collecting data through a variety of means (e.g., interviews, observations, informal assessment, curriculum-based assessment).
 - ☐ Ask the student to present the goals, intervention strategies, and rationale for at least one consultation case.
 - ☐ Allow the student to use the data collected to consult with parents or staff for the purpose of planning and implementing an intervention program.
 - ☐ Allow the student to systematically evaluate the consultation process by collecting process and outcome data.
 - ☐ Allow student to gain experience developing recommendations for pre-referral interventions.
8. The student will gain experience and develop competence in behavioral observation and assessment.
 - ☐ Allow student to collect behavioral data by interviewing a student, parent, teacher, or other staff.
 - ☐ Allow student to observe children's' classroom behavior, identify, and systematically record data on target behaviors.
 - ☐ Allow student to observe teachers instructional and classroom management behavior, record, and report on data.
 - ☐ Allow student to conduct an environmental assessment and report on data.
9. The student will gain experience and develop competence in assessment of emotional and social adjustment.
 - ☐ Allow student to conduct and report results from comprehensive assessment of emotional and social adjustment of children at several grade levels.
10. The student will gain experience and develop competence in intellectual assessment.
 - ☐ Allow student to observe supervisor conducting an assessment.
 - ☐ Observe student giving various intelligence tests.
 - ☐ Allow student to conduct and report results of comprehensive intellectual evaluation at the:
 - ☐ preschool or kindergarten level
 - ☐ elementary level
 - ☐ junior high level
 - ☐ high school level

____ Allow student to conduct and report results of at least one comprehensive intellectual evaluation of a minority student.

11. The student will gain experience and develop competence in academic assessment.

____ Allow student to observe various professionals (e.g., supervisor, education evaluator, teacher) conducting an assessment.

____ Observe student giving various academic tests.

____ Allow student to observe/participate in screening or readiness evaluations at the pre-school and kindergarten level.

____ Allow student to inspect and report on the curriculum materials being used with referred child as part of planning the assessment.

____ Allow student to conduct and report results of comprehensive language, mathematics, and reading assessments at the:

____ elementary level

____ junior high level

____ high school level

____ Allow student to conduct and report results of at least one comprehensive academic evaluation of a minority student.

____ Allow student to inspect and report on group tests given in the placement.

____ Allow student to attend meetings of committees established to examine curriculum.

12. The student will gain experience and develop competence in both regular and crisis intervention strategies.

____ Allow student to accompany the field supervisor during intervention activities.

____ Allow student to address referral issues raised during assessment or consultation activities with a planned program for intervention.

____ Allow student to implement a remediation plan.

____ Ask student to participate in providing in-service programs for teachers.

____ Ask student to provide goals, interventions, and rationale for a counseling case.

____ Allow student to observe/participate in providing crisis intervention. *

____ Allow student to observe/participate in the development of a crisis intervention plan.

13. The student will gain experience and become proficient in writing comprehensive psychoeducational reports.

____ Ask student to write and submit case reports for assessment cases.

____ Ask student to write and submit case reports for consultation and intervention cases.

14. The student will demonstrate accountability for activities as a practicing school psychologist.

____ Ask student to keep a daily log of activities. **

____ Allow student to collect and share effectiveness data from intervention activities.

____ Allow student to collect and share effectiveness data from consultation activities.

____ Assist student in systematically evaluating his or her effectiveness through providing fairly frequent feedback sessions.

____ Allow student to participate in original research or evaluation studies in the school.

15. The student will evaluate his or her personal skills and abilities to assume an effective school psychology role.

____ Ask student to review and analyze his or her impact on students, parents, and various professionals in the school.

16. Students will gain experience providing feedback on their assessment and recommendations to school children, parents, teachers, and other school personnel.

____ Allow student to be present when supervisor gives feedback to school children, parents, teachers, and/or other school personnel.

____ Allow student to give feedback, under supervision, to school children, parents, teachers, and/or other school personnel.

