



**SYRACUSE UNIVERSITY**

# **The College of Arts and Sciences**

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## **School Psychology Handbook for 2019-20**

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School Psychology Program\*  
Department of Psychology  
430 Huntington Hall  
Syracuse, NY 13244-2340

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Doctoral Degree (Ph.D.) in School Psychology

Accredited by the American Psychological Association (APA)\*\*

Approved by the National Association of Psychology Psychologists (NASP) and the New York State Department of Education (NSDE)

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\*Questions related to the program should be directed to Dr. Tanya Eckert, Syracuse University, Department of Psychology, 430 Huntington Hall, Syracuse, NY 13244. Phone: 315-443-3141; Email: [taeckert@syr.edu](mailto:taeckert@syr.edu)

\*\*Questions related to the program's accreditation status should be directed to the Commission on Accreditation, Office of Program Consultation and Accreditation, American Psychological Association, 750 1<sup>st</sup> Street, NE, Washington, DC 20002, Phone: (202)336-5979; Email: [apaacred@apa.org](mailto:apaacred@apa.org); Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation).

## Table of Contents

<b>General Introduction</b> .....	<b>1</b>
<b>Overview of the Psychology Department</b> .....	<b>1</b>
<b>Overview of the School Psychology Program</b> .....	<b>1</b>
Faculty Advising and Mentoring .....	2
Organizational Structure and Administration of School Psychology Program .....	3
<b>Core Program Faculty Profiles</b> .....	<b>3</b>
<b>Associated Program Faculty Members and Other Contributors</b> .....	<b>4</b>
<b>Program Philosophy and Educational Model</b> .....	<b>4</b>
<b>Program Aims and Competencies</b> .....	<b>5</b>
<b>Curriculum Plan</b> .....	<b>7</b>
Curriculum Organization .....	7
Research Education and Training.....	8
Clinical Training .....	8
Assessment of Clinical Competencies.....	9
Annual Formative Graduate Outcomes (AFGO).....	10
<b>Program Policies and Procedures</b> .....	<b>10</b>
Program Meetings.....	10
Program Advisement and Program of Study .....	11
Student Evaluations and Record of Progress Form.....	11
Scheduling Proposal or Defense Meetings .....	12
Public Professionalism .....	12
Transfer Credit .....	12
Program and Departmental Service.....	12
Professional Involvement.....	13
Liability Insurance .....	13
Probation and Termination Policies.....	13
Appeal and Grievance Procedures.....	15
Departmental Ombudsperson .....	15
Change of Program Area .....	15
<b>University and Graduate School Policies</b> .....	<b>16</b>
Active Status in Program.....	16
Statement of Plagiarism.....	16
Academic Integrity .....	16
Family and Medical Leave.....	16
Guidelines for Students Taking a Leave of Absence and Returning from a Leave of Absence.....	17
<b>Research Requirements and Doctoral Comprehensive Examination</b> .....	<b>17</b>
Masters Thesis .....	17
Oral Examination (Defense) Procedures.....	18
Pre-Doctoral Project.....	18
Comprehensive Examination .....	19

## Table of Contents - Continued

Doctoral Dissertation .....	20
Oral Examination (Defense) Procedures.....	21
<b>Internship .....</b>	<b>21</b>
Eligibility for Internship .....	22
Internship Requirements .....	22
Evaluation of Interns.....	23
Internship Completion and Graduation.....	23
Additional University Training Requirements.....	23
<b>Financial Support and Other Funding Opportunities.....</b>	<b>23</b>
Graduate Assistant Exam Proctoring Responsibilities .....	24
Employment Policy .....	24
<b>University Issues.....</b>	<b>24</b>
Colloquia .....	24
Graduate Student Organization (GSO).....	24
Future Professoriate Program (FPP) .....	24
<b>Appendices .....</b>	<b>.....</b>
A – Program of Study .....	25
B – Competencies, Outcomes, and Minimum Achievement Levels .....	27
C – Curricular Template .....	33
D – Benchmarks for Assessing Clinical Competencies – Readiness for Practicum.....	34
E – Benchmarks for Assessing Clinical Competencies – Readiness for Internship .....	40
F – Annual Formative Graduate Outcomes Scoring Rubric .....	46
G – Record of Progress Form.....	48
H – Expected Progress toward Research Requirements .....	49
I – Public Professionalism.....	50
J – Petition Information, Transfer of Graduate Courses .....	52
K – Competency Remediation Plan.....	53
L - Graduate Student Appeal Procedures .....	56
M - Procedures Graduate Students May Use to Deal with Complaints about Alleged Faculty Misconduct.....	57
N - Faculty Grievances against Graduate Students.....	61
O - Resources on Ethical Issues and Professional Standards.....	63
P – Sample of Graduate School Program of Study Form, Masters Thesis Degree.....	64
Q –Timeline for Comprehensive Examination.....	66
R – Sample of Graduate School Program of Study Form, Doctoral Degree.....	68

## **General Introduction**

The Department of Psychology and the School Psychology Program welcome you to graduate study at Syracuse University! We are pleased that you decided to come here for your graduate work. Although all of us will assist you to the greatest extent possible, you of course, must assume primary responsibility for the progress and success of your graduate education.

This handbook provides a detailed overview of the School Psychology Program including the program's goals and processes, as well as policies and procedures associated with the Program, the Department, and the University. It is critical that you review this information, learn the University, Department, and Program policies and procedures, and your rights and responsibilities. This handbook will guide you in these areas.

## **Overview of the Psychology Department**

The Psychology Department at Syracuse University (<http://psychology.syr.edu>) has a faculty of distinguished psychologists known for the highest achievement in research, a strong commitment to teaching at both the undergraduate and graduate levels, and active engagement in a variety of community, school, and medical settings. The Department offers doctoral programs in Clinical Psychology, Experimental Psychology (Cognition, Brain, and Behavior), School Psychology, and Social Psychology.

The main office for the Psychology Department is in room 430 of Huntington Hall. Numerous office staff members are available (<http://psychology.syr.edu/people/staff.html>); however, the Department's Graduate Support Coordinator serves as the primary resource for all graduate student. Throughout your graduate career, a permanent student file will be kept in the main department office that documents admission and funding decisions as well as your progress in the areas of coursework, research training, and clinical work. In addition, an electronic file will be maintained on the department's secure server, which archives all aspects of your graduate training (e.g., transcripts, thesis, clinical evaluations and observations). Whenever an important decision is made in your graduate education, please make certain that the decision is recorded in writing, that the written record goes into your file, and that you retain a written copy. At the beginning of each semester, you should provide the Department's Graduate Support Coordinator with your contact information (i.e., current mailing address, electronic mail address, and phone number). You also need to update your contact information via MySlice. This information will help the Department maintain accurate contact information for the program files and departmental correspondence.

## **Overview of the School Psychology Program**

Syracuse University's doctoral program in school psychology prepares students to engage in research and practice to meet the needs of children and youth in schools and other related settings. The School Psychology Program is committed to providing high-quality doctoral training that prepares students to meet the needs of children and youth both directly and indirectly by working with parents, teachers, and other direct care providers. In addition, the program offers broad and general doctoral education and training that includes preparation in health service psychology (HSP). The program adheres to the scientist-practitioner training model. A primary goal of the program is for students to understand the principles of scientific inquiry and to apply these principles to their professional decision making. The program faculty believe that adherence to the scientist-practitioner model produces consistently high standards of professional practice, thereby maximizing the quality and accountability of psychological service delivery. Within this model, students are encouraged to be data-based problem solvers, to seek converging information when making professional decisions, and to evaluate the outcomes of their services, while engaging in actions that indicate respect for and understanding of cultural and individual differences and diversity.

The School Psychology Program at Syracuse University is accredited by the Commission on Accreditation of the American Psychological Association (APA) [Office of Program Consultation and Accreditation, 750 First Street, N.E., Washington, DC 20002-4242: (202) 336-5979] and the National Association of School Psychologists (NASP). In addition, completion of the program satisfies the current requirements for certification and licensure in New York State. Graduates of the Syracuse University School Psychology Program are immediately eligible, under current regulations, for provisional certification as School Psychologists in the State of New York. The program is also registered with New York State as licensure qualifying, meaning that our graduates are eligible to sit for the licensing exam once their required hours of supervised work requirement is completed. Graduates typically will be able to meet the certification and licensing requirements of most State Departments of Education. If the student is interested in certification or licensure in a state other than New York, it is advisable to have a copy of that state's current certification standards when planning a program with his/her advisor.

### **Faculty Advising and Mentoring**

The most important single faculty member for a student, especially in the early part of the graduate program, is the student's primary academic advisor. S/he is the student's primary resource person and is responsible, along with the student, for a good deal of the paperwork necessary for the orderly administration of the graduate program. Each student's primary academic advisor has been assigned based on the student's previous research experiences and/or interests and should be seen frequently for advice on all program matters. The primary academic advisor should be updated on all aspects of the student's progress in the program. The Director of Training of the School Psychology Program serves as the secondary advisor to all students.

As depicted on the next page, the Program is currently comprised of 6 full-time (Drs. Eckert, Felver, Hier, Lewandowski, Martens, Russo) core faculty members. The faculty members serve as primary academic and research advisors to students enrolled in the program, and serve on students' comprehensive examinations, thesis, and dissertation committees. The core faculty members are responsible for administering and coordinating several program activities. Dr. Tanya Eckert is currently the Director of Training of the School Psychology Program and Coordinator of Graduate Admission. Based on Dr. Eckert's credentials and expertise, she can lead the program with regard to the training mission (i.e., integration of science and professional practice) as well as ensure that the program's training goals and objectives are achieved. Drs. Lawrence Lewandowski and Joshua Felver are currently the Co-Directors of Clinical Supervision and Training as well as the Coordinator of Funding and Internships for the program. Given their training and credentials (i.e., licensed psychologists, credentialed health service psychologists), they are able to support Dr. Eckert in ensuring that the program's training mission, goals, and objectives are achieved, and his credentials are consistent with the field's provisions for the clinical supervision of graduate students in applied placements. Dr. Brian Martens is currently the Assessment Data Coordinator and is responsible for organizing the collection of data regarding students' progress toward the Program's training objectives and student competencies, as well as students' attainment of proximal and distal outcomes. Finally, Dr. Natalie Russo is the Coordinator of the Professionalism Development Seminar Series. An overview of the organizational structure of the Program is provided on the next page.



of skill gains. She serves on the editorial boards of *Journal of School Psychology*, *School Psychology Review*, and *Assessment for Effective Intervention*.

**Lawrence J. Lewandowski, Ph.D.** (University of Michigan, 1978), Professor of Psychology and Meredith Professor for Teaching Excellence, Co-Director of Clinical Training in School Psychology, Clinical Professor of Psychiatry at SUNY Upstate Medical University (UMU), and Research Professor in the Department of Physical Medicine and Rehabilitation at SUNY UMU. He holds New York state licensure as a Psychologist. Dr. Lewandowski teaches courses in neuropsychological theory and assessment, brain and behavior, socio-emotional assessment, and pediatric disorders. In addition, he supervises field placements and internships. His research focuses on neuropsychological, cognitive and psychosocial aspects of learning disabilities, ADHD, and concussion; computer-based interventions for reading and writing disabilities; test-taking skills and performance speed; and issues of test accommodations. He serves on the editorial boards of the *Journal of Psychoeducational Assessment*, *Journal of Attention Disorders*, and the *ADHD Report*. He is a member of the American Psychological Association, National Association of School Psychologists, New York Association of School Psychologists, and International Academy for Research in Learning Disabilities.

**Brian K. Martens, Ph.D.** (University of Nebraska, 1985), Professor of Psychology. Dr. Martens teaches courses in applied behavior analysis, behavior therapy practicum, tests and measurements, and school consultation. His research is concerned with translating findings from basic operant research into effective school-based interventions, functional assessment and treatment of children's classroom behavior problems, and the instructional hierarchy as a sequenced approach to training basic academic skills. He is past Editor of the *Journal of Behavioral Education* and has served on the editorial boards of *School Psychology Review*, *School Psychology Quarterly*, the *Journal of School Psychology*, and the *Journal of Applied Behavior Analysis*.

**Natalie Russo, Ph.D.** (McGill University, 2008), Assistant Professor. Dr. Russo has a primary appointment in School Psychology and is cross-affiliated in the Cognition, Brain, and Behavior (CBB) program. Dr. Russo teaches courses in child development and developmental psychopathology. Her research is focused on the manner in which typically developing children, children with developmental disabilities, and children on the autism spectrum develop and hone their ability to process and integrate information from single or multiple sensory modalities. To do so, she uses measurements of both behavior (reaction time and accuracy) and brain physiology (Event-Related Potentials). In addition to her research work, she is also an expert in the diagnosis and assessment of children with autism and in the use of visual strategies in the treatment of children with autism. She serves on the editorial board of *Frontiers in Integrative Neuroscience* and is a member of the *International Society for Autism Research*.

#### **Associated Program Faculty Members and Other Contributors**

In addition to the core faculty, there are several additional faculty and professionals in the area that contribute to the program through courses taught, research supervision, and direction of theses and dissertations. Associated Program Faculty Members include Drs. Kevin Antshel, Afton Kapuscinski, Steven Maisto, Leonard Newman, Laura VanderDrift, David Kellen, Nina Stoeckel, and Whitney Wood. Other professionals who are not affiliated with the university but serve as contributors to the program include: Seth Aldrich (Homer Central School District), Kristi Cleary (Syracuse City School District), Nicole DeRosa (SUNY Upstate Medical University), Sarah Felver (private practice), Leah Phaneuf (Kelberman Center), Brian Rieger (SUNY Upstate Medical University), and Henry Roane (SUNY Upstate Medical University).

#### **Program Philosophy and Educational Model**

The primary mission of the School Psychology Program at Syracuse is to train the next generation of leaders in psychological and educational research, teaching, and clinical practice. By providing program graduate students with

broad and general doctoral education and training in psychology that includes preparation in health service psychology, the program prepares its students to possess the requisite and unique skills to provide professional services to a wide range of children and youth in a variety of settings. The program prepares all students to be scientist-practitioners capable of addressing the significant problems and issues facing children and youth.

The program adheres to the scientist-practitioner model of doctoral training, which emphasizes the integration and application of psychological science to inform professional practice. This integration is accomplished by providing students with early and ongoing engagement in: (a) lecture/discussion courses concerning psychological and educational theory; (b) practicum courses which demonstrate the application of theory and require students to practice specific skills; and (c) faculty-led research groups in both laboratory and applied settings. By participating concurrently in these three types of training experiences, students not only learn valuable theoretical perspectives, but are given the opportunity to use these perspectives in making professional practice decisions under controlled and supervised conditions. The education and training offered in the program is sequential, cumulative, graded in complexity, and designed to prepare students for further education and professional practice in health service psychology. Toward that goal, each student is required to successfully complete a Program of Study (see Appendix A).

The program's training model reinforces that psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology. The program holds as a standard for its faculty and students alike the application of the scientific method as a means of investigating problems in research and addressing issues in professional practice. The use of the scientific mode of inquiry in research and professional practice is a unifying standard. In addition, the integration of science and practice is emphasized in classes, practica, and externships. Further, program students are engaged in psychological research from the beginning of their graduate training. Research groups are designed to facilitate the development of research skills; however, many of the research projects, while addressing theoretical issues, directly address professional practice.

### **Program Aims and Competencies**

There are three primary aims that guide the program's education and training: (1) to prepare psychologists who are knowledgeable and competent in research; (2) to prepare psychologists who are knowledgeable and competent in the delivery of health service psychology; and (3) to prepare psychologists who are knowledgeable and competent in the specialty area of school psychology. To ensure that all students acquire a general knowledge base in science and practice preparation (Aim 1), the field of psychology and health service psychology (i.e., Aim 2) and the specialty area of school psychology (i.e., Aim 3), profession-wide competencies were established. The program believes that these competencies are integrated and dynamic. As program graduates enter professional practice, continuous input and improvement will occur, which requires all program graduates to engage in life-long learning. The program aims competencies are described below. Appendix B details the relationship between the program aims, competencies, minimum achievement levels and post-graduation outcomes. A listing of the program's aims and competencies is provided below.

#### **Aim 1: To prepare psychologists who are knowledgeable and competent in research [Science and practice]**

##### **Research**

A1.1. Students will demonstrate knowledge of the application and evaluation of a variety of research methodologies.

A1.2. Students will demonstrate competency in the creation, execution, and interpretation of psychological research.

### **Professional attitudes**

A1.3: Students will demonstrate knowledge and competency in the development of their identity as scientist practitioners.

A1. 4. Students will demonstrate competency in continued professional development in the areas of research and evidence-based clinical work.

### **Aim 2: To prepare psychologists who are knowledgeable and competent in the delivery of health service psychology [Broad and general preparation for entry-level practice]**

#### **Ethical and Legal Standards**

A2.1. Students will demonstrate knowledge of ethical and legal standards governing the profession of psychology.

A2.2. Students will demonstrate pursuit of continuing education and professional credentialing.

#### **Individual and cultural diversity**

A2.3. Students will demonstrate knowledge and competency adapting and working effectively with individuals from diverse and multicultural backgrounds.

#### **Communication and interpersonal skills**

A2.4. Students will demonstrate knowledge and competency in creating and maintaining effective interpersonal relationships.

A2.5. Students will demonstrate knowledge and competency in clear and effective verbal, nonverbal, and written communication.

#### **Supervision**

A2.6. Students will demonstrate knowledge of and competency in the application of basic supervisory models and practices.

### **Aim 3: To prepare psychologists who are knowledgeable and competent in the specialty area of school psychology [Broad and general preparation for practice in school psychology]**

#### **Assessment**

A3.1. Students will demonstrate knowledge and competency in planning, implementing, and interpreting data from various assessment methods.

#### **Intervention**

A3.2. Students will demonstrate knowledge and competency in applying principles of behavior change to design, implement, and evaluate intervention programs for children and relevant stakeholders.

#### **Consultation and interprofessional interdisciplinary skills**

A3.3. Students will demonstrate knowledge and competency in problem solving, interpersonal influence, and implementation support skills.

A3.4. Students will demonstrate knowledge and competency in working collaboratively with people and agencies.

## Curriculum Plan

The program provides a graded sequence of training in the areas of coursework, research, and clinical practice. Students' competency is promoted sequentially through: (a) coursework in core professional issues and methods of practice, theoretical foundations of scientific psychology, methods of research, and related educational issues; (b) modeling by faculty and senior graduate students of data-based problem solving, research and professional practice skills, respect for cultural and individual diversity, and adherence to legal and ethical standards; (c) practice of specific skills with feedback through the collection, organization, and presentation of data as a member of a faculty-led research group; (d) practice of broader skills with feedback in practicum courses and during completion of thesis research projects; and (e) critical examination of independent decision making during the qualifying exam, pre-doctoral internship, and dissertation project. In addition, the program is strongly committed to fostering a supportive and encouraging learning environment that is respectful of cultural and individual differences and diversity. Across all aspects of graduate training, the program encourages faculty and student to engage in continuous dialogues on diversity-related issues and to develop relevant competencies to apply in their professional activities. Graduates of the program are prepared to engage in professional practice in the field of health service psychology as well as the specialty area of school psychology.

### Curriculum Organization

The Ph.D. in School Psychology requires a minimum of 90 credits, including up to 18 thesis/dissertation credits, as well as 6 credits of internship. Students must successfully complete coursework required for the doctoral degree under three categories: (a) the School Psychology Core (33 credits); (b) Intervention Models (6 credits); and (c) the Psychology Core (27 credits) (see Program of Study, Appendix A). The organization of the curriculum is sequential, cumulative, and graded in complexity wherein students begin their coursework at a basic level and progress to a more advanced level. The required courses in the School Psychology Core and Intervention Models are graded across three domains of study: (a) **Foundations of Psychology and Education**; (b) **Assessment and Developmental Practices**; and (c) **Professional Practices**. All students develop prerequisite skills and competencies in the same sequence in courses that reflect **Foundations of Psychology and Education**. Further, by the second year of study, students develop the same prerequisite skills and competencies in psychology and education to benefit from the second domain of coursework, **Assessment and Developmental Practices**, which represents more advanced and complex areas of study. In the third and fourth years of graduate study, students complete the third domain of course work, **Professional Practices**, which represents advanced topics related to professional practice. Further, students continue to complete their broad and general training in psychology (e.g., human development across the lifespan, history and systems in psychology, biological aspects of behavior, psychological measurement) as well as coursework related to advanced topics in professional practice (e.g., consultation practicum, behavior therapy practicum). A standard curriculum sequence has been developed for each graduate cohort and can be found in Appendix C.

As part of the curriculum plan, students will develop substantial understanding of and competence in the breadth of scientific psychology, its history of thought and development, its research methods, and its applications. As evident in the Program of Study (see Appendix A), all students are required to complete 27 credit hours in the Psychology Core, which emphasizes fundamental aspects or theories in the areas of biological aspects of behavior (PSY 696), cognitive and affective aspects of behavior (PSY 614: Cognitive and Affective Bases of Behavior), social aspects of behavior (PSY 677), history and systems of psychology (PSY 894), research methodology (PSY 655, PSY 756), including psychological measurement (PSY 653), and techniques of data analysis (PSY 655, 756). In addition, all students are required to complete coursework that addresses broad and general training in human development (PSY 739), individual differences in behavior (PSY 617), dysfunctional behavior (PSY 863), professional standards and ethics (PSY 761, PSY 885), theories and methods of assessment and diagnosis (PSY 762, 763, 764, PSY 600<sub>tmad</sub>), theories and methods of effective intervention (PSY 765, 861, 862, 880), issues of cultural and individual diversity (PSY 761, 860), and attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving (PSY 761, 885).

### **Research Education and Training**

Students engage in a progressive sequence of research education and training that begins during the first semester with participation in one or more faculty-led research groups. The progression through the research sequence displays the cumulative nature of the program. By participating in a research group, students receive didactic instruction in issues and methods relevant to a given project, observe the faculty mentor and senior graduate students, and practice the skills learned by completing specific research-related tasks (e.g., developing experimental protocols, conducting reinforcer preference assessments). As their research skills increase, students under the direct supervision of faculty supervise small teams of undergraduate assistants, thereby practicing a broader range of research and supervisory skills. Participating in research groups allows students to develop the skills and resources needed to complete their thesis or pre-doctoral research project and finally the dissertation. Thesis or pre-doctoral research projects are undertaken during the first two years of study. Prior to beginning work on the dissertation, students must demonstrate their competencies in three areas: (1) broad and general preparation for practice at the entry level; (2) science and practice preparation; and (3) broad and general preparation for practice in school psychology. This is accomplished through the mechanism of the comprehensive examination. Thus, the research group, in conjunction with coursework and supervision by the faculty advisor, lays the foundation for the thesis, and both the thesis and comprehensive examination prepare students for their dissertation.

### **Clinical Training**

The program's clinical and practicum experiