School Psychologist Graduate Program Handbook

M.S. in Education: School Psychologist

Advanced Certificate: School Psychologist

Brooklyn College, City University of New York

Department of School Psychology, Counseling, and Leadership

School Psychologist Graduate Program

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Introduction

The School Psychology faculty and staff welcome you to our learning community. We look forward to working with you as you enter this rigorous and comprehensive program, and we hope that you enjoy the experience as you develop a professional identity as a school psychologist.

The Program offers full- and part-time courses of study leading to the degree of Masters of Science in Education – School Psychologist, and to the Advanced Certificate – School Psychologist. Completion of both, the M.S. in Education and the Advanced Certificate, are required for New York State certification in School Psychology. The full-time track is typically completed in three years, and the part-time track is typically completed in four years. The Program also offers qualified candidates the option of earning the New York State Bilingual Extension with their certification in School Psychology.

The purpose of this handbook is to familiarize candidates with policies, procedures, and expectations of the School Psychologist Graduate Program. The Program is offered through the Brooklyn College School of Education, which was previously accredited by NCATE and is preparing for new accreditation by the AAQEP (Association for Advancing Quality in Educator Preparation). According to AAQEP's mission statement, "AAQEP promotes and recognizes quality educator preparation that strengthens the education profession's ability to serve all students, schools, and communities, and to do so equitably."

The program is located in the department of School Psychology, Counseling and Leadership (SPCL) which also includes programs in school counseling and educational leadership. The School Psychologist Graduate Program adheres to the training standards established by the National Association of School Psychologists (NASP) and is approved by NASP. The policies and procedures within this handbook are consistent with those of the Brooklyn College/City University of New York, the School of Education, NASP, AAQEP, and the New York State Department of Education.

Graduate candidates should become familiar with this document as well as with the Brooklyn College Bulletin, which provides extensive information related to graduate work and college regulations. Students should also become familiar with NASP training standards (www.nasponline.org/certification), which are emphasized throughout the School Psychologist Graduate Program course of study.

Each candidate agrees to abide by all Brooklyn College, School of Education, and School Psychologist Program policies and procedures.

About Brooklyn College

Brooklyn College is a comprehensive, state-funded institution of higher learning in the borough of Brooklyn, a culturally and ethnically diverse community of 2.65 million people. As one of the eleven senior colleges of the City University of New York, it shares the mission of the university, whose primary goals are access and excellence.

Since its founding in 1930, the college has been attracting a wide variety of motivated students — many of them immigrants or the children of immigrants who wish to better their lives through a superb education. They come because of the college's renowned faculty of academics, professionals, and artists who are among the best in their field. They know they will be learning on a campus considered one of the most beautiful in the country, with well-equipped facilities, studios, smart classrooms, and production and practice rooms — all with a highly affordable tuition.

Brooklyn College has a student enrollment of 15,938 students — 13,405 undergraduates and 2,533 graduates who come from 136 nations and speak 91 languages. The college offers nearly 175 undergraduate degree, graduate degree, and advanced certificate programs in the creative arts; humanities; social, behavioral, and natural sciences; mathematics; education; and business. More than 3,800 students received bachelor's and master's degrees, as well as advanced certificates, at our last Commencement Exercises.

The mission of Brooklyn College is to provide a superior education in the liberal arts and sciences. The college offers a wide variety of programs, both in the liberal arts and in professional and career-oriented areas, leading to the baccalaureate and master's degrees and to undergraduate and advanced certificates.

The overarching goal of the educational experience at Brooklyn College is to provide candidates with the knowledge and skills to live in a globally interdependent world and the support services to help them succeed. The college also seeks to develop a sense of personal and social responsibility by encouraging involvement in community and public service. It fosters a campus environment hospitable to multicultural interests and activities. As an urban institution, it draws upon the myriad resources of the city to enrich its educational offerings.

Statement of Philosophy for the School of Education

Mission Statement
The School of Education at Brooklyn College prepares teachers, administrators, counselors, and school psychologists to serve, lead and thrive in the school and agencies of this city and beyond. Through collaborative action, teaching, and research, we develop our candidates' capacities to create socially just, intellectually vital, aesthetically rich, and compassionate communities that value equity and excellence, access and rigor. We design our program in cooperation with Liberal Arts and Sciences faculties and in consultation with local schools in order to provide our candidates with the opportunity to develop the knowledge, proficiencies, and understanding needed to work with New York City's racially, ethnically, and linguistically diverse populations. We believe that teaching is an art that incorporates critical self-reflection, openness to new ideas, practices and technologies, and which focuses on the individual learner's needs and promotes growth. Scholarship shapes our collective work and we are committed to educating our candidates to the highest standards of professional competence.

Conceptual Framework
The Faculty of the School of Education, in collaboration with candidates and outside partners, has identified four central themes that guide its preparation of candidates for degrees and certification.

Collaboration
The School of Education is committed to education as a collaborative process that requires sustained dialogue between relevant parties at all levels of our future practitioners' academic and professional lives. Our graduates should not only have a desire for collaboration, but should also strive to develop collaborative learning communities within their schools that are socially just, and intellectually and aesthetically rich.

Critical Self-Reflection and Reflective Practice

The School of Education is committed to fostering critical self-reflection and reflective practice. We believe a professional must reflect upon his or her own practice, rethinking it in terms of its intentions and its outcomes.

Social Justice

The School of Education is committed to education centered on social justice, preparing future professionals to assume active roles in shaping the social, cultural, and political future of their communities and beyond, crossing physical, cultural, and economic borders as they develop shared meanings and purposes.

Diversity

The School of Education is committed to addressing issues of race, ethnicity, class, cultural and linguistic diversity, religion, gender, sexuality, and special needs, as well as to accommodating learner differences and styles.

Statement of Philosophy for the School Psychologist Graduate Program

The School Psychologist Graduate Program consists of a rigorous 60-credit curriculum in theory, research, and evidence-based practice. Extensive field experiences complement course work. With a strong background in measurement, psychological theory, and data-based decision-making, as well as knowledge of effective instructional techniques and psychological interventions, candidates in collaboration with families and school staff are prepared to provide a range of services that positively influence the educational achievement, development, and mental health of all children and youth.

The School Psychologist Graduate Program, offered through the Brooklyn College School of Education, is registered with the New York State Department of Education. The School of Education is formerly accredited by NCATE and is preparing for accreditation with AAQEP, and the School Psychologist Graduate Program works synergistically with the School of Education to meet or exceed AAQEP training standards. The School Psychologist Graduate Program cooperates with the School of Education to collect outcome data that reflects AAQEP and NASP training standards, and therefore participates in the unit-wide assessment of candidates in field placements, alumni surveys, and employer surveys. Data gathered from this unit-wide assessment provides feedback on training and professional outcomes. The Program adopts the conceptual framework of the School of Education, and stresses the four central themes of collaboration, critical self-reflection and reflective practice, social justice, and diversity in coursework and field experiences.

The School Psychologist Graduate Program also adheres to the training standards established by NASP. Frequent assessments that are embedded throughout coursework are used to evaluate student progress, adherence to NASP training standards, and to provide self-assessment to the Program as a means to improve overall training.

Accreditation

The School Psychologist Graduate Program of the School of Education at Brooklyn College is registered by the New York State Education Department. The School of Education has earned full NCATE accreditation, and is preparing for review for AAQEP accreditation. The Middle States Association of Colleges and Schools and the Association of American Universities accredits the College. The Program has full approval from NASP.

School Psychologist Graduate Program Mission Statement

The Brooklyn College School Psychologist Graduate Program strives to meet our urban community's need for highly competent, self-reflective, and compassionate school psychologists. The program is committed to improving the educational experiences, and addressing the mental health needs of all children in our richly diverse schools.

Program Goals

The School Psychologist Graduate Program's training goals are consistent with the NASP 2020 Model for Comprehensive and Integrated School Psychological Services 10 Domains of Practice and ethical guidelines of the National Association of School Psychologists and the American Psychological Association. Through a curriculum of training and extensive field experiences the following practices and competencies are emphasized in the program.

Domain 1: **Data-Based Decision Making and Accountability**: School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: **Consultation and Collaboration**: School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: **Academic Interventions and Instructional Supports**: School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: **Mental and Behavioral Health Services and Interventions**: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: **School-Wide Practices to Promote Learning-** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: **Services to Promote Safe and Supportive Schools**: School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: **Family, School, and Community Collaboration**: School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: **Equitable Practices for Diverse Student Populations:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: **Research and Evidence-Based Practice**: School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: **Legal, Ethical, and Professional Practice**: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Application Procedures

Applications

Applications for admission to M.S.Ed., School Psychologist, are found online at the Graduate Admissions website. The Office of Admissions will keep you up to date on the status of your application via postings through the online system. Please check with the Graduate Admissions office to ensure that all materials have been received. https://www.brooklyn.edu/admissions-aid/graduate/how-to-apply/

Please forward all graduate application supplementary materials to graddocs@brooklyn.cuny.edu. Should you have application questions, you may visit the Admissions Information Center, or call **(718) 951-5001**. The submission deadline of the completed application and supporting materials is **March 1**.

The admission process has two levels. In the first level of screening, the admissions committee examines the completed application, which includes official transcripts, two letters of recommendation (one or both should be from a professor), a personal statement, and a resume. Following this initial screening, applicants who meet or exceed admission requirements and demonstrate potential and promise as a future school psychologist will be invited to campus or online zoom session for a group interview. At this stage, faculty and students interview eligible applicants. GRE scores are not required nor considered. Applicants who do not meet minimal admission requirements (e.g., GPA below minimum 3.0) are strongly encouraged to explain their academic/professional record and clarify why they believe they would be successful in a rigorous graduate training program. Evidence of recent high grades (As & high Bs) is important to the admissions committee to demonstrate readiness for graduate work.

Admission to the Advanced Certificate Program requires a separate application completed in the final semester of the M.S. in Ed., School Psychologist. In addition to the completion of an in-house application, applicants also complete a final assessment of professional competencies or dispositions. The recommendation of faculty to continue into the Advanced Certificate is required.

Matriculation Requirements

Applicants for admission will be required to meet the general admission requirements of Brooklyn College and the specific matriculation requirements under the School of Education for the Master of Science Degree in Education and the Advanced Certificate. The Program's prerequisite course requirements are:

1. Applicants must have completed a program of undergraduate work including:

Course	Timeline for completion	Brooklyn College equivalent
Statistics in Psychology	Complete before beginning program	PSYC 3400
Developmental or Lifespan Psychology	Complete before beginning program	PSYC 2210
Psychological Tests and Measurements	Complete before beginning program	CBSE 7010 or PSYC 3850
Education course in reading instruction or reading disabilities	Complete before beginning of second year in program	SPCL 7941

College regulations require both full and part-time candidates to complete outstanding prerequisites within one year after beginning the program. However, all candidates must complete (1) *Tests and Measurement,* **(2)** *Statistics* **and (3)** *Developmental, Child/Adolescent and/or Educational Psychology*

before starting the program. In addition, all full-time candidates must complete the education course in *Reading Instruction or Reading Disorders* before beginning their second year, and part-time candidates must complete this course before beginning their third year. Candidates with outstanding prerequisites after their first year of study cannot register for the second year. In addition, pre-requisite courses must have a grade of C or higher from any accredited institution.

When taking prerequisite courses at another college, you may do so as a non-degree candidate. Upon completion of the course(s), bring a transcript or grade report as proof of completion to the School Psychology Office. Do not ask the college to transfer the grade to us as we often don't receive it.

2. The Graduate Division requires candidates for matriculation to hold a baccalaureate degree from an accredited institution and have completed an approved undergraduate program of study with an overall undergraduate grade point average of at least 3.0. If you graduate in the spring or summer of the year that you applied to the program, you must send your final transcript to Graduate Admissions and the SPCL office. Evidence: official transcript.
3. Applicants must present evidence of their commitment and potential for developing effective relationships with children, youth, and adults from diverse backgrounds and abilities. Evidence: personal statement, letters of recommendation, resume, writing sample, interview.
4. Applicants for the bilingual specialization must, in addition to the above, present fluency in the second language and pass the New York State Bilingual Education Assessment (BEA) test.

Conditions on Transfer Credit

In order to use courses for transfer credit, courses must be less than five-years old, completed with a grade of B or higher, and may not have been applied toward a degree earned previously.

According to the Brooklyn College Graduate Bulletin, "*The college limits the total number of transfer credits that can be counted toward a degree, whether the courses are from CUNY or non-CUNY schools. Students may receive transfer credit for up to 40 percent of the credits required for a degree*." Candidates may receive transfer credit in graduate courses completed at other accredited graduate institutions **if approved by the department** and taken within the specified time limit. The course(s) must be equivalent to the course(s) offered by the School Psychologist Graduate Program and evaluated by the professor who typically teaches the course and Program Coordinator. To obtain transfer credit, submit syllabus, catalog description, and official transcript to the School Psychology office.

Candidates applying for transfer credit must review the request with the School Psychology office who will supply the application.

M.S. in Education Course Requirements

Program classes are scheduled Monday through Thursday during day and evening hours. Classes are often scheduled from 4:30 - 10:00 P.M. in order to accommodate candidates who work during the morning and early afternoon hours (i.e., part-time students). We aim to schedule full-time students to be on campus three days a week, and part-time students two days a week. Full-time students should plan flexibility in their schedules to permit both afternoon and evening classes. Students in the bilingual specialization may have to attend classes on an additional day. Classes for part-time candidates start at 4:30 or later. Although schedules rarely require a candidate to be on campus four days a week, candidates need to be able to devote significant time to class assignments. Full-time students should be available to attend classes in the early afternoon. Please consider this in planning work schedules and

other commitments. Full-time students are not permitted to work full-time while in the program due to the significant time requirements for the courses. Full-time students may work up to 15-20 hours per week.

M.S. in Ed. Courses

Candidates are eligible for the Master's Degree in Education for School Psychologists upon successful completion of 33 credits from the following courses. Although the requirement for the M.S. in Education is 33 credits, all the courses below must be completed. The remaining credits will be applied to the Advanced Certificate. In order to take the following courses, candidates must be matriculated in the program and have permission of program coordinator.

7931T   Practicum in School Psychology and Counseling I

30 hours plus 100 hours supervised fieldwork; 2 credits

Field experience in the role and functions of the school psychologist with culturally diverse students, groups, and colleagues. Clinical instruction and practice of individual counseling.

Prerequisite: matriculation in the school psychologist program, and permission of the program head/coordinator

7932T   Practicum in School Psychology II

30 hours plus 100 hours supervised fieldwork; 2 credits

Field experience in the role and functions of the school psychologist with culturally diverse children, groups, colleagues, and families in educational and/or clinical settings. Clinical instruction and practice of group and family counseling.

Prerequisite: matriculation in the school psychologist program, SPCL 7931T, and permission of the program head

Corequisite: SPCL 7921X

7903T   Problems and Practices in School Psychology

30 hours plus conference; 3 credits

History and foundations of school psychology. Role of the school psychologist as related to curriculum, school administration, evaluation, and other issues. Educational policies and their effects on urban, multicultural schools. Ethical, professional and legal standards.

Prerequisite: matriculation in the school psychologist program, and permission of the program head.

7922T Multicultural Counseling and Consultation

45 hours; 3 credits

Critical examination of diversity issues related to intersectionality, privilege, and systemic oppression. This course interrogates the influence of racist, nativist, Eurocentric, individualist, heterosexual, patriarchal, cisgender, ableist, and sizeist dominant discourses on the emotional,

social, and behavioral development of persons living within the United States. In-class exercises, Blackboard exercises, videos, discussions, and experiential activities will foster development of cultural humility, critical consciousness, and ability to implement social justice-oriented counseling and consultation strategies.

7900X Theories of Human Development

30 hours plus conference; 3 credits

Contemporary theories of child development. Biological, behavioral, social and cultural approaches to the study of human development in multicultural contexts. Dimensions of human identity including race, ethnicity, culture, sex and gender.

Prerequisite: matriculation in the school psychologist program, permission of the program head.

7923X Consultation in the Schools

30 hours plus 30 hours conference; 3 credits

School-based consultation, with emphasis on a variety of models; acquisition of clinical skills; theoretical bases; exploration of skills and attitudes necessary for working with culturally diverse groups; application of consulting knowledge and skills in both laboratory and field situations; exploration of recent developments, trends, and research in consultation.

Prerequisite: matriculation in the school psychologist program, SPCL 7900X and permission of the program head/coordinator.

Corequisite: SPCL 7932T

7907X Neuropsychology of Learning

30 hours plus conference; 3 credits

This course is designed to review the neurophysiological and neuropsychological bases of behavior as it pertains to developmental disorders. Students will identify functional neuroanatomy, neuroimaging techniques, medications, and various neurological and neuropsychological disorders. Students will apply findings and research to contemporary problems and issues facing school psychologists.

Prerequisite: matriculation in the school psychologist program, SPCL 7900X, and permission of the program head/coordinator.

7901X Developmental Psychopathology

30 hours plus conference; 3 credits

Patterns of adjustment and maladjustment to school environments including: behavior disorders, attention deficits, truancy and addictions. Focus on observation, functional behavioral assessment and contextually relevant intervention approaches. Intensive study of illustrative and case material.

Prerequisite: Permission of the program head.

7910X   Cognitive and Academic Assessment I

45 hours lecture plus 30 hours lab; 4 credits

Assessment of cognitive abilities, aptitude, and achievement. Administration, scoring, and interpretation of standardized and clinical procedures through lecture and laboratory work. Integration of data from assessment with other sources to produce effective educational recommendations. Critical perspectives on psychoeducational assessment including limitations of contemporary instruments, potential adverse effects of assessment policies, and alternative procedures.

Prerequisite: matriculation in the school psychologist program, and permission of the program head/coordinator.

7911X   Cognitive and Academic Assessment II

30 hours lecture plus 30 hours lab; 3 credits

Theories and research findings regarding children who have difficulty learning in school. Diagnosis, etiology and interventions for children with learning difficulties. Evaluation and interpretation of assessment and contextual factors in learning difficulties.

Prerequisite: matriculation in the school psychologist program, SPCL 7910X with a grade of B- or better, and permission of the program head.

7912X   Personality, Social and Behavioral Assessment of Individuals and Groups

45 hours lecture plus 30 hours lab; 4 credits

Administration, scoring, and interpretation of measures of personality and behavior designed for individuals and groups. Representative projective techniques, objective personality and behavior assessments, and adaptive behavior measures are introduced and administered. Research findings and critiques pertaining to the most commonly used personality and behavioral assessments are discussed throughout. Field-based assignments are required.

Prerequisite: matriculation in the school psychologist program, SPCL 7910X with a grade of B- or better, 7911X with a grade of B- or better, and permission of the program head/coordinator.

7913X   Integration of Assessment and Report Writing

30 hours lecture plus 30 hours lab; 3 credits

Interpretation and integration of findings from evaluations, including cognitive, achievement (both standardized and curriculum-based), personality and behavioral assessment. Report writing and formulation of IEP goals are stressed. Field-based assignments are required.

Prerequisite: matriculation in the school psychologist program, SPCL 7910X with a grade of B- or better, SPCL 7911X with a grade of B- or better, SPCL 7912X with a grade of B- or better and permission of the program head/coordinator.

7915X   Behavioral Assessment and Intervention

30 hours plus conference; 3 credits

This course is designed to provide students with knowledge and understanding of behavioral assessment and intervention strategies. Students will learn and review the fundamentals of human learning, according to behavioral and learning theorists. Students will then apply principles of learning to the classroom, for assessment, intervention, and evaluation purposes. This course prepares students to use collaborative problem solving in the application of behavioral techniques.

Prerequisite: matriculation in the school psychologist program and permission of the program head.

7920X Theory and Practice of Mental Health Counseling in Schools

60 hours; 4 credits

Approaches to the theory and practice of mental health counseling in schools. Counseling functions and other mental health practices of the school psychologist. Supervised experiential in-class counseling skills exercises. Field-based experiences are required.

Prerequisite: matriculation in and completion of 15 credits in the school psychologist program and permission of the program head. Corequisite: SPCL 7931T

7921X Group Dynamics and Counseling

60 hours; 4 credits

This course prepares school psychology candidates to counsel youth, groups, and families. Topics to be addressed include: approaches to counseling and intervention modalities, play therapy, group counseling, mental health counseling, and counseling children with special needs; family systems approaches, school-parent interactions, cultural and community factors. Analysis and exploration of diverse family structures. Teacher-parent/s, parent/s-child, sibling-child relations, collaboration, and community resources for the child. Emphasis on urban and cultural perspectives, development of school- parent-community partnerships. Supervised experiential in-class counseling skills exercises. Field-based experiences are required.

Prerequisite: SPCL 7920X [733X], matriculation in and completion of 15 credits in the school psychologist program, and permission of the program head. Corequisite: SPCL 7932T [704.2T]

7906X Instructional Interventions in Schools

45 hours; 3 credits

Policies regulating the delivery of instruction and interventions. School-based curriculum and instructional evaluations and models of curriculum-based assessment. Differentiation of instruction and other curriculum modifications for all students, including students with special needs and English Language Learners. Learning strategies and approaches to literacy and behavioral interventions. Single-case design methodology.

Prerequisite: matriculation in the school psychologist program and SPCL 7900X and permission of the program head*.*

Advanced Certificate: School Psychologist Degree Requirements

Matriculation Requirements for the Advanced Certificate Program

Applicants must present an M.S. in Education degree school psychologist or the appropriate equivalent as well as the requirements described above under M.S. in Education degree for school psychologist. Applicants must be in good academic standing and have met the required professional competencies (see section XIIIc below) to be accepted for matriculation in the Advanced Certificate Program. A formal application is required. For candidates who completed the M.S. in Ed. for school psychologists at another college, additional courses may be required.

Candidates in the Advanced Certificate Program must complete a 1200-hour internship with at least 600 hours completed in a school setting in their last year in the Program. This is a major time commitment and precludes full-time employment during the internship year.

A candidate will be eligible for provisional New York State Certification as School Psychologist upon successful completion of 27 credits of the following courses. In order to take the following courses, candidates must be matriculated in the program and have permission of program head.

Advanced Certificate in School Psychology Courses

SPCL 7904T Research Seminar in School Psychology

> 30 hours plus conference; 2 credits

> Introduction to research design in school psychology. Quantitative and qualitative methods are studied by surveying representative articles in the literature. Critical perspectives on social science research. Students formulate and discuss a research design.

> Prerequisite: matriculation in the school psychologist program, permission of the program head/coordinator.

7905X Research Seminar and Program Evaluation in School Psychology and Counseling

> 45 hours plus conference; 2 credits

> Continuation of the study of psychological/educational research and methodology culminating in completion of an independent research project related to an area of school psychology and counseling.

> *Prerequisites:* SPCL 7904T, matriculation in the school psychologist program, and permission of the program head.

7933X   Internship in School Psychology I

> 600 hours supervised fieldwork plus 15 hours supervision on campus; 3 credits

Supervised experience in the clinical and educational functions of the school psychologist in diverse settings. Field experience provides context for supervised integration of previously acquired competencies and professional approaches to the functions of school psychology.

Prerequisite: matriculation in the school psychologist program, SPCL 7932 with a grade of B or better, and permission of the program head/coordinator.

7934X. Internship in School Psychology II

600 hours supervised fieldwork plus 15 hours supervision on campus; 3 credits

Supervised experience in the clinical functions of the school psychologist in diverse settings. Field experience provides context for supervised integration of previously acquired competencies and professional approaches to the functions of school psychology.

Prerequisite: matriculation in the school psychologist program, SPCL 7932 with a grade of B or better, SPCL 7933X with a grade of B or better, and permission of the program head/coordinator.

Practicum Requirements

Practicum in School Psychology I and II (SPCL 7931T and 7932T) are required two-credit courses in which candidates minimally spend 100 hours per semester in the field with on-site supervision and attend a weekly seminar at the college. Candidates assigned to schools for Practicum have an opportunity to work in these settings under the supervision of permanently certified school psychologists or licensed psychologists. Practicum is a beginning pre-professional, performance-based experience in which candidates provide only those services for which they have received specific training. In addition to a minimum of one hour of supervision provided by the appropriately credentialed Practicum supervisor, the Program will provide weekly supervision in the form of a group seminar. Practicum candidates generally stay at their site for the entire academic year. School psychology practicum candidates engage in a variety of appropriate training activities for school psychologists including assisting and/or conducting psychoeducational assessments, counseling, FBA/BIPs, and consultation. See *Practicum Manual* for more details regarding Practicum requirements.

Practicum Search Process

The practicum search process for students begins with the review of the practicum handbook and attendance at the practicum orientation meeting, conducted by the Clinical Coordinator and/or the Program Head. At the meeting, students receive an overview of the practicum experience and are encouraged to read this handbook.

After the meeting, the practicum students receive a link from the Clinical Coordinator to complete their practicum search plan. This plan asks them to share their top sites or districts for the practicum application process. These plans are reviewed by the Clinical Coordinator and the results are shared with the practicum coordinator, as well as the student's advisors. Those who do not complete the practicum plan by the deadline are consulted with and, when appropriate, they may be given a revised deadline to complete the plan.

As part of the feedback process, students will receive recommendations from the Clinical Coordinator. Students who have indicated a site where we have an existing relationship will be directed to our past site list for contact information or receive information about the application procedures for that site.

When appropriate, the Clinical Coordinator may make introductions between a site and a student searching for a site, but it is the student's responsibility to conduct outreach to the site they chose, and attend to the site's interview process. If a student has selected a site where we do not have an existing relationship, the Clinical Coordinator will provide advice on conducting outreach. Students should have a firm understanding of the requirements of practicum and be prepared to speak to them in an interview. Faculty and staff are here to support students in finding appropriate placements and assist with networking, but the responsibility to secure a placement will rest with the student.

Once a student has secured an offer for a practicum placement, they should present this information to the Clinical Coordinator and complete the practicum application. All placement information will be made available to the Program Head for approval.

If a student cannot secure a practicum placement, their advisor and the Practicum Coordinator will be notified so that advisement with this student can be conducted. Students who do not complete practicum plans; do not respond to program communications; and/or who do not otherwise meet the requirements of practicum may receive an altered program plan to delay their practicum experience.

Internship Requirements

The internship in school psychology is the culminating experience that requires candidates to apply and integrate, under conditions of appropriate supervision, the full range of school psychology knowledge and competencies acquired in their extensive course work in prevention, assessment, intervention, and research. The New York State Education Department requires the school psychology internship for certification as a school psychologist, and the National Association of School Psychologists requires the school psychology internship for National Certification in School Psychology (NCSP). Candidates assigned to schools and agencies for internships in school psychology have an opportunity to work in appropriate settings under the supervision of permanently certified school psychologists. The internship experience occurs on a full-time basis over a period of one academic year, or over a period of two consecutive academic years on a half-time basis. Candidates are required to complete at least **1,200 hours** over the course of their internship. At least 600 hours must be completed in an approved school setting (P-12 district) in which the primary goal is the education of preschool through 12th grade students with diverse backgrounds, characteristics, abilities, disabilities, and needs. Although we encourage candidates to complete their entire internship in a school setting, the remaining 600 hours can be completed in an agency performing work relevant to school psychology. Twelve hundred hours is a minimum requirement, and candidates are encouraged to log as many additional internship hours as may be feasible. Note that other states may have longer internship hour requirements, including up to 1500 hours, and it is up to the candidate to investigate these requirements if relocation to another state is a consideration.

Candidates should be aware that 1,200 hours over 10 months is the equivalent of a full-time job. The time demands of internship make it impossible for candidates to maintain full-time employment in another field. Candidates who chose to look outside the greater New York City metropolitan area may find paid internships that would cover your costs for that year. Conversely, most internships within or near New York City are unpaid or offer a minimal stipend.

To successfully complete the internship courses, students must show competency **(defined as a grade of 80 or higher out of 100)** on the following assignments: Activity logs/reflection, supervision participation, site evaluation, Functional Behavioral Assessment, Psychoeducational Report/IEP, Counseling Case Study,

Consultation Case Study, Academic Intervention. Interns are also required to take the ETS Praxis II examination in School Psychology as part of their internship course.

Interns will need to complete New York State mandated workshops in child abuse, violence prevention, and the Dignity for All Students Act (DASA) workshop in order to be eligible for the NYS certification upon graduation.

The program has a long history of solid relationships with many schools and agencies in New York City and the larger metropolitan area, including Long Island, Westchester, and New Jersey, as well as other states. Candidates are responsible for finding their own field sites with assistance from the Clinical Coordinator. Online files containing descriptions of site activities and intern reviews of their sites are also available to assist candidates in finding an appropriate internship site. Candidates are free to find sites not previously used by Program candidates, as long as the site meets the *Criteria for School Psychology Internship Placements.* The internship site cannot be within the same district or non-school setting as a student's practicum placement. See *Internship Manual* for details regarding requirements.

Internship Search Process

The internship search process for students begins with the review of the internship handbook and attendance at the internship orientation meeting, conducted by the Clinical Coordinator and/or the Internship Coordinator. At the meeting, students receive an overview of the internship experience and are encouraged to read this handbook.

After the meeting, the internship students receive a link from the Clinical Coordinator to complete their search plan. This plan asks them to share their top sites or districts for the internship application process. These plans are reviewed by the Clinical Coordinator and the results are shared with the internship coordinator, as well as the student's advisors. Those who do not complete the internship plan by the deadline are consulted with and, when appropriate, they may be given a revised deadline to complete the plan.

As part of the feedback process, students will receive recommendations from the Clinical Coordinator. Students who have indicated a site where we have an existing relationship will be directed to our past site list for contact information or receive information about the application procedures for that site. When appropriate, the Clinical Coordinator may make introductions between a site and a student searching for a site, but it is the student's responsibility to conduct outreach to the site they chose, and attend to the site's interview process. If a student has selected a site where we do not have an existing relationship, the Clinical Coordinator will provide advice on conducting outreach. Students should have a firm understanding of the requirements of internship and be prepared to speak to them in an interview. Faculty and staff are here to support students in finding appropriate placements and assist with networking, but the responsibility to secure a placement will rest with the student.

Once a student has secured an offer for an internship placement, they should present this information to the Clinical Coordinator and complete the internship application. All placement information will be made available to the Internship Coordinator and Program Head for approval.

If a student cannot secure an internship placement, their advisor and the Internship Coordinator will be notified so that advisement with this student can be conducted. Students who do not complete

internship plans; do not respond to program communications; and/or who do not otherwise meet the requirements of internship may receive an altered program plan to delay their internship experience.

School Psychologist Bilingual Specialization

General Information

Candidates with bilingual proficiency (oral language, reading, and writing) can complete a School Psychologist Bilingual Specialization, leading to a certificate with a bilingual extension. The School Psychologist Bilingual Specialization requires 66 credits, the 60-credit school psychologist sequence, and two additional courses (6 credits) emphasizing bilingual and multicultural assessment and intervention. Candidates are also required to do their internship in bilingual sites and receive supervision from bilingual school psychologists who are bilingually certified. Candidates in the Bilingual Specialization will need to demonstrate proficiency in both English and a second language by passing the Bilingual Education Assessment in the second language. The bilingual specialization can be taken through full-time (3 years) or part-time (4 years) study. Candidates who received their school psychology training at another university and are only enrolled in the bilingual specialization must also take SPCL 7922T, Multicultural Counseling and Consultation.

Bilingual Courses

7823T Psycholinguistics, Bilingualism, and Counseling in Schools

> 45 hours; 3 credits

> Examination of the psycholinguistics of bilingualism and issues and techniques relevant to providing counseling services to culturally and linguistically diverse (CLD) students. Content and activities of the course are organized to meet the needs of practicing school counselors and school psychologists. Theory and experiential activities.

7914X Psychological Assessment of Linguistically Diverse Students

> 45 hours; 3 credits

> Psychoeducational assessment of English language learners and culturally diverse children and adolescents. Approaches to nonbiased assessment, including testing in the child's native language, bilingual testing, adaptation of standardized instruments and techniques, and dynamic assessment. Students will assess language proficiency and administer psychoeducational assessment batteries to English language learners, interpret test data, and write reports. Field-based assignments.

> *Prerequisite:* matriculation in the school psychologist program and SPCL 7910X, 7911X and 7912X, and permission of the program head/coordinator.

Bilingual Internship

The following additional requirements apply to candidates completing the Bilingual Specialization. In addition to meeting the internship requirements described above, bilingual candidates are expected to work in both English and their target language. Candidates are required to spend 1,200 hours in a school or agency performing work related to school psychology. **At least 600 of these hours must be completed in an approved bilingual setting. At least 600 hours must be completed in a school setting.** This is a

minimum requirement, and candidates are encouraged to log as many additional internship hours as may be feasible. Field-based supervisors of bilingual interns must be fluent in the same target language as the intern, employed by the agency in which they supervise the intern, and possess a bilingual extension and permanent state certification as a school psychologist.

Language Proficiency

Bilingual candidates must pass the **New York State Bilingual Education Assessment (BEA**) **before taking SPCL 7914X.** The test is administered by the New York State Education Department. The BEA is required of candidates seeking a bilingual extension to a certificate.

Program Plans

Typical Program for Degree and Certificate: Three Year

	COURSE	TITLE	CREDITS
FALL 1			
	7910X	Cognitive and Academic Assessment I	4
	7900X	Theories of Human Development	3
	7922T	Multicultural Counseling and Consultation	3
	7903T	Problems & Practices in School Psychology	3
		TOTAL	13
SPRING 1			
	7911X	Cognitive and Academic Assessment II	3
	7901X	Developmental Psychopathology	3
	7915X	Behavioral Assessment and Intervention	3
	7907X	Neuropsychology of Learning	3
		TOTAL	12
FALL 2			
	7912X	Personality, Social and Behavioral Assessment of Individuals & Groups	4
	7931T	Practicum in School Psychology and Counseling I	2
	7906X	Instructional Interventions in Schools	3
	7920X	Theory and Practice of Counseling in Schools	4
		TOTAL	13
SPRING 2			
	7932T	Practicum in School Psychology and Counseling II	2

	7913X	Integration of Assessment and Report Writing	3
	7923X	Consultation in the Schools	3
	7921X	Groups Dynamics and Counseling	4
		TOTAL	12
FALL 3			
	7933X	Internship in School Psychology I	3
	7904T	Research Seminar in School Psychology	2
		TOTAL	5
SPRING 3			
	7934X	Internship in School Psychology II	3
	7905X	Research Seminar and Program Evaluation in School Psychology and Counseling	2
		TOTAL	5
		Total Credits in Program	60

Typical Program for Degree and Certificate: Three Year –Bilingual Specialization

	COURSE	TITLE	CREDITS
FALL 1			
	7910X	Cognitive and Academic Assessment I	4
	7900X	Theories of Human Development	3
	7922T	Multicultural Counseling and Consultation	3
	7903T	Problems & Practices in School Psychology	3
		TOTAL	13
SPRING 1			
	7911X	Cognitive and Academic Assessment II	3
	7901X	Developmental Psychopathology	3
	7915X	Behavioral Assessment and Intervention	3
	7907X	Neuropsychology of Learning	3
	7823X	Psycholinguistics, Bilingualism, & Counseling in Schools	3
		TOTAL	15
FALL 2			
	7912X	Personality, Social and Behavioral Assessment of Individuals & Groups	4
	7931T	Practicum in School Psychology and Counseling I	2
	7906X	Instructional Interventions in Schools	3
	7920X	Theory and Practice of Counseling in Schools	4
		TOTAL	13
SPRING 2			
	7932T	Practicum in School Psychology and Counseling II	2
	7913X	Integration of Assessment and Report Writing	3
	7923X	Consultation in the Schools	3
	7921X	Groups Dynamics and Counseling	4
	7914X	Psychological Assessment of Linguistically Diverse Students	3
		TOTAL	15
FALL 3			
	7933X	Internship in School Psychology I	3
	7904T	Research Seminar in School Psychology	2
		TOTAL	5
SPRING 3			
	7934X	Internship in School Psychology II	3
	7905X	Research Seminar and Program Evaluation in School Psychology and Counseling	2
		TOTAL	5
		Total Credits in Program	66

Typical Program for Degree and Certificate: Four Year

	COURSE	TITLE	CREDITS
FALL 1			
	7910X	Cognitive and Academic Assessment I	4
	7900X	Theories of Human Development	3
		TOTAL	7
SPRING 1			
	7911X	Cognitive and Academic Assessment II	3
	7901X	Developmental Psychopathology	3
		TOTAL	6
FALL 2			
	7912X	Personality, Social and Behavioral Assessment of Individuals & Groups	4
	7922T	Multicultural Counseling and Consultation	3
	7903T	Problems & Practices in School Psychology	3
		TOTAL	10
SPRING 2			
	7913X	Integration of Assessment and Report Writing	3
	7915X	Behavioral Assessment and Intervention	3
	7907X	Neuropsychology of Learning	3
		TOTAL	9
FALL 3			
	7931T	Practicum in School Psychology and Counseling I	2
	7906X	Instructional Interventions in Schools	3
	7920X	Theory and Practice of Counseling in Schools	4
		TOTAL	9
SPRING 3			
	7932T	Practicum in School Psychology and Counseling II	2
	7923X	Consultation in the Schools	3
	7921X	Groups Dynamics and Counseling	4
		TOTAL	9
FALL 4			
	7933X	Internship in School Psychology I	3
	7904X	Research Seminar in School Psychology	2
		TOTAL	5
SPRING 4			
	7934X	Internship in School Psychology II	3
	7905X	Research Seminar and Program Evaluation in School Psychology and Counseling	2
		TOTAL	5
		Total Credits in Program	60

Typical Program for Degree and Certificate: Four Year –Bilingual Specialization

	COURSE	TITLE	CREDITS
FALL 1			
	7910X	Cognitive and Academic Assessment I	4
	7900X	Theories of Human Development	3
		TOTAL	7
SPRING 1			
	7911X	Cognitive and Academic Assessment II	3
	7901X	Developmental Psychopathology	3
	7823X	Psycholinguistics, Bilingualism, and Counseling in Schools	3
		TOTAL	9
FALL 2			
	7912X	Personality, Social and Behavioral Assessment of Individuals & Groups	4
	7922T	Multicultural Counseling and Consultation	3
	7903T	Problems & Practices in School Psychology	3
		TOTAL	10
SPRING 2			
	7913X	Integration of Assessment and Report Writing	3
	7915X	Behavioral Assessment and Intervention	3
	7907X	Neuropsychology of Learning	3
		TOTAL	9
FALL 3			
	7931T	Practicum in School Psychology and Counseling I	2
	7906X	Instructional Interventions in Schools	3
	7920X	Theory and Practice of Counseling in Schools	4
		TOTAL	9
SPRING 3			
	7932T	Practicum in School Psychology and Counseling II	2
	7923X	Consultation in the Schools	3
	7921X	Groups Dynamics and Counseling	4
	7914X	Psychological Assessment of Linguistically Diverse Students	3
		TOTAL	12
FALL 4			
	7933X	Internship in School Psychology I	3
	7904T	Research Seminar in School Psychology	2
		TOTAL	5
SPRING 4			
	7934X	Internship in School Psychology II	3
	7905X	Research Seminar and Program Evaluation in School Psychology and Counseling	2
		TOTAL	5

			Total Credits in Program	66

Monitoring Candidate Progress

Grades and GPA Requirements

Students should be familiar with the policies outlined in the Brooklyn College Graduate Bulletin in effect at the time of matriculation. Full-time status at the graduate level is defined as taking at least 12 credits. Master's students may not register for more than 15 graduate credits a semester or more than 6 graduate credits in either of the two summer sessions without special permission from the department and the Office of Academic Standing. It is the experience of the Program that many candidates have difficulty satisfactorily completing their work when they are over committed. **Full-time students are not allowed to work full-time while in the Program due to the rigor of the program. Full-time students may work a maximum of 15-20 hours per week while in the program.** Candidates with full-time jobs and/or other extensive time commitments must enroll in the part-time track.

Students must maintain a minimum grade point average (GPA) of 3.0 in the graduate program per Brooklyn College policy. An academic monitoring stop will be placed on graduate students whose GPA falls below a 3.0 during their initial semester of enrollment in a graduate program at the College. Students whose GPA falls below 3.0 in any semester after their first semester of enrollment in a graduate program will be placed on academic probation. Students will be dismissed if, after attempting a maximum of 12 additional credits, their cumulative grade point average remains below the required 3.0. In addition, a grade point average greater than or equal to 3.0 per semester must be maintained during the 12 credits of probation. The student's graduate program may specify the courses which must be taken and the program may impose a credit limit per semester. Students on academic probation whose term grade point average falls below 3.0 will be dismissed whether or not 12 credits have been completed. INC grades are not permitted while on probation. The Office of the Registrar will notify the student that he or she has been dismissed from the program and will be barred from further registration in the program. The Office of Academic Standing monitors the GPAs of all graduate students at the end of the fall and spring semesters. **A student who earns 6 credits below B- cannot be awarded an M.S. in Education or Advanced Certificate in this program**.

Timely submission of work is an important professional attribute. Therefore, candidates receive grades of incomplete (INC) only when a situation beyond their control (i.e., emergency) prevents them from completing course work. Candidates must document personal or family emergencies that prevent timely submission of assignments. In such cases, contact your professor(s) immediately to let them know about the emergency as well as when to expect the missing assignment. The date mutually decided upon by candidate and faculty becomes a contract. Thus, if a student does not submit the missing assignment by the agreed upon date, the candidate will receive a zero for the assignment, which will lower the subsequent final grade submitted to the Registrar. Although candidates must contact the professor personally, they must also request the INC grade and subsequent deadline for submitting work in writing. Students must clear an incomplete grade in a course that is a prerequisite for another course before the candidate can enter the next course. An INC grade will revert to a FIN (failing) grade if a grade change is not submitted before the end of the next semester.

Residency Requirement

Residency enables graduate students to maintain close and continuous involvement with faculty, professional colleagues, and other graduate students in the field. It also provides time for reading, reflection, and research appropriate for advanced professional training. The faculty has created several activities to satisfy the residency requirement. You will begin to complete the Residency Requirement Form in fall of your first year in the program. On the form, you will indicate at least one (1) method of fulfilling the residency (note: you may choose more than one method and are encouraged to do so, but at least one must be satisfactorily fulfilled to meet the requirement). Students must fulfill the residency requirement before their internship year. Both 1 and 2 must be fulfilled to complete the residency.

1. **Attend Advisory Group meetings.**
   This is a requirement for all students. You must attend at least one meeting during a semester.

2. **Professional Activities.**

   You must also complete item (d) below. However, if you participate in (a) and/or (b) and/or (c), your total conference time requirement is reduced:

   (a) Work with faculty on research/professional project.
   This option requires a student to meet with a professor with whom they share a research or professional interest, and develop a project that the student will pursue, under supervision of that professor. If interested in pursuing this option, it is important that you arrange a meeting with your professor early in the academic year so you can discuss the project and timeline.

   (b) Work with faculty as a teaching assistant. You can approach faculty, particularly in the assessment sequence, and ask to serve as a TA if you have already taken the class. You should have performed well in this class and have mastery of the subject matter. Alternatively, faculty may ask you to serve.

   (c) Service to the program, college, or profession. Most service to the program, college or profession is applicable. Examples include, but are not limited to, serving on the executive board of GASP, assisting in the admissions process, assisting with the test kit library and/or protocols, and serving on the School Psychology and/or Dean's Advisory Board.

   (d) Attend/present at NASP or other professional conference.
   To fulfill this option, a student must attend the equivalent of 2 full days or 4 half days at a NASP conference, regional school psychology conference, or a local conference with relevance to the practice of school psychology (**this requirement is reduced to 1 full day (8 hours) if you also checked (a), (b), and/or (c) above**). For students who attend the National Association of School Psychologist's Annual Convention for two full days or present at a conference, this requirement would be fulfilled in its entirety.

Note that for the options above, a student must secure his or her advisor's signature when choosing your residency options, and then have the final plan signed again when completed. Students will then submit the form to the program coordinator for final signature, indicating you have met your residency requirement.

IMPORTANT: The residency requirement must be met before you are certified as eligible for internship.

Professional Competencies for School Psychologists

Program faculty is ultimately responsible to the students and families our graduates serve. Therefore, the Program is committed to ensuring that only qualified candidates who meet professional standards of conduct and training will enter the profession. To that end faculty reviews candidate progress on an ongoing basis. The purpose of monitoring candidate progress is to provide a continuous evaluation of candidate development and performance, professional behavior, and the ability to provide school psychological services, as well as supply candidates with feedback related to their professional behavior.

Each semester faculty reviews transcripts and progress for each candidate at a faculty meeting. Faculty discusses candidates who are experiencing academic difficulties, problems with professional behavior, or difficulties with professional practice. If there is sufficient concern, the candidate is asked to discuss faculty's concerns with his or her faculty advisor and/or program coordinator. The purpose of this meeting is to clarify candidate progress, problem solve, and formulate recommendations for candidate development. The candidate and advisor create a document that includes a clear description of the behavior(s) that require change, a plan to create that change, and criteria for measuring the change. The faculty advisor keeps track of candidate progress and reports on that progress at subsequent faculty meetings.

Faculty members are bound by the ethical codes of the American Psychological Association and the National Association of School Psychologists to ensure that graduates entering the field meet high standards. The Program is committed to ensuring that only qualified candidates meeting professional standards of conduct and training enter the profession. Such consideration requires us to look beyond academic work and consider personal characteristics critical to being a successful school psychologist. In selecting candidates for our program, we attend closely to these requirements. Throughout the three or four years in the program, we continue to monitor professional competencies of students. Competencies include but are not limited to the following.

Program Expectations

1. The student conducts self in a manner that is consistent with APA and NASP ethical codes.

2. The student actively listens and participates in class discussions.

3. The student is responsible with respect to punctuality, attendance, completion of assignments, and accountability to peers and staff.

Maturity

1. The student demonstrates appropriate self-control (such as anger and impulse control) in interpersonal relationships with faculty, peers, and clients.

2. The student demonstrates honesty, fairness, and respect for others.

3. The student demonstrates awareness of her/his own belief systems, values, needs, and limitations and effect of these on her/his work interactions with others.

4. The student demonstrates the ability to receive, integrate, and use feedback appropriately.

5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability commensurate with level of training.

6. The student seeks to resolve conflicts by addressing the issue(s) informally and respectfully with the individual(s) involved in the conflict.

Integrity

1. The student does not make verbal or written statements, which are false, misleading, or deceptive.

2. The student respects the fundamental rights, dignity, and worth of others.

3. The student respects the rights of individuals to privacy, confidentiality, and choice regarding self-determination and autonomy.

4. The student respects individual differences, including those stemming from age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

On rare occasion, faculty determines that a student's professional competencies do not serve the best interests of the community and the children served by school psychologists. When this happens, the student is required to meet with faculty to devise a plan to correct the situation. In most cases, the student adjusts his or her behavior and the situation is resolved. However, in cases where a student does not correct the behavior and, thus, is not qualified for admission to the school psychology profession because of factors other than academic standing, faculty may terminate a student's enrollment or decline to award a degree or credential. This occurs after the Plan for Professional Competencies for School Psychologists has been conducted and failed to remedy the behavior(s).

Professional Competencies (Dispositions) Assessment

Students will engage in ongoing self-assessment of their professional competencies, and this is complemented with faculty appraisal of students' professional competencies as well. To do so, incoming students complete a self-assessment of their professional competencies or dispositions. Students will again complete this self-assessment as an admission requirement for the advanced certificate. Faculty will complete the assessment on their students as well. Any concerns about professional competencies indicated on the assessment will be brought to the attention of the student, the student's advisor and the program coordinator. A competency plan as noted above may be required to address the concerns. Students who fail to improve in their professional competencies or dispositions as indicated by ratings of 1 and 2 on the form may not be permitted to advance in the program and/or matriculate in the advanced certificate. The dispositions assessment is completed by all programs in SPCL and in the School of Education, and is provided below.

Disposition	Name of student: Date: Name of Assessor: Course: Items	Rating: 4 = Exemplary 3 = Meets Expectations 2 = Developing 1 = Does Not Meet N/A = Not observed or applicable	Comments

Embraces Diversity (race, ethnicity, culture, religion, language-including dialects, ability, gender, sexual identity/orientation, SES background, intersectionality)	Affirms diversity by demonstrating knowledge of intersectionality and diverse experiences, uses appropriate and current terms/language, and embraces life-long learning regarding biases and systematic oppression. Integrates knowledge of diversity in their relational and instructional practices with multiple populations. Integrates and actively challenges systems of power/privilege/oppression related to diversity in class assignments/discussion, and field-based practices using the knowledge of marginalization of individuals or groups.		
Reflective Practice	Accepts and responds appropriately to constructive feedback and alternative ideas from faculty, peers, cooperating teachers, and other professionals. Develops and reflects on personal educational/professional philosophy and seeks out opportunities for self-improvement and professional growth. Effectively engages in oral and written critical self-reflective practices.		
Adheres to High Ethical Standards	Demonstrates integrity, honesty, and trustworthiness. Maintains confidentiality Demonstrates knowledge of and adheres to professional standards and ethical guidelines for professional practice and legislative rights of individuals and their families.		
Embraces Learner Differences	Demonstrates understanding and adjusts teaching and educational supports based on individual differences critical to understanding and learning. Demonstrates high expectations for all learners through coursework and field-based outcomes through Universal Design for Learning. Uses appropriate evidenced-based resources to address intersectionality and learning implications in the classroom.		
Cooperation and Collaboration	Values collaboration with others (peers, colleagues, and/or school community). Reliably and actively participates and works cooperatively in small and large group settings.		

	Listens and addresses peers respectfully and contributes to a positive group dynamic by expressing understanding, empathy, and concern. Shares relevant professional information and resources with peers.		
Professional Communication	Engages in appropriate and respectful professional oral and written communication. Demonstrates a growth mindset regarding continuing improvements in language for clear, respectful and culturally competent communication. Accepts feedback and continues to hone grammar, syntax, punctuation and mechanics of language.		
Empathy and Advocacy	Appreciates diverse realities, backgrounds and lived experiences and is committed to expanding their worldview in order to better empathize and advocate. Advocates for inclusive practices for all learners, particularly of marginalized backgrounds. Demonstrates respect, empathy, and caring for others.		
Professionalism	Maintains professional appearance and behaviors appropriate to the setting. Comes prepared to class and/or fieldwork setting. Meets professional expectations and ethical guidelines across settings. Reliable and accountable with regard to assignments, record keeping and professional requirements. Demonstrates consistent attendance and punctuality.		

Internship Portfolio Assignments

The objective of this assignment is to demonstrate that the intern has had an impact on student learning and mastered competencies in school psychology. With this objective in mind, interns are required to complete the following portfolio assignments. More information can be found in the *Internship Manual*.

Daily Activity Logs

The objective for keeping a log is to provide evidence of the depth and breadth of the internship experience. They include the recorded time of day and activity for each task completed during the day and identify each activity related to the Domains of School Psychology Training and Practice by placing the domain number next to the activity.

Weekly Reflections

Weekly written reflections' objective is fostering enhanced professional and personal self-reflection. Interns are required to reflect on their clinical experiences and to evaluate their professional behaviors/consider alternative behaviors.

Functional Behavior Assessment and Behavior Intervention Plan (FBA-BIP)

The objective of this assignment is to demonstrate that the intern has had an impact on student learning. Functional behavior assessment is an information-gathering process by which information about a student is collected from multiple sources to determine the cause of a student's behavior and its relationship to the environment. The functional assessment must incorporate a functional analysis – structural and/or consequence analysis. Both functional assessments must culminate in a function-based intervention plan, which may also have multiple levels. The plan must be implemented early enough so that ongoing benchmark data can be collected, and interventions can be redesigned if necessary. Interns will also develop a parent resource handout based on the FBA-BIP. This assignment will also require a home-school collaboration by partnering with families to help improve behavioral outcomes both at school and at home. To this end, this project involves providing parents with feedback and a resource handout (based on the FBA-BIP) to help generalize gains made in school to the home. The handout should include parenting strategies and resources for further reading.

Psychoeducational Report/Individual Educational Plan

The objective of this assignment is to demonstrate intern's impact on student learning via psychoeducational evaluation, which is translated into socio-academic services supporting the student's learning, emotional health and/or school achievement. Interns will submit a full evaluation report (cognitive, achievement and socio-emotional sections included) and evidence of application of your findings (ex. IEP goals or an equivalent of an IEP).

Counseling Case Study

The objective of this assignment is to demonstrate intern's impact on student learning and socio-emotional well-being via counseling intervention. This written project will include a clinical case conceptualization achieved through data gathering and therapeutic assessment, as well as therapeutic work with a student. See the rubric for detailed information about this assignment.

Consultation Case Study

The objective of this assignment is to demonstrate intern's impact on student learning via a written record of a teacher consultation/collaboration aimed at improving socioemotional and/or academic student functioning. See the rubric for detailed information about this assignment.

Academic Intervention

This assignment is designed to provide evidence that the intern: (a) is aware of how children learn; (b) can design and implement an empirically-based intervention that is likely to enhance academic performance in one or more areas; and (c) can measure the effectiveness of interventions and use that data to modify interventions as needed. Interns will select an at-risk student (exhibiting academic difficulties) from their internship site. This project will include a functional analysis of the academic deficit and an intervention that addresses the difficulties.

Praxis II

All candidates in their last year of the program are required to take the National School Psychology Exam (Praxis II) given by the Educational Testing Service (ETS). More information can be found in the section on National School Psychology Certification System.

Assessment by Transition Points

Transition Point	What is being assessed?	Assessment Tool	Data Source
Admission to M.S.Ed.	Undergraduate GPA	Transcripts	Application packet
	Graduate Work and GPA (if applicable)	Transcripts/Syllabi	Application package
	Prerequisite courses	Transcripts	Application package
	Experience	Resume	Application package
	Motivation, writing skills	Personal Statement	Application package
	Motivation, Professional Competencies	Interview	Faculty
	Writing skill, Professional Competencies	On-site writing sample	Faculty
	Professional Competencies	Dispositions self-assessment	Student
Exit M.S.Ed.	GPA	Transcript	CUNYFirst
	Professional Competencies	Dispositions assessment	Faculty, Student
Admissions Advanced Certificate	M.S. in Ed School Psychology GPA	Transcript	CUNYFirst
	Maturing Effort in Practicum	Practicum Evaluation	Faculty, Practicum Supervisor
	Professional Competencies	Dispositions assessment	Faculty, Student
Exit Advanced Certificate	Portfolio	Rubric	Faculty
	Maturing Effort in Internship	Internship Evaluation	Faculty, Internship Site Supervisor
	Competence in Domains of Practice	Praxis II Examination	ETS

Problem Solving and the Grade Appeal Process

Discuss concerns with your faculty advisor before issues become problematic and affect your functioning in the program. When candidates are experiencing a specific academic problem or concern, discuss these concerns first with the professor. When solutions cannot be generated in this way, the Program Coordinator is available to assist candidates.

Every program must follow a college-wide policy for grade appeals. A candidate who believes a final grade is incorrect should consult the professor immediately after learning the grade. If the professor does not recommend a change of grade, a candidate may request an appointment with the Program Coordinator. If a candidate remains unsatisfied, he or she may seek a review by the departmental grade appeal committee. A candidate who wishes to pursue the matter further may make a final appeal to the Faculty Council Committee on Graduate Admissions and Standards by filing a petition.

Advisement and Registration

Each candidate will be assigned a faculty advisor. Advisors will have semester meetings with their advisees to discuss programmatic, personal, and professional issues. Please make every effort to attend these meetings because they contribute to your growth as a professional school psychologist. In addition, you will be assigned a peer mentor. Please use this valuable resource as you move through the program. Peer mentors can be a useful source of information and support.

Candidates follow a planned sequence of coursework depending on whether they are part-time, full-time, or in the Bilingual-Multicultural specialization as outlined in Typical Programs. Consult with your faculty advisor if contemplating a change in course sequence. Any such changes require permission from the Program Coordinator. Each semester, candidates will be given their registration codes for the following semester. Dates and hours will be announced each semester, and students are expected to follow their course schedule.

It is the candidate's responsibility to keep the program updated with any changes or problems encountered in completing the coursework and requirements. Please advise the program office first, before going to other college offices. Any changes in sequencing or unusual circumstances surrounding your program planning, such as transfer credits or adding/withdrawing from a course, must be reviewed and approved by the Program Coordinator. This will ensure that candidate records are accurate and updated at all times.

Academic Records & Record Keeping

Program graduates are strongly encouraged to keep their academic records for future requirements, which may include becoming credentialed/licensed in another state, applying to another graduate program, or employment purposes. The recommended documents to retain include the Brooklyn College Graduate Bulletin for the year you entered in the program, the Program Handbook for the year you began the program, course syllabi, and praxis/comprehensive exam scores. The Registrar will maintain an official copy of your course grades, but this does not include other information like class content or exam scores. It is the graduate's responsibility to maintain any and all records needed for future requirements. Please note that the Program routinely updates curriculum, syllabi, exam and course requirements, so you should keep a record of requirements in effect when you were in the program. Any official student records kept by the SPCL department are destroyed seven (7) years after your graduate date in accordance with CUNY and Brooklyn College policy.

Communications

General Information

Communication between the faculty and candidates is accomplished in several ways. First, each faculty member has office hours posted on syllabi. Candidates can make an appointment to see faculty or stop in during office hours. Second, most announcements will be made through email and your requests can be handled most efficiently this way. Be sure that the office always has your current email and mailing address.

Accessing the Brooklyn College Library, Blackboard, and the online research courses from home require high-speed internet service. This service is available in the School Psychology Computer Lab and at other locations around the college.

Google Groups

The Program maintains an internal Google listserv that each candidate should visit frequently. It is your responsibility to check the Google listserv for information pertaining to meetings, registration, and deadlines. This is also an excellent way for candidates to communicate with each other and with faculty and staff. With access to the group, you can quickly email your classmates or faculty to retrieve a test kit, exchange an electronic file, or discuss practicum or internship sites. In addition, the faculty posts job announcements, as well as other articles of interest or files to be used in class. Emergency announcements about school cancellation or last-minute assignment changes can be made here. In addition, an archive of past messages as well as a document repository is available for all students.

Upon admission, and after our orientation session, you will be added to the Google Group at your preferred email address.

BC WebCentral

WebCentral is maintained by Brooklyn College and allows one-stop access to BC web applications and services. You can access your degree progress report, class schedules, grades, forms, and many other useful tools. To set up your BC WebCentral Portal account, follow the steps below.

1. Go to http://portal.brooklyn.edu or from the College's home page click on the BC WebCentral Portal button.

2. Choose Create an Account under "New Users."

3. Once created, your new Central ID will give you access to all web applications and services within BC WebCentral.

4. IMPORTANT: Please verify your preferred email address at the end of step 4, since this address will be used by the college, and Blackboard, for all official email communications and grade mailings. You will also be able to change this email from the My Personal Info channel in BC WebCentral.

CUNY Blackboard

Blackboard is the on-line learning and course support tool used by the Brooklyn College community. Many courses are currently on Blackboard, which requires you to download course material. With access to Blackboard, candidates can submit assignments via the internet, easily communicate with professors, teaching assistants and fellow candidates via e-mail and real time chat, and view their grades. For more information on accessing your account, see: https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/

Microsoft Office 365 for Education

For the duration of your time in the program, CUNY provides access to Microsoft Office 365 software for free, which will be helpful in completing assignments and utilized during the fieldwork process. For more information, visit:

https://www.cuny.edu/about/administration/offices/cis/technology-services/microsoft-office-365-for-education/

Facebook

The Program maintains a Facebook page which posts professional articles and links of interest to school psychologists, Program events and activities, and photographs of these events. The Facebook page is

maintained by student members from GASP and the program coordinator. Students are encouraged to submit materials, links and photos to the Facebook page by sending these to the program coordinator to post. https://www.facebook.com/BCSchoolPsych/

Professional Organizations in School Psychology

Candidates are encouraged to join the major organizations and attend conferences in the field of school psychology. **Candidates are strongly encouraged to maintain a student membership in the National Association of School Psychologists throughout their years in the Program**. Professional organizations can be helpful in providing candidates with an orientation into the field, as well as ongoing professional development. Student memberships are relatively inexpensive. More information about these organizations is available on their websites.

- National Association of School Psychologists (NASP): https://www.nasponline.org/
- New York Association of School Psychologists (NYASP): https://www.nyasp.org/

National School Psychology Certification System

The National School Psychology Certification System was developed to create a nationally recognized standard (NASP Policy, 1988) for credentialing school psychologists. A wide range of credentialing requirements exists across states, creating a need to recognize school psychologists who meet national standards. The intent is to provide a national standard that can be used as a measure of professionalism by interested agencies, groups, and individuals. The responsibility for professional integrity and excellence remains with the individual school psychologist. It is further intended that national certification will encourage the continuing professional growth and development of Nationally Certified School Psychologists and will foster cooperation among groups actively involved in the credentialing of school psychologists. (NASP Website, 2003)

For information on how to apply for your NCSP designation, visit: https://www.nasponline.org/standards-and-certification/national-certification

PRAXIS II Requirement

Passing the PRAXIS II in School Psychology is required for the NCSP application. For information on how to sign-up for this test and information about the exam, visit: https://www.ets.org/praxis/nasp

In addition to listing Brooklyn College (code 2904) as your attending institution, **you must also designate the college as a score recipient**. List NASP as a score recipient by using the code "R1549".

Professional and Ethical Conduct

All school psychology candidates are expected to behave in a manner consistent with the ethical guidelines of both the American Psychological Association and the National Association of School Psychologists. Please become familiar with these two documents. Ethical Guidelines can be obtained on the internet or by contacting each organization.

Become familiar with Brooklyn College's rules and regulations that affect graduate candidates. To do so, read the Brooklyn College Bulletin, especially for information pertaining to Academic Regulations and Procedures, and Student Rights and College Rules. Any questions regarding ethical conduct or College regulations should be directed to your faculty advisor.

Academic Integrity

Entering candidates are provided with an in-depth explanation of the college's academic integrity policy and will be asked to sign a pledge of academic integrity.

What is Academic Dishonesty?

Plagiarism: Plagiarism is using someone else's ideas without proper or complete acknowledgement. For example, verbatim copying of a passage from a book into a paper without quoting or citing the source is blatant plagiarism, as is downloading material from the internet without attribution. In addition, rewording someone else's work or ideas and using it as your own is also plagiarism. It is very important that candidates acknowledge all ideas, work and even distinctive wording that is not their own. However, certain information is considered "common knowledge" and may be used without acknowledgement. The informal nature of some writing may make it unnecessary to use formal citation, but still requires honest attribution to original authors of all borrowed materials. When in doubt, consult a professor. Candidates unsure of how to properly acknowledge a source should consult the APA Publication Manual. In its deliberations, the faculty considers the following to be evidence of plagiarism in a piece of writing: 1) the failure to put quotation marks around (or, when appropriate, to indent and to single-space) words, symbols, phrases, or sentences quoted verbatim from any source, whether published or not; 2) the failure to acknowledge one's use of reworded or restated material – even when loosely paraphrased; 3) the inclusion of another's data, ideas or arguments when not acknowledged by footnote or reference.

Multiple Submission: Multiple submissions are the use of work previously submitted at this or any other institution to fulfill academic requirements in another class. Slightly altered work that is resubmitted is also considered fraudulent. When submitting any work to an instructor for a course, it is assumed that the work was produced specifically for that course. Submissions of the same work in more than one course without prior approval are prohibited. If the courses are being taken concurrently, approval of the professors for both courses is required. If a student wishes to submit a paper, which was written for a course taken in a previous semester, the student need only obtain the permission of the professor teaching the current course.

False Citation: False citation is falsely citing a source or attributing work to a source from which the referenced material was not obtained.

False Data: False data is fabrication or alteration of data to deliberately mislead. For example, changing data to get better experimental results is academic fraud. This would also include falsifying data on an assessment protocol.

Falsification of Records: False records of any kind (for example, inaccurate logs of hours spent or activities conducted in field placements) constitute academic fraud.

We wish to acknowledge that the above description of academic dishonesty for school psychologists is based on material taken from the Honor Codes of the following schools: Rochester Institute of Technology; Swarthmore College; Vanderbilt University; University of Virginia.

CUNY Policy on Academic Integrity

On June 27, 2011, the Board of Trustees adopted the CUNY Policy on Academic Integrity (https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/).

The policy prohibits and sets forth definitions and examples of academic dishonesty, and outlines sanctions for violations. Listed below are the five categories of academic dishonesty that are prohibited, followed by the college's procedures for implementing the University policy.

CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

I.   **Definitions and Examples of Academic Dishonesty**

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.

- Unauthorized collaboration on a take home assignment or examination.

- Using notes during a closed book examination.

- Taking an examination for another student, or asking or allowing another student to take an examination for you.

- Changing a graded exam and returning it for more credit.

- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.

- Preparing answers or writing notes in a blue book (exam booklet) before an examination.

- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.

- Giving assistance to acts of academic misconduct/ dishonesty.

- Fabricating data (all or in part).

- Submitting someone else's work as your own.

- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.

- Presenting another person's ideas or theories in your own words without acknowledging the source.

- Using information that is not common knowledge without acknowledging the source.

- Failing to acknowledge collaborators on homework and laboratory assignments.

  Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

  Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

  The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.

- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.

- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.

- Intentionally obstructing or interfering with another student's work.

  Falsification of Records and Official Documents

  The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.

- Falsifying information on an official academic record.

- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

  Adapted with permission from *Baruch College: A Faculty Guide to Student Academic Integrity.* The Baruch College document includes excerpts from University of California's web page entitled "The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication and Obligation" by Prof. Harry Nelson.

II.   METHODS FOR PROMOTING ACADEMIC INTEGRITY

- **Orientation sessions for all new faculty (full and part-time) and students** should incorporate a discussion of academic integrity. Packets containing information explaining the policy, the procedures that are in place, and examples of infractions should be distributed. These packets should be readily available, throughout the academic year, in the appropriate offices of the college and the locations of those offices should be widely publicized.

  Colleges using additional resources to detect plagiarism should publicize these resources widely.

- **All college catalogs, student handbooks, and college websites** should include the CUNY and college academic integrity policy and the consequences of not adhering to it. The Policy on Academic Integrity,

as adopted by the Board, shall be distributed to all students. **All syllabi and schedules of classes** should make reference to the CUNY and college's academic integrity policy and where they are published in full.

A "Faculty Report" form should be used throughout the University to report incidents of suspected academic dishonesty. (Sample attached) It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the chief student affairs officer, the Academic Integrity Committee if the college has established one (see recommendation below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the "Academic Integrity Official"). A follow-up form should be submitted to the student's academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniform across the University, they need to be uniform within each college. The form should provide at least minimal information such as the name of the instructor and student, course name and number, date of incident, explanation of incident and the instructor's telephone/email contact information; it should be easy to use and process. Except as otherwise provided in the The CUNY Procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies.

- **CUNY will develop a website on Academic Integrity**. This website will include suggestions for faculty, students and administrators to reduce cheating or plagiarism, resources on academic integrity and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.

- The Committee recommends that this **CUNY Policy on Academic Integrity,** dated Spring 2004, be adopted by the Board of Trustees.

- Colleges should **adopt the "PEN" (Pending) grade** to facilitate the implementation of the Procedures for Imposition of Sanctions. This grade already exists in the University's Glossary of Grades.

- Colleges may wish to consider **issuing a Student Guide to Academic Integrity**. An excellent example is a document that students at Baruch College developed called "Student Guide to Academic Integrity at Baruch College". The Guide is in its final stages of approval.

- Each college should consider joining the **Center for Academic Integrity**.

- Colleges should consider subscribing to an **electronic plagiarism detection service**. Any college that does subscribe must notify every student each semester of the fact that such a service is available for use by the faculty.

- Colleges should consider establishing an **Academic Integrity Committee,** to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of students' violations of the Academic Integrity Policy and collect and maintain files of Faculty Report forms of suspected and adjudicated violations of the Academic Integrity Policy.

- Establish a mechanism for preventing students from dropping a class in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity.

III. PROCEDURES FOR IMPOSITION OF SANCTIONS FOR VIOLATIONS OF CUNY POLICY ON ACADEMIC INTEGRITY

A. Introduction

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution -- generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court- litigated violations, questions as to how much and what kind of process was "due" turn on the courts' judgment whether the decision on culpability was "disciplinary" (a question of fact) or "academic" (a question of the instructor's expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an "academic" sanction, that is, a grade reduction, less process is due than if a "disciplinary" sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

B. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

Student Accepts Guilt and Does Not Contest The Academic Sanction

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade[1] only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion.

[1] A reduced grade can be an "F," a "D-," or another grade that is lower than the grade that would have been given but for the violation.

Student Denies Guilt And/Or Contests The Academic Sanction

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college's grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

C. Procedures In Cases Where A Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college's Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought[2].

[2] Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University.]

Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

D.   Procedures In Cases In Which Both A Disciplinary and An Academic Sanction Are Sought

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

E.   Reporting Requirements

1.   By The Faculty Member To The Academic Integrity Official

In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form (see sample attached) provided by the college as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty- Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

2.   By the Academic Integrity Official To the Faculty Member

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

Graduate Student Groups and Campus Resources

Graduate Association of School Psychologists (GASP)

The Graduate Association of School Psychologists is an organization of students in the School Psychologist Graduate Program at Brooklyn College. It sponsors various events throughout the year and was established to serve all school psychology students. In addition to colloquia designed around the needs of school psychology students, GASP organizes parties and provides various opportunities for students to socialize and get to know one another. GASP encourages all students to become involved.

In the past GASP found that new students need information that can be readily obtained from students already in the program. Thus, incoming students will be paired with more advanced students, as mentors. As a student's studies progress, he or she should call on mentors. In addition to being a terrific source of information, a student mentor can guide a fellow student through the program. Student mentors are volunteers and look forward to helping others who are beginning in the program.

Supporting Equity and Transformation (SEaT)

SEaT is a department-wide student government committee that was established in the 2020-21 academic year by SPCL graduate students who were concerned about the emotional and physical health and well-being of students, particularly those coming from marginalized communities, who were significantly impacted by recent events including COVID-19 and Black Lives Matter protests. The aims of SEaT include:

- Enhance understanding of, and create opportunities to promote social justice, including by providing support and resources for social justice initiatives.
- Facilitate discussions that encourage innovation and action that support equity and transformation within and beyond the education system.
- Foster relationships and encourage learning through collaboration and discussion across the School Psychology, Counseling & Leadership programs (SPCL), as well as other Brooklyn College schools, departments, and organizations.
- Provide community services and outreach to the NYC area.

Advisory Committee

The School Psychology Graduate Program is guided by our belief that open and ongoing dialogue leads to academic and professional excellence as well as enhances our commitment to promoting an inclusive environment for students, faculty and staff. We believe that members of a high quality and socially just training community must continually reflect on curriculum, standards, and instructional practices and processes in order to improve the Program and adhere to our mission of preparing graduate students to provide a range of services that positively influence the educational achievement, development, and mental health of all children and youth.

To build on these commitments, an Advisory Committee will consist of five school psychology students and two faculty members. The Committee will discuss topics, issues, and concerns related to recruitment, retention, curriculum, diversity, and social climate. The committee's mission is to engage in reflective dialogue among faculty and students that will enhance the quality of our Program and the educational experience of each student.

Personal Counseling Center

Personal Counseling, 0203 James Hall, 718.951.5363. Personal Counseling offers individual, couples, family and group counseling; short-term therapy; crisis intervention; referrals to off-campus services; and a range of life-skills workshops for test anxiety, stress management, etc. All services are free and confidential.

Center for Student Disability Services

Center for Student Disability Services, 138 Roosevelt Hall, 718.951.5538. The Center for Student Disability Services serves as the primary program for ensuring the successful integration of students with disabilities into the college community and for making determinations of what will constitute appropriate, reasonable accommodations. Most accommodations are based on the current nature of the student's disability or disabilities and the supporting documentation. Students who need individual accommodations should direct their needs to the Center for Student Disability Services. If a requested academic adjustment cannot be implemented or if a student believes that he or she is being discriminated against on the basis of a handicap or disability, the student should contact the director of the center.

Student Ombuds Services (SOS)

The Student Ombudsperson seeks to ensure the responsiveness of the college to individual students' concerns. The ombudsperson serves as the primary point of contact to assist students in gaining access to college services and programs for which they are eligible. The ombudsperson functions to serve students by providing as much direction and guidance as possible to address various concerns.

Learning Center

Learning Center, 1300 Boylan Hall, 718.951.5821. The Learning Center (LC) offers Brooklyn College students free peer tutoring in courses across the curriculum in a comfortable, supportive environment well stocked with computers and reference materials. Students working on writing assignments can get help with every stage of the writing process. Those who wish to work on their writing are recommended to schedule an appointment for regular weekly meetings or an individual session. For all other subjects unrelated to writing, students may drop in without an appointment during our advertised days and times. Sessions are conducted in small groups or one-on-one, depending on availability. Additionally, the LC offers comprehensive review sessions before midterm and final exams. Students are encouraged to visit the website or e-mail the center for updated schedules and additional information.

Magner Career Center

Magner Career Center, 1303 James Hall, 718.951.5696. The Magner Career Center provides undergraduate and graduate students with the opportunities essential to fulfilling their career aspirations. Through its workshops and services, the center assists students with a wide range of career needs, such as résumé writing, interview preparation, choosing a career, searching for a job or internship, learning how to network, developing professional skills, and more. The center's career panels, company visit program, alumni mentor program, networking nights, and pre-law initiatives connect students with prestigious employers and successful alumni. The job/ internship fair each

semester and an online database give students access to thousands of full- and part-time jobs and internship opportunities.

Brooklyn College Health Clinic

The health clinic located in 114 Roosevelt Hall provides students with a variety of free and low-cost medical care for things like acute and common medical conditions, gynecological care and family planning, vaccinations, wellness exams and more. For more information on the health clinic, please visit their website.

Brooklyn College Fitness Center

Students at Brooklyn College are eligible for a low-cost membership to our recreation and athletic facilities which contains a workout center; basketball, handball, volleyball, and tennis courts; a track; a swimming pool and more. For information on availability of the facilities and costs, please visit their website.

Libraries

Program Library

The program maintains an extensive collection of psychological assessment and intervention materials. These materials are quite expensive and are necessary for training in school psychology. Candidates may borrow materials only to fulfill a class assignment. Requests for test kits must come from the professor. Candidates take full financial responsibility for lost or damaged materials.

Materials must be returned promptly so that other candidates can use them. They must be returned to the School Psychology office no later than the last day of the semester. Candidates with materials outstanding will not receive grades.

Brooklyn College Library

In Fall 1998, construction began on a major capital improvement project for renovation of the existing library. The new library, reopened in the fall of 2002, now encompasses nearly 280,000 square feet of space. Expanded seating (up from 600 seats to 2317 seats) and stack areas (up from Before 5,248 shelf units to 6,700 shelf units), with an emphasis on advanced technology in library services, enhances the library's role as the central information resource of the college.

The Library's mission, the provision of integrated information support for the College's instructional and research activities, is supported by collections totaling 1.2 million volumes, 5,000 periodical subscriptions, and significant electronic, audiovisual, and microform holdings. The Library adds approximately 15,000 new titles each year to its comprehensive humanities, social sciences, and sciences collections. The Library serves 16,000 candidates and a full-time faculty of 600.

The Brooklyn College Library is fully automated. Facilities include an integrated library system (using NOTIS software), a local area network with a direct connection to the internet, extensive bibliographic and full-text holdings on CD-ROM, World Wide Web access, and multimedia collections. Some 95 percent of the library's collection is represented in CUNY+, the online catalog. This catalog also shows the library's journal holdings and provides access to periodical indexes.

Candidate Awards

The following awards are designated for candidates in the School Psychologist Graduate Program.

Brooklyn College Scholarship eligibility requirements vary for each scholarship or award. Recipients may be chosen based on academic performance, area of study, extracurricular activities, community service, career plans, financial need, and/or criteria established by the donors. All recipients must be in good academic standing, with a minimum grade point of 3.3 for graduate candidates. Scholarships and awards are competitive and committees made up of faculty and administrators select recipients.

Graduate Honors are highly selective and a majority of faculty must endorse the candidate. Only graduates who surpass a minimum academic index of 3.75 will be considered. Criterion also includes service to the Program, college community, or the profession.

The Ted Bernstein Award is sponsored by the New York Association of School Psychologists and is conferred on a most promising graduate each year. The award entitles the recipient to a year's free membership to NYASP and the waiver of admission fees for the organization's Fall Conference in the year after graduation.

Laura Barbanel Scholarship recognizes a candidate or candidates in their internship year who have engaged in scholarly activity beyond that required in class assignments, and this activity has led to publication of scholarship in a school psychology/psychology publication and/or presentation at a local, regional, or national convention. The scholarship must be published and/or already presented at the time the recognition is bestowed (i.e., scholarship or proposals "under review" would be ineligible).

Kappa Delta Pi is a national honorary organization in education. Candidates qualify for induction based on a record of academic achievement, commitment to service and faculty nomination.

Program Evaluation Procedures

The Program employs systematic, valid evaluation of candidates, coursework, practicum, internship, faculty, supervisors, and resources. The resulting information is used to monitor and improve program quality. Evaluation is accomplished in the following manner.

Procedure	Data Source	Recipient of Information	When Assessed
Candidate Evaluations of Faculty	Candidates	Course Instructor Program Coordinator Dean	Each semester
Observation of faculty teaching	Faculty Member	Course Instructor Program Coordinator Dean	Each semester, for ten semesters, then optional
Interviews with field supervisors	Faculty Field Visit	Program Faculty Program Coordinator Coordinator of Field Experiences Candidate	Each semester
Internship and Practicum Evaluations	Field Supervisors	Program Faculty Program Coordinator Coordinator of Field Experiences Candidate	Each semester

Candidate evaluations of field sites	Candidates	Program Faculty Program Coordinator Coordinator of Field Experiences Candidate	End of practicum or internship year
Exit surveys/interviews with graduating candidates	Interns	Program Faculty Program Coordinator	Annually
Faculty Curriculum Meeting	Faculty	Program Faculty Program Coordinator	Annually
Alumni interviews	Alumni	Program Faculty Program Coordinator	Periodically
Formal surveys	Alumni	Program Faculty Program Coordinator	Periodically
Candidate Advisory Meetings	Candidate	Advisor Candidate	2-3 times each semester
Praxis II Examination	Candidate	Program Coordinator	Internship year
Portfolio	Candidate	Program Faculty Program Coordinator	Internship year
Professional Competencies	Candidate, Faculty	Program Faculty	Periodically

Program Faculty

Full-time Faculty

Paul McCabe, *Professor, Chair of SPCL Department, and Program Coordinator; Ph.D., Hofstra University; New York State Certified School Psychologist; New York State Licensed Psychologist; Nationally Certified School Psychologist (NCSP).* Professor McCabe is a specialist in early childhood social, behavioral, and language development and concomitant problems, pediatric school psychology, and social justice issues in school psychology. Current research interests include pediatric school psychology; training of educators and psychologists to advocate for LGBTQ+ youth in schools; gender and play in preschool; and examining the interaction between language impairment, social competence and behavior problems in early childhood.

Eliza A. Dragowski, *Associate Professor; Ph.D., New York University; New York State Licensed Psychologist.* Professor Dragowski's research interests revolve around issues of social justice in education, with special attention to gender and socioeconomic inequality. Professor Dragowski's interests also include provision of effective clinical services in schools, with concentration on school psychologists' understanding and implementation of interventions based on current neuropsychological theories, including Interpersonal Neuropsychology and Polyvagal Theory. Professor Dragowski is particularly interested in utilizing current clinical neuroscience to understand and support students and communities exposed to traumatic life events. She is dedicated to training school psychologists who work to enhance educational and socio-emotional outcomes for all students and their communities.

Graciela Elizalde-Utnick, *Assistant Professor, Coordinator of the Graduate School Counseling Program, and Coordinator of the Bilingual Specializations in School Psychology and School Counseling at Brooklyn College*; *Ph.D., Graduate Center, City University of New York; New York State Certified Bilingual School Psychologist*. Professor Elizalde-Utnick is interested in a variety of topics related to anxiety as well as bilingual-multicultural school psychology and counseling. As a bilingual school psychologist, her scholarly

work deals with a variety of topics related to English language learners and immigrant students, in general. Professor Elizalde-Utnick also explores multicultural counseling competence training. She also has worked with selectively mute children, especially English language learners, for many years.

Adjunct Faculty Members

Daniela Bejarano, *Adjunct Lecturer, MSEd and Advanced Certificate, Bilingual School Psychologist, Brooklyn College – CUNY. NYS certified bilingual school psychologist.* Daniela works for the NYC DOE as a member of the Crisis Intervention Team in school building. She is trained with SEL Harmony. Daniela is assigned to provide professional development to school staff on special education topics. She also serves as a mentor in NYC public school Psychologist in Training internship program. Daniela has supervised a number of Brooklyn College PIT interns.

Gail Brightwell, *Adjunct Assistant Professor; Psy.D., New York University, Clinical/School Psychology; M.A., General-Theoretical Psychology, Fairleigh Dickinson University; NYS Licensed Psychologist, NYS Certified School Psychologist and Behavior Specialist*. Dr. Brightwell is a School Psychologist and Behavior Specialist in the NYC Department of Education. She has experience working with school administrators, staff, students and caregivers in pre-school, elementary, middle and high school settings. Dr. Brightwell is skilled in the implementation of culturally-responsive, trauma-informed and healing-centered practices, behavioral assessment and intervention, crisis intervention, individual and group counseling, and consultation.

Rodrigo Campos, *Adjunct Assistant Professor; Psy.D., New York University Child/School Psychology; M.A., New York University Child/School Psychology; New York State Licensed Psychologist; New York State Certified School Psychologist;* He specializes in Multi-Tiered Systems of Support (MTSS), behavioral consultation, and Special Education. Dr. Campos works full-time for the New York City Department of Education as a Behavior Specialist under the Special Education Office where he consults with schools implementing MTSS and provides professional development for personnel around behavioral interventions. His research interests include the implementation of MTSS in schools and across local educational agencies, family involvement in schools, and the integration of mental health supports within MTSS.

Caryn DePinna, *Adjunct Assistant Professor; Psy.D., Hofstra University in School - Community Psychology; M.S. Ed./Advanced Certificate Brooklyn College; New York State Certified School Psychologist; Nationally Certified School Psychologist (NCSP).* She specializes in Multi-Tiered Systems of Support (MTSS) and behavior consultation. Dr. DePinna works full time for the New York City Department of Education as a Behavior Specialist with the Regional Special Education Technical Assistance Support Center (RSE-TASC) working with schools to implement MTSS for behavior and the Pyramid Model in Preschool settings. Her research interests include the scaling up and sustainability of MTSS in schools, culturally responsive behavior instruction and intervention, and the integration of mental health support in schools.

Meg Farmer, *M.S.T., Childhood and Special Education, Pace University; M.S.Ed. and Advanced Certificate in School Psychology, Brooklyn College; NYS certified school psychologist*; Meg serves as a representative for school psychologists in the United Federation of Teachers. Prior to becoming a school psychologist, Meg taught students with a disability classification Autism Spectrum Disorder and/or Emotional Disturbance in a self-contained setting in the New York City Department of Education. Areas of expertise include academic and behavioral interventions for students on the Autism spectrum who have limited verbal abilities.

Aida Ferguson, *Adjunct Lecturer, Professional Diploma, School Psychology, City College – CUNY; MBA, Industrial Psychology, Baruch College – CUNY; Certification - School Administration and Supervision, City College – CUNY.* She is a retired NYCDOE employee, who served in the roles of assistant principal (Elementary), supervisor of school psychologists, administrator of special education, teacher of middle school science, and school psychologist for grades PreK -12. Aida is the president of a parent group STEM program at Mercy College.

Dana Freed, *Adjunct Assistant Professor, Psy.D, Rutgers University; New York State Certified School Psychologist, New York State Licensed Psychologist.* She is a full-time school psychologist in District 75, NYC Department of Education. She divides her time between providing direct and indirect services to students, families and school staff and as a District-Wide Counseling Coach mentoring staff, developing and implementing professional development programs, and facilitating workshops addressing empirically supported counseling interventions and behavioral supports. Her specialties/interests include functional behavioral assessment, frameworks for the delivery of multi-systems of support, adapting and modifying counseling techniques for students with varying disabilities, systems for implementing and evaluating counseling services, restorative practices, adult learning, supports and professional development of school psychologists in their role as mental health providers, and active student participation in the IEP process.

Marc Gerber, *Adjunct Assistant Professor, Psy.D., School Psychology, St. John's University. New York State NYS Licensed Psychologist.* Dr. Gerber is a practicing school psychologist in the NYC Department of Education for 16 years. He is also a Cognitive Behavioral Therapist, and has a private practice for 4 years. He has expertise working with the autism population, has conducted evaluations for the NYC DOE ASD Nest Program, and trained in Autism Diagnostic Observation Schedule 2 (ADOS-2). Dr. Gerber is enrolled in school neuropsychology post-graduate certificate program for 2023-2024 school year toward ABSNP Diplomate in School Neuropsychology.

Sarah Groark, *Adjunct Assistant Professor, Ph.D. University of Northern Colorado- School Psychology; M.S.Ed./Advanced Certificate Brooklyn College, M.A. New York University; Nationally Certified School Psychologist (NCSP).* Sarah specializes in the application of mindfulness-based interventions to increase school engagement, culturally responsive practices, and trauma-informed practices. Sarah works full-time as a school psychologist at Compass Charter School, a progressive elementary school in Fort Greene. At Compass, Sarah works with staff and families to provide a range of services to a diverse student population as well as providing supervision to school psychology interns and practicum students.

Joyce Halpert, *Adjunct Assistant Professor, Psy.D, School Psychology, Fairleigh Dickinson University; MSEd and Advanced Certificate from Brooklyn College – CUNY. NYS certified school psychologist.* Joyce conducted research studying school psychologists' knowledge and perceptions about adolescent dating violence completed May 2022. She provides mandated counseling services for students K-12 with severe disabilities in the NYC DOE. Certified in Therapeutic Crisis Intervention and Life Space Crisis Intervention. Professional focus includes inclusion support and integration of students with diverse needs in community school environments, and providing IEP training to students and their families to foster self-determination.

Carolina Julian, *Adjunct Assistant Professor, Psy.D. Farleigh Dickinson University- School Psychology, M.S. Ed./Advanced Certificate Brooklyn College; New York State Certified Bilingual School Psychologist; Nationally Certified School Psychologist (NCSP).* Ms. Julian works full time as a Behavior Specialist with the Office of Special Education (NYC DOE), and is also a bilingual (Spanish) school psychologist for the

New York City Department of Education. Her current research interests include the training and development of special education paraprofessionals in inclusion settings, as well as self-efficacy in education.

Makel M. Lynch, *Adjunct Lecturer; M.S.Ed., Advanced Certification, Brooklyn College; New York State Certified School Psychologist; Nationally Certified School Psychologist (NCSP); Certified in Life Space Crisis Intervention; Certified in Mediation by the NYC Department of Education; New York Association of School Psychologists member; Member of Kappa Delta Pi- The International Honor Society of Education.* She is a full-time school psychologist for the New York City Department of Education serving the K-12 population in Brooklyn and specializing in students with emotional disturbance. Current interests include mentoring youth and consultant work.

Alyssa Marko, *Adjunct Lecturer, M.S.Ed, School Psychology, Brooklyn College. New York State Certified School Psychologist.* Professor Marko works in a counseling setting with NYCDOE District 75 students. Alyssa provides workshops for District 75 in the areas of FBA and BIP writing, Assessment Driven Counseling, Working with Students with Autism, Working with LGBTQIA2S+ and Gender Expansive Youth.

Edward O'Connor, *Adjunct Assistant Professor; Psy.D., Fairleigh Dickinson University; M.S. Touro College; and Post-Master's Advanced Graduate Certificate in Educational Leadership, Stony Brook University; New York State Certified School Psychologist; New York State Licensed Psychologist; and School District Leader Certificate.* Edward is a full-time school psychologist in NYC District 75 specialized schools and currently works with students from middle school to 21 years of age with developmental disabilities. Current interests include crisis de-escalation techniques and management, creating and sustaining tiered behavioral supports, and providing behavioral consultation.

Robyn Rice, *Adjunct Lecturer, M.S.Ed. Special Education, Boston University; M.S.Ed. and Advanced Certificate School Psychology, Brooklyn College; Certificate of Advanced Study in Mental Health Counseling, Alfred University*; Robyn previously worked as a Kindergarten teacher, Clinical Evaluator, and current works in a counseling capacity at Children's Village Foster Care Agency. She is trained in ADOS administration, play therapy, and trauma focused therapy.

Lauren Ross, *Adjunct Assistant Professor; Ph.D., School Psychology, Fordham University; M.S.Ed. & Advanced Certificate, School Psychology, Brooklyn College*. Dr. Ross is a bilingual school psychologist in NYC Department of Education serving five high schools, and has spoken about bilingual issues in special education. She published a study on mindfulness and culturally responsive teaching on ProQuest. She is a clinical supervisor for school psychology interns, site supervisor for school psychology externs. Dr Ross has expertise in mindfulness in schools, culturally responsive pedagogy, bilingual psychoeducational assessment, CBT, and neuropsychological testing.

Sara Teta, *Adjunct Assistant Professor; Psy.D., Rutgers University; M.S.Ed., Advanced Certificate, Brooklyn College; New York State Certified School Psychologist; Nationally Certified School Psychologist (NCSP).* She is a full-time school psychologist in NYC District 75 specialized schools and currently works with pre-k through 21 students with developmental disabilities. She has special interests in implementing system level programming in the schools, developing and implementing positive behavior intervention supports (PBIS) in the schools, and post-secondary planning.

Brian Utnick, *Adjunct Assistant Professor; Psy.D., Yeshiva University in School-Clinical Child Psychology; New York State Certified School Psychologist; Nationally Certified School Psychologist (NCSP); National*

Association of School Psychologist member; American Psychological Association Member from 1986-2012; American School Counselor Association member from 2009-2015. He specializes in high-school-age populations; entering third decade as School Psychologist for the New York City Department of Education. Current interests include family work; ethics and prescription privileges for School Psychologists. Training in Crisis Intervention; member of the Brooklyn High School Superintendent's Crisis Response Team from 1988-2001. Psychologist-in-Training mentor; Practicum supervisor; He was honored as New York City Teacher of the Year in 2001-2002.

Office Staff

Jennifer Millan, *Higher Education Assistant, Clinical Coordinator for Field Experiences, M.S.Ed. in School Counseling, Brooklyn College, Advanced Certificate in Project Management, CUNY School of Professional Studies*. Ms. Millan has worked with the School Psychologist Graduate Program since 2012.

Chasity Porsenna, *CUNY Higher Education Assistant, B.A. in Psychology, York College.* Ms. Porsenna has worked with the School Psychologist Graduate Program since 2019.

Kayana Bryan, *CUNY Office Assistant Level 1. Administrative Assistant.* Ms. Bryan has worked with the School Psychologist Graduate Program since 2022.

Concluding note:

The Program faculty and staff hope that you find the course of study relevant, challenging, and engaging. We look forward to the opportunity to support your professional growth as you learn, practice, and become proficient school psychologists.