

**Brooklyn College of the
City University of New York
School of Education
School Psychologist Graduate Program
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2900 Bedford Ave.
Brooklyn, New York 11210
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School Psychologist Graduate Program Program Handbook

M.S. in Education: School Psychologist

Advanced Certificate: School Psychologist

Advanced Certificate: Bilingual School Psychologist

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I. Introduction

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

The Program offers 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 Program also offers qualified candidates the option of earning the New York State Bilingual Extension to 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 (Program). The Program is offered through the Brooklyn College School of Education, which is accredited by the National Council for Accreditation of Teacher Education (NCATE). The School Psychologist Graduate Program also adheres to the training standards established by the National Association of School Psychologists (NASP). NCATE is the national accrediting body for schools, colleges, and departments of education authorized by the U.S. Department of Education, and NASP is a specialty professional association under the NCATE umbrella that establishes national standards of training in school psychology. 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, NCATE, and the New York State Department of Education.

Graduate candidates should become familiar with this document as well as with the Brooklyn College Bulletin, Division of Graduate Studies, 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 program policies and procedures.

II. 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 2.5 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.

Within the context of this broader mission, the particular 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.

Through its distinguished faculty, the college promotes excellence in teaching, advances the frontiers of knowledge through research and scholarship, and stimulates creative achievement and intellectual growth.

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.

III. Statement of Philosophy for the School of Education

A. 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. Our collective work is shaped by scholarship and is animated by a commitment to educate our candidates to the highest standards of professional competence.

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

B. 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.

IV. 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 accredited by NCATE, and the School Psychologist Graduate Program works synergistically with the School of Education to meet or exceed NCATE training standards. The School Psychologist Graduate Program cooperates with the School of Education to collect outcome data that reflects NCATE 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 and is fully NASP approved. 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.

A. 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. The Middle States Association of Colleges and Schools and the Association of American Universities accredit the College.

B. 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.

C. Program Goals

The School Psychologist Graduate Program's training goals are consistent with practice and ethical guidelines of the National Association of School Psychologists and the American Psychological Association. Through a program of training and extensive field experiences the following competencies are developed.

1. Proficiency in psychoeducational assessment related to school difficulties and learning disorders with the ability to translate these results into appropriate models of service delivery.
2. Proficiency in psychological assessment related to behavior, personality and mental disorders with the ability to translate these results into appropriate models of service delivery.
3. Proficiency in implementation of prevention strategies, and direct and indirect intervention approaches to serve all candidates' needs, particularly those with disabilities and the ability to evaluate the results of service outcomes.
4. Ability to engage in collaborative practice and implement a range of contextually appropriate consultative services.
5. Familiarity with the organization of schools, including general and special education, and developmentally appropriate curriculum approaches for children with diverse educational needs.
6. An understanding of research methodologies and the ability to implement applied research in complex urban school environments.

7. A capacity for critical self-reflection to gain insight on self and others for the purpose of evaluating and improving service delivery, and nurture a strong commitment to ethical guidelines of professional practice.
8. An understanding of the full range of diversity in the human condition, including, racial, cultural, ethnic, linguistic, socioeconomic, gender, sexual orientation, individual differences/disabilities, and a willingness and capability to work with all populations.
9. A commitment to promote school policies and ethical practices that advance social justice and expand opportunities for all children.
10. A capacity to use technology to develop and enhance school psychology practice.

V. Application Procedures

A. Applications

It is necessary to submit **two separate applications** for admission to M.S. in Ed., School Psychologist. Submit the Program Application to our program office (1205 James Hall). The Program Application should be obtained online at

<http://dephome.brooklyn.cuny.edu/schooled/PsychProgApp-08-07.pdf>

In addition to the information required on the Program Application, applicants must indicate their preference for full-time or part-time study. Once this decision is made, it cannot be changed by the applicant.

Mail or fax:

School of Education
School Psychologist Graduate Program
2900 Bedford Ave., 1205 James Hall
Brooklyn, New York 11210
Fax: (718) 951-4232

A separate College Graduate Application can be filed by applying at
<https://websql.brooklyn.cuny.edu/admissions/graduate/>

The Office of Admissions will keep you abreast of the status of your application via postings through the online system.

Please forward all graduate application supplementary materials to:

Attention: Graduate Admissions
Brooklyn College, CUNY
Office of Admissions
2900 Bedford Avenue
Brooklyn, NY 11210

Should you have application questions, you may visit the Admissions Information Center, or call 718/951-5001. The firm deadline for submission of both completed applications and supporting materials is **March 1**.

The admission process has two levels. In the first level of screening the admissions committee examines the paper application which includes; official transcripts, two letters of recommendation, a personal statement, and a resume. The second level of screening applies only to candidates who have submitted a complete and acceptable written application. At this stage, eligible applicants are invited for an interview and are required to write an essay on campus. GRE scores are not required; however, candidates may submit scores for consideration as part of the application process.

Admission to the Advanced Certificate Program requires a separate application completed in the final semester of the M.S. in Ed., School Psychologist.

B. Matriculation Requirements

Applicants for admission will be required to meet the general admission requirements of the Division of Graduate Studies 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:

Psychology Prerequisites	Brooklyn College Equivalents
Experimental Psychology or Research Methods in Psychology	Psy. 57
Statistics in Psychology (all students must complete before entering program)	Psy. 40.1
Educational Psychology or Developmental Psychology	Ed. 34 or Psy. 20
Education Course in Reading Instruction or Literacy (full-time students must complete before entering program)	Ed. 40 or Ed. 794

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 *Statistics* before entering the program and all full-time candidates must complete the education course in *Reading Instruction or Literacy* before beginning their first semester. Candidates with outstanding prerequisites after their first year of study cannot register for the second year.

When taking prerequisite courses at another college, 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.

2. The Brooklyn College, 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. 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 New York State tests.

VI. 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. A maximum of six credits may be accepted as transfer credit for courses for which there are no direct equivalents at Brooklyn College.

Candidates may receive transfer credit for up to 12 credits 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 offered by the School Psychologist Graduate Program and evaluated by the professor who typically teaches the course. 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.

VII. M.S. in Education Requirements

Program classes are scheduled Monday through Thursday, any time from 2:30 - 10:00 P.M. in order to accommodate candidates who work during the morning and early afternoon hours. Although schedules rarely require a candidate to be on campus four days a week, candidates need to devote significant time to class assignments. Please consider this in planning work schedules and other commitments.

A. M.S. in Ed. Courses

Candidates are eligible for the Master's Degree in Education for School Psychologists upon successful completion of the following courses (33 credits). In order to take the following courses, candidates must be matriculated in the program and have permission of program head.

704.1T Practicum in School Psychology I

15 hours plus 100 hours supervised fieldwork; 2 credits

Supervised experience in the role and functions of the school psychologist with culturally diverse students, groups, and colleagues.

Corequisite: Education 733X

704.2 T Practicum in School Psychology II

15 hours plus 100 hours supervised fieldwork; 2 credits

Supervised experience in the role and functions of the school psychologist with culturally diverse children, groups, colleagues, and families in educational and/or clinical settings.

Prerequisite: 704.1T, 726.6X, 721X.

Corequisite: Education 733.2X, Education 721.3X

715 T 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.

715.1 T Multicultural Counseling and Consultation in School

45 hours; 3 credits

Clinical skills necessary for pupil personnel services providers to work effectively with multilingual and culturally diverse populations. This experience-based course will develop awareness of cultural, linguistic, and ethnic factors that influence and shape behavior and development. Personal history, literature, and films will be analyzed in the contexts of acculturation and identity. Current research and theoretical and applied knowledge in this field will be reviewed. Students will integrate theoretical and applied knowledge in written assignments and presentations.

Prerequisite: Education 733X or 724.1T or equivalent.

721X Cognitive and Academic Assessment II

30 hours lecture plus 30 hours and conference; 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: Education 726.6X with a grade of B- or better.

721.1 X 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.

721.3 X 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: Education 721.1X.

Corequisite: Education 704.2.

721.5. 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.

726.5X 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.

726.6X Cognitive and Academic Assessment

45 hours lecture plus 30 hours conference; 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: a course in statistics

726.7X Social and Adaptive Behavioral Assessment

45 hours lecture plus 30 hours conference; 4 credits

Administration, scoring, and interpretation of measures of adaptive behavior and personality. 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 adaptive behavioral assessments are discussed throughout. Field-based assignments are required.

Prerequisite: Education 726.6X with a grade of B- or better.

726.8X Integration of Assessment and Report Writing

30 hours lecture plus 30 hours conference; 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: Education 726.6X with a grade of B- or better, Education 726.7X.

726.10 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.

733X Theory and Practice of Prevention, Crisis Intervention, and Mental Health Counseling in Schools

45 hours; 3 credits

Approaches to the practice of prevention, crisis intervention, and mental health counseling in schools. Counseling functions and other mental health practices of the school psychologist. Field-based experiences are required.

Prerequisite: matriculation in and completion of 15 credits in the school psychologist program.

Corequisite: Education 704.1T

733.2 Counseling Children and Families

45 hours; 3 credits

This course prepares school psychology candidates to counsel children and families within a school context. Topics to be addressed include: approaches to counseling and intervention modalities, play therapy, group 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.

Prerequisite: Education 733X, matriculation in and completion of 15 credits in the school psychologist program.

Corequisite: Education 704.2

773X Instructional Interventions in Schools

45 hours; 3 credits

Policies regulating curriculum development and practices. School based curriculum evaluation and models of curriculum based assessment applied to instructional accommodations and assistive technologies. 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 instruction.

Prerequisite: Education 721.1X.

VIII. Advanced Certificate: School Psychologist Degree Requirements

A. Matriculation Requirements for the Advanced Certificate Program

Applicants must present an M.S. in Education degree for 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 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 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.

B. Advanced Certificate in School Psychology Courses

703T Research Seminar in School Psychology

45 hours plus conference; 3 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: course in statistics and a course in experimental psychology or research methods, 12 credits in the school psychologist program.

703.2T Applied Theory and Research Seminar in School Psychology

45 hours plus conference; 3 credits

Continuation of the study of educational research and methodology and completion of an independent research project related to an area of school psychology.

Prerequisite: matriculation in the school psychologist program, Education 703 T.

723.1 X 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: Education 715T.

723.2 X. 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: Education 715T and 723.1X.

IX. Practicum Requirements

Practicum in School Psychology I and II (Ed. 704.1 and 704.2) are both required two-credit courses in which candidates spend at least 100 hours per semester in the field and attend a weekly seminar at the college. Candidates assigned to schools and agencies for Practicum have an opportunity to work in these settings under the supervision of permanently certified school psychologists. Practicum is a beginning pre-professional, performance-based experience in which candidates are expected to 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 may work at an agency for one semester, or continue for the year. See *Practicum Manual* for details regarding Practicum requirements.

X. 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 in the schools. At least, 600 hours must be completed in an approved school setting in which the primary goal is the education of preschool through 12th grade candidates of 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. 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.

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. Candidates are responsible for finding their own field sites. However, online files containing descriptions of site activities and intern reactions to sites are 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*. See *Internship Manual* for details regarding requirements.

XI. School Psychologist Bilingual/Multicultural Specialization

A. General Information

Candidates with bilingual proficiency can complete a School Psychologist Bilingual/Multicultural Specialization, leading to a certificate with a bilingual extension. The School Psychologist Bilingual/Multicultural Specialization requires 63 credits, the 60-credit school psychologist sequence and an additional course (3 credits) emphasizing bilingual and multicultural assessment. Candidates are also required to do their internship in bilingual/multicultural sites and be supervised by bilingual supervisors. Candidates in the Bilingual/ Multicultural Specialization will need to demonstrate proficiency in both English and a second language by passing New York State tests.

B. Bilingual Course

726.9 X Psychological Assessment of 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 administer psychoeducational assessment batteries to language-minority individuals, interpret test data, and write reports. Field-based assignments.

Prerequisite: Education 726.6X and 726.7X. Students must also pass the BEA exam in the target language.

C. Bilingual Internship

The following additional requirements apply to candidates completing the Bilingual Specialization. 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/multicultural 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.

D. Language Proficiency

Bilingual candidates must pass the **New York State Bilingual Education Assessment (BEA) before taking Ed 726.9.** The test is administered by the New York State Education Department. The BEA is required of candidates seeking a bilingual extension to a certificate.

E. U.S. Citizenship

The New York State Education Department (NYSED) requires that individuals who are not U.S. citizens file a Declaration of Intent with Immigration and Naturalization Services in order to be eligible for provisional certification. However, U.S. citizenship is typically required for permanent certification. It is the candidate's responsibility to contact the NYSED for current requirements for certification regarding U.S. citizenship.

XII. Typical Programs

Typical Program for Degree and Certificate: Three Year			
This schedule precludes full-time employment.			
Fall 1			
	Ed. 726.6X	Cognitive and Academic Assessment I	4 cr.
	Ed. 721.1X	Theories of Human Development	3 cr.
	Ed.726.10	Behavioral Assessment and Intervention	3 cr.
	Ed. 715T	Problems & Practices in School Psychology	3 cr.
			13 cr.
Spring 1			
	Ed. 721X	Cognitive and Academic Assessment II	3 cr.
	Ed. 726.5X	Developmental Psychopathology	3 cr.
	Ed. 773X	Instructional Interventions	3 cr.
	Ed. 721.5	Neuropsychology of Learning	3 cr.
			12 cr.
Fall 2			

	Ed. 726.7X	Social and Behavioral Assessment	4 cr.
	Ed. 704.1T	Practicum in School Psychology I	2 cr.
	Ed. 715.1T	Multicultural Counseling and Consultation in the Schools	3 cr.
	Ed. 733X	Prevention, Crisis Intervention, and Counseling	3 cr.
			12 cr.
Spring 2			
	Ed. 704.2T	Practicum in School Psychology II	2 cr.
	Ed. 726.8X	Linking Assessment to Intervention	3 cr.
	Ed. 721.3X	Consultation in the Schools	3 cr.
	Ed. 733.2X	Counseling Children and Families	3 cr.
			11 cr.
Fall 3			
	Ed. 723.1X	Internship in School Psychology I	3 cr.
	Ed. 703T	Research Seminar in School Psychology	3 cr.
			6 cr.
Spring 3			
	Ed. 723.2X	Internship in School Psychology II	3 cr.
	Ed. 703.2	Research in School Psychology II	3 cr.
			6 cr.
Ed. 726.9 X Psychological Assessment of Diverse Students is required for the Bilingual Extension.			

Typical Program for Degree and Certificate: Four Year			
Fall 1			
	Ed. 726.6X	Cognitive and Academic Assessment I	4 cr.
	Ed. 721.1X	Theories of Human Development	3 cr.
			7 cr.
Spring 1			
	Ed. 721X	Cognitive and Academic Assessment II	3 cr.
	Ed. 726.5X	Developmental Psychopathology	3 cr.
			6 cr.
Fall 2			
	Ed. 726.7X	Social and Behavioral	4 cr.

		Assessment	
	Ed. 726.10	Behavioral Assessment and Intervention	3 cr.
	Ed. 715T	Problems & Practices in School Psychology	3 cr.
			10 cr.
Spring 2			
	Ed. 721.5	Neuropsychology of Learning	3 cr.
	Ed. 726.8X	Linking Assessment to Intervention	3 cr.
	Ed. 773X	Instructional Interventions	3 cr.
			9 cr.
Fall 3			
	Ed. 715.1T	Multicultural Counseling and Consultation in the Schools	3 cr.
	Ed. 733X	Prevention, Crisis Intervention, and Counseling	3 cr.
	Ed. 704.1T	Practicum in School Psychology I	2 cr.
			8 cr.
Spring 3			
	Ed. 733.2X	Counseling Children and Families	3 cr.
	Ed. 704.2T	Practicum in School Psychology II	2 cr.
	Ed. 721.3X	Consultation in the Schools	3 cr.
			8 cr.
Fall 4			
	Ed. 723.1X	Internship in School Psychology I	3 cr.
	Ed. 703T	Research Seminar in School Psychology	3 cr.
			6 cr.
Spring 4			
	Ed. 723.2X	Internship in School Psychology II	3 cr.
	Ed. 703.2	Research in School Psychology II	3 cr.
			6 cr.
Ed. 726.9 X Psychological Assessment of Diverse Students is required for the Bilingual Extension.			

XIII. Monitoring Candidate Progress

A. Grades and GPA Requirements

Candidates may not register for more than 15 credits each semester in the Division of Graduate Studies. **Candidates with full-time jobs and/or other extensive time commitments must enroll in the part-time track.** It is the experience of the Program that many candidates have difficulty satisfactorily completing their work when they are over committed.

Candidates must maintain a GPA of at least 3.0 (B). Occasionally, a candidate's GPA falls below 3.0, which places the candidate on academic probation. In order to clear academic probation that candidate must increase his or her overall GPA to, at least, 3.0 or higher within the next additional 9 credits. Candidates who do not increase their GPAs **are** subject to dismissal from the degree or advanced certificate program. When candidates are on academic probation, they have a "STOP" that bars registration. Candidates must see their faculty advisors for academic counseling each semester while on academic probation before a "STOP" action on their registration is removed. In addition, a candidate who acquires 6 credits below a C+ will be terminated from the program.

Timely submission of work is an important professional attribute. Therefore, candidates receive grades of incomplete (INC) only when a situation beyond their control 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 **immediately** to let him or her 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 the missing assignment is not received on that date, the candidate will receive a zero for the assignment and the subsequent final grade will be 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. An incomplete grade in a course that is a prerequisite for another course must be cleared before the candidate can enter the next course.

B. 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 current transcripts are generated for each candidate. Faculty reviews this information 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 receives a letter directing the candidate to discuss faculty's concerns with his or her faculty advisor. The purpose of this meeting is to clarify candidate progress, problem solve, and formulate recommendations for candidate development. 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 the program, we attend closely to these requirements. Throughout students three or four years in the program, we continue to monitor professional competencies. The Professional Competencies for School Psychologists is an instrument for program faculty to raise a concern about candidates' professional and personal development that the issues can be resolved following college procedures. These procedures may include, but are not limited to advisement, consultation, and counseling. 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 controls) 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 the 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.

Occasionally, faculty determines that a student’s professional competencies do not serve the best interests of the community. 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 the 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.

C. Functional Assessment

The objective of this assignment is to demonstrate that the intern has had an impact on student learning. With this objective in mind, interns are required to complete at least one in-depth functional assessment during their internship year. Functional 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 should culminate in an intervention plan, which may also have multiple levels. The plan must be implemented early enough in the year so that ongoing benchmark data can be collected and interventions can be redesigned if necessary. College internship supervisors will provide more information regarding the assignment.

D. Praxis II

All candidates in their last year of the program must 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, Section XVIII.

E. Assessment by Transition Points

School Psychologist Graduate Program			
Assessment by Transition Points			
Point	What to Assess	Assessment Tools	Data Source
Admissions	Undergraduate GPA	Transcripts	Application package
M.S..in Ed.	Graduate Work and GPA (if applicable)	Transcript/Syllabi	Applicant
	Prerequisite courses	Transcripts	Application package
	Experience	Resume	Application package
	Motivation, writing skills	Personal Statement	Application package

	Motivation, Professional Work Characteristics	Interview	Faculty
	Writing skill, Professional Work Characteristics	On-site writing sample	Faculty
Exit MS in Ed	Professional Competencies	Rubric	Faculty
Admissions			
Advanced Certificate	MS.in Ed School Psychology GPA	Transcript	SIMS
	Maturing Effort in Practicum (minimal)	Practicum Evaluations	Faculty, Practicum Supervisor
Exit Advanced Certificate	GPA	Transcript	SIMS
	Functional Assessment	Rubric	Faculty
	Maturing Effort in Internship (minimal)	Internship Evaluation	Faculty, Internship Site Supervisor
	Competence in Domains of Practice	Praxis II Examination	ETS

XIV. 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 Head is available to assist candidates.

There is a college wide policy that every program must follow 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 Head. 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 in the Office of the Dean of Research and Graduate Studies.

XV. Advisement and Registration

Candidates follow a planned sequence of coursework depending on whether they are part-time, full-time, or in the Bilingual/Multicultural program 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 Head. Each semester, candidates will preregister for the following semester. Preregistration must be done in person. Dates and hours will be announced each semester.

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 Head. This will ensure that candidate records are accurate and updated at all times.

XVI. Communications

A. General Information

Communication between the faculty and candidates is accomplished in a number of ways. First, each faculty member has office hours posted on syllabi and on the office bulletin board. 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. Third, each candidate shares a mailbox with a classmate. The mailboxes are located in the program office. Make sure to check your mailbox at least once a week since many important messages and reminders will be left there for you. Office hours will be posted each semester.

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.

B. Yahoo Groups

The Program maintains an internal Yahoo listserv that each candidate should visit frequently. It is your responsibility to check the Yahoo 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. Also, 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. Follow the steps below to join.

1. You can access the group site via: <http://groups.yahoo.com/group/bcschpsych/>
Please keep in mind that you will have to sign up for a yahoo account, if you do

not already have one.

2. When you reach the site, you will need to join the group.
3. Fill out the form for joining, which includes identifying which email address you prefer to receive messages.
4. You can also choose whether or not you'd like to receive individual emails of every message posted, or just log on occasionally to check. We recommend individual emails in case a notice is posted that requires immediate action on your part.
5. After you submit the form, the Program will confirm your membership to the group. This is done so that membership is exclusive to BC candidates only, and to minimize spam. Please write a comment in the comment box giving your name and your preferred email address. This will help confirm your identity.

C. BC WebCentral

WebCentral is maintained by Brooklyn College and allows one-stop access to BC web applications and services. You can access WebSIMS, WebMail, 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 a Central ID and follow the steps.
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.

D. 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. To set up your account follow the directions below:

1. Go to <http://library.brooklyn.cuny.edu/>
2. Click on the Blackboard/Portal link in lower left corner of the page
3. Follow the directions under "Set up Your Account"

Please wait 48 hours after setting up the BC WebCentral Portal before setting up your Blackboard account!

XVII. Professional Organizations in School Psychology

Candidates are encouraged to join the major organizations and attend conferences in the field of school psychology. Candidates must 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.

American Psychological Association	National Association of School Psychologists
Division 16	4340 East West Highway, Suite 402
750 First Street, N.E	Bethesda, MD. 20814
Washington, D.C. 20002-4242	(301) 657-0270
www.apa.org	www.nasponline.org
New York Association of School Psychologists	Council of Exceptional Children
www.nyasp.org	www.cec.sped.org
New York Psychological Association	Association of Early Childhood and Infant Psychologists
www.nyspa.org	www.aecip.org

XVIII. 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)

The following two applications must be filed. Applications for the NCSP Praxis II test can be downloaded from <http://www.nasponline.org> or you can receive an application by requesting one through email at cert@naspweb.org. ETS can be reached at www.teachingandlearning.org or by calling 609/771-7395. Online registration for the exam is available. 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". More information about the exam is contained in the application booklet.

XIX. 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, Division of Graduate Studies, 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.

XX. 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.

A. 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 submission is 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.

B. Brooklyn College Procedures for Implementing the CUNY Policy on Academic Integrity

On June 28, 2004, the Board of Trustees adopted the CUNY Policy on Academic Integrity (http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html). 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.

Types of Academic Dishonesty Explicitly Prohibited

- **Cheating** is the unauthorized use or attempted use of material, information, notes, study aides, devices or communication during an academic exercise.
- **Plagiarism** is the act of presenting another person’s ideas, research or writings as your own.
- **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.

• **Falsification of records and official documents** includes, but is not limited to, forging signatures of authorization and falsifying information on an official academic record.

College Procedures

The procedures for implementation of sanctions are in conformity with principles of due process mandated by the Fourteenth Amendment to the U.S. Constitution, namely, that an individual has a right to be notified of any charges and given an opportunity to be heard.

An instructor who suspects a student of committing a violation of the CUNY Policy on Academic Integrity should allow the student to complete the assignment in question. Afterwards the instructor should review with the student the facts and circumstances of the case whenever possible.

The instructor may seek an academic sanction, i.e., a reduced grade for an assignment or for the entire course, or a disciplinary sanction, e.g., admonition, suspension or expulsion, or both. Which sanctions are sought will be determined by, among other factors, the seriousness of the violation, the existence of mitigating circumstances, and whether this is the first violation or part of a pattern of such violations.

In determining a sanction the instructor should consult with the Academic Integrity Official for the Undergraduate Division or the Graduate Division. The Academic Integrity Official will request from the Office of the Dean of Student Affairs information on the student's history of previous violations. In cases where a disciplinary sanction is being considered, the Dean of Student Affairs should also be consulted. Although the choice of sanctions will rest with the faculty member in the first instance, the college retains the right to bring disciplinary charges against a student. After deciding upon the sanction to be levied, the instructor informs the student of his/her decision.

A number of outcomes are possible:

1. Academic (Grade) Sanctions:

A. The Instructor Decides on an Academic Sanction and the Student Does Not Contest the Charge or the Sanction.

1. The instructor submits the reduced grade to the Office of the Registrar.
2. The instructor reports the incident and outcome by completing and submitting the Faculty Action Report (FAR) Form for Incidents of Academic Dishonesty to the Academic Integrity Official.
3. Within two weeks of receipt of the form, the Academic Integrity Official sends a copy to the student, via certified mail and regular mail, along with the Notification of the Right to Appeal statement, informing the student that he/she may appeal the grade reduction initially to the Departmental Committee on Academic Integrity (typically the department grade appeals committee) and, subsequently, to the College-wide Committee on Academic

Integrity, whose decision is final.

According to the CUNY Policy on Academic Integrity, students who avail themselves of their right to appeal should not be subject to punitive or retaliatory action such as threatening a disciplinary sanction.

4. Within two weeks the student signs the FAR Form indicating that he/she agrees with the allegation of the violation and the academic sanction, and then returns the form to the Academic Integrity Official.
5. The Academic Integrity Official forwards a copy to the Office of the Dean of Student Affairs.
6. The Office of the Dean of Student Affairs, responsible for maintaining the official record of violations, places the form in the student's confidential academic integrity file.

B. The Instructor Decides on an Academic Sanction and the Student Contests the Charge and/or the Sanction.

1. The instructor submits the reduced grade to the Office of the Registrar.
2. The instructor reports the incident and outcome by completing and submitting the Faculty Action Report (FAR) Form for Incidents of Academic Dishonesty to the Academic Integrity Official.
3. Within two weeks of receipt of the form, the Academic Integrity Official sends a copy to the student, via certified mail and regular mail, along with the Notification of the Right to Appeal statement (see above).
4. The student indicates on the FAR Form that he/she contests the allegation of the violation and/or the sanction, signs and sends the form back to the Academic Integrity Official.
5. The Academic Integrity Official forwards a copy of the form to the Office of the Dean of Student Affairs which places the form in the student's confidential academic integrity file.
6. The student initiates the appeals process by contacting the Chairperson of the Department.
7. The Departmental Committee on Academic Integrity notifies the student via certified mail and regular mail of its decision. The committee also informs the instructor, the Department Chairperson, the Academic Integrity Official and the Office of the Dean of Student Affairs of its decision. If the appeal is upheld, the instructor or the Department Chairperson submits a change of grade form to the Office of the Registrar replacing the reduced grade with a grade without a penalty. The Office of the Dean of Student Affairs removes and destroys all material relating to the incident from the student's confidential academic integrity file.
8. Should the appeal be denied, the Departmental Committee informs the student of his/her right to appeal to the College-wide Committee on Academic Integrity.
9. The student may continue with the appeals process by contacting the Chair of the College-wide Committee.
10. The College-wide Committee on Academic Integrity notifies the student, via certified mail and regular mail, of its decision as well as the instructor, the

Department Chairperson, the Academic Integrity Official and the Office of the Dean of Student Affairs. If the appeal is upheld, the instructor or the Department Chairperson submits a change of grade form to the Office of the Registrar replacing the reduced grade with a grade without a penalty. The Office of the Dean of Student Affairs removes and destroys all material relating to the incident from the student's confidential academic integrity file.

11. If the appeal is denied, no further action is possible by the student. The College-wide Committee's decision is final.

2. Disciplinary Sanctions

A. The Instructor Decides on both an Academic and a Disciplinary Sanction

1. The instructor, holding the letter grade in abeyance, submits a PEN (pending) grade to the Office of the Registrar.
2. The instructor completes the Faculty Action Report (FAR) Form for Incidents of Academic Dishonesty, noting that he/she is requesting an academic and a disciplinary sanction, and submits the form to the Academic Integrity Official.
3. Then the instructor completes and submits a Disciplinary Complaint Form along with all supporting documentation to the Office of the Dean of Student Affairs.
4. The Academic Integrity Official forwards a copy of the FAR Form to the Office of the Dean of Student Affairs to be placed in the student's confidential academic integrity file.
5. The case then continues in accordance with the Student Disciplinary Procedures set forth in Article 15.3 of the CUNY Bylaws. As provided for in these procedures, the Dean of Student Affairs, in consultation with the Director of Legal Services, will determine if the filing of disciplinary charges is appropriate given the facts and circumstances of the case. If appropriate, then the Faculty-Student Disciplinary Committee may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought.
6. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, the instructor, the Department Chairperson and the Academic Integrity Official will be notified of the committee's decision and informed that no sanctions of any kind, including a reduced grade, may be imposed. The instructor or Department Chairperson will proceed to submit a change of grade form to the Office of the Registrar with the student's grade reflecting no penalty. And the Office of the Dean of Student Affairs will remove and destroy all material relating to the incident from the student's confidential academic integrity file.
7. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, the instructor, the Department Chairperson and the Academic Integrity Official will be notified by the committee of its decision. The instructor or Department Chairperson should then proceed to submit a change

of grade form to the Office of the Registrar with the student's grade reflecting the academic sanction.

8. The Faculty-Student Disciplinary Committee may impose a disciplinary sanction.

Due Process Procedures for Hearing Cases of Academic Dishonesty

To assure that Departmental and College-wide Committees on Academic Integrity are in conformity with the principles of due process, the following procedures are recommended:

- Notify the student, in writing, of the time, date, and subject matter of the meeting.
- Allow the student to present his/her side of the story and to submit relevant documentation.
- The student may bring an advisor or legal counsel, however, the role of the advisor or attorney is limited to advising the student. The representative may not address the committee members, make objections, or question witnesses, if any.
- The instructor should also be afforded the opportunity to submit any evidence to support the allegations. The instructor does not have to be present when the student appears before either committee.
- Notify the student of the decision, and if the decision is made by the departmental committee, that committee should notify the student of his/her right to appeal a negative decision to the College-wide Committee on Academic Integrity.

May 16, 2006

XXI. Graduate Association of School Psychologists (GASP)

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

In the past GASP found that new candidates need information that can be readily obtained from candidates already in the program. Thus, incoming candidates will be paired with more advanced candidates, as student mentors. As a candidate'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 candidate through the program. Student mentors are volunteers and look forward to helping new candidates.

XXII. Libraries

A. 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.

B. 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 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.

XXIII. 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 on the basis of 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. Applications are available at <http://depthome.brooklyn.cuny.edu/scholar/>.

Graduate Honors are highly selective and candidates receiving this honor have been

nominated and endorsed by majority of the faculty. Only graduates who surpass a minimum academic index of 3.75 will be considered. Criterion 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.

The Max Siegel Award is in recognition of Professor Max Siegel as a model for professional eminence, an ardent supporter of candidates, and a distinguished teacher, whose own diverse interests enabled him to see the value of nontraditional as well as traditional paths to academic achievement. This award is presented to a candidate who after completing 24 credits in the program has shown evidence of unusual professional achievement. This candidate demonstrates diversity in current attainments, showing not only academic excellence but recognized diverse achievements (e.g. political work, artistic production, community activity).

Scholarly Achievement is in recognition of candidates 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 state or national conventions. The scholarship must be published and/or already presented at the convention at the time the recognition is bestowed (i.e., scholarship or proposals "under review" or "in press" would be ineligible, but may qualify the following year after the scholarship is published/presented).

The Sheila O'Donnell Award is in recognition of Sheila O'Donnell, the secretary of the School Psychologist Graduate Program for approximately ten years, who was a supporter of candidates. The award honors candidates who dedicate themselves academically to the Program and devote time and effort to create a social environment that is both supportive of graduate candidate camaraderie and conducive to learning.

This award will be presented to a candidate who has completed at least 24 credits in the Program, has demonstrated academic excellence, and has shown commitment to service to the Program and its candidates. The honoree will be chosen by a committee of the faculty of the School Psychologist Graduate Program.

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.

XXIV. 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
a. Candidate Evaluations of Faculty	Candidates	Course Instructor Program Head Dean
b. Observation of courses	Faculty Member	Course Instructor Program Head Dean
c. Interviews with field supervisors	Faculty Field Visit	Program Faculty Program Head
d. Internship and Practicum Evaluations	Field Supervisors	Program Faculty* Program Head Candidate
e. Candidate evaluations of field sites	Candidates	Program Faculty Program Head Candidates
f. Exit surveys/interviews with graduating candidates	Graduates	Program Faculty* Program Head
g. Annual faculty curriculum meeting**	Faculty	Program Faculty Program Head
h. Alumni interviews	Alumni	Program Faculty* Program Head
i. Periodic formal surveys	Alumni	Program Faculty* Program Head
j. Candidate advisory meetings	Candidate	Advisor Candidate
k. Praxis II Examination	Candidate	Program Head
l. Functional Assessment	Candidate	Program Faculty Program Head
m. Professional Competencies	Faculty	Program Head
n. Data Aggregate Forms	Faculty	Unit Dean Program Head

* Material is summarized.

**This is generally a full or half day meeting of all faculty, including adjuncts, to review course content and available evaluation documents to ascertain congruence with program goals, and domains of practice, as well as redundancies, and omissions

in content. Program policies and procedures are reviewed.

XXV. Program Faculty

Florence Rubinson, Associate Professor and Program Head; Ph.D., Fordham University; New York State Licensed Psychologist, New York State Certified School Psychologist, New Jersey State Certified School Psychologist, New York State Certified Teacher K-6. Scholarly and research interests include collaborative environments and their relationship to school reform, school-based consultation, and alternative service delivery models that foster social justice. Expertise is in preschool assessment and intervention, as well as early literacy. Professor Rubinson is a founding member and past president of the New York Association of Early Childhood and Infant Psychologists.

Alberto Bursztyn, Professor; Ph.D., Columbia University; New York State Certified School Psychologist, New York State Licensed Psychologist, New York State Certified School District Administrator. Founder of the Bilingual/Multicultural specialization in school psychology. Director of the Collaborative for Research and Practice in Special Education. Current research interests include cultural diversity in education and psychology, work with families of children with disabilities, and school reform.

Eliza A. Dragowski, Assistant Professor; Ph.D., New York University, NYS Certified School Psychologist. Research interests include study of traumatic events and their relationship to educational and emotional functioning among school-aged children. Expertise in assessment and treatment of trauma-related pathology.

Graciela Elizalde-Utnick, Assistant Professor 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. She is also director of the Brooklyn College satellite of the Bilingual Psychological and Educational Assessment Support Center. Her expertise is in culturally and linguistically diverse infants, toddlers, and preschoolers with special needs and their families. Scholarly interests and research include home-school collaboration, language proficiency assessment, selective mutism and English language learners, and the relationship between the individualism-collectivism continuum and personal identity formation.

Paul McCabe, Associate Professor; Ph.D., Hofstra University; New York State Certified School Psychologist; New York State Licensed Psychologist; Nationally Certified School Psychologist (NCSP). Specialist in early childhood social, behavioral, and language development and concomitant problems. Current research interests include examining the interaction between language impairment and socialization problems in early childhood; early childhood social competence; developmental psychopathology; and pediatric school psychology (including neuropsychology).

Adjunct Faculty Members

Frank Colassano, Adjunct Assistant Professor; Ph.D., Graduate Center, City University of New York; New York State Licensed Psychologist, New York State and Connecticut Certified School Psychologist. School Psychologist for the New York City, Department of Education for 27 years. Postdoctoral training is in clinical biofeedback, bereavement counseling, neuropsychological assessment and rehabilitation, and anxiety management. Area of specialization is neuropsychological assessment and intervention.

Dana Freed, Adjunct Lecturer; M.S. in Ed., Advanced Certification, Brooklyn College; and New York State Provisionally Certified School Psychologist. Currently pursuing a doctorate in school psychology at the Graduate School of Applied Psychology at Rutgers with a concentration in systems and program implementation and evaluation.

Florence Manglani, Adjunct Lecturer; M.S. in Ed., Advanced Certification, Brooklyn College; New York State Certified School Psychologist. Fluent in four Indian languages and a specialist in bilingual and multicultural school psychology. Full-time school psychologist at P.S. 95 in Brooklyn. Also serves as a bilingual psychological and educational consultant to Nassau BOCES.

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); American Psychological Association member. Specialist in high-school age populations. Current interests include family work; ethics and prescription privileges for School Psychologists. New York City Teacher of the Year, 2001-2002.

Office Staff

Harriet Bredhoff, Higher Education Assistant, Administrative Assistant, B.S. in Psychology, Brooklyn College. Has worked in the School of Education since 1991 and with the School Psychologist Graduate Program since 1998.

Fallon Lattari, Higher Education Assistant, Clinical Coordinator for Field Experiences, M.S.Ed., Advanced Certification, Brooklyn College; New York State Provisional Certification School Psychologist. Recent graduate of the Brooklyn College School Psychologist Graduate Program, class of 2009.

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 a proficient school psychologist.