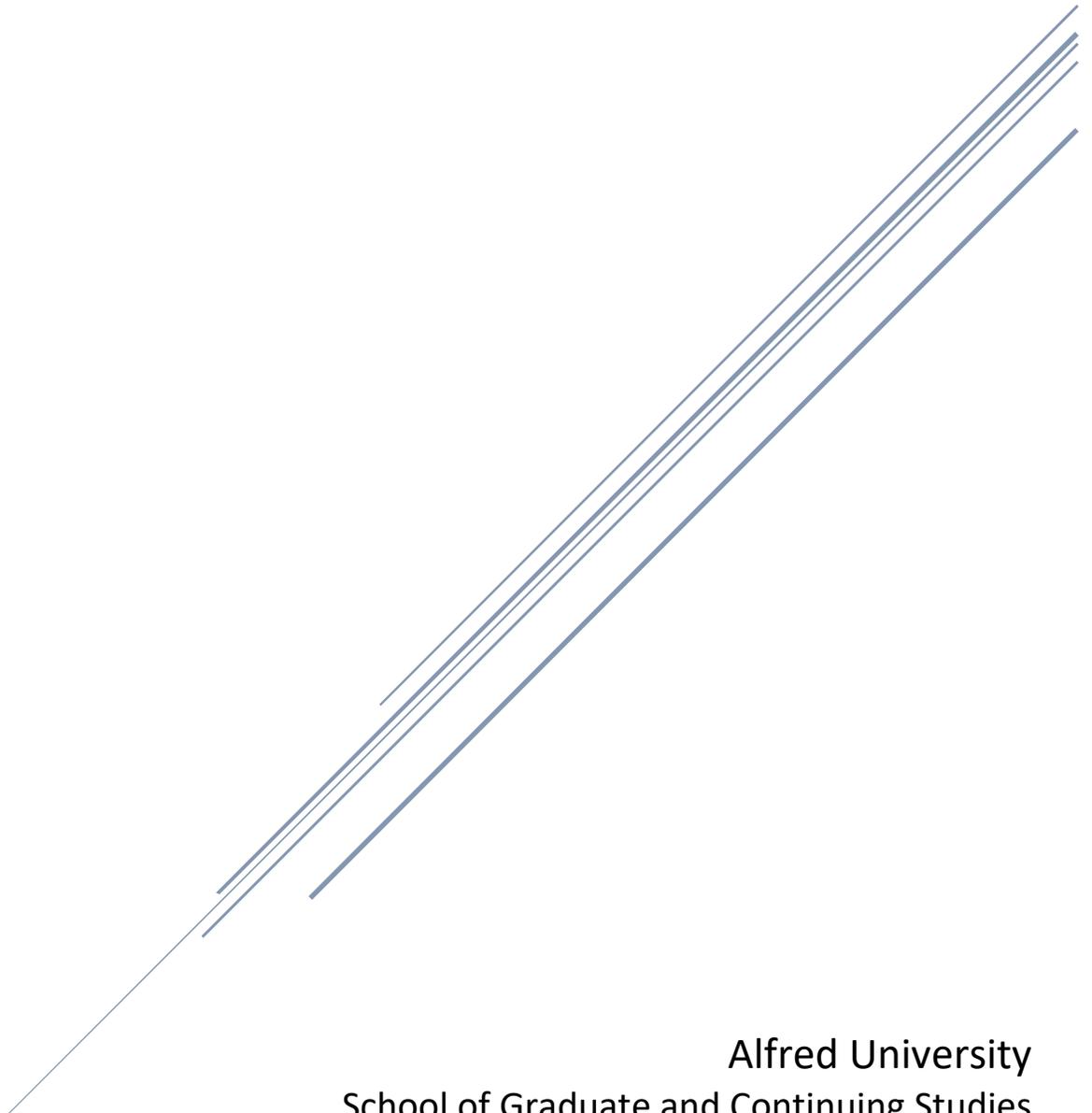SPECIALIST STUDENT HANDBOOK
School Psychology

Alfred University
School of Graduate and Continuing Studies
Division of Counseling and School Psychology
August 2023

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PURPOSE OF THE HANDBOOK

This handbook is intended to serve as a **guide** for graduate students and faculty in the School Psychology Specialist Program at Alfred University. The students and faculty may find it useful as a reference in planning coursework and advising. The handbook contains information on Program, Division, School, and University procedures and regulations **but does not cover every possible situation**. Consultation with the student's advisor, Program Director, Division Chair, or Dean of School, is recommended for further clarification of a particular issue. The Graduate School Catalogue, https://www.alfred.edu/academics/graduate-programs/_docs/catalog/graduate-catalog-w-cover.pdf should also be consulted for general requirements of the graduate degree and particular time schedule for degree requirements. Careful study of these sources will aid in long range planning of a student's graduate program.

It is expected that new students will read this handbook and return to the division chair a signed statement that they have done so. The handbook and blank statement form are given to students at orientation.

PHILOSOPHY AND AIMS OF THE SCHOOL PSYCHOLOGY SPECIALIST (MA/CAS) PROGRAM

The Alfred University School Psychology Specialist Program follows a practitioner-scientist model when preparing school psychologists for professional practice in schools. Drawing on the knowledge base of psychology and education, we expect our graduates to apply that knowledge in a manner that takes into account the cultural, economic, socio-political, and multiple-systems contexts in which the problems of children and families occur. Recognizing the broad range of possible avenues to promote child-enhancing change, as well as the varied obstacles that exist, we seek to prepare graduates with an array of knowledge, personal characteristics, and professional skills to participate in traditional, alternative, or innovative school and other practice environments. In this sense, we seek balance throughout the program between: basic science and practical skills, research and practice, school and clinic practica, traditional and alternative approaches, assessment and intervention, direct and indirect intervention, and contrasting theoretical points of view. Broad professionally-oriented competence coupled with interpersonal skills facilitates the functioning of our graduates as agents of positive change in the schools and other contexts in which they may

eventually practice. Students are trained to be practitioner-scientists and, importantly, they are trained to evaluate the effectiveness of the services they provide on a continual basis.

Training in school psychology at Alfred University offers extensive one-to-one contact between students and faculty members to encourage the personalized learning process so important in the training of school psychologists. The Alfred program is designed to develop professionals who possess the personal characteristics and academic competencies necessary for serving the psychological and educational needs of children and adolescents. Training in the following areas is provided: knowledge base in psychology and education, assessment, intervention linkage and remediation, consultation and prevention, individual and cultural diversity, research methodology, program development and program evaluation, and professional identification and functioning.

MISSION OF THE SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY

The mission of the Alfred University Specialist Progam in School Psychology is to *prepare school psychologists for professional practice in schools and related child and family settings.*

Goals and Objectives

Goal A: To produce school psychologists with the personal qualities, interpersonal skills and awareness, and the ethical sensitivity predictive of effectiveness when working with individuals from diverse backgrounds and communities, as broadly defined, in order to deliver high quality psychological services to an increasingly diverse populations.

> **Objective Al**: Students will develop an understanding of service delivery programs within a context respectful and appreciative of individual, family, and cultural diversity.
>
> **Objective A2**: Students will develop an awareness that their personal characteristics and interpersonal skills affect the quality, social validity, and acceptability of the services they provide.
>
> **Objective A3**: Students will abide by ethical standards as they relate to the historical foundations of the school psychology profession and the current guidelines for practice.

Goal B: To produce school psychologists with a broad and balanced-approach to the scientific knowledge base of psychology and education; theoretical and practical approaches to assessment, intervention, and consultation; as well as an integrative service delivery model that utilizes a continuum of evidence-based approaches to address the social-emotional, behavioral, and educational needs of all children and youth, and to support families and educators in their lives.

Objective B1: Students will develop proficiency in data-based decision-making using traditional and alternative approaches to the assessment and evaluation of children's academic, behavioral, and emotional problems.

Objective B2: Students will develop proficiency in the design and development of programs to intervene both directly and indirectly with children's academic, behavioral, and emotional problems. These programs will include academic strategies, behavior modification, crisis intervention, and counseling techniques that are implemented in a timely manner.

Goal C: To produce school psychologists who have an understanding of the basic principles of human cognitive and emotional development and their relationship to the functioning of children within a school setting.

Objective C1: Students will develop an understanding of the development of both normal and exceptional children.

Objective C2: Students will gain knowledge of general and special education services and legal guidelines, as part of understanding the educational and socio-political climate of their school districts.

Objective C3: Students will develop skills in consulting and communicating with school professionals and parents.

Objective C4: Students will develop skills in the prevention and remediation of academic and emotional problems in children.

Goal D: To produce school psychologists to be competent in the scientific method with a focus on data-based decision-making, in order to evaluate and disseminate research into practice in order to solve prolems and be change agents in school systems.

Objective D1: Students will acquire a foundation in the scientific knowledge base of psychology and education, as well as an ability to evaluate and utilize research in their practice.

Objective D2: Students will develop proficiency in ongoing program evaluation, so they make informed decisions based upon objective data in developing services for children.

Objective D3: Students will develop a knowledge base which includes the updated and appropriate use of information technology in their practice.

HISTORY AND GENERAL DESCRIPTION OF ALFRED UNIVERSITY

Founded in 1836, Alfred University is the oldest coeducational institution in New York State and the second oldest in the nation. The undergraduate student body numbers approximately 2,000, with approximately 300 graduate students. The University grants bachelors, masters, specialist, and doctoral degrees. The 50-building, 232-acre hill side campus adjoins the village of Alfred, located between the foothills of the Allegheny Mountains and the Finger Lakes region.

The University includes the privately endowed College of Business, College of Liberal Arts and Sciences, School of Graduate and Continuing Studies, and the public sector New York State College of Ceramics (Inamori School of Engineering and the School of Art and Design). The Division of Counseling and School Psychology is part of the School of Graduate and Continuing Studies.

A training program for school psychologists was established at Alfred University in 1952. Alfred's School Psychology Program is one of the oldest and most respected programs in New York State and is accredited by the New York State Department of Education and the National Association of School Psychologists (NASP). Graduates of the Alfred University program will be able to meet the certification requirements of most State Departments of Education, as well as National Certification by the National School Psychology Certification Board of the National Association of School Psychologists. If a student is likely to become employed in a state other than New York, it is advisable to obtain a copy of that state's current certification standards and to consult with their advisor to best plan the program of studies.

DIVISION FACULTY

CORE SCHOOL PSYCHOLOGY FACULTY

Bradford Daly, Ph.D. State University of New York at Buffalo

Program Director; Assistant Professor of School Psychology; nationally certified school psychologist; New York State certified school psychologist. Specialty areas: individual and systems consultation, professional development of school psychologists, implementation science, and educational assessment.

Melissa Dudley, Ph.D. State University of New York at Buffalo

Assistant Professor of School Psychology; licensed psychologist. *Specialty areas*: child and adolescent social-emotional well-being, school-based prevention and intervention, protective factors for youth

Geremy Grant, Ph.D. Teachers College Columbia University

Assistant Professor of School Psychology; Nationally Certified School Psychologist. *Specialty areas*: culture, ethnicity and race, and psychological and neuropsychological assessment.

Lynn O'Connell, Psy.D. Alfred University

Professor of School Psychology; licensed psychologist. *Specialty areas*: response-to-intervention, school change and system-level consultation, academic intervention, learning disability assessment, equine-assisted psychotherapy.

ASSOCIATED FACULTY

J. Stephen Byrne, Psy.D. Marywood University

Associate Professor of Counseling; Director of Counseling and College Student Development Programs; licensed psychologist. *Specialty areas*: personality, assessment, relationship issues, trauma and PTSD.

Kevin Curtin, Ph.D., L.M.H.C., A.C.S. George Washington University

Chair, Division of Counseling and School Psychology; Associate Professor of Counseling; certified school counselor. *Specialty areas*: counseling ethics, family therapy, group work, at-risk youth, clinical supervision.

Angeline A. Felber, Ph.D, NCC The Pennsylvania State University

Assistant Professor; Co-Chapter faculty advisor Alpha Upsilon Xi; Certified School Counselor (PA). *Specialty Areas*: Child and Adolescent Counseling; School-Based Behavioral Health; Stigma and Help-Seeking Behavior; Culturally Competent Supervision and Broaching

ASSOCIATED FACULTY IN THE DIVISION OF PSYCHOLOGY

Amy Button-Ervin, M.A., C.A.S Alfred University

Assistant Professor in Psychology. Specialty areas: school psychology, college students with disabilities.

Danielle Gagne, Ph.D. University of New Hampshire

Associate Professor of Psychology. Specialty area: cognitive psychology.

Bethany Johnson, Ph.D. University of Nebraska

Assistant Professor of Psychology. Specialty area: social psychology.

Louis L. Lichtman, Ph.D. University of Maine

Professor of Psychology. Specialty areas: neuropsychology, parenting, eating disorders.

OTHER CONTRIBUTORS

Andrea Burch, Psy.D. Alfred University

Assistant Professor of School Psychology; licensed psychologist; certified school psychologist. *Specialty areas*: research and statistics; postsecondary school psychology; early childhood assessment, intervention, and education; treatment of complex/developmental trauma.

Brian South, Psy.D. Alfred University

Agency Psychologist, The Rehabilitation Center, Olean, NY

Nancy Shedlock, Psy.D. Alfred University

School Psychologist, Hornell City School District, Hornell, NY

Michael Wales, M.A., C.A.S. Alfred University

School Psychologist, Scio Central Schools, Scio, NY

THE ALFRED UNIVERSITY SPECIALIST PROGRAM

The training required for a professional career in school psychology is different from that experienced as an undergraduate. Students are expected to perform competently in academic courses, practicum activities, and assistantship activities. It is important that students demonstrate initiative in approaching faculty concerning course content issues, asking for feedback, and planning programs in special areas of interest. Motivation is necessary for development into a professional school psychologist. Obtaining an advanced degree is not merely a matter of accumulating a minimum number of semester hours. Collaboration with other students in professional activities is encouraged. Attendance at student cohort meetings, contributions to committee projects, and participation in faculty-student activities are opportunities for peer interaction outside the classroom. Considerable education as well as support for one another is gained through informal gatherings.

PROGRAM REQUIREMENTS (81 CREDITS)

The MA/CAS program is designed to prepare qualified and effective school psychologists who will practice in schools or other child and family settings. The program consists of two years of full-time Alfred University coursework, field experiences in the public schools, and supervised clinical

experience in the Child and Family Services Center. The course sequence was designed to be sequential and to allow students to integrate their academic knowledge with practical skills. Generally, students learn basic practical and professional skills in the first year, while they also take the basic science courses that complement the practical skills. More advanced practical skills are learned in the second year, again with the basic science courses that support them. Students spend at least some time in a school district every semester. At the successful completion of the first two years of work (63 credits), including the Comprehensive Examinations, the Master of Arts degree in school psychology is awarded. The third year of the program consists of a year-long supervised internship in a public school (18 credits), after completion of which students are awarded the Certificate of Advanced Study (CAS). Graduates possess skills in assessment, direct and indirect intervention including consultation, academic remediation, behavior modification, psychotherapy, play therapy, family therapy, and counseling and special education-related issues. They are eligible for New York State certification and national certification.

The following are the courses which all students must successfully complete in order to graduate from the MA/CAS program. Course descriptions are found in Appendix A.

In addition to course requirements, there are various program-related activities which you will accomplish. The *Program To-Do List* in Appendix B was developed to guide you through these. It is set up as a checklist that you can use to track things you have completed.

Semesters	**Course Sequence**	
First		
1	Foundations of Cultural Diversity	PSYC 601
3	Foundations of School Psychology	PSYC 603
3	Learning and Cognition	PSYC 607*
2	Psychological and Educational Measurement	PSYC 626*
3	Norm-Referenced Testing I	PSYC 627
3	Foundations of Interpersonal Effectiveness	PSYC 636
1	Introduction to Group Dynamics	PSYC 637
1	Field Experience in School Psychology I	PSYC 656
17 credits		
Second		
3	Advanced Developmental Psychology	PSYC 606*

3	Social-Emotional Assessment	PSYC 629
3	Norm-Referenced Testing II	PSYC 632
3	Psychotherapy & Behavior Change	PSYC 638
3	Exceptionality in Learning and Behavior	PSYC 639*
1	Field Experience in School Psychology II	PSYC 657

16 credits

Third

3	Academic Functioning	PSYC 628
3	Professional Practice Seminar	PSYC 695
3	Consultation and Prevention	PSYC 646
3	Clinic Practicum I	PSYC 658
3	Statistical Analysis and Research Design I	PSYC 671*

15 credits

Fourth

2	Academic Interventions	PSYC 651
3	Physical Bases of Behavior	PSYC 609*
3	Clinical Seminar: Advanced Topics in School Psychology	PSYC 642
3	Clinic Practicum II	PSYC 659
3	Behavior Assessment and Intervention	PSYC 652
1	Practicum in Academic Interventions	PSYC 664

15 credits

Fifth	9	Internship in School Psychology I	PSYC 667
Sixth	9	Internship in School Psychology II	PSYC 668

81 total credits

NOTE: All School Psychology program courses (unless marked *) are open only to matriculated school psychology graduate students. PSYC 606, 607, 609, 611, 626, 639, and 671 are available to any non-matriculated graduate student or any matriculated graduate student at Alfred University with the permission of the instructor and division chair.

PROGRAM INFORMATION

CERTIFICATION

Upon verified completion of all program requirements, including all internship requirements and conferral of their Certificate of Advanced Studies in School Psychology, graduates of the Alfred University School Psychology Program will have completed the academic requirements for certification as a school psychologist by the New York State Education Department. Graduates will be endorsed for their *provisional* certification to New York State following completion of all requirements. After 2 years of successful work experience, graduates are eligible for *permanent certification* through the New York State Education Department. In addition, the program is accredited by NASP, so students are eligible for National Certification through NASP.

COUNSELING AND SCHOOL PSYCHOLOGY GOVERNING COMMITTEE (CSPGC)

The CSPGC is the operating committee for the program, overseeing program policy, procedure, and curriculum. Its membership includes the faculty of the Division of Counseling and School Psychology, the chairperson of the Division of Psychology, one representative from the faculty of the Division of Psychology, and the Dean of the School of Graduate and Continuing Education, ex officio.

Elected student representatives may bring issues to the CSPGC and attend meetings where such issues are discussed. Any individual student can bring an issue to the committee for discussion or consideration through the class representatives.

CLASS REPRESENTATIVES AND MEETINGS

Each School Psychology cohort elects two class representatives each year. These representatives act as a liaison between the class and the Division Chair or Program Director, as well as the Counseling and School Psychology Governing Committee to discuss issues of concern that may arise for the students. In addition, the Program Director, along with other faculty, meets with each cohort on a regular basis throughout the academic year.

GENERAL INFORMATION

Class Attendance - Per university policy, regular class attendance is expected of all students. Program faculty generally expect that students will attend all scheduled classes. Please consult with individual course instructors for specific policies regarding attendance expectations and reporting procedures.

Writing Style - All papers written for courses in the program are to be prepared according to the style presented in the *Publication Manual of the American Psychological Association* (7th ed.). This is especially important in any paper in which you are using articles, texts, etc., as sources. You must carefully note and credit original sources.

Photocopying and Printing – Student Printing Quota at Libraries and Computer Labs -
Graduate students have a quota of 800 pages per semester. Students are able to print the number of allotted pages, after which they are able to buy additional printed pages through a secure Web page that is linked to their Banner student accounts. The cost per page is 3 cents (for both single-sided and duplex printing).

To learn more about the print management program and how to decrease the number of pages you print, please visit the ITS Print Management Page: https://my.alfred.edu/information-technology-services/print/.

E-Mail Accounts: Students are expected to establish an <u>Alfred University</u> user account. E-mail is the "official" means of communication and you will receive information from your professors, the division, and the University in this manner. Students should check their e-mail accounts <u>all year, including the summer and other breaks</u>. Students must abide by the rules and policies for use of these accounts.

Secretarial Services - Students may <u>not</u> use the Division secretarial services unless they are doing work specifically and directly for a professor in conjunction with their assistantships.

Telephones - Telephones in the Division Office may <u>not</u> be used for personal calls. Students are to make no local or long distance calls, unless in conjunction with their duties as a graduate assistant.

Lounge - Room 401 of the Science Center is a lounge for student and staff use. There are some basic guidelines for the care and use of the room.

- Lounge use is a privilege.
- **Everyone washes their own dishes**: <u>Do not leave them in the sink.</u>
- Please keep noise down - classes are in progress.
- Each 1st-year student is responsible to sign up for lounge duty one week per year.
  The Division secretary will pass out a signup sheet at orientation.
  Duties include:
  - o Making sure the lounge is picked up and neat.
  - o Cleaning and turning off coffee pot at the end of the day.
  - o Putting away dishes/silverware.

        o   Making sure all tables, microwave and toaster oven are clean.

Student Work Room - Room 401B of the Science Center is a graduate work room. Please observe some basic guidelines:

- Be considerate of others by visiting in the lounge area, not the study room.

- Use care with the computers and report any problems to the Division Secretary.

- Room is to be locked at night.

- If room is locked, Division Secretary will open it for students.

- Computers and printers are provided by the division for grad student use. Use for course and GA work has priority. **Paper must be supplied by students.**

- The Test Library is located within the Student Work Room. See Appendix C for the *Test Library Policy*.

- There are lockers in the room for student use. Depending on the number of requests, each student may not have their own locker each year. The Division Secretary will make locker assignments.

E-Mail Accounts: Students are expected to establish an <u>Alfred University</u> user account. E-mail is the "official" means of communication and you may receive information from your professors, the division, and the University in this manner. Students should check their e-mail accounts <u>all year, including summer and other breaks.</u> Students must abide by the rules and policies for use of these accounts.

POWELL INSTITUTE AND CLINIC USE POLICY

- The facilities at the Powell Institute, including the Child and Family Services Center clinical rooms, are primarily dedicated to teaching and other functions of the Powell Institute. At times the clinic treatment rooms may also be used by graduate students in the Counseling and School Psychology programs for purposes related to acquiring and practicing clinical skills. Such activities might include dyad work to practice counseling skills, conduct mentoring sessions between beginning and advanced students, use of rooms to review videotapes, or to practice testing procedures. The following guidelines have been developed for use of the facility.

- **<u>Institute Hours</u>**: The Powell Institute is generally open during business hours, from 8:30 am – 4:30 pm, Monday through Friday. However, there may be times when the faculty and Powell Institute/Clinic secretary need to be out of the building, at which time the exterior doors will be locked for safety and security.

- Some classes are scheduled after business hours. Instructors have keys and are responsible for insuring that students arriving after 4:30 have access to the building, and for insuring that the building is locked when the class is finished.

- **Students who arrive for classes in the downstairs classroom should enter and leave from the back door.** They should not walk through or congregate upstairs, especially when clinic is in session. They should also use the restrooms that are downstairs.

- <u>Clinic GAs</u>: Graduate assistants working for the Child and Family Services Center have keys for locking up when clinic is finished for the day. GAs should not be in the building after hours or on weekends unless they have a specific assignment from a supervisor which must be completed during that time.

- <u>Reserving Rooms</u>: The Secretary for the Powell Institute/Clinic keeps a master schedule for room use in the building. Student access to conduct dyad practice, review tapes, use test materials, etc., is to be scheduled with the secretary and must occur during business hours.

- Scheduled classes, including clinic, have priority use of classrooms and clinic rooms. Any student who wishes to use a room when clinic is in session MUST clear this directly with the clinic supervisor, who will make sure that no clients are scheduled during that time.

- <u>Copiers</u>: There are no copiers at the clinic that take money or are part of the student printing quota. Therefore, students who are doing work for their classes must plan ahead and make copies in other locations.

- <u>Computers</u>: All of the computers at the Clinic/Institute are only to be used for Clinic- or Institute-related work. The computer in Clinic Room 5 (upstairs) is available for student use in preparing clinic-related materials. Students who are preparing materials for other courses should plan ahead and have those materials ready before they arrive for classes at the Institute.

- <u>Coffee</u>: The coffee (tea, hot chocolate, etc.) that students and faculty drink during classes held at the Institute comes from the same fund that pays for lounge supplies at the Science Center. There are coffee makers and supplies located in the Child and Family Services Center kitchen, which are available for use during classes.

- <u>Water Cooler</u>: The water cooler in the Powell Institute kitchen is not to be used for filling water bottles.

- <u>Parking</u>: The paved parking lot behind the Powell Institute is reserved for use by university faculty and staff, and clients of the Child and Family Services Center. Limited student parking (for those with student parking stickers) is located adjacent to the paved portion and is indicated

with a sign. Additional parking is available on Sayles and Pine Streets, but be sure to follow street signs.

- **Emergency Exits and Procedures:** Upon indication of an emergency or emergency drill, please exit the door closest to you. Proceed immediately to the designated meeting area located at the back of the paved parking lot, in front of the "Student Parking" signs. In the event of a true emergency additional instructions will be available at that location. (Site maps indicating the meeting area and the building exits are posted throughout Powell Institute.)

PROFESSIONAL ORGANIZATIONS

There are a number of professional organizations that are relevant for school psychology, which offer students important benefits. All students are required to maintain membership in the National Association of School Psychologists (NASP) and the New York Association of School Psychologists (NYASP), and the faculty encourages students to join the others listed below. Students receive significant discounts on membership rates.

- **National Association of School Psychologists** - **NASP** is the national association for school psychologists. Membership includes a monthly newsletter and a quarterly journal, *School Psychology Review*, as well as access to *School Psychology Forum*. This is recommended as the first priority. Student membership is $85 annually. All students are required to maintain membership in NASP while enrolled in the program.

- **New York Association of School Psychologists** - **NYASP** is the state affiliate of the national organization. NYASP publishes a newsletter and sponsors an annual conference. Student membership is $65 annually. All students are required to maintain membership in NYASP while enrolled in the program.

- **International School Psychology Association – ISPA** is the international school psychology organization. ISPA has an annual conference which has been held in locations such as Italy, Cyprus, Belgium, and Japan in recent years. Student membership is FREE for their first year.

- **American Psychological Association** - **APA** represents all disciplines within psychology. APA's Division 16 represents school psychology exclusively. Graduate student dues are $67 annually.

PROGRAM POLICIES AND PROCEDURES

FACULTY AVAILABILITY

Faculty at Alfred embrace the university and program commitment to close faculty – student collaboration and development and advisement. The program, consistent with the professional expectations of a psychologist, embraces and attempts to model the value of flexibility. That said, it is also important for both faculty and students to set and respect professional boundaries. Faculty are generally available during normal business hours of Alfred University, defined as Mondays through Fridays, from 9:00 AM to 5:00 PM, during the academic year (roughly extending from August 15th to June 15th). Each faculty is responsible for reserving time during the academic year to be available for meeting with students, and students should check with individual faculty members regarding their schedule and availability.

Faculty have discretion to meet outside these parameters, however, students should expect a longer time frame in scheduling due to the need for faculty to balance multiple responsibilities. Students are expected to make requests for scheduling outside of these parameters an exception rather than a rule; students with continual requests for meetings outside of regular availability will be referred to the program director to discuss the appropriateness of their continuing in the program.

This policy is not intended to conflict with classes that need to be scheduled in evening hours, nor classes where some evening work is unavoidable (e.g., internship supervision, clinic practicum supervision). Nor is this policy intended to conflict with faculty prerogatives in setting their schedules.

ADMISSIONS POLICY

The division typically admits 10-15 Master's/CAS students and 4-7 doctoral students each year (doctoral students fulfill all of the requirements of the MA/CAS degrees as part of their training). The Master's/CAS admissions committee includes the faculty of the program as well as an advanced student appointed by the faculty. Admission to the program is based upon a judgment of student readiness for graduate-level academic work, student's demonstrated readiness to work with children and adolescents, and whose goals and interests match those of training in the program. These judgments are made by faculty following a comprehensive review of all of the application materials. Materials include grade point average, personal statement, three letters of recommendation, and an interview.

Final admissions decisions are based upon a holistic review of the applicants' credentials. Graduate School guidelines recommend a minimal GPA of 3.0 for acceptance, although exceptions can be made based on a review of candidates' other credentials. We strive for balance in admitting a diverse student body, including cultural, ethnic, and geographic factors, as well as a blend of traditional and non-traditional students.

UNDERGRADUATE PREREQUISITES

The student must present evidence of successful completion of undergraduate course work in the following subject areas:

- Introduction to Psychology
- Statistical/Experimental methods
- **at least one** of the following areas:
    - Developmental Psychology (child and adolescent)
    - Personality
    - Abnormal psychology

Other courses, such as Tests and Measurement, Learning, or Educational Psychology are looked upon favorably. Practical experiences are seen as valuable preparation. No program credit is given for undergraduate study or for graduate courses students take to complete prerequisites.

PROPOSAL TO TRANSFER CREDIT

Once a student has been accepted into the program, due consideration will be given to graduate work done at other accredited institutions and some transfer of credits may be permitted. The Graduate School allows no more than six semester credit hours of graduate work, or 20% of coursework, whichever is greater, to be transferred into a master's degree program. Such credits must be in courses which were clearly at the graduate level with grade B or better, and which duplicate coursework in Alfred University's School Psychology Program.

Every request for transfer of credits is reviewed individually. The student works with his or her advisor to prepare a request to transfer credit for appropriate courses. In cases where only a portion of the course matches our required course, then the appropriate portion (e.g., 2 of 3 credits) could be fulfilled with the transfer course. In such cases, the remaining portion of the course (e.g., 1 of the 3 credits) can be fulfilled by the student taking a "Special Topics" course or an "Independent Study" in the appropriate content area.

The faculty advisor must make the request for transfer credit on the students' behalf to the Division Chairperson. This request should include the institution where the course was taken, the

title and course number for the courses to be transferred, and the corresponding AU courses. If the Division Chairperson concurs, the matter is referred to the CSPGC, which acts to accept the proposed transfers, or makes other suggestions or modifications as needed.

The division chair will then prepare a letter with the courses approved by the CSPGC which is addressed to the student to verify the acceptance of transfer credits. A copy of this letter is sent to the registrar's office to formally apply these courses and credits to the AU transcript. The registrar must also have an original copy of the transcript from the other school.

In those instances, when a student's transcript and prior experiences suggest the possibility of awarding transfer credit for didactic courses or practicum experience the following criteria will be followed:

- When there is a question of accepting credit for <u>didactic courses</u> taken at other graduate institutions, students must provide a syllabus for each course to be transferred. The faculty member teaching the course to be transferred will review the syllabus to determine if the course fulfills our coursework goals and objectives.

- In those cases, in which the instructor has a question about comparability, the student will be required to take a proficiency exam. Proficiency exams will be taken only when students have prior graduate coursework which is similar to a program course.

- When there is a question of accepting prior <u>practicum experience </u>in lieu of the practicum requirements, the student will meet with his/her advisor to discuss whether prior experience is comparable to one or more of the practica components of the program. If the advisor agrees that the experiences appear to be comparable, they will meet with the Division Chairperson to confirm this assessment. To make the determination at this level the candidate must submit a <u>validated</u> description of the experience, including information as to activities engaged in, nature of placement, duration, nature and extent of supervision, and qualifications of supervisor. If there are any questions with respect to certain skills (e.g., assessment, report writing, consultation) associated with the practicum, the student will be required to demonstrate these skills at the Child and Family Services Center or another appropriate setting. If the candidate's prior experience was not part of an organized training program, the candidate will be expected to complete our program's practicum experience, and this experience will be tailored to the particular strengths and weaknesses of the candidate. Regardless of prior experience, all students are required to have participated in a supervised practicum experience prior to internship.

- Decisions concerning student requests to be granted credit for a course or field experience will be made during the **first semester the student is enrolled**. The one exception to that is when the student needs to demonstrate a particular skill or competency. Under these circumstances, the students' record will have been reviewed during the first semester and a decision made during this period about the need for demonstration and about the procedures which will be used to accomplish this demonstration.

- Grades earned in courses transferred from other institutions do not affect the student's Alfred University grade point index.

In well-substantiated special cases, where the interests of the student are at variance with the regulations stated above, a documented petition may be made to the CSPGC through the Division Chairperson for an appropriate transfer of credit.

PROPOSAL TO GAIN COURSE WAIVER

Occasionally students enroll in the program with previous graduate coursework from other institutions that is not recent. Also, some students enter with a great deal of relevant work experience to their benefit. These courses and experiences may qualify the student for a course waiver rather than a transfer of credit. If a waiver of a course is granted, the student does not have to take that course. However, since credit for the course will not be earned, it is the student's responsibility to take an equal number of credits to make-up for the waived credit.

In order to effectively plan and sequence the student's overall program, all course waivers **must** be discussed during the student's first semester of enrollment. Failure to initiate course waiver requests in the first semester of study constitutes acceptance of all coursework as specified in this handbook.

CONTINUOUS ENROLLMENT

Continuous enrollment for all school psychology students is required in order to assure that students make continual, systematic progress in their program. Leaves of absence can be discussed with the Division Chairperson if an unusual circumstance presents itself.

WITHDRAWALS

A student may withdraw from a course and receive the grade of "W" with the signature of the instructor and the approval of the student's advisor during the period designated by the University Calendar. A grade of "W" will be assigned for a course withdrawal. The signature of the Dean is also required if the withdrawal occurs after the university deadline.

LEAVE OF ABSENCE

Alfred University recognizes that there are many good reasons why a student may want to temporarily interrupt his/her education. Therefore the University has established a leave of absence policy that assures a student the right to continue his/her education following a specified leave period. The following principles govern the leave of absence policy:

1. A student must make a written request to the Chairperson of the Division of Counseling and School Psychology. The request must include the reason(s) for the leave and the length of time for which the student wants the leave. Leaves are generally granted for one or two semesters, but may be extended upon application and approval.

2. Before granting a leave, the Chairperson may discuss with the student his/her written request and specific action plan for the leave.

3. The Chairperson will bring the request to the Counseling and School Psychology Governing Committee for discussion and a decision.

4. Once a leave is granted the Chairperson will notify other interested University officials of the decision and the expected date of return.

5. There are circumstances (for example, a felony conviction) under which a student's leave, and eligibility to return to the University, may be canceled.

6. A student who is granted a leave of absence to deal with medical and/or psychological problems may be requested to submit a clinical evaluation to the Chairperson or the Dean of Students before consideration can be given for his/her return to campus.

GRADUATE ASSISTANTSHIP (GA)

Graduate assistantships are available to all full-time students. The students are responsible to the supervisor to whom they are assigned.   Students who receive such assistantships are expected to work the stated number of hours per week. Written evaluation of the assistant's performance is conducted at the end of each semester to determine if the assistantship should be continued. The assistantship can be revoked at any time for lack of adequate performance of assistantship responsibilities. Continuation of the assistantship is dependent upon satisfactory performance of internship duties, as well as satisfactory academic progress in the program. It is the student's responsibility to discuss any problems they are having in completing their hours with their advisor and/or the assistantship coordinator. **Students who receive graduate assistantships must obtain permission from the Division Chairperson before they accept additional employment within**

or outside of the University. The Graduate School and Financial Aid Office assist graduate students in obtaining additional forms of assistance whenever possible.

General GA Information

- GAs must submit and have their hours approved by their supervisor on a regular basis, either via emailed time sheets or online in Banner.
- GAs will get emails from the Assistantship Coordinator about when to submit in each manner.
- Please be considerate while working in the various offices. Discourage visiting with one another - the lounge is provided for this purpose.

GRADES

Grades that students may receive in graduate courses are: A (Exemplary), B+ (Exceeds expectations), B (Meets expectations), C (Below expectations), F (Failure), or I (Incomplete). The Graduate School requires that students maintain a GPA standard of 3.0 or better each semester and cumulatively. In addition, students in the School Psychology programs are permitted to present no more than six credit hours at the grade of C or below. Once admitted, students can expect to continue attendance at the University so long as they (1) maintain satisfactory academic records and progress in the development of necessary professional, personal, and interpersonal characteristics, (2) meet their financial obligation to the University, and (3) do not seriously or persistently violate existing University regulations. Separation from the University will be made only after a review of the matter by an appropriate group, and according to established University procedures.

The Counseling and School Psychology Governing Committee reviews each student's record each semester. The following sections describe the possible outcomes if students do not meet the required standards.

Probation

A student whose semester GPA drops below the levels established by each college may be placed "on probation." Further, a student who has a low cumulative GPA, low grades in critical prerequisite courses, or who is not making satisfactory progress, may also be placed "on probation." Students in the School Psychology Program must maintain semester and cumulative GPAs at or above 3.0.

Extended Probation

Students "on probation" who do not significantly improve their academic performance during the next semester immediately following being placed "on probation" may be dismissed or placed on "extended probation" for another semester.

Suspension

Students who are not making satisfactory progress in the program, including the development of necessary professional, personal, and interpersonal characteristics, or who violate University regulations may be placed on "suspension" from the program.

Dismissal

- Students may be "dismissed" if they do not meet the GPA standard of 3.00 or better each semester and cumulatively, or if they do not make satisfactory progress in other ways. Division regulations require dismissal of students who have more than 6 credits of C (or below).
- A student who is "on probation" or "extended probation" and who fails to attain the minimum semester or cumulative standards for a second consecutive semester may be dismissed from the University.
- Failure to meet other specific academic requirements, inability to improve overall academic performance, lack of requisite personal and professional characteristics and skills, or lack of satisfactory progress toward a degree may also result in dismissal from the University.

Student Appeal For Change Of Academic Standing

A student appeal for change of academic standing will be made through the student's Dean for presentation to the Graduate Program's Scholastic Standards Committee. The request must be made within 10 business days following notification of the change in academic standing. Programs may appoint a separate Scholastic Standards Appeals Committee to conduct such hearings.

MASTERS OF SCHOOL PSYCHOLOGY QUALIFYING EXAMINATION

The purpose of the written qualifying examination is to evaluate students on their knowledge of applied professional skills. The examination will be administered after a student has successfully completed the first two semesters of the program. Passing the examination then qualifies the student to continue in the program. Thus, the satisfactory completion of the qualifying examination is a requirement for continuation in and graduation from the program.

The qualifying examination consists of three questions: cognitive and academic assessment and intervention (3 hours), role and function of school psychologists (2 hours), and social-emotional assessment and intervention (3 hours). Each question covers material from several courses, and the questions require integration and synthesis of all course material presented throughout the first year. The faculty of the School Psychology programs develop and grade the questions. Responses to each question are graded by two readers (blind to the identity of the students) using a prepared scoring rubric. In the event of a discrepancy in grading, a third reader will be appointed. Each question is evaluated individually.

The grading for each question consists of either a *pass*, *marginal response*, or *fail*. In the event of a *marginal response* on any question, the student will be given a chance to clarify his/her response through a follow-up oral exam with the two readers of the question. For preparation, the student is given a copy of the question and his/her response. The student may prepare for the oral clarification using any material they have, but preparation materials may not be brought into the actual oral exam. During the oral exam, the student presents suggestions for improvements to the original response. Faculty may ask questions to gain further clarification. The outcome grade for the oral exam is either *pass* or *fail*. If the student obtains a grade of *fail* for the original question, either upon the first scoring or after a follow-up oral exam, he/she must re-take the exam with a different question, per Graduate School regulations. The second question is graded and scored in the same manner as the first (described above).

Generally, the qualifying exam will be offered in the month after the end of the second semester, with the oral exam, if needed, approximately three weeks later. A re-examination, if needed, is offered in the month prior to the start of the third semester. Students must demonstrate proficiency in all three areas within two attempts to pass the entire examination, and thus, to continue in the program. As Graduate School regulations indicate, a student may take each part of the examination only two times.

SCHOOL PSYCHOLOGY PRAXIS EXAMINATION

It is required that all students take and pass the *Praxis* School Psychologist exam administered by the Educational Testing Service (www.ets.org) as part of their Praxis II series for teachers and school personnel. The School Psychologist exam (#5402, available through August 31, 2023; #5403, available starting September 1, 2022) is comprised of 140 multiple choice questions delivered by computer over 140 minutes. The exam is based on the National Association

of School Psychologists (NASP) *Model for Comprehensive and Integrated School Psychological Services* (2010) and is designed for candidates seeking licensure or certification as a school psychologist in an educational setting. The content of the exam includes: (1) areas of professional practice and practices that permeate all aspects of service delivery; (2) direct and indirect services for children, families, and schools; (3) systems-level services; and (4) foundations of school psychological service delivery. Scores on this examination provide an externally validated measure of student competence as required by NASP which credentials our training program. A score of 147 on the old exam (#5402), and 155 on the new exam (#5403) is the passing score required by NASP in meeting requirements to become a Nationally Certified School Psychologists (NCSP); students in the Alfred University School Psychology program are required to pass either exam with the noted passing score required by NASP.

The exam is offered several times each year at various locations. When registering to take the exam, **please designate AU and NASP as score recipients. In addition, submit a copy of your score report to the Program Director or Secretary by March 1st of your internship year.** In order to meet this deadline, the exam should be taken by the end of the fall semester of the internship year.

Failure to pass the exam and provide a score report to the Division results in failure to meet a program requirement. Therefore, certification to work as a school psychologist via NYSED will not be recommended for students who do not pass the exam and/or submit their scores.

CREDENTIAL FILE

When you apply for internships and school psychology positions, you will need letters of recommendation written by faculty or supervisors. You may do this by creating an account with Interfolio. They will keep your documents in storage until you are ready to send out applications for jobs and internships. Your account is easy to set up.

Initiating the Account:

Go to the http://account.interfolio.com/dossier/signup and fill in the form. Please print the agreement for your file, so that you can go back and reference it as needed.

Cost to Set Up an Account:

The cost for the account is currently

$19.00 for one (1) year

Storage:

You will be able to store any type of document – writing samples, articles, test scores, unofficial transcripts and whatever you need to have a complete application package. You can upload documents directly into your account, or mail them to Interfolio, and they will upload them for you (such as confidential letters).

Building Your Online Credential File:

When you are ready to begin building your application package in your account, you will contact Interfolio to ask that a request for a letter of recommendation be sent to (whomever).   That person will get the request, write the letter on your behalf, and submit it to Interfolio to be stored in your account.

Applying for Graduate School Admission or Jobs:

Once you are ready to apply for jobs or graduate school, you will contact Interfolio and request that your documents (or individual letters only) be sent out. Your request will be processed in one (1) business day. There are multiple mailing options, including FedEx and electronic delivery (where available). Six dollars ($6.00) is the cost for sending a typical application.

Help:

Interfolio offers phone support five days a week (202-223-3358) and help requests sent via email (help@interfolio.com) will be answered within one (1) business day.

PRACTICUM EXPERIENCES

One of the unique features of the School Psychology Program is that along with academic course work, students participate in extensive practica and internship training experiences under the direction of school psychology faculty members. These provide valuative and consultative services to local school systems in the Alfred area, thereby serving the community as well as providing supervised applied training experience. Performance in field practicum, internship, and other relevant professional activities will be evaluated regularly and will contribute a significant part of the assessment of each student's program toward the successful completion of the program.

Practica are associated with most of the major core courses. Practica requirements give the student an opportunity to practice applied skills and become familiar with the role of the school psychologist. The field practica are completed in a variety of local schools and in the Child and Family Services Center. In the course of training, students gain experience at all educational levels in schools with diverse pupil populations relative to cultural-ethnic backgrounds, handicapping conditions, and SES levels. Practicum experiences are supervised by on-site certified school

psychologists and University faculty. Students are also evaluated at the conclusion of each semester during their practicum experiences.

FIELD EXPERIENCE IN THE SCHOOLS

Beginning in the first semester, students participate in extensive fieldwork in Alfred area school systems. Students are placed in a local public school one day per week for both semesters of their first year.   Students return to that school during their third semester, to complete projects associated with their Consultation and Prevention course (PSYC 646). In the fourth semester, they participate in a supervised practicum in a local school district, during which they are involved in planning, conducting, and evaluating academic interventions (PSYC 664: Practicum in Academic Interventions). Such practical experiences assist the students in developing an understanding of the complexities of the school environment and allow them to begin to acquire valuable skills in communication, consultation, program planning, and assessment. These experiences lay a foundation of knowledge which better prepares the student for the challenges he or she will encounter as a professional school psychologist. Importantly, this field work is facilitated by an on-site supervisor and a faculty member of the School Psychology Program, who communicate with each other to further the student's progress. In addition, the faculty member visits the school at least once per year during the first year Field Placement. Students are evaluated at the end of each semester by their supervising school psychologist. This evaluation rates skills and behavior relating to goals for field placement, including professional behavior, positive interactional style, and carrying through on activities devised by the student and supervisor to learn about the school's organization and curriculum (see Appendix D for the *Field Placement Student Evaluation Form*). A list of the school districts which typically host field placement students is included in Appendix E.

CHILD AND FAMILY SERVICES CENTER (CFSC)

During the second year, students will work at minimum one day per week in the Child and Family Services Center. This experience will expose students to intake assessment, psycho-educational assessment, and counseling with children and their families. The *Clinic Practicum Performance Evaluation* can be found in Appendix F. Students' work at the CFSC is directly supervised by School Psychology Program faculty through two-way mirror observation, audio and video taping, and individual and group case conferencing. The address and phone number of the Child and Family Services Center are:

The Child and Family Services Center of Alfred University

INTERNSHIP

During the third year of the Specialist program, students complete a full-time internship. This experience is the culmination of the student's classroom and field experience from the first two years of training and allows the student to perform the duties (e.g., assessment, counseling, consultation, in-service training, program evaluation, research) of a school psychologist under the supervision of an on-site school psychologist with a minimum of three years of experience, as well as faculty of the School Psychology Program. University faculty will supervise a maximum of six interns at any one time, while site-based intern supervisors will supervise no more than two interns at any given time.   Students independently seek placements by following guidelines developed by the Division of Counseling and School Psychology. Students must receive a stipend from the district/agency in which they intern. In all instances, the internship site must be approved by the Division Chairperson. *Internship Overview*, a brief summary of the internship requirements that can be given to supervisors, is available from the Division Secretary. A separate division publication, the *Internship Manual*, provides detailed information about internship organization and specific assignments, including the compilation of an Internship Portfolio. Briefly, during the internship year, students are required to provide documentation of professional skill competencies through the completion of the Internship Portfolio. Documents developed for the Portfolio include: 1) assessment report; 2) counseling report; 3) behavioral consultation report; 4) academic consultation report; and 5) professional project report. Each portfolio is reviewed by two faculty members and reports are graded using established scoring rubrics. Additionally, a copy of the *Evaluation of Intern Performance* tool can be found in the *Internship Manual*, as well as in Appendix G of this Handbook. A list of collaborating districts/agencies and site supervisors that have been previously utilized by our students is available in the Graduate Student Workroom.

LIABILITY INSURANCE

Students working in the School Psychology Program practicum sites are covered by liability insurance through the University. However, students must purchase liability insurance from a professional organization for their own protection for their school-based field experiences, clinic practicum, and internship. Students must also turn in the insurance cover sheet to the secretary each year.

STUDENT PROGRESS MONITORING

The School Psychology Program faculty continuously evaluate student progress and skill development. This is accomplished at various levels in terms of frequency and specificity.

Students' Content Knowledge

Students' knowledge of psychological and educational content is assessed through review of course grades, Qualifying Exam results, Praxis results, and evaluation of students' Internship Performance Portfolios. At the completion of each semester, course grades are reviewed during the Scholastic Standards Committee meeting. Results of the Qualifying exam, Praxis, and Internship Performance Portfolio are reviewed at the end of the academic year in which they occur for each cohort. Students are determined to be *in good standing, on probation,* or *dismissed,* based on professional skills and academic performance.

Students' Professional and Interpersonal Skills

School psychology, as an applied specialty in health service psychology, requires individuals to exhibit certain skills beyond academic performance in order to successfully practice. The Alfred University School Psychology Program believes in the vital importance of developing and evaluating students' personal dispositions and professional work characteristics that the profession has determined are needed for effective and independent practice. The program faculty believe in the importance of modeling, teaching, and evaluating these characteristics of students enrolled in the program. The qualities important to the practice of school psychology include, but are not limited to:

• Habits that support **lifelong professional learning** and success at the graduate academic level. These include independently tracking and meeting deadlines, preparing outside of class through reading and other activities, being an active class participant, and using technology effectively.

• **Professional work characteristics** that support independent practice of school psychology. These include understanding and following ethical standards, taking initiative, being flexible to changes in routine, exhibiting appropriate independence, working toward improvement and being accountable for mistakes, being reliable, attending to detail, and being punctual to class meetings and appointments.

• **Interpersonal skills** for practice, including being collaborative with peers and others, communicating effectively and professionally, establishing rapport, and demonstrating respect for cultural differences.

• **Intrapersonal awareness** for practice, including demonstrating appropriate emotional responses for a work environment, seeking support when needed, respecting and accepting feedback from supervisors, engaging in self-reflection and goal-setting, recognizing personal strengths and limitations, being aware of cultural differences, and demonstrating sound professional judgment.

Students in the program are expected to demonstrate these qualities in all settings. This includes in the classroom, in university settings outside of class, and in field placements (internship and practica). Insofar as possible, it is the goal of the faculty that evaluation of these student qualities will occur in a collaborative, supportive manner to assist students with developing the necessary competencies for independent practice in psychology.

Students' professional and interpersonal skills are assessed through periodic performance evaluations, as well as field-based practicum and internship evaluations. Performance evaluations occur following the end of the first, second, and fourth semesters. Students' professional skills and academic performance are rated by all relevant faculty who interact with the student. In addition, each student self-reflects and rates themself on the same items (See Appendix H for the *Student Performance Evaluation* form). Following these ratings, a formal performance feedback conference is held by the faculty with each student in order to compare ratings, reinforce growth, and identify areas for improvement. The conference focuses on general academic status and progress in coursework, practical development and attainment of professional behaviors commensurate with practicing as a school psychologist, and future plans. All members of the School Psychology faculty may take part in the conference.

Field-based practicum evaluations are completed at the end of the first-year fall and spring semesters. Site-based supervisors rate each student on professional and interpersonal skills, and provide guidance for areas of continued professional development. These evaluations are reviewed with the students and discussed during performance evaluations. Evaluations of each student's performance at the Child and Family Services Center are completed at the end of each semester during the second year. These involve both self-evaluation and supervisor-evaluation and are reviewed at a meeting of the student and clinic supervisor at the end of each semester. Internship evaluations are completed by the site-based supervisor at the completion of the fall and spring semesters of the internship year. Site-based supervisors review the ratings with the intern and the University-based supervisor.

Students are expected to make an appointment with their advisor at least once per semester to review their program and plan for the following semester. Additionally, at the end of each

academic year, the student will complete an annual activity report delineating courses and field placements completed as well as colloquia and conferences attended, supervisory experiences, and other professional activities.

Evaluation of Practicum Performance

During the first year, school psychology graduate students are placed in a school district at least one day each week to practice testing skills, to develop observation and consultation skills, to gain experience in working with exceptional children, and to become oriented to working in the schools as a school psychologist. Practica are supervised by program faculty as well as on-site supervisor(s). Each semester the on-site supervisor completes an evaluation of each student (see Appendix D for the *Field Placement Student Evaluation Form*), and shares it with the student in a feedback session. During the second year, students complete a practicum at the Child and Family Services Center. At the end of each semester, the supervisor completes an evaluation of each student, the student completes a self-evaluation, and these are shared in a feedback session. See Appendix F for the *Clinic Practicum Performance Evaluation* form.

Internship Evaluation

Supervision during internship is done by a team consisting of one or more on-site doctoral-level licensed psychologists and by the University supervisor. In a school setting, the supervisor will also be a certified school psychologist. Evaluation is an integral component of the internship experience and is the combined responsibility of all involved parties and will be conducted in an ongoing fashion.

- The on-site supervisor(s) complete an evaluation of the intern's performance at three points during the internship period. Two of these evaluations are written (in December and May; see Appendix G) and one is made verbally during a visit by the University supervisor.
- At the end of each semester, on-site supervisors must meet with their interns to complete and review their evaluation forms.
- At the end of each semester, the University supervisor grades the intern based upon the evaluation by the on-site supervisor, paperwork completed by the intern, and information gained from observing and supervisory sessions with the intern.

Learning Outcomes of Children Served

The ability of students to integrate their knowledge and apply professional skills in delivering a range of services that results in measurable, positive impact on children is assessed through the *Professional Project* and the *Performance Portfolio* during the internship year. Students complete a Professional Project which is an indirect service project specific to the needs of the district/agency. This project is developed in collaboration with district administration and staff, is evaluated by the University-based supervisor, and includes an evaluation component in which district personnel provide feedback about the effectiveness of the project. Additionally, the *Performance Portfolio*, which is described in the *Internship Handbook*, allows for the measurement of students' impact on children. Behavioral and academic consultation skills are evaluated and learning outcomes of children are assessed.

Students' Perceptions of Program

Students' perceptions of program quality is important to the faculty, and student feedback is used to make program improvements. Perceptions of program effectiveness are gained through course evaluations, exit interviews, class representation, individual feedback sessions, and informal discussions with faculty. Course evaluations are completed by students for every course, and faculty members review these evaluations with the division chairperson. Decisions about course improvements and changes to faculty assignments are often based, in part, upon these evaluations. Exit interviews with students occur at the end of the internship year. These interviews are conducted by an administrator outside of the School Psychology programs. Feedback is requested regarding all aspects of the program. The administrator documents students perceptions/feedback and provides a written summary to the division chair, who then reviews it with faculty. Class representatives are identified in each cohort. In their role as liaison between their cohort/class and the program director or division chair, class representatives may bring up issues or requests for changes to the program. The program director and division chair bring identified issues to the faculty for review. Over the years, many important program changes have occurred based upon these student suggestions. Finally, program improvements occur as a result of informal discussions among faculty and students. Faculty and students in the Alfred University School Psychology programs maintain close collegial relationships. Students are always welcome to stop by faculty offices to discuss their suggestions for program improvements and/or to address issues of concern. As appropriate, these issues are brought to the entire faculty at weekly faculty meetings.

PROGRAM EVALUATION PROCESS

The Alfred University School Psychology program engages in a systematic program evaluation process in order to bring about continuous program improvement and strengthen student performance. A variety of tools assess: 1) students' content knowledge; 2) students' professional and interpersonal skills; 3) learning outcomes of children served by students; and 4) students' perceptions of program strengths and limitations.

Venues for the Program Evaluation Process

Data are reviewed during two venues for the program evaluation process:

1. Faculty meet after the end of each academic year for the *Program Evaluation and Planning Retreat*, in order to identify the program's strengths and areas in need of improvement. Faculty review all data from the tools described below. Faculty also engages in a SWOT analysis (i.e., strengths, weaknesses, obstacles, and tasks). Based upon this data, action plans are developed for measurable programmatic changes and enhanced alignment with changes in the fields of psychology and, more specifically, school psychology.

2. *Weekly faculty meetings* are used to make ongoing, formative changes relative to program functioning.

ACADEMIC POLICIES

ACADEMIC DISHONESTY (UNETHICAL PRACTICES)

The School Psychology program follows the University's Graduate Academic Regulations regarding academic dishonesty (https://my.alfred.edu/academic-policies/academic-regulation-gr.cfm). The relevant section from the Regulations (section 700), follows, with directions specific to our program added in italics:

Academic dishonesty is defined as any action that enables students to receive credit for work that is not their own. Academic dishonesty, as well as fabricating and inappropriately altering or excluding data, is unethical conduct which will not be tolerated in any form. Graduate students at Alfred University are expected to maintain generally accepted standards of academic honesty and professional integrity. Failure to do so may range from failure of the assignment to dismissal.

Academic dishonesty can occur both in and outside the classroom, studio, or lab. In the context of tests, quizzes, examinations, or other in-class work, dishonest practices include but are not limited to:

- Marking an answer sheet in a way designed to deceive the person correcting it.
- Possession of unauthorized material that could be used during a quiz, test, or examination for the purposes of cheating.
- The unauthorized use of books or notes during a quiz, test, or examination.
- The hiding or positioning of notes or other tools for the purposes of cheating on a quiz, test, or examination.
- Possession or knowledge of any examination prior to its administration.
- Looking at someone else's quiz, test, or examination without the express permission of the instructor.
- Any form of unauthorized communication during a quiz, test, or examination.

In the context of writing assignments, research projects, lab reports, and other academic work completed outside the classroom, dishonest practices include but are not limited to:

- Lack of adequate and appropriate citation of all sources used.
- The appropriation of another's ideas, analysis, or actual words without necessary and adequate source citations, either deliberately or inadvertently.
- The copying, purchase, or other appropriation of another person's academic work with the intention of passing it off as one's own original production.
- The creation of a document by more than one student that is then submitted to the instructor as the original creation of only one student, without the express permission of the instructor.
- Submitting the same piece of work to more than one instructor without the express permission of ALL instructors involved.
- Fabrication of data.
- Inappropriate alteration or exclusion of data.

The following guidelines are included to assist students in avoiding dishonest behavior in their academic work, particularly in writing assignments, research projects, and lab reports.

A. Students' written work should reflect their own personal preparation for the assignment, such as reading books and articles, performing research on the internet and in electronic databases, and taking notes in class and during the research process.

B. Students should avoid using the actual words of the authors of their sources whenever possible, opting instead to demonstrate an understanding of the authors' ideas by rewriting them in their own words.

C. All ideas and analyses that are derived from other authors must be attributed to those authors in the form of appropriate source citations, even when their own words are not used. Source citations usually take the form of footnotes, endnotes, or parenthetical citations in addition to a formal bibliography and/or works cited page at the end of the writing assignment. The format for these source citations depends on the conventions of each academic discipline: consult your instructor as to the appropriate form to use.

D. When the use of an author's specific text is unavoidable or necessary, that material must be identified as a direct quotation and must either be surrounded by quotation marks or formatted as a block quotation. Appropriate source citations must follow all quotations, as per the instructions above.

E. Circumstances when direct quotation is necessary or desirable include:
   1. The wording of the text is essential to the student's own analysis.
   2. The text exemplifies the author's particular perspective.
   3. Quoting the text is a more efficient way of presenting the author's ideas than a more elaborate and lengthy paraphrase would be.
   4. It should be noted that lengthy quotations or their overuse is neither desirable nor appropriate in most instances and should be avoided. Additionally, over-reliance on lengthy quotations can be considered a form of plagiarism.

F. Collaboration: Some instructors find collaborative assignments useful. Students may be allowed to collaborate in shared assignments only with the specific permission of the instructor. In those circumstances, the limits to the collaboration will be established by the instructor and students should be aware that they are responsible for maintaining the appropriate limits to that collaboration.

PROCEDURES

Instructors who believe an unethical practice has occurred should take the following steps:

A. The instructor will advise the student orally or by e-mail as soon as possible after the offense is observed. This will allow simple misunderstandings and misinterpretations to be resolved.

B. If the instructor remains convinced that an offense has occurred, a written statement of the offense will be sent to the student in hard copy and by e-mail. The statement will include whatever penalty the instructor considers appropriate; a copy will be sent to the instructor's dean, the student's dean or program chair, and, if the recommended penalty is dismissal, the Associate Provost for Graduate Programs.

C. The academic dean, *division chair*, or program director of the student's college/program should advise the student of appeals procedures which are available.

D. *The division chair will take the offense to the CSPGC, which will determine any consequences and the academic standing of the students.*

A student charged with an unethical practice may appeal to the appropriate program committee. Any student dismissed from the Graduate School may request reconsideration of the matter by the Graduate Council; such requests to be made within 14 days of the notice of dismissal. If not satisfied with that reconsideration, the student may appeal to the Associate Provost for Graduate Programs; such appeal to be made within 14 days of dismissal.

Student Grievance Procedures

The faculty of Alfred University recognizes the right of students to seek remedy for grievances and encourage students with grievances to do so.

A student grievance is defined as including any disagreement concerning a course, course of study, grades, or comprehensive examination.

Grievance Procedure

For this grievance procedure, a disagreement is defined as being between a student or group of students, and a faculty or staff member of Alfred University. No student shall be penalized or discriminated against for utilizing this procedure.

A grievance must be filed within the term in which the circumstances occurred, or within one month of the incident (e.g., receiving a grade).

Steps in the procedure are outlined below. They are designed for use by an individual student, or a group of students who join together to submit a collective or class grievance.

Step 1: The student(s) will attempt to resolve any disagreement or grievance with the faculty or staff member in question. If the grievance is not resolved to the student(s)' satisfaction within two academic calendar weeks of initial contact with the faculty or staff member to resolve the grievance, the student(s) may proceed to Step 2 of this procedure.

Step 2: The Step 2 appeal will be to the next logical level of authority within the division in which the student(s) course or program resides, and in which the faculty or staff member being grieved against holds appointment. This would be the Counseling and School Psychology Division

Chairperson. Administrators who are party to the grievance will move to the next logical level of review.

The student(s) will submit a written statement describing the basis for the grievance and the attempt(s) made to date to resolve the grievance with the faculty member. The written statement should be submitted along with available supporting evidence (e.g., a course syllabus, test, term paper), to the designated Step 2 administrator.

The faculty or staff member grieved against will be notified of the grievance within two weeks of the regular academic calendar of its submission to the Step 2 administrator and will be given a copy of the grievance statement and any supporting evidence concerning the student(s) grievance to the Step 2 administrator. The faculty or staff member will also prepare a written statement with supporting evidence. A copy of this written statement and any supporting evidence will be given to the student(s) within two school days.

Within two academic calendar weeks of receiving statements and evidence from both parties, the Step 2 administrator shall inform both parties in writing of his/her decision. The Step 2 administrator may seek additional evidence or consultation during this review period.

Step 2 should be completed in no longer than four academic calendar weeks, beginning with the day that the student(s) submitted a grievance statement to the Step 2 administrator.

Step 3: If the Step 2 administrator (Division Chair) sustains the faculty or staff member's position and the student(s) decide to appeal, the student(s) may request that the grievance decision be reviewed at the next higher level of administrative review. This would be the Counseling and School Psychology Governing Committee.

If the Step 2 administrator sustains the student(s) position and the faculty or staff member decides to appeal, the faculty or staff person may also request that the grievance decision be reviewed at the next higher level of administrative review.

In either event, the appeal must be made within two academic calendar weeks of the Step 2 decision. Upon receipt of an appeal from either party, the Step 3 administrator (CSPCG) shall inform the other party of the appeal. The Step 3 administrator shall subsequently inform both parties in writing of her/his decision within two academic calendar weeks, beginning with the day either the students(s) or faculty/staff member requests a review from the Step 3 administrator.

Step 4: If the Step 3 administrator (CSPGC) sustains the Division Chair's position and the student(s) decide to appeal, the student(s) may request that the grievance decision be reviewed at

the next higher level of administrative review. This would be the Dean of the College of Professional Studies.

If the Step 3 administrator sustains the student(s) position and the faculty or staff member decides to appeal, the faculty or staff person may also request that the grievance decision be reviewed at the next higher level of administrative review.

In either event, the appeal must be made within two academic calendar weeks of the Step 3 decision. Upon receipt of an appeal from either party, the Step 4 administrator (Dean) shall inform the other party of the appeal. The Step 4 administrator shall subsequently inform both parties in writing of her/his decision within two academic calendar weeks, beginning with the day either the students(s) or faculty/staff member requests a review from the Step 4 administrator.

GRADE CHANGES AND GRADE APPEAL

All grade changes must be completed prior to the Registrar's certification of graduation. Assigning course grades at Alfred University is the exclusive responsibility of course instructors.

Nothing in this policy shall be construed to limit the ability of the Registrar to change grades of incomplete (I) to fail (F) in accordance with the policy on grades of "Incomplete." Nothing in this policy shall be construed as substituting or supplanting rules, regulations, or procedures contained in the policy on Academic Dishonesty.

- A grade may be changed by the instructor of a course to convert an Incomplete or IP to a final grade.

- A grade may be changed by the instructor of a course to correct an error. The Division/Program Chair and appropriate Dean must be notified of all grade changes in writing (stating reason(s) for the change) except for completion of work in courses graded I or IP.

- Once assigned, only the course instructor can change a course grade, except in rare circumstances when the course instructor's supervising Dean may change a grade. (See Appendix A in the *Graduate Academic Regulations* on my.alfred.edu for specific information on the circumstances under which a Dean may change a grade.)

- Students have one year from the date a final grade is issued to petition for a change of grade. A student who believes a final grade is not correct should first meet with the instructor who assigned the grade. If the matter is not resolved, the student should meet with the Division/Program Chairperson in the academic area offering the course in question. If there is no resolution, the student should arrange a meeting with the Dean, or the Dean's designee,

of the College or School offering the course.

- If there is still no resolution, the student may appeal the decision of the faculty member to the Ombuds Officer. Should a request for an appeal be made to the Ombuds Officer an appeals committee will be assembled.

- The appeals committee should meet as soon as possible after members of the committee have been selected. The appeals committee will review the case and prepare a written recommendation to be forwarded to the Provost. The Provost will make the final decision within seven semester days and officially notify, in writing, the student, the instructor(s) and Dean involved in the case.

- The student may bring one other student or employee from Alfred University to the appeals committee hearing. Only members of the university community shall be permitted to attend the hearing. The invited other person shall not have the right to speak or otherwise participate in the hearing. No sound or video recording of the appeal committee hearing shall be permitted.

- All testimony given at the hearing shall be considered confidential except for communication to appropriate university faculty and administrators.

DISCRIMINATION, HARASSMENT, AND SEXUAL MISCONDUCT

The school psychology program believes strongly in the value of all aspects of human diversity, broadly defined as it relates to race, ethnicity, gender, gender identification, sexual orientation, age, socioeconomic status, linguistic differences, ability, and intersection of any of the above. Further, the school psychology program recognizes the importance of social justice to ensure that all children and youth are valued and that their rights and opportunities are protected in schools and communities. The school psychology program aims to maintain a learning and working environment that supports and nurtures these values for the entire program community. The school psychology program works within the guidelines and processes adopted by Alfred University, whose policies are detailed here in full: https://my.alfred.edu/student-policies/titleix.cfm

Alfred University is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment – an environment that supports, nurtures and rewards career and educational advancement based on ability and performance. Alfred University is also a community that values freedom of expression, intellectual inquiry, and academic debate. This

policy is not intended to prevent or penalize a statement, opinion, theory, or artistic expression offered within the bounds of legitimate, relevant, and responsible teaching or learning.

Alfred University's Discrimination, Harassment and Sexual Misconduct Policy has been adopted to ensure that all students, faculty, staff and guests may work, study, and enjoy the society of the University community without being subjected to discrimination, harassment or any form of non-consensual sexual activity. The policy sets forth the behavioral expectations for all members of the Alfred University community: students, faculty and staff. Alfred University will not tolerate harassment or discrimination in the workplace, classroom, University facilities, and in other Alfred University-related settings. Note that even conduct that takes place off-campus and not in connection with Alfred University programs may violate this policy if the conduct creates a threatening or hostile work or learning environment on campus or within an Alfred University program, or if the incident causes concern for the safety or security of Alfred University's property.

All students are expected to maintain behavior that promotes an inclusive and welcoming learning environment, within the norms of the profession. No member of our community should be subjected to acts of discrimination, harassment or sexual misconduct.

Any Alfred University school psychology program community member who believes that a violation of this policy has occurred resulting in an incident of potential discrimination, harassment, or sexual misconduct, should make a report to the university's Title IX coordinator. All school psychology faculty and staff are required to promptly report any violation of the policy that they become aware of to the Title IX coordinator. The school psychology program will work collaboratively with the Title IX coordinator or deputy coordinator to assist in any investigation or remediation activities, as deemed appropriate. Following the Title IX coordinator's investigation, the program faculty will determine whether such an incident represents a deficiency in a professional standard, or a violation of a professional norm or standard. In such a case, the program will take actions ranging from remedial activities for lesser offenses to dismissal from the program. Any such actions are subject to all student policies described elsewhere in this manual.

The university's current Title IX coordinator is Dr. Angie Taylor.

https://my.alfred.edu/student-policies/titleix.cfm

TED BERNSTEIN AWARD

The Ted Bernstein Award is a long-standing award sponsored by the New York Association of School Psychologists given to the outstanding graduate student in School Psychology as nominated by the program faculty. This award is in memory of the late Theodore Bernstein, a

school psychologist and one of the founding members of NYASP. Theodore Bernstein was a native of New York City. He attended City College and was subsequently employed in the Rochester City School District where he pioneered in the establishment of a class for emotionally disturbed youngsters. In 1966, he joined the State Education Department. Ted was a member of the School Psychologists of Upstate New York and was instrumental in the founding of the New York Association of School Psychologists, which he served as president.

School psychology specialist students are invited to nominate themselves during their internship year for consideration of the award based on their accomplishments. The awardee is selected from nominees by the program faculty.

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ANCILLARY SERVICES

INFORMATION TECHNOLOGY SERVICES (ITS)

ITS frequently updates and expands their services and resources, so please contact the Information Technology Services Helpdesk (Ext 2222, on the ground floor of Herrick Library) for your specific needs and questions.

The university uses a variety of approaches in making computers available to students. General and specialized computing labs are located throughout the campus providing access to Windows and Apple-MacIntosh systems. Lab computers are configured with Office Professional 2007 software. Specialized software is available in a number of lab settings. Many residence halls on the campus have a computer room in addition to a network port for every student in every room. In addition, most building locations (including residence halls) have wireless access. An all-night computer lab for use by all University students is located on the ground floor of Herrick Library. A Windows/Apple laptop-lending program for students is available through the Technology Lending Program located on the 3rd floor of Perlman Hall. This program enables students with short-term computing needs to borrow a laptop for use anywhere on or off campus. Also, students with multimedia production needs can get assistance at ITS Digital Media Lab located on the ground floor of Herrick Library.

HERRICK MEMORIAL LIBRARY

Herrick Library has a wide range of print and non-print resources in direct support of school psychology. Keep in mind that the Library consistently acquires additional resources, both in print

and through web access. Please check with reference librarians for new acquisitions and for information regarding accessing the various resources, including research databases.

The School Psychology's contact person at Herrick Library is Ellen Bahr. You may contact her at bahr@alfred.edu, 607-871-2976, or in room 107 of Herrick. She is available for individual consultations with you to help with your research or to answer other library-related questions.

- ❖ Approximately 13,000 volumes in direct support of school psychology
- ❖ Periodical indexes available for school psychology research:
- ❖ On-line:
  - o Annual Review of Psychology
  - o Education Source
  - o ERIC
  - o JSTOR
  - o Medline
  - o Mental Measurements Yearbook with Tests in Print
  - o ProjectMUSE
  - o Professional Development Collection
  - o ProQuest Psychology Database
  - o ProQuest Social Science Database
  - o PsycARTICLES (APA journals in full-text, as early as 1894-present)
  - o PsycINFO (interdisciplinary behavioral and social sciences index, as early as 1872-present)
  - o Psychology and Behavioral Sciences Collection
  - o ScienceDirect

- ❖ Periodical Titles
  - o Education – over 10,000 titles
  - o Psychology – over 6,000 titles
- ❖ Journals with editorial policies of major interest to school psychologists:
  - o Primary Journals:
    - ▪ Journal of School Psychology
    - ▪ Psychology in the Schools
    - ▪ School Psychology Review
    - ▪ School Psychology Quarterly
    - ▪ Journal of Psychoeducational Assessment
  - o Secondary Journals:
    - ▪ Adolescence
    - ▪ American Educational Research Journal
    - ▪ American Journal of Education
    - ▪ American Journal of Mental Deficiency
    - ▪ American Journal of Orthopsychiatry
    - ▪ American Psychologist
    - ▪ Child and Family Behavior Therapy
    - ▪ Child Development
    - ▪ Educational and Psychological Measurement
    - ▪ Educational Review (Absorbed by School and Society)
    - ▪ Elementary School Journal

- Exceptional Children
- Harvard Educational Review
- Journal of Abnormal Child Psychology
- Journal of Abnormal Psychology
- Journal of Applied Behavioral Science
- Journal of Applied Behavior Analysis
- Journal of Clinical Psychology
- Journal of Community Psychology
- Journal of Consulting and Clinical Psychology
- Journal of Counseling Psychology
- Journal of Educational Measurement
- Journal of Educational Psychology
- Journal of Educational Research
- Journal of Experimental Education
- Journal of Learning Disabilities
- Journal of Personality Assessment
- Journal of Special Education
- Measurement and Evaluation in Guidance
- Professional Psychology
- Psychological Bulletin
- Review of Educational Research
- School Review

Electronic Resources

Via the Alfred Universities Library webpage (https://libraries.alfred.edu/home), a student has access to dozens of databases covering a wide variety of subject matters. Of primary interest is PsycINFO, which is the online equivalent of *Psychological Abstracts.* This database offers abstracts of journal articles, research reports, chapters from books, and dissertations going back more than 100 years. It can be accessed from any networked computer on campus or from home. To connect from off campus, go to the Alfred Universities Library webpage (https://libraries.alfred.edu/home) and select "Search" and then "Databases A-Z." To connect from off-campus, you must have a valid AU e-mail account; if you are having difficulty accessing this service, contact the library by phone at 871-2184 or by e-mail at herricklibrary@alfred.edu.

Interlibrary Loan Services

The Interlibrary Loan department at Herrick Library obtains books, articles, and other materials that the library does not own. This service is available for free to all AU staff, AU faculty, and current graduate and undergraduate students with valid AU IDs. The average time to receive an item is four days for articles and five days for books. Interlibrary Loan website is:
https://libraries.alfred.edu/interlibrary-loan

Video Database

Herrick library has a subscription to **Kanopy**, an online video streaming service that contains over 750 psychology-related videos, including documentaries and training videos, reenactments, and footage of actual therapy sessions conducted by renowned counselors, psychiatrists, psychologists, and social workers demonstrating a variety of therapeutic approaches.

Additional Services Available

- Online access to electronic resources 24/7 from on and off campus
- Wireless access
- Desktop computers with Internet access, assistive software (Read & Write Gold) and Microsoft software including Word, EndNote, and SPSS
- In-library laptop lending program
- Printers and scanners
- 24-hour study room
- Leisure reading including bestsellers, music CDs, books on tape, DVD and video collections, current newspapers and magazines
- Extended hours during exam week
- Group and quiet study rooms
- Microfilm readers
- Special Collections and the University Archives

Library Hours (Always check for changes in hours during breaks, holidays, etc. The full schedule is posted on the library's website.)

Mon-Thur: 8:00AM - 12:00AM

Fri: 8:00AM - 10:00PM

Sat: 2:00PM - 10:00PM

Sun: 2:00PM - 12:00AM

24-Hour Study Room: Open 24 hours/day, seven days a week, during the academic year. To access the room when the library is closed, enter code 8888 on the keypad outside the entrance door (facing Pine Street). If for some reason the code doesn't work, ask for the new code at Herrick Library's front desk or email herricklibrary@alfred.edu.

CAREER DEVELOPMENT CENTER

The Robert R. McComsey Career Development Center is located in the Allen Steinheim Museum, behind Powell Campus Center. Our mission is to empower students and alumni to find their professional purpose and meaningful work through informed decision-making, practical experience, and connection to the global community. Services, which are available to all current students and alumni, include:

- **Handshake**: a modern career platform and one-stop-shop for launching your career. Access personalized job recommendations based on your major and interests. Manage interviews, schedule appointments, and register for events: alfred.joinhandshake.com

- **Appointments**: career counseling to assist with career decision-making; career advising to assist with job/internship search skills and resume building; and career assessment interpretation for the SII and MBTI. Login to Handshake to schedule.

- **Drop-in Hours**: Wednesdays during the semester

- **Social Media** – Find us on Facebook, LinkedIn, Twitter, and Instagram! Simply search for "Alfred University Career Development Center."

- **Cheryl's Closet** aims to support all students of Alfred University, empowering them to project confidence and professionalism, by loaning professional attire free of charge. To ensure that students can make an outstanding first impression, we have a large selection of professional attire suited to a variety of styles, cultures, sizes, and gender expressions.

- Numerous career related workshops, programs, career fairs, on campus interviews, and networking events, held throughout the year – check Handshake for details.

Office hours are Monday through Friday from 8:30 am to 4:30 pm. For more information, please visit the Steinheim, click https://www.alfred.edu/student-life/career-development-center/, email cdc@alfred.edu, or call 607-871-2164.

WELLNESS CENTER (Counseling and Health Services Offices)

The Wellness Center comprises Counseling Services and Health Services, and is located at the corner of Terrace and Park Streets in Alfred, NY. The Wellness Center provides a comprehensive range of counseling, developmental, medical, and educational services to promote the personal growth and continued wellness of University students.

Services are provided by licensed psychologists, mental health counselors, and medical professionals, and are completely confidential in accordance with the relevant ethical standards set by the American Counseling Association, the American Psychological Association, and the

American Medical Association. All counseling assistance and most routine medical assistance at the Wellness Center is free and available to currently enrolled undergraduate and graduate students. Appointments can be arranged by calling (607) 871-2300 for Counseling Services, (607) 871-2400 for Health Services, or by stopping by the office.

Please keep in mind that some of our division's students may work in the Counseling Services Office in an administrative capacity for their assistantships or as a practicum/internship student under the supervision of a Wellness Center clinician. In addition, Counseling Program faculty members work part-time at the Wellness Center. If you want to use these services and are concerned about confidentiality, please contact Kim O'Rourke, Wellness Center Secretary, directly at (607) 871-2300, who will assign you to another counselor and keep your client status as private and discrete as feasible.

For more information, please visit:

http://www.alfred.edu/students/student_services/health_center.cfm

CENTER FOR ACADEMIC SUCCESS

The Center for Academic Success (CAS) coordinates academic support services on campus. This includes, but is not limited to individual, group, and drop-in tutoring, Supplemental Instruction, and disability-related services here at Alfred University.   Any student can visit the Center for Academic Success for an individual consultation. Staff will assist the student in determining the appropriate support service or course of action based on the individual's difficulties and needs.

The Center for Academic Success provides support services, consultation, and advocacy for students with learning, physical, and/or psychological disabilities. Services for persons with disabilities shall complement and support, but not duplicate, the University's regular existing services and programs. The University strives to provide equitable and efficient services to all students. In addition, CAS staff are available to consult with faculty, staff, and administration on disability-related issues, determining reasonable and appropriate accommodations for students with disabilities, and facilitating the delivery of services.

Introduction

Assurance of equal educational opportunities rests upon legal foundations established by federal law, specifically Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is a person who:

1. has a physical or mental impairment;

2. has a record of such impairment; or

3. is regarded as having such an impairment that substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.

Alfred University is dedicated to providing full access to all its facilities, student programs, activities, and services, and reasonable accommodations in the instructional process, in compliance with these guidelines. Services that the university provides are designed to maximize independence and encourage the integration of students with disabilities into all areas of college life.

Accessing Services

Given that several School Psychology graduate students work at the Center for Academic Success office, you can call the director, Christopher Gause, directly about accessing services, in order to maintain confidentiality. His direct line is 871-2690. The general phone number for the office is 871-2148. Students with disabilities are given the opportunity to self-identify by completing a registration form. Those students wishing to self-identify are requested to indicate their specific disability, and to provide the Center for Academic Success with current and appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating their disability and suggested accommodations.

Upon determination of eligibility, the director will work with you in arranging for reasonable and appropriate accommodations, identifying and utilizing the existing campus resources (i.e., Writing Center, Tutoring Services, Health Center, and Counseling Services), and developing self-advocacy skills.

WRITING CENTER

The Writing Center provides free writing assistance to all Alfred University students, faculty, and support personnel. Whether you need help discovering ideas, organizing information, brushing up on basic grammar, revising a final draft, taking essay exams, or preparing technical documents, the Writing Center can help you improve your writing abilities and gain confidence as a writer. The Writing Center is located in Seidlin Hall, Room 003, Ground Floor. The Writing Center is mainly staffed by undergraduate tutors, but Dr. Vicky Westacott, the Director, is willing to meet with our students. You may call her at 871-2245 or e-mail her at fcobb@alfred.edu.

SCHOOL PSYCHOLOGY PROGRAM RESOURCES

JOURNALS AND FILES

In the student workroom, there are a number of files and resources for student use. These include past projects of students as well as articles or handouts of interest. Students often find these resources very helpful in preparing for papers or presentations. A directory of all these resources is available in the workroom or from the division secretary.

TEST LIBRARY

The School Psychology Program houses an extensive collection of standardized tests and protocols for student use (a listing is available in the lounge). The *Testing Library Policy* (see Appendix C) explains the responsibility of each student for the care and maintenance of these materials. In addition, to contribute to the cost of the protocols and maintenance of the test library, there is a laboratory fee associated with these testing courses: PSYC 627 and PSYC 629.

HOUSING

Most of our students live in Alfred or the surrounding communities (Almond, Hornell, Wellsville, and Andover). Many student rentals are communicated via "word of mouth." Our students often tell us when they are leaving apartments, so that they can be "passed on" within our programs. Additionally, our division maintains an informal list of available rentals when we hear from local landlords. One may also talk with other off-campus students, watch bulletin boards (especially in the Campus Center), and talk with community members.

AU now offers a Graduate Student Housing option, with information and application available at https://alfred.edu/student-life/living/residence-life.cfm.

APPENDIX A - COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

NOTE: All School Psychology program courses (unless marked *) are open only to matriculated school psychology graduate students. PSYC 606, 607, 609, 611, 626,639, and 671 are available to any non-matriculated graduate student or any matriculated graduate student at Alfred University with the permission of the instructor and division chair.

PSYC 600 - Special Topics in School Psychology 1-3 hours.

PSYC 601 - Foundations of Cultural Diversity 1 hour. As frontline practitioners in schools, human service agencies, and higher education settings, mental health providers are faced with a proliferation of cultural issues on a daily basis. It is essential that mental health providers develop an appreciation for cultural diversity and an understanding of how cultural diversity issues interact with service provision. This course is intended as an introduction to cultural diversity issues and their impact on the major areas of practice within schools, agencies, and higher education. Upon completion of this course, students will have acquired knowledge regarding cultural issues that provide a foundation for exploring these issues in subsequent specialization courses.

PSYC 602 - Seminar in Cultural Diversity 2 hours. This course is an advanced seminar on cultural diversity issues and their impact on the major areas of psychology practice and research. Students will explore these issues in depth and pursue literature research on diversity issues related to their area of specialization.

PSYC 603 - Foundations of School Psychology 3 hours. The theoretical, scientific and practical underpinnings of professional school psychology are covered, with material drawn from both psychology and education. Topics include cognitive, social, emotional, and cultural bases of behavior; educational theory and instructional psychology, particularly related to basic school subjects (reading, mathematics, and written language); and school psychology as a professional specialty, including history and systems, role and function, models of practice, and current issues with particular attention to practice in a rural setting.

PSYC 604 - Human Development: The Life Span 3 hours. This course acquaints the student with the interplay of psychodynamics, behavioral, sociocultural, cognitive and interpersonal theories of development as they combine to explain personality and cognitive functioning across the life span. The student will learn to relate development theory and research to professional practice in educational and clinical settings.

PSYC 606 - Advanced Developmental Psychology 3 hours. An in-depth study of the basic scientific area of human developmental psychology. Considers development across the life span through classical theory and more recent formulations with a focus on empirical research findings. Included are biological, cognitive, social, emotional and cultural factors which influence normal development.

PSYC 607 - Learning and Cognition 3 hours. A study of the basic processes underlying learning, memory and higher cognitive functions such as conceptualization, problem solving and language. Emphasis on the relevance of recent research and theoretical developments in cognitive psychology

to school learning. Topics include attention, memory, information processing, problem solving, reasoning, creativity, and experimental paradigms for the study of cognition and learning.

PSYC 608 - Social Psychology and Behavior 3 hours. This course provides a comprehensive background of the predominant models of human personality as formulated by such theorists as Adler, Freud, Jung, Kelly, and Skinner, as well as focus on current research in personality. Such topics as individual differences in traits, cognitive styles, and forms of emotional relatedness are explored and the current controversies regarding the consistency of personality and the question of genetics versus environmental factors in the evolution of human behavior are examined. The interface between pure personality theory/research and its application to social realities and clinical settings is emphasized.

PSYC 609 - Physical Bases of Behavior 3 hours. An overview of basic neuroanatomy and neurophysiology is presented to provide a foundation for understanding the biological bases of human cognitive functioning. Neurologically based problems encountered in the schools are discussed.

PSYC 611 - History and Systems of Psychology 3 hours. This course presents a comprehensive orientation to the science and practice of psychology. Progressing from ancient foundations to the current state of the discipline, the course is designed to illustrate both the continuity and incremental development of psychology as a science and profession. 108 Courses of Instruction
The course content is organized around three major themes: (1) the historical development of the discipline of psychology as a science and profession; (2) the systems, or "schools of thought" that form the foundation of psychology both historically and currently; and (3) the interweaving influence, as well as tensions, between the science and practice of psychology. The goal is for students to further develop their identities as psychologists through an understanding and appreciation of the broad landscape upon which their discipline is constructed.

PSYC 616 - Human Development: Exceptionality 3 hours. This course covers the range of physical, cognitive, communication, and social/emotional exceptionalities in human development from childhood to early adulthood. One focus will be on the commonalities, not just the differences, between children and youth with disabilities and their non-disabled peers. A second focus is on understanding the different contexts of disability.

PSYC 626 - Psychological and Educational Measurements 2 hours. Basic theory of psychological and educational measurements and the elementary statistics of test score analysis including reliability, validity, item analysis, and scales of measurement. Evaluation and selection of standardized tests is emphasized as well as the theory bases of measurement of individual differences. Observational procedures will also be discussed and implemented.

PSYC 627 - Norm-Referenced Testing I 3 hours. This course focuses on the administration, scoring and interpretation of individually administered norm-referenced instruments. Attention is focused on those instruments related to the assessment of cognitive abilities and learning behaviors of school-aged children. The major purpose is to develop the student's repertoire and mastery with these measures and to increase the students' capacity for evaluation of individual behavior and report writing. Co-requisite: PSYC 626. Lab fee required.

PSYC 628 - Academic Functioning 3 hours. Examines the reading, mathematical and language arts processes and methods of assessing these. A variety of educational assessment techniques are reviewed including norm-referenced tests, curriculum-based approaches, and informal probes, and systems of direct observation. The use of these techniques to assist in the identification of educational difficulties is examined. Approaches to interventions for educational difficulties are surveyed highlighting the link between assessment and remediation. Lab fee required.

PSYC 629 - Social-Emotional Assessment 3 hours. This course provides information and training about a variety of instruments and techniques available to assess the psychological status and functioning of persons and systems, with a particular emphasis on children, adolescents, and families. Modern thematic storytelling tests and objective behavior rating scales are highlighted. The course also covers traditional projective approaches, as well as more recently developed techniques involving social skills and family assessment. Important theoretical and measurement issues are discussed as well as ethical concerns. Students are required to practice administration, scoring, and interpretation of many of the techniques discussed. Prerequisite: PSYC 626. Lab fee required.

PSYC 632 - Norm-Referenced Testing II 3 hours. Norm-Referenced Tests II is a continuation of training in the processes of assessment of children's cognitive, achievement, and language development. A variety of norm-referenced instruments will be reviewed, including broad-based comprehensive measures and diagnostic measures, as well as approaches for children from different cultural and linguistic backgrounds. Important theoretical issues in intelligence and research-based practices regarding academic development and assessment will be discussed. While students will be required to practice the administration and scoring of assessment instruments, the main focus of this course will be to develop higher-level interpretive skills and ability to communicate findings effectively in a written format. Prerequisite: PSYC 627.

PSYC 636 - Foundations of Interpersonal Effectiveness 3 hours. This course focuses on the training and practice of personal skills, which are the prerequisites to the functioning as a professional psychologist. Included is the study of theories and research from which those skills are derived. The course includes lectures, behavioral rehearsal and group activities, and involves critical self-examination and peer review. Students must demonstrate adequate levels of interpersonal skills according to the instructor's evaluation, in order to successfully complete the course. Such success is a prerequisite for admission to the Intervention sequence in the School Psychology Program.

PSYC 637 - Introduction to Group Dynamics 1 hour. The focus is on developing an understanding of the group process and its evolution, including basic group concepts and their applications. Students are involved in the process as they experience and then conceptualize group processes. An integral part of the experience is the student's engagement in self-examination. (Cross-listed as COUN 637)

PSYC 638 - Psychotherapy and Behavior Change 3 hours. This course covers a broad range of psychological interventions, with particular emphasis on their applications with children and families. Theory and research in counseling and psychotherapy are covered with emphasis on behavior therapy, cognitive behavior therapy, and behavior modification. Prerequisite: PSYC 636.

PSYC 639 - Exceptionality in Learning and Behavior 3 hours. This course presents the varieties of exceptionality in human learning and behavior. Various psychologically and educationally

handicapping conditions are discussed. Classification systems, diagnosis, symptomology, prevalence, incidence, course and treatment are covered with an emphasis on empirical research findings. Professional, societal, and cultural issues in exceptionality provide an important focus for discussion.

PSYC 641 - Introduction to Family Therapy 3 hours. This seminar is a multi-purpose course designed to supplement student experiences in the clinic practicum and to provide a practical introduction to family therapy. . Specifically, students will be trained in concepts and techniques of structural-strategic family therapy through videotaped demonstrations and simulations. Students will also have the opportunity to discuss actual clinic cases as a means of applying family therapy concepts. At the completion of the course, participants should have developed foundation skills for using family therapy interventions. Prerequisites: PSYC/COUN 636 and PSYC 637, or permission of the instructor.

PSYC 642 - Clinical Seminar: Advanced Topics in School Psychology 3 hours. This clinical seminar is a multi-purpose course designed to supplement student experiences in the advanced clinic practicum. The primary purpose of the seminar this semester is to provide students with the opportunity to discuss cases with students and supervisors from other practicum sections. These types of discussions are useful for broadening conceptual perspectives and generating a variety of intervention ideas. A second purpose of the course is to provide students with additional training in areas that are related to direct service provision and integration of such techniques into foundation counseling and assessment approaches.

PSYC 643 - Techniques of Family Therapy 3 hours. This course focuses on the development of skills for utilizing strategic and structural family therapy approaches in school settings. Course material will be taught using didactic presentations, experimental activities, and video examples. Prerequisite: PSYC 638 or COUN 638.

PSYC 650 - Independent Study 1-3 hours.

PSYC 651 - Academic Interventions 2 hours. This course introduces students to a broad array of academic interventions. During this course students will learn the sequence of development of basic academic skills and how to target academic interventions for students with specific academic needs. There will be special emphasis on reading, writing, and written language interventions. Students will demonstrate their knowledge of the academic intervention process through applied intervention project.

PSYC 652 - Behavioral Assessment and Intervention 3 hours. Students will learn to use applied behavior analysis in the problem-solving process through completion of an applied project in a school setting. Emphasized topics will include consultation and collaboration, intervention fidelity, and coping and social skills development within the school.

PSYC 656 - Field Experience in School Psychology I 1 hour. Each student is placed in a school district one day each week to develop observation skills, gain exposure to the school as a system, begin to interact and practice testing skills with school-aged children and to become oriented to working in the schools as a school psychologist. On-site field supervisors, as well as program faculty, provide ongoing supervision for this experience. A campus-based seminar provides opportunities for in-depth exploration of issues relating to school functioning.

PSYC 657 - Field Experience in School Psychology II 1 hour. This practicum provides a continuation of skill development within the school setting. Students increase their placements to 1.5 days per week in a school district where they practice testing skills and gain experience utilizing observational techniques and providing targeted interventions. In addition, students also participate in provision of special education services where they gain experience working directly with children with disabilities in an academic setting. On-site field supervisors, as well as program faculty, provide ongoing supervision for this practicum. The practicum seminar covers topics such as multidisciplinary teams, the parent-school relationship, and the impacts of educational disabilities on school functioning.

PSYC 658 - Clinic Practicum I 3 hours. This is a practical course where students apply previous learning and gain experience in assessment and intervention with children and families and school consultation. Team collaboration, peer review and case conferences are essential elements of this course. Students work with actual clients at the Child and Family Services Center under supervision of professional psychologists. Supervision is provided through the use of audiotaping, videotaping and observation through one-way mirrors. Topical seminars are also included throughout the semester. Prerequisites: PSYC 629 and 638.

PSYC 659 - Clinic Practicum II 3 hours. A continuation of Clinic Practicum I where students will be performing the same activities at a higher level of autonomy and independence. Prerequisite: PSYC 658.

PSYC 660 - Special Practicum I 1-3 hours.

PSYC 661 - Advanced Practicum I 1-3 hours. This practicum provides additional supervised experiences in assessment and intervention at a site arranged by the student and his/her advisor.

PSYC 662 - Advanced Practicum II 1-3 hours. A continuation of PSYC 661, usually in the immediately following semester.

PSYC 664 - Practicum in Academic Interventions. 1 hour. Each student will be placed in a school district one half day per week. Students will gain experience developing, implementing, and monitoring academic interventions in consultation with classroom teachers and other school support personnel. In addition, students will be involved in case conferences, peer review, and faculty supervision of their academic intervention and consultation activities. Co-requisite: PSYC 651.

PSYC 665 - Special Practicum II 1-3 hours.

PSYC 667 - Internship in School Psychology I 3-9 hours. The internship is the culminating experience of the School Psychology Program. It provides intensive, supervised experience in the roles and functions of a school psychologist and also a broad exposure to the educational and community environment of the internship site. Supervision is provided by one or more on-site certified school psychologists and by the University supervisor. Prerequisites: Comprehensive examinations and satisfactory progress in the program.

PSYC 668 - Internship in School Psychology II 3-9 hours. A continuation of the intensive field-based internship in school psychology, as described in PSYC 667. Prerequisite: PSYC 667.

PSYC 669 - Pre-doctoral Internship I 9 hours. The internship is the culminating experience of the doctoral program in school psychology. It provides intensive, supervised experience in the roles and functions of an applied psychologist working in schools and clinical settings. The internship also provides broad exposure to the educational and community environment of the internship site. Supervision is provided by an on-site licensed psychologist, as well as other appropriately certified school psychologists or credentialed mental health professionals, and by the University supervisor. Prerequisites: Comprehensive examinations and satisfactory progress in the program.

PSYC 670 - Pre-doctoral Internship II 9 hours. A continuation of the intensive field-based doctoral internship in school psychology, as described in PSYC 669. Prerequisite: PSYC 669.

PSYC 671 - Statistical Analysis and Research Design I 3 hours. This course emphasizes: (a) the identification and formulation of research problems; (b) the utilization of research design strategies; and(c) an understanding of appropriate statistics such as one and two way analysis of variance, correlation and regression techniques and their applications.

PSYC 672 - Statistical Analysis and Research Design II 3 hours. Using examples relevant to professional psychology, this course covers advanced issues in research design and analysis. Factorial and non-factorial designs, and single-subject designs are discussed. The statistical tests to be covered include ANOVA, including planned comparisons, and ANCOVA. The course emphasizes the appropriate selection and interpretation of designs and analysis for testing specific hypothesis or for conducting program evaluations. Prerequisite: PSYC 671.

PSYC 673 - Statistical Analysis and Research Design III 3 hours. Using examples relevant to professional psychology, this course covers advanced issues in correlational research design and multivariate analysis. Multiple regression analysis, factor analysis, along with other multivariate statistics are covered. The course emphasizes the appropriate selection and interpretation of designs and analyses for testing specific hypotheses. Prerequisite: PSYC 672.

PSYC 674 - Research in School Psychology 3 hours. This course is specifically focused on the design and evaluation of studies relevant to school psychology. A broad literature is contained within this focus, including that from educational psychology, special education, counseling psychology, clinical psychology, and school psychology itself. Students are expected to apply knowledge and skills learned from previous coursework in this sequence in order to develop their own research plan. Prerequisite: PSYC 672.

PSYC 687 - Advanced Seminar: Early Childhood Services 3 hours. This course covers issues and topics specifically related to the expanded role of the school psychologist in the assessment and intervention with infants and toddlers. In a combination didactic and seminar format, students are exposed to current theory and research regarding the delivery of services to these children and their families, and are required to think critically about the various topics and issues emerging from this new focus. A practicum experience in an early childhood setting provides opportunities to practice assessment and intervention skills and a context for application of current research.

PSYC 692 - Supervision and Administration of Psychological Services 3 hours. This course prepares psychologists to function in supervisory and administrative capacities in delivering human services in schools and other child and family-oriented settings. Students become familiar with

important issues in these areas and understand organizations from systems perspective. The essential elements and models of effective supervision are also examined.

PSYC 695 - Professional Practice Seminar 3 hours. This course examines the professional, legal and ethical practice of school psychology through lecture, discussion and readings. Focuses on the school psychologist as a systems level facilitator/change agent. Topics include special education regulations, the organization and structure of schools, effective facilitation within the system, ethical guidelines, identification and reporting of child abuse, and related issues. Prerequisite: PSYC 603.

PSYC 699 - Dissertation 1-12 hours.

APPENDIX B - PROGRAM TO-DO LIST

PROGRAM TO-DO LIST

Note that this list is meant to serve as a helpful guide as you move through the program, but may not be inclusive. These activities are in additional to work related to specific courses.

Fall Semester 1st year		
Activity	**Timeline**	**Check when Complete**
Sign up for Lounge Duty	At orientation	
Read Handbook/Sign and Submit Form	After orientation	
Submit request for graduate transfer credit (if relevant)	Before end of semester	
Purchase Malpractice Insurance and give cover page to secretary	Before field placement begins	
Arrange research apprenticeship with advisor (doctoral students)	Beginning of semester	
Start tracking practicum hours (determine method appropriate to your needs, e.g., for accredited internships)	Beginning of field placement	
Meet with Advisor for Pre-registration Planning	Around mid-semester	
Doctoral students interested in pursuing accredited internships: meet with advisor & internship coordinator to plan program & meeting of benchmarks	Around mid-semester	
Complete Performance Evaluation	Will be distributed toward end of semester	

Spring Semester 1st year		
Activity	**Timeline**	**Check when Complete**
Meet with Advisor for Pre-registration Planning	Around mid-semester	
Organize Study Plans for Qualifying Examination	Usually after mid-semester	
Complete Performance Evaluation	Will be distributed toward end of semester	

Complete Annual Activity Report	Will be distributed toward end of semester	
Pass Qualifying Exam	After end of spring semester	
Check email regularly	Throughout summer	

Fall Semester 2nd year		**Check when Complete**
Activity	**Timeline**	
Renew Malpractice Insurance and give cover page to secretary	End of summer/beginning of semester	
Begin Planning Internship Search (Specialist Students)	Internship application deadlines begin in November	
Meet with Advisor for Pre-registration Planning	Around mid-semester	

Spring Semester 2nd year		
Activity	**Timeline**	**Check when Complete**
Apply for MA Graduation: Complete form and submit to Registrar	Early in semester	
Meet with Advisor for Pre-registration Planning	Around Mid-semester	
Complete Performance Evaluation	Will be distributed near end of semester	
Complete Annual Activity Report	Will be distributed near end of semester	
Check email regularly	Throughout summer	

Specialist Students, go to Internship Year Section	
Summer after 2nd year	
APPIC Internship Tasks (if it applies)	
Think about dissertation topics and begin reading literature	

Fall Semester 3rd year (Doctoral Students Only)		**Check when Complete**

Activity	Timeline	
Renew Malpractice Insurance, if completing any advanced practicum	End of summer/beginning of semester	
Internship Search	Accredited application deadlines range from end October – middle December; Non-accredited internship deadlines begin in November	
Meet with Advisor for Pre-registration Planning	Around mid-semester	
Choose dissertation committee chair and have form signed and filed	Before end of semester	

Spring Semester 3rd year		
Activity	**Timeline**	**Check when Complete**
Meet with Dissertation Advisor to Complete Dissertation Plan	First 2 weeks of semester	
Change of Advisor Form, if applicable	As soon as know dissertation chair	
Meet with Advisor for Pre-registration Planning	Around Mid-semester	
Complete Performance Evaluation	Will be distributed near end of semester	
Complete Annual Activity Report	Will be distributed near end of semester	
Check email regularly	Throughout summer	

Internship Year		
Activity	**Timeline**	**Check when Complete**
Renew Malpractice Insurance and give cover page to secretary	End of summer/beginning of semester	
Take School Psychology Praxis Examination	By end of Fall semester	
Send Scores on Praxis Examination to Division Chair or Secretary	By March	

Complete Annual Activity Report	Will be distributed at last Internship Meeting	

Dissertation and Doctoral Qualifying Exam Tasks	There is no exact timeline for these and they may occur before internship	
Defend dissertation proposal	Ideally before internship	
Pass doctoral qualifying exam		
Defend dissertation		

APPENDIX C - TEST LIBRARY POLICY

TEST LIBRARY POLICY

The Alfred University School Psychology Program provides and maintains a large number of testing instruments and resources for use in training. We are happy to provide you with this service. In our test library we attempt to maintain a ample, well kept, supply of all tests we teach, and to have at least one copy of other major tests. As you might guess, updating and maintaining the test library can be an expensive proposition. This expense is compounded if we need to replace materials already in stock due to loss or damage. The following are a list of procedures which are designed to protect our inventory, while allowing each graduate student access to the testing/training materials she/he needs:

1. Tests may only be signed out of the test room during the hours designated graduate assistants have posted. These hours will not conflict with class times, so everyone will have the opportunity to check out tests. Do not ask the test room assistants to get tests for you at any other time as this could result in their immediate removal as a graduate assistant.

2. When checking out a test you must do so in your own handwriting, in the presence of the graduate assistant. Do not ask a colleague or the test room assistant to sign the card for you.

3. Once you have signed a card for a test, you are responsible for it. If a colleague needs to use it, bring it back to the test room, note on the card that you have returned it, and let the other person check it out. If you let another person use the test while it is signed out to you, you are responsible for the condition of the test and its return to the test room.

4. There is a more limited supply of some tests (especially achievement and diagnostic measures). Therefore, it is important that you cooperate with your colleagues regarding the use of tests. Administer, score, and return these tests to the test library as soon as possible.

5. We ask your assistance in notifying the test room assistants whenever test materials are damaged or worn.

6. All tests must be returned to the test room and signed in before the end of the semester in which they are used.

7. First-year students will not be permitted to sit for the comprehensive exams until all tests they have signed out are returned or replaced.

8. You will be billed for those tests which are not returned or are damaged beyond reasonable wear. Costs of many tests can range between $400 and $800, so it is best to take care of the tests in your possession. Transcripts and grade reports will be held until payment is received.

APPENDIX D - FIELD PLACEMENT STUDENT EVALUATION FORM

School Psychology Field Placement Evaluation

Name of Student: _____ **Date:** _____

Supervisor/Title: _____

Practicum Site: _____ **Semester:** ☐ Fall ☐ Spring

Directions: Please use the following scale to rate the student's skills, behavior, knowledge, and attitudes based on the performance expectations for a first year school psychology graduate student.

4   **Exceeds Expectations:**   Student's performance is better than would be expected for a student at his/her level of education, training, and experience. The student's knowledge <u>and</u> skills are consistently demonstrated across multiple practicum experiences (e.g., has gained high awareness <u>and</u> strong conceptual understanding of the importance of data-based decision making; has directly participated in team meetings or parent meetings where data was used to improve intervention).

3   **Meets Expectations:** Student's performance is commensurate with student's current level of education, training, and experience. The student's knowledge <u>and</u> skills are demonstrated from 2-3 practicum experiences (e.g., has gained awareness <u>and</u> conceptual understanding of the importance of data-based decision making; to a limited extent has participated in team meetings or parent meetings where data was used to improve intervention).

2   **Approaching Expectations:** Student is developing awareness, knowledge, and/or applied skills, but additional learning opportunities for skill development are needed. The student's knowledge <u>and</u> skills are only partially demonstrated from limited practicum experiences (e.g., has gained limited awareness and conceptual understanding of the importance of data-based decision making; has yet to participate in team meetings or parent meetings where data was used to improve intervention).

1   **Below Expectations:** Student has not yet developed awareness, knowledge, and/or applied skills. A specific plan to improve knowledge and skills may be necessary.

N/A   **Not Applicable:** The opportunity to demonstrate awareness, knowledge, and/or applied skill has not yet been available to this student.

How well or to what extent has the student demonstrated each of the following?

Interpersonal Attributes

1. Facilitate positive cooperative relationships (2.10)   1   2   3   4   N/A

2. Demonstrate energy and enthusiasm	1	2	3	4	N/A
3. Involve him/herself in daily practicum activities	1	2	3	4	N/A
4. Effectively communicate with school personnel (2.2)	1	2	3	4	N/A
5. Establish rapport with children	1	2	3	4	N/A
6. Meet difficult situations with self-control	1	2	3	4	N/A
7. Exhibit willingness to benefit from constructive criticism (2.10)	1	2	3	4	N/A
8. Demonstrate tolerance for others' values and viewpoints (2.8)	1	2	3	4	N/A
9. Show concern, respect, and sensitivity to the needs of all students, including those with diverse needs (2.8)	1	2	3	4	N/A

Comments:

Professional Practice

1. Work assertively but constructively with site professionals	1	2	3	4	N/A
2. Establish appropriate work priorities and manage time efficiently	1	2	3	4	N/A
3. Use feedback from supervision in a productive manner	1	2	3	4	N/A
4. Demonstrated behavior consistent with establishing a professional identity as a school psychologist	1	2	3	4	N/A
5. Present a good personal appearance	1	2	3	4	N/A
6. Utilized supervision relationship to develop initiative and resourcefulness at an appropriate, independent level	1	2	3	4	N/A
7. Observe scheduled hours and appointments at assigned building(s) in a punctual manner	1	2	3	4	N/A

8. Actively work toward the completion of field placement plan	1	2	3	4	N/A
9. Gaining awareness/knowledge of multiple school psychology service delivery models and practices	1	2	3	4	N/A

Comments:

Data-Based Decision-Making and Accountability

1. Has knowledge of varied methods of assessment and data collection	1	2	3	4	N/A
2. Has knowledge of assessment and data collection methods useful in documenting problems of children, families, and schools	1	2	3	4	N/A
3. Has gained awareness and conceptual understanding of the importance of data-based decision making	1	2	3	4	N/A
4. Has participated in team or parent meetings where data was used to improve intervention	1	2	3	4	N/A
5. Is able to participate in problem solving discussions regarding use of psychological and educational assessment, data collection strategies, and technology resources	1	2	3	4	N/A

Comments:

Collaborative Relationships

1. Maintains visibility and accessibility within assigned school	1	2	3	4	N/A
2. Establishes effective collaborative relationships with teachers and other school personnel	1	2	3	4	N/A

3. Communication strategies are effective across situations and contexts	1	2	3	4	N/A
4. Has participated effectively in situations communicating information to a diverse audience, such as parents, teachers, or other school personnel	1	2	3	4	N/A

Comments:

Interventions and Instructional Support to Develop Academic Skills

1. Based on direct classroom exposure is able to discuss the biological, cultural, and social influences on cognitive and academic skills	1	2	3	4	N/A
2. Is able to conceptualized strategies and applicable programing for student with limited cognitive and/or academic functioning	1	2	3	4	N/A
3. Has knowledge of developmental processes related to learning and cognition	1	2	3	4	N/A
4. Conducts variety of practice assessment methods (e.g., record review, interview, observation, testing, curriculum-based assessment, rating scales) demonstrating effective rapport building with students.	1	2	3	4	N/A
5. As awareness develops participates effectively in discussion of evidence-based strategies and services to achieve academic outcomes (e.g., classroom instructional support, literacy strategies, home-school collaboration)	1	2	3	4	N/A

Comments:

Interventions and Mental Health Services to Develop Social and Life Skills

1. Awareness/knowledge of the biological, cultural, and social influences on social, behavioral, and emotional functioning skills

   1 2 3 4 N/A

2. Has awareness/knowledge of developmental processes related to social-emotional skills and mental health. Demonstrates thorough discussion of direct work in classrooms with supervisor

   1 2 3 4 N/A

3. Has an awareness/knowledge of assessment methods (e.g., record review, interview, observation, testing, rating scales) to effectively assess social, emotional, and behavioral ecological variables for students with diverse abilities, backgrounds, strengths, and needs

   1 2 3 4 N/A

4. Is able to participate in discussion of evidence-based strategies and services to achieve outcomes related to socialization, learning, and mental health (e.g., behavioral intervention, home-school collaboration)

   1 2 3 4 N/A

5. If opportunity provided: Demonstrates skill in work with small groups of children (i.e., "lunch bunch")

   1 2 3 4 N/A

Comments:

School-Wide Practices to Promote Learning

1. Demonstrates an appropriate understanding of school and agency services and formal and informal organizational school structure for this point in training

   1 2 3 4 N/A

2. Has awareness and a beginning knowledge of general education, special education, and alternative educational services across diverse settings provided by your school

   1 2 3 4 N/A

3. Is gaining exposure and knowledge of technology resources (e.g., IEP software, school-wide progress monitoring systems, adaptive technology)

   1 2 3 4 N/A

4. Demonstrates awareness and knowledge of systems interventions at your school (e.g., PBIS, MTSS, RTI, Social-Emotional Learning programs)

   1 2 3 4 N/A

Comments:

Preventative and Responsive Services

1.	Demonstrates awareness/knowledge regarding human development, psychopathology, life stressors, and challenging situations in schools	1	2	3	4	N/A
2.	Keeps supervisors informed of daily activities and any exposure or direct involvement with unusual or challenging situations	1	2	3	4	N/A
3.	Demonstrates familiarity with universal, selected, and indicated prevention strategies model	1	2	3	4	N/A
4.	Demonstrates familiarity with your school's Tiered prevention Programs	1	2	3	4	N/A
5.	Has been exposed to and has a beginning conceptual understanding of your school's crisis response plan	1	2	3	4	N/A

Comments:

Family-School Collaboration Services

1.	Understands characteristics of families, family culture, and family-school interactions that impact children's development	1	2	3	4	N/A
2.	Demonstrates a beginning awareness/knowledge regarding family systems and their influence on children's academic, motivational, social, behavioral, mental health, and social characteristics	1	2	3	4	N/A
3.	Ability to knowledgeably discuss strategies for enhancing family-school engagement	1	2	3	4	N/A
4.	Able to participate effectively in discussion of cultural factors that impact family-school interactions	1	2	3	4	N/A

Comments:

Diversity in Development and Learning

1. Integrates knowledge of individual, family, and cultural   1   2   3   4   N/A
   diversity into interactions with students, family and staff

2. Discussion of student situations demonstrates understanding of   1   2   3   4   N/A
   individual differences and impact of biological, economic, cultural,
   linguistic and gender diversity

3. Demonstrates awareness/knowledge of potential assessment   1   2   3   4   N/A
   strategies for culturally and linguistically diverse students

4. Is able to participate appropriately in discussions regarding   1   2   3   4   N/A
   cultural and linguistic diversity issues as factors in systems

   functioning and change

Comments:

Overall Rating of Student

1	**2**	**3**	**4**
Below Expectations	**Approaching Expectations**	**Meets Expectations**	**Exceeds Expectations**

Summary Comments:

Given the above ratings of the student's current professional skills and your observations this semester, please list three areas of observed strength and three goals for improvement.

Areas of observed strength:

1. _____

2. _____

3. _____

Goals for improvement:

1. _____

2. _____

3. _____

Evaluator's signature: _____ **Date:** _____

Student's signature: _____ **Date:** _____

(The student's signature indicates only that the evaluation has been discussed with the student and does not denote agreement)

Student Comments: _____

_____

_____

_____

Please send to your <u>university-based supervisor</u> (scanned and emailed preferred)

APPENDIX E - SCHOOL DISTRICTS AND SUPERVISORS FOR FIELD PLACEMENTS

SCHOOL DISTRICTS AND SUPERVISORS FOR FIELD PLACEMENTS

Note: *This is a list of schools were our students frequently complete their field placements. The actual list does vary each year, based upon the availability of supervisors and student needs.*

Avoca Central School
Avoca, NY 14809
Kelly Buisch, School Psychologist
(607) 566-2221

Bath Central Schools
Bath, NY 14810
(607) 776-3301

Corning City Schools
Painted Post, NY 14870
 (607) 936-3704

Friendship Central Schools
Friendship, NY 14739
 (585) 973-3311 x3130

Genesee Valley Central Schools
Belmont, NY 14813
 (585) 268-7900 x1214

Hornell City Schools
Hornell, NY 14843
Nancy Shedlock, School Psychologist
(607) 324-3703

Oswayo Valley School District
c/o Intermediate Unit #9
Special Education Early Intervention Office
Smethport, PA 16749
Terry Wilson, School Psychologist
(814) 697-7161

Portville Central School
Portville, NY 14770
Dr. Michele Edick, School Psychologist
(716) 933-6000

Wayland-Cohocton Central School
Wayland, NY 14572
Cora Saxton, School Psychologist
(585) 728-2211

APPENDIX F - CLINIC PRACTICUM PERFORMANCE EVALUATION

Division of Counseling and School Psychology
Alfred University

Child and Family Services Center
Practicum Performance Evaluation

___Fall Semester   ___Spring Semester

Student: _____   Date: _____

Clinic Group: _____Tuesday   _____Wednesday   _____Thursday

Clinic Supervisor: _____

_____ Self-Rating   _____ Supervisor Rating

Ratings

4   Exceeds Expectations: Student consistently demonstrates an exceedingly high level of competence that includes most aspects of the skill, and minimal supervision is needed.

3   Meets Expectations: Student consistently demonstrates satisfactory level of competence that includes many aspects of the skill, and supervision is required to further develop skill.

2   Approaching Expectations: Student demonstrates minimal level of competence that includes some aspects of the skill at a very basic level. The student requires substantial supervision to reach minimum competency.

1   Below Expectations: Student does not demonstrate the basic competencies or steps associated with the skill, even after repeated attempts with constructive supervision.

N/A Not Applicable: The student has not had an opportunity to demonstrate this skill.

Part I: Professional Practice Competencies

		4	3	2	1	N/A

1-1	Appropriately prepares for client sessions					
1-2	Completes work in a timely manner					
1-3	Actively participates in case discussions					
1-4	Applies basic interpersonal skills (i.e., positive regard, empathy, genuineness, specificity - PEGS) to case discussions					
1-5	Demonstrates appropriate assertiveness in interpersonal interactions					
1-6	Demonstrates openness to feedback and suggestions from supervisor					
1-7	Demonstrates openness to feedback and suggestions from peers					
1-8	Provides feedback respectfully and sensitively to peers					
1-9	Utilizes feedback constructively					
1-10	Conducts self consistently with professional ethical and legal standards					
1-11	Demonstrates awareness of boundaries of confidentiality in clinical work					

Comments regarding Professional Interpersonal Competencies:

Part II: Assessment Competencies

		4	3	2	1	N/A
2-1	Gathers relevant and complete information as part of a psychiatric intake and social history process					
2-2	Accurately and concisely completes the *Intake Evaluation Summary*, including presenting problem, background information, genogram, mental status exam, and anticipated treatment plan					
2-3	Accurately selects psychoeducational assessment instruments, including normative and curriculum-based measures of cognitive, academic, and social-emotional functioning based on the referral question					
2-4	Accurately administers chosen assessment techniques using standardized test administration or best practice procedures					
2-5	Accurately scores cognitive, academic, and social-emotional measures (e.g., NRT, CBM, omnibus, and single-construct)					
2-6	Correctly uses technology for data collection procedures (e.g., online scoring platfor behavioral observation technology)					
2-7	Accurately interprets cognitive, academic, and social-emotional measures (e.g., NRT, CBM, omnibus, and single-construct)					
2-8	Accurately diagnoses clients using DSM-5 criteria and determines eligibility using NYS special education regulations					
2-9	Uses assessment results to design direct and indirect empirically-supported psycholo and educational interventions for students and families					
2-10	Writes comprehensive psychoeducational reports that are concise, organized, mean and appropriate to the referral problem					

2-11	Orally reports assessment results to clients and/or their parents in a manner that is clear, organized, and consistent with individual characteristics of recipient (e.g., language, educational, cultural, personal)					

Comments regarding Assessment Competencies:

Part III: Psychotherapy Competencies

		4	3	2	1	N/A
3-1	Integrates initial assessment information from multiple informants and measures to develop clear and relevant treatment plans (including goals, objectives, and progress monitoring plan)					
3-2	Applies basic therapeutic relationship characteristics to counseling sessions, parent contacts, and consultations (i.e., PEGS)					
3-3	Identifies evidence-based practices and/or psychotherapy theories appropriate for the diagnosis					
3-4	Utilizes evidence-based interventions and psychotherapy techniques within individual sessions to enhance child's functioning					
3-5	Identifies the components of family systems theory (i.e., patterns, boundaries, subsystems, coalitions, and alliances) in working with families					
3-6	Utilizes family therapy techniques to enhance child's functioning and/or family dynamics					

		4	3	2	1	N/A
3-7	Evaluates intervention effectiveness and client change by utilizing the progress monitoring plan					
3-8	Keeps accurate and complete records, including intake summary, progress notes, psychotherapy notes, collateral contact notes, and termination summaries					

Comments regarding Psychotherapy Competencies:

Part IV: Consultation and Collaboration Competencies

		4	3	2	1	N/A
4-1	Displays appropriate interpersonal communication skills (e.g., PEGS) during family consultation					
4-2	Displays appropriate interpersonal communication skills (e.g., PEGS) during school and agency consultation					
4-3	Exhibits active engagement and collaborative decision-making with team members across all case conceptualizations					
4-4	Applies mental health and/or behavioral consultation when working with parents					
4-5	Serves as an effective liaison between CFSC and school/agency					

Comments regarding Consultation and Collaboration Competencies:

Part V: Diversity Awareness and Skills

		4	3	2	1	N/A
5-1	Recognizes and respects diversity in development and learning					
5-2	Demonstrates awareness of one's own personal beliefs and biases and how they impact interactions with clients					
5-3	Knows about the potential influence of cultural, experiential socioeconomic, gender-related, and linguistic factors on student and family functioning					
5-4	Considers issues of diversity as part of a comprehensive intake evaluation					
5-5	Considers issues of diversity when selecting assessment methods and interpreting assessment data					
5-6	Considers issues of diversity when planning educational and psychological interventions					
5-7	Shows skill in implementing strategies selected based on individual characteristics, strengths, and needs					

Comments regarding Diversity Awareness Competencies:

Minimum performance expectations include a "Pass" for the fall semester and a grade of "B" in the spring semester.

Grade – Fall Semester: Pass   Fail

Grade – Spring Semester: A   B+   B   C   F

Goals for Future Professional Development:

_____   _____

Supervisor Signature   Date

_____   _____

Student Signature   Date

APPENDIX G – EVALUATION OF INTERN PERFORMANCE

School Psychology Internship Evaluation
Revised November 2016

Name of Student: _____**Date:** _____

Name of Evaluator/Title: _____

Internship Site: ______

Directions:

The internship experience is the last practicum necessary before students seek employment as a practicing school psychologist. Ratings are intended to guide the students and the program in evaluating readiness for independent practice. Please use the following rating scale in evaluating the student on the characteristics listed below:

4 - **Exceeds Expectations:** Student demonstrates independence that exceeds the expectations of an entry-level school psychologist.

3 - **Meets Expectations:** Student demonstrates independence expected of an entry-level school psychologist.

2 - **Approaching Expectations:** Student's skills in this area are adequate for practice in schools; Student should continue to practice this skill under professional supervision.

1 - **Below Expectations:** Student has failed to demonstrate the expected behavior after repeated attempts, and in spite of constructive suggestions for improvement.

N/O - **Not Observed**

N/A - **Not Applicable:** Not an appropriate goal or skill for this setting

Personal Characteristics and Interpersonal Skills

1. Presents a good personal appearance   1 2 3 4 N/O N/A

2. Demonstrates dependability   1 2 3 4 N/O N/A

3. Meets difficult situations with self-control   1 2 3 4 N/O N/A

4. Demonstrates good judgment and common sense   1 2 3 4 N/O N/A

5. Communicates and listens effectively   1 2 3 4 N/O N/A

6. Shows concern, respect, and sensitivity for the needs of staff and students   1 2 3 4 N/O N/A

7. Works well with other staff   1 2 3 4 N/O N/A

8. Is able to relate well to children   1 2 3 4 N/O N/A

9. Displays initiative and resourcefulness   1 2 3 4 N/O N/A

10. Demonstrates tolerance for others' values and viewpoints   1 2 3 4 N/O N/A

11. Utilizes constructive criticism   1 2 3 4 N/O N/A

12. Shows evidence of continued self-evaluation   1 2 3 4 N/O N/A

13. Observes scheduled hours and appointments at assigned school(s) in a
    punctual manner   1 2 3 4 N/O N/A

14. Establishes appropriate work priorities and manages time efficiently   1 2 3 4 N/O N/A

15. Uses feedback from supervision in a productive manner   1 2 3 4 N/O N/A

16. Consistently follows through when additional action is needed   1 2 3 4 N/O N/A

Comments:

Data-Based Decision-Making and Accountability

1. Is prompt in meeting deadlines, responding to referrals, and handing in written reports and paperwork   1 2 3 4 N/O N/A

2. Completes required paperwork and written reports in a neat, thorough, and accurate manner.   1 2 3 4 N/O N/A

3. Understands the purposes of different assessment approaches (e.g. NRT's, CBM, adaptive behavior, etc.) within a decision-making model   1 2 3 4 N/O N/A

4. Clearly identifies the nature of the referral problem and the assessment questions and purposes   1 2 3 4 N/O N/A

5. Uses a variety of assessment methods (e.g., record review, interview, observations, norm-referenced testing, curriculum-based assessment, rating scales)   1 2 3 4 N/O N/A

6. Translates assessment and data collection results into design, implementation, and accountability for evidence-based interventions, mental health services, and instruction   1 2 3 4 N/O N/A

7. Ability to measure and evaluate progress and effectiveness of services for students, families, and schools   1 2 3 4 N/O N/A

8. Ability to access information and technology resources to enhance data collection   1 2 3 4 N/O N/A

9. Considers diversity, contexts, and situations when conducting and interpreting assessment data and when making decisions   1 2 3 4 N/O N/A

Comments:

Consultation and Collaboration

1. Maintains visibility and accessibility within assigned school(s)   1 2 3 4 N/O N/A

2. Establishes effective collaborative relationships with teachers and other school personnel   1 2 3 4 N/O N/A

3. Establishes effective collaborative relationships with families   1 2 3 4 N/O N/A

4. Establishes effective collaborative relationships within the community   1 2 3 4 N/O N/A

5. Facilitates communication among diverse school personnel, families, and community members   1 2 3 4 N/O N/A

6. Utilizes varied methods of consultation (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems   1 2 3 4 N/O N/A

7. Attends to interpersonal issues and consultee characteristics when conducting consultation sessions with families, teachers, and other school personnel   1 2 3 4 N/O N/A

8. Utilizes a problem-solving model to identify concerns, gather data, set goals, generate interventions, and monitor progress   1 2 3 4 N/O N/A

9. Evaluates effectiveness of consultation strategies implemented   1 2 3 4 N/O N/A

10. Utilizes strategies to promote collaborative, effective decision-making and implementation of services   1 2 3 4 N/O N/A

Comments:

Interventions and Instructional Support to Develop Academic Skills

1. Understands the biological, cultural, and social influences on cognitive and academic skills   1 2 3 4 N/O N/A

2. Draws from theoretical and research bases when conceptualizing cases where students demonstrate inadequate cognitive and/or academic functioning   1 2 3 4 N/O N/A

3. Has knowledge of developmental processes related to learning and cognition   1 2 3 4 N/O N/A

4. Conducts variety of assessment methods (e.g., record review, interview, observation, testing, curriculum-based assessment, rating scales) to effectively assess educationally relevant ecological variables for students with diverse abilities, backgrounds, strengths, and needs   1 2 3 4 N/O N/A

5. Develops appropriate goals and makes recommendations that follow logically from the assessment results and are educationally relevant   1 2 3 4 N/O N/A

6. Implements evidence-based strategies and services to achieve academic outcomes (e.g., classroom instructional support, literacy strategies, home-school collaboration)   1 2 3 4 N/O N/A

7. Appropriately monitors and evaluates progress toward academic intervention goals   1 2 3 4 N/O N/A

8. Evaluates the effectiveness of academic interventions   1 2 3 4 N/O N/A

9. Utilizes methods to promote academic intervention acceptability and integrity   1 2 3 4 N/O N/A

Comments:

Interventions and Mental Health Services to Develop Social and Life Skills

1. Understands the biological, cultural, and social influences on social, behavioral, and emotional functioning skills   1 2 3 4 N/O N/A

2. Draws from theoretical and research bases when conceptualizing cases where students demonstrate inadequate social, behavioral, and/or emotional functioning   1 2 3 4 N/O N/A

3. Has knowledge of developmental processes related to social-emotional skills and mental health   1 2 3 4 N/O N/A

4. Conducts variety of assessment methods (e.g., record review, interview, observation, testing, rating scales) to effectively assess social, emotional, and behavioral ecological variables for students with diverse abilities, backgrounds, strengths, and needs   1 2 3 4 N/O N/A

5. Develops appropriate goals and makes recommendations that follow logically from the assessment results and are educationally relevant   1 2 3 4 N/O N/A

6. Implements evidence-based strategies and services to achieve outcomes related to socialization, learning, and mental health (e.g., behavioral intervention, home-school collaboration)   1 2 3 4 N/O N/A

7. Demonstrates skill in utilizing individual counseling techniques   1 2 3 4 N/O N/A

8. Demonstrates skill in utilizing group counseling techniques   1 2 3 4 N/O N/A

9. Appropriately monitors and evaluates progress toward intervention goals   1 2 3 4 N/O N/A

10. Evaluates the effectiveness of social, emotional, and behavioral interventions/therapy   1 2 3 4 N/O N/A

11. Utilizes methods to promote intervention acceptability and integrity   1 2 3 4 N/O N/A

Comments:

School-Wide Practices to Promote Learning

1. Demonstrates an understanding of school and agency services and formal and informal organizational structure
   1 2 3 4 N/O N/A

2. Understands general education, special education, and alternative educational services across diverse settings
   1 2 3 4 N/O N/A

3. Contributes theoretical and research perspectives to enhance the functioning of school and agency teams
   1 2 3 4 N/O N/A

4. Knowledgeable about local, state, and federal policies and regulations
   1 2 3 4 N/O N/A

5. Is knowledgeable about and uses technology resources
   1 2 3 4 N/O N/A

6. Designs and implements evidence-based practices that promote learning and mental health
   1 2 3 4 N/O N/A

Comments:

Preventative and Responsive Services

1. Demonstrates knowledge of current theory and research regarding human development, psychopathology, life stressors, and crises in schools
   1 2 3 4 N/O N/A

2. Keeps supervisors and administrators informed of daily activities and involvement in any unusual or crisis events
   1 2 3 4 N/O N/A

3. Demonstrates familiarity and competence with risk reduction programs and activities
   1 2 3 4 N/O N/A

4. Able to evaluate effectiveness of risk reduction programs and activities
   1 2 3 4 N/O N/A

5. Able to apply principles for responding to crises (e.g. suicide, death, natural disaster, violence, sexual harassment)
   1 2 3 4 N/O N/A

6. Effectively collaborates with school personnel, parents, and members of the community in the aftermath of crises

1 2 3 4 N/O N/A

7. Demonstrates familiarity and competence with universal, selected, and indicated prevention strategies

1 2 3 4 N/O N/A

8. Selects and implements evidence-based prevention strategies and programs

1 2 3 4 N/O N/A

9. Able to evaluate effectiveness of prevention programs

1 2 3 4 N/O N/A

Comments:

Family-School Collaboration Services

1. Understands characteristics of families, family culture, and family-school interactions that impact children's development

1 2 3 4 N/O N/A

2. Demonstrates knowledge of current theory and research regarding family systems and their influence on children's academic, motivational, social, behavioral, mental health, and social characteristics

1 2 3 4 N/O N/A

3. Demonstrates ability to design and implement evidence-based practices that facilitate family-school interactions and improve family functioning

1 2 3 4 N/O N/A

4. Able to identify cultural factors that impact family-school interactions

1 2 3 4 N/O N/A

5. Communicates effectively when sharing information with families

1 2 3 4 N/O N/A

2. Serves effectively as a liaison for school and families

1 2 3 4 N/O N/A

3. Conducts effective family conferences

1 2 3 4 N/O N/A

Comments:

Diversity in Development and Learning

1. Integrates knowledge of individual, family, and cultural diversity into interactions with students, family and staff   1 2 3 4 N/O N/A

2. Case conceptualizations demonstrate understanding of individual differences and impact of biological, economic, cultural, linguistic and gender diversity   1 2 3 4 N/O N/A

3. Is sensitive to sources of bias when selecting, administering, and interpreting tests   1 2 3 4 N/O N/A

4. Demonstrates appropriate assessment strategies for culturally and linguistically diverse students   1 2 3 4 N/O N/A

5. Incorporates knowledge of cultural and linguistic diversity issues as factors in systems functioning and change   1 2 3 4 N/O N/A

6. Incorporates understanding of cultural and ethnic diversity when developing and implementing individual interventions/therapy   1 2 3 4 N/O N/A

Comments:

Research and Program Evaluation

Indirect Service Project Title _____

1. Collaborates with school or agency staff in project development   1 2 3 4 N/O N/A

2. Demonstrates ability to conduct needs assessment   1 2 3 4 N/O N/A

3. Researches program elements for application to setting   1 2 3 4 N/O N/A

4. Determines goals and objectives for program   1 2 3 4 N/O N/A

5. Implements project in a smoothly and effectively   1 2 3 4 N/O N/A

6. Evaluates implementation and impact of the project   1 2 3 4 N/O N/A

7. Understands data analysis techniques sufficient for understanding data interpretation   1 2 3 4 N/O N/A
   and research in applied settings

Comments:

Legal, Ethical, and Professional Practice

1. Demonstrates knowledge of ethical guidelines and adheres to these standards
   for service delivery   1 2 3 4 N/O N/A

2. Demonstrates knowledge of legal standards and regulations relevant for practice in
   settings where school psychologists work   1 2 3 4 N/O N/A

3. Utilizes supervision adequately and appropriately   1 2 3 4 N/O N/A

4. Engages in collaborative relationships and interdisciplinary partnerships   1 2 3 4 N/O N/A

5. Participates in professional development activities   1 2 3 4 N/O N/A

6. Demonstrates an awareness of competency level, and does not accept
   responsibilities that exceed this level   1 2 3 4 N/O N/A

Comments:

Overall Rating of Student

1	2	3	4
Below Expectations	**Approaching Expectations**	**Meets Expectations**	**Exceeds Expectations**

Summary Comments:

Professional Goals:

Given the above ratings of the student's current professional skills, list the three most important goals which should be established for:

1) The second half of the internship (for first semester evaluations):   or

2) For his/her continued professional training (for second semester evaluations).

1. Most important goal _____

_____

2. _____

_____

3. _____

_____

Evaluator's signature: _____ Date: _____

Student's signature: _____ Date: _____

(The student's signature indicates only that the evaluation has been discussed with the student and does not denote agreement)

Student Comments: _____

_____

_____

Please send to your <u>university-based supervisor</u> (scanned and emailed preferred)

APPENDIX H - STUDENT PERFORMANCE EVALUATION
(Student Self-Evaluation and Faculty Evaluation of Student)

Division of Counseling and School Psychology

Alfred University

Performance Evaluation

Student: Date:

Review:

___1st year: semester 1

___1st year: semester 2

___2nd year

___3rd year

Please use the following rating scale for all items:

Needs remediation plan for improvement	In progress toward meeting expectations	Meets expectations for level of training	Exceeds expectations; accelerated progress
1	*2*	*3*	*4*

I.   Academic habits to support lifelong professional learning and
     success at graduate-level work

	Student self-rating:	Faculty rating:	Comments:
Tracks and meets deadlines			
Prepares for class meetings			
Participates effectively in class			
Clear and effective oral presentation skills			
Clear and effective written communication			

Uses technology effectively			

II. Professional work behaviors necessary for effective practice

	Student self-rating:	Faculty rating:	Comments:
Takes appropriate initiative			
Demonstrates adaptability / flexibility to changes in routine			
Works toward improvement and accountable for mistakes			
Punctual to class meetings and appointments			
Exhibits an appropriate level of attention to detail			

III. Interpersonal skills necessary for school psychology practice

	Student self-rating:	Faculty rating:	Comments:
Collaborates effectively with peers			
Communicates effectively and professionally			
Establishes rapport with children and adults			
Demonstrates respect for cultural differences			

IV. Intrapersonal awareness for the practice of school psychology

	Student self-rating:	Faculty rating:	Comments:
Appropriate emotional responses for the work environment			
Accepts feedback from supervisors and responds appropriately			
Recognizes personal strengths and weaknesses/limitations			
Aware of differences in cultures			
Demonstrates professional judgment appropriate to level of training			

V. Other professional competencies:

	Student self-rating:	Faculty rating:	Comments:
Research skills			
Knowledgeable of ethical and legal practice			
Assessment skills			
Intervention— social/emotional, academic, behavioral			
Consultation			

Areas of strength identified by student and faculty:

Student-identified strengths:	Faculty-identified strengths:

Areas for growth identified by student and faculty

Student-identified areas for growth:	Faculty-identified areas for growth:

To be completed at the feedback meeting with faculty:

Overall rating of progress in program:

Needs remediation plan for improvement	In progress toward meeting expectations		Meets expectations for level of training		Exceeds expectations; accelerated progress
1	1.5	2	2.5	3	3.5	4

Professional goal for next semester (complete at feedback meeting):

Strategies to be used to promote achievement of the goal:

Student feedback for program:

_____

Signature below indicates that both parties have had an opportunity to review responses and offer feedback during this process:

_____   _____

Faculty Representative Signature   Student Signature

_____

Date of Review