____ Allow student to give feedback independent of direct supervision teachers, and/or School Personnel.

17. Students will gain experience in counseling school children individually and in groups.

____ Allow student to counsel children individually.

____ Allow student to counsel children in groups.

____ Ask student to participate in providing group counseling or group discussion services for students and parents.

Other activities or objectives:

•Any item followed by an * denotes a required activity. The internship site does not have to provide this activity during the 1st half of the internship, but the student must complete this activity sometime within the internship period.

** The time log is a required activity for the entire internship period.

Signed:

Field Supervisor

Date

University Supervisor

Date

Student

Date

Note: This form was adapted from CUNY Queens College School Psychology Program

Appendix E

3RD YEAR INTERNSHIP CONTRACT

School Psychology MS Program Internship Contract
Department of Psychology

This certifies that (supervisor) _____, will serve as a school psychology supervisor for (student) _____, who is presently a student in good standing in the MS program in School Psychology at St. John's University. The internship will take place at the (name of school) _____ in the (name of school district) _____.

The student agrees to be at the internship site for **5 full** working days for the entire school district academic year, (from to _____) **for a maximum of 45 hours per week and total minimum of 1200 hours, that are to be met by the end of the spring semester. The internship will continue beyond the successful accrual of the 1200 hours; all hours accrued between May and the end of the internship in June are to be logged in Time2Track and reported to the Program accordingly.** The student understands that no financial compensation will be awarded for the internship hours. The student agrees that he or she has read the list of competencies that interns are expected to achieve as outlined in the program handbook. The student agrees to cooperate fully with his or her supervisor and keep him or her fully apprised of his or her professional internship activities. The student is encouraged to notify the Program's Fieldwork Coordinator, Dr. Jennifer Mascolo (mascoloj@stjohns.edu) or the Director, MS Program in School Psychology (schoolpsych@stjohns.edu) of any substantive concerns.

The **primary supervisor** is a doctoral level, certified school psychologist, licensed psychologist (preferred, but not required) with a minimum of 3 years of experience working in the schools that agrees to meet with the intern for a minimum of 2 hours of direct, face to face supervision each 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. The supervisor agrees to complete 2 evaluations of the student's performance and provide formative feedback to him or her. The supervisor is encouraged to notify the Program's Fieldwork Coordinator, Dr. Jennifer Mascolo (mascoloj@stjohns.edu) or the Director, MS Program in School Psychology (schoolpsych@stjohns.edu) of any substantive concerns. The supervisor attests to the fact that they are supervising no more than 2 interns during the internship period specified above and that they are afforded an adequate amount of release time to meet the requirements and responsibilities of internship supervision. The supervisor will follow the training objectives agreed upon in the planning form.

The supervisor attests to the fact that: the student will be able to participate in continuing professional development activities when available, the student will be able to participate in meetings attended by field psychologists employed in the district, the student will receive adequate supplies, materials, office space, and administrative/secretarial services consistent with those afforded to regular staff members, and the student will be reimbursed, in accordance with the policies of the field site, for any travel expenses they may incur.

The supervisor and intern attest to the fact that they are aware of their roles and are committed to fulfilling their respective responsibilities.

The sponsor agrees to observe COVID-19 guidelines from the Centers for Disease Control (CDC), to include Personal Protective Equipment (PPE), along with any federal, state or local restrictions.

Supervisor’s Signature Date

Student’s Signature Date

Appendix F

Sample School Psychology Practicum Evaluation Form

ST. JOHN'S UNIVERSITY
M.S. in School Psychology Practicum
PSY 711/711B/712/712B: Site Supervisor Evaluation Form

Student Name: _____

Supervisor Name: _____

School/District: _____

Semester: _____

Date: _____

Instructions for Supervisors:

Please rate the student's performance in each competency area based on your direct observation and supervision during the practicum.

Use the following scale for each item:

- 4 = Outstanding (consistently exceeds expectations)
- 3 = Proficient (meets expectations independently)
- 2 = Developing (meets expectations with supervision/guidance)
- 1 = Needs Improvement (inconsistent or requires significant support)
- 0 = Unsatisfactory (does not meet expectations)
- N/A = Not applicable

At this stage of training, a rating of "2 – Developing" is the expected level of performance for practicum students. Ratings of "1 – Needs Improvement" or "0 – Unsatisfactory" require prompt communication with the M.S. School Psychology Practicum Course Instructor and/or Program Director, and may result in the development of a remediation plan.

Comments are encouraged for each section.

I. Professional Orientation & School Systems

(NASP Domains 5, 7 | Program Goals 2, 4)

1. Demonstrates understanding of school/district organizational structure and culture

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

2. Identifies and utilizes relevant community resources

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

3. Has knowledge of general education and special education services to assist when making recommendations

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

II. Data-Based Decision Making & Assessment

(NASP Domains 1, 3, 8, 9, 10 | Program Goals 1, 3, 5)

4. Knowledge about diagnostic categories and criteria (e.g. IDEA, DSM)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

5. Knowledge of varied models and methods of assessment

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

6. Selection of appropriate assessment tools based on student data

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

7. Interviewing skills

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

8. Administration and scoring of psychological tests

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

9. Assessment of developmental and learning processes

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

10. Interpretation of psychological tests and assessment data

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

11. Integrates multiple data sources for decision-making

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

12. Gathers data from alternative sources (e.g., families and educators)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

13. Provides clear, actionable recommendations based on assessment data

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

14. Report writing skills

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

15. Overall conceptualization of a case based on data

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

III. Academic Intervention Skills

(NASP Domains 3, 9, 10 | Program Goals 1, 3, 4)

16. Designs and implements academic/cognitive interventions

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

17. Monitors progress and evaluates the effectiveness of academic interventions

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

18. Use of assessment data to create cognitive/academic goals and/or educational recommendations

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

19. Development of IEP goals and objectives that are measurable over time

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

IV. Mental/Behavioral Health Intervention Skills

(NASP Domains 4, 6, 9, 10 | Program Goals 1, 2, 3, 4)

20. Designs and implements mental/behavioral health interventions (e.g., counseling, SEL, behavior plans)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

21. Monitors progress and evaluates the effectiveness of mental/behavioral health interventions

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

22. Behavioral assessment skills

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

23. Functional Behavioral Analysis (FBA): development, methods, conductance

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

24. Hypothesis generation, evidence to support, involvement of parents/teachers

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

25. Behavior Intervention Plan (BIP) linked to assessment and based on evidence

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

26. Measuring change over the course of intervention (progress monitoring)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

27. Maintenance of desired behavior and promotion of generalization

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

V. Consultation and Collaboration

(NASP Domains 2, 4, 7, 10 | Program Goals 1, 3, 4, 5)

28. Effectively collaborates with teachers, families, and other stakeholders

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

29. Co-leads or participates in consultation meetings and problem-solving

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

30. Evaluates and documents the impact of consultation services

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

31. Develops good working relationships with professional school staff, paraprofessional and support staff

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

32. Consults with other professionals

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

VI. Equity, Diversity, and Social Justice

(NASP Domains 8, 10 | Program Goals 2, 5)

33. Applies principles of equity, diversity, and culturally responsive practice

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

34. Shows sensitivity to issues of diverse characteristics

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

VII. Legal, Ethical, and Professional Practice

(NASP Domain 10 | Program Goals 1, 2, 4, 5)

35. Adheres to ethical, legal, and professional standards

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

36. Demonstrates professionalism, reliability, and responsiveness to supervision

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

37. Protects and maintains confidentiality of case materials

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

38. Conducts self in a manner consistent with professional and ethical standards

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

39. Knowledge regarding legal, ethical and diversity considerations in consultation/intervention

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

VIII. Practicum Requirements

40. Completes required practicum hours and documentation in a timely manner

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

41. Completes required assessment, intervention, and consultation cases

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

42. Utilizes relevant technology when delivering services (e.g., Titanium)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

43. Responsible work habits (e.g., punctuality, personal appearance)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

44. Meets responsibilities on time

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

IX. Interpersonal & Professional Qualities

45. Develops good working alliance with client

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

46. Demonstrates leadership ability

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

47. Responsiveness to supervision

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

48. Willingness to learn

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

49. Utilizes resources within and outside the organization

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments: _____

X. Impact of Services Provided

Academic/Cognitive Impact

50. Demonstrates ability to provide and evaluate the impact of direct and/or indirect academic/cognitive intervention-based services for children and youth, families, and schools

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments (please provide specific examples of impact, such as progress monitoring data, stakeholder feedback, or documented improvements):

Mental/Behavioral Health Impact

51. Demonstrates ability to provide and evaluate the impact of direct and/or indirect mental/behavioral health intervention-based services for children and youth, families, and schools

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments (please provide specific examples of impact, such as progress monitoring data, stakeholder feedback, or documented improvements):

Supervisor's Overall Evaluation

Strengths:

Areas for Growth:

Summary Evaluation

1. **Do you recommend that this student move on to a School Psychology internship field placement next Fall semester?**

☐ Yes

☐ Not yet determined

☐ No

If NO, please explain why:

2. **Compared to other trainees at this student's level, how would you rate this trainee's overall ability?**

☐ Superior

☐ Above Average

☐ Average

☐ Below Average

☐ Very Below Average

3. **What letter grade would you assign the trainee for his or her overall performance during this evaluation period?**

☐ A

☐ A-

☐ B+

☐ B

☐ B-

☐ C+

☐ C

☐ C-

☐ D+

☐ D

☐ F

Final Instructions:

Thank you for supporting the development of future school psychologists!

Upon completion, please review this evaluation with the student and ensure both supervisor and student sign and date the form.

The signed evaluation should be submitted to the department secretary and/or uploaded as required by the program.

Supervisor's Name / Signature: (By signing, you certify that the information provided is current, accurate, and complete, and that this evaluation was reviewed with the student.)

Date Signed: _____

Student's Name / Signature: (Student must sign after review.)

Date Signed: _____

If you have any questions or concerns regarding a rating of "Needs Improvement" or "Unsatisfactory," please promptly notify the Program Director so that additional support and a remediation plan can be considered.

Thank you for your cooperation in completing the evaluation form.

Appendix G

Sample Third Year Internship Evaluation Form

ST. JOHN'S UNIVERSITY
M.S. in School Psychology Internship Evaluation Form
PSY 752/B & 753

Student Name: _____
Supervisor Name: _____
Site/District: _____
Semester: _____
Date: _____

Instructions for Supervisors

Please rate the intern's performance in each competency area based on direct observation and supervision during the internship.

Use the following scale for each item:

- 4 = Advanced (Independently demonstrates competency; serves as a model for others)
- 3 = Competent (Consistently demonstrates competency; requires minimal supervision)
- 2 = Developing (Occasionally demonstrates competency; requires moderate supervision)
- 1 = Needs Improvement (Rarely demonstrates competency; requires significant supervision)
- 0 = Unsatisfactory (Does not meet expectations)
- N/A = Not Applicable/Not Observed

Fall Semester: Scores of 2 ("Developing") are acceptable as students continue to build independence.

Spring Semester: Students must achieve scores of 3 ("Competent") in all domains to successfully complete the internship and demonstrate readiness for independent practice.

Any rating below 2 in Fall or below 3 in Spring requires prompt communication with the course instructor and program director and may result in a remediation plan.

Review all ratings and comments with the intern. Both intern and supervisor must sign the completed form and submit a copy to the program administrative assistant and course instructor.

Comments are encouraged for each section.

I. Professional Orientation & School Systems

(NASP Domains 5, 7 | Program Goals 2, 4)

1. Demonstrates understanding of school/district organizational structure, culture, and systems theory

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

2. Participates in the design, implementation, and evaluation of school-wide practices and policies (e.g., MTSS, PBIS, school improvement)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

3. Supports professional development and collaboration among staff

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

4. Identifies and utilizes relevant community resources

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

II. Data-Based Decision Making & Assessment

(NASP Domains 1, 3, 8, 9, 10 | Program Goals 1, 3, 5)

5. Knowledge about diagnostic categories and criteria (e.g., IDEA, DSM)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

6. Knowledge of varied models and methods of assessment (e.g., CHC theory, cross-battery)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

7. Selection of appropriate assessment tools based on referral concern, student characteristics, and test performance

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

8. Interviewing skills to clarify referral concerns and gather information (developmental, medical, social/emotional, familial, educational, occupational)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

9. Administration and scoring of psychological tests

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

10. Assessment of developmental and learning history as related to referral concern

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

11. Interpretation of psychological tests and assessment data

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

12. Integrates multiple data sources for decision-making

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

13. Gathers data from alternative sources (families, educators, community)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

14. Provides clear, actionable recommendations based on assessment data

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

15. Report writing skills (mechanics, grammar, organization, responsiveness to edits)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

16. Overall conceptualization of a case based on data

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

17. Quality of feedback conferences with parents and teachers

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

III. Academic Intervention Skills

(NASP Domains 3, 9, 10 | Program Goals 1, 3, 4)

18. Designs and implements academic/cognitive interventions

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

19. Collaborates to support academic skill development and address barriers to learning

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

20. Uses assessment data to inform, implement, and evaluate academic interventions

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

21. Development of IEP goals and objectives measurable over time

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

IV. Mental/Behavioral Health Intervention Skills

(NASP Domains 4, 6, 9, 10 | Program Goals 1, 2, 3, 4)

22. Designs, implements, and evaluates evidence-based interventions for social-emotional functioning, mental health, and behavior

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

23. Provides direct and indirect interventions (counseling, behavioral consultation, SEL, crisis response)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

24. Integrates mental and behavioral health supports with academic and learning goals

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

25. Behavioral assessment and therapy skills

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

26. Ability to re-assess progress and develop new intervention plans

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

27. Provides prevention and intervention programming to promote mental health and student well-being

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

28. Evaluates service outcomes and measurement of student progress

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

V. Consultation and Collaboration

(NASP Domains 2, 4, 7, 10 | Program Goals 1, 3, 4, 5)

29. Demonstrates effective consultation skills with teachers, families, administrators, and community partners

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

30. Applies varied models and strategies of consultation and collaborative problem-solving

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

31. Communicates clearly and adapts information for diverse audiences

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

32. Collaborates with other professionals in planning and decision-making for individuals, groups, and the school

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

33. Ability to collaborate with parents and teachers

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

VI. Equity, Diversity, and Social Justice

(NASP Domains 8, 10 | Program Goals 2, 5)

34. Demonstrates knowledge of and respect for individual differences and diversity in all professional activities

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

35. Implements culturally responsive, equitable, and inclusive practices

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

36. Advocates for social justice and equitable access for all students

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

VII. Legal, Ethical, and Professional Practice

(NASP Domain 10 | Program Goals 1, 2, 4, 5)

37. Demonstrates knowledge of and adherence to ethical, legal, and professional standards (including NASP Principles for Professional Ethics)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

38. Maintains confidentiality, responsible record keeping, and professional integrity

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

39. Seeks and uses supervision appropriately, demonstrates professional growth, and advocates for the profession

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

40. Conducts self in a manner consistent with professional and ethical standards

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

VIII. Internship Requirements

41. Completes required internship hours and documentation in a timely manner

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

42. Completes required assessment, intervention, and consultation cases

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

43. Utilizes relevant technology when delivering services

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

44. Responsible work habits (punctuality, appearance)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

45. Meets responsibilities on time

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

IX. Interpersonal & Professional Qualities

46. Develops good working alliance with clients

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

47. Develops good working relationships with professional school staff, paraprofessional and support staff

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

48. Shows sensitivity to issues of diverse characteristics

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

49. Demonstrates leadership ability

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

50. Responsiveness to supervision

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

51. Willingness to learn

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

52. Utilizes resources within and outside the organization

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

53. Shows a desire to be a life-long learner (stays current with the literature, expresses a desire to continue to learn)

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

X. Impact of Services Provided

Academic/Cognitive Impact

54. Demonstrates ability to provide and evaluate the impact of direct and/or indirect academic/cognitive intervention-based services for children and youth, families, and schools

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments (please provide specific examples of impact, such as progress monitoring data, stakeholder feedback, or documented improvements):

Mental/Behavioral Health Impact

55. Demonstrates ability to provide and evaluate the impact of direct and/or indirect mental/behavioral health intervention-based services for children and youth, families, and schools

☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments (please provide specific examples of impact, such as progress monitoring data, stakeholder feedback, or documented improvements):

XI. Additional Observations

1. Did you directly observe the intern engaging in professional activities such as assessment, intervention (group or individual), or consultation?

☐ Yes

☐ No

2. If yes, which activities did you observe the intern performing?

3. If yes, did you provide feedback to the intern about his/her use of skills during this observation?

XII. Supervisor's Overall Evaluation

Strengths:

Areas for Growth:

XIII. Summary Evaluation

1. **How likely would you recommend that this student be hired for a position if one became open in your district or school?**
 - ☐ Very Likely
 - ☐ Likely
 - ☐ Unsure
 - ☐ Unlikely
 - ☐ Very Unlikely
2. **Compared to other trainees at this student's level, how would you rate this trainee's overall ability?**
 - ☐ Superior
 - ☐ Above Average
 - ☐ Competent
 - ☐ Developing
 - ☐ Needs Improvement
3. **What letter grade would you assign the trainee for overall performance during this evaluation period?**
 - ☐ A
 - ☐ A-
 - ☐ B+
 - ☐ B
 - ☐ B-
 - ☐ C+
 - ☐ C
 - ☐ C-
 - ☐ D+
 - ☐ D
 - ☐ F

XIV. Signatures & Attestation

Supervisor's Name / Signature: (By signing, you certify that the information provided is current, accurate, and complete, and that this evaluation was reviewed with the intern.)

Date Signed: _____

Position/Title: _____

Certified School Psychologist: ☐ Yes ☐ No

Licensed Psychologist: ☐ Yes ☐ No

Intern's Name / Signature: (Intern must sign after review.)

Date Signed: _____

Important:

Any rating below "2 – Developing" in Fall or below "3 – Competent" in Spring requires a collaborative meeting with the intern, course instructor, and program director. A remediation plan may be developed to address identified areas for improvement and ensure the intern attains the required competencies for independent practice.

All ratings and comments must be reviewed with the intern. Both the intern and supervisor must sign the completed form and submit a copy to the program administrative assistant and the respective PSY 752/753 course instructor. Return completed form at the end of each semester.

Thank you for supporting the professional development of our school psychology interns!

Appendix H

Annual Student Progress Report

Student Review Workbook-Official - BLANK [Compatibility Mode] - Microsoft Excel


Home Insert Page Layout Formulas Data Review View Developer

PsyD Students - Admitted to Original Class

Competency Areas Supervisor Ratings Faculty Ratings 1=Problematic 2=Satisfactory 3=Exemplary


Use this space to comment on any unsatisfactory ratings you make for any student and annotate with your initials.

Comments

1  GPA:
 Advisor:
 Mentor:


P1	P2	I/E	DF	MT	ZZ	RD	SO	TD	EB	MS	DL	AB

Comments

2  GPA:
 Advisor:
 Mentor:


P1	P2	I/E	DF	MT	ZZ	RD	SO	TD	EB	MS	DL	AB

Comments

3  GPA:
 Advisor:
 Mentor:

P1	P2	I/E	DF	MT	ZZ	RD	SO	TD	EB	MS	DL	AB

Comments

4  GPA:
 Advisor:
 Mentor:

P1	P2	I/E	DF	MT	ZZ	RD	SO	TD	EB	MS	DL	AB

Comments

Ready

Appendix I

Comprehensive Examination Scoring Rubric

Level III Comprehensive Examination - Problem-Solving Report Rubric

Each item will be rated as “Met or Not Met”

Section 1: Foundational Elements of an Effective Problem-Solving Report

- **1.1** Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).
 - **1.2** Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.
 - **1.3** Collaboration with relevant stakeholders (e.g., families, teachers, and other professionals) is evident throughout the process.
 - **1.4** Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).
 - **1.5** Professional practices of writing style, formatting, and graphing are present in the problem-solving report (i.e., clear, succinct, and well-written text with clearly labeled graphs).
 - **1.6** Personal identifying information of the problem-solving report subject is redacted from the report.
-

Section 2: Problem Identification

- **2.1** Information is gathered from multiple sources (Record review, Interview, Observation, and Testing [RIOT]).
 - “Testing” may include review of academic progress monitoring (e.g., CBM) and/or behavioral data (e.g., FBA, performance skill assessment, etc.).
 - **2.2** The problem is operationally defined in terms of an observable, directly measurable dependent variable (e.g., reading fluency).
 - **2.3** Expectations for the identified behavior are stated and based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.).
 - **2.4** The difference between actual and expected levels of performance is explicitly stated.
-

Section 3: Problem Analysis

- **3.1** When the problem is described, it is stated as a skill or performance deficit.
 - **3.2** A process for developing multiple, testable hypotheses to identify the cause of the problem is thoroughly described.
 - It is clear that the applicant examined existing data; how and what additional data was collected.
 - **3.3** Hypotheses are stated in observable/measurable terms.
 - **3.4** A process for using data to support or reject each hypothesis is thoroughly described (e.g., functional behavior assessment, skill/performance assessments, etc.).
 - **3.5** Appropriate sources of data are used to support or reject each hypothesis.
 - **3.6** A conclusive statement that formally describes the cause of the problem and leads to a logical intervention (e.g., evidence-based, linked to the data, etc.) is included.
-

Section 4: Academic Intervention

- **4.1** A single intervention or intervention package that is clearly linked to the accepted hypothesis is implemented to address all relevant aspects of the identified problem.
 - **4.2** At least one citation of peer-reviewed research demonstrating empirical support for the selected intervention or intervention package is included.
 - **4.3** Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.
 - **4.4** The intervention is replicable. All of the following are clear:
 - Intervention components (e.g., independent variable) are described.
 - Logistics are reported (e.g., who will implement, setting, duration, frequency of sessions, etc.).
 - **4.5** A skill or performance goal is stated. It includes all of the following:
 - Uses the same metric as the dependent variables.
 - Is linked to baseline data.
 - Is achievable based on research or other data.
 - **4.6** Progress was monitored. Student performance data were collected and presented.
 - **4.7** Treatment integrity/fidelity data:
 - Were collected.
 - Results are reported.
 - The data were used in the interpretation of intervention efficacy.
-

Section 5: Social-Emotional Intervention

- **5.1** A single intervention or intervention package that is clearly linked to the accepted hypothesis is implemented to address all relevant aspects of the identified problem.
 - **5.2** At least one citation of peer-reviewed research demonstrating empirical support for the selected intervention or intervention package is included.
 - **5.3** Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.
 - **5.4** The intervention is replicable. All of the following are clear:
 - Intervention components (e.g., independent variable) are described.
 - Logistics are reported (e.g., who will implement, setting, duration, frequency of sessions, etc.).
 - **5.5** A skill or performance goal is stated. It includes all of the following:
 - Uses the same metric as the dependent variables.
 - Is linked to baseline data.
 - Is achievable based on research or other data.
 - **5.6** Progress was monitored. Student performance data were collected and presented.
 - **5.7** Treatment integrity/fidelity data:
 - Were collected.
 - Results are reported.
 - The data were used in the interpretation of intervention efficacy.
-

Section 6: Evaluation (Summative)

- **6.1** Case data are presented on a single graph that include ALL of the following:
 - Baseline data that clearly establish a discrepancy (e.g., level, trend) between actual and expected behavior.
 - A goal/target indicator or aim line.
 - A trendline (for academic cases).
 - An appropriate comparison standard.
- **6.2** Adequate intervention data are collected to meaningfully interpret the results of the intervention. Each of the following conditions must be met:

- A minimum of 8 intervention data points.
 - Data are collected over a minimum of 6 weeks.
 - Data are sufficient to demonstrate positive change in the case.
 - (Only if the intervention was initially ineffective): Appropriate changes or adaptations were described and implemented, and monitoring data were collected (at least 8 more data points).
 - **6.3** Visual analysis of the level, trend, and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective.
 - **6.4** Strategies for generalizing outcomes to other settings are included.
 - **6.5** Strategies for follow-up are included.
-

Section 7: Impact Academic/Cognitive

- **7.1** Evidence of direct and/or indirect intervention-based services is provided for both academic/cognitive domains.
- **7.2** Each product includes clear documentation of service provision and implementation fidelity.
- **7.3** Outcome data are presented for products, including effect size calculation for academic/cognitive intervention where possible.
- **7.4** Analysis of impact is clearly articulated, including visual and/or statistical representation of pre/post change.
- **7.5** Student provides thoughtful reflection on the effectiveness of the intervention and implications for future practice.

Section 8: Impact Mental/Behavioral

- **8.1** Evidence of direct and/or indirect intervention-based services is provided for mental/behavioral domains.
- **8.2** Each product includes clear documentation of service provision and implementation fidelity.
- **8.3** Outcome data are presented for products, including effect size calculation for for mental/behavioral intervention where possible.
- **8.4** Analysis of impact is clearly articulated, including visual and/or statistical representation of pre/post change.
- **8.5** Student provides thoughtful reflection on the effectiveness of the intervention and implications for future

Appendix J

Testing Kit Policy

St. John's University
Department of Psychology
Policy for Disposal of Outdated Testing Kits

The department of psychology offers a variety of testing kits that measure personality, academic achievement, and various cognitive abilities. The testing kits are stored in locked cabinets in the Marillac Hall Sub-basement testing room. The School Psychology Program administrative assistant is in possession of keys to the testing room, as are the two Teaching Assistants assigned to the testing room, who are chosen by the department with input from core faculty members. Neither professor nor student may remove testing materials from the testing room without speaking with the Teaching Assistants, who monitor the release of materials and sign them in and out of the room.

Testing kits are re-normed every few years, and publishing companies release new editions to replace outdated ones. The Teaching Assistants are responsible for locating and purchasing these new editions with the approval of the department. The old and new testing kits contain copyrighted, sensitive information, which should only be viewed by qualified individuals, or those being trained to administer the tests. The department of psychology is aware of this fact and makes it its policy to store or dispose of these materials properly. One copy of each outdated test is kept in the testing room for archival purposes, and all other copies are shredded or otherwise destroyed. At times, materials are donated to interested parties (i.e., professors doing research, students, etc.) in or outside of the University community.

The Teaching Assistants are not responsible for testing kits owned and used by the Center for Psychological Services. Any questions about this policy should be addressed to the Teaching Assistants, who can be reached via their e-mail addresses.

Appendix K

NASP Standards for Training and Practice

NASP 2020 Professional Standards Domains

Domain 1: Data-Based Decision Making

- School psychologists systematically collect, analyze, and use data to guide decisions, assess student needs, and evaluate outcomes.
- Includes assessment, progress monitoring, and problem-solving models.

Domain 2: Consultation and Collaboration

- School psychologists apply varied models and strategies of consultation and collaboration with individuals, families, groups, and systems to promote effective implementation of services.

Domain 3: Academic Interventions and Instructional Supports

- School psychologists use knowledge of learning, development, and evidence-based instructional strategies to support cognitive and academic skills.

Domain 4: Mental and Behavioral Health Services and Interventions

- School psychologists use knowledge of biological, cultural, social, and developmental influences to promote social–emotional functioning, mental health, and adaptive skills.

Domain 5: School-Wide Practices to Promote Learning

- School psychologists develop, implement, and evaluate school-wide practices and strategies to create and maintain effective and supportive learning environments.

Domain 6: Services to Promote Safe and Supportive Schools

- School psychologists promote services that enhance learning, mental health, safety, and physical well-being, including crisis prevention, response, and recovery.

Domain 7: Family, School, and Community Collaboration

- School psychologists design, implement, and evaluate services that facilitate family–school partnerships and interactions with community agencies for improved outcomes.

Domain 8: Equitable Practices for Diverse Student Populations

- School psychologists provide effective services that promote functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and advocate for social justice and equity.

Domain 9: Research and Evidence-Based Practice

- School psychologists evaluate and apply research to service delivery and use data collection, measurement, and analysis to support effective practices.

Domain 10: Legal, Ethical, and Professional Practice

- School psychologists provide services consistent with ethical, legal, and professional standards, demonstrating effective interpersonal skills and commitment to professional development and advocacy.

Reference:

National Association of School Psychologists. (2020). *Standards for Graduate Preparation of School Psychologists*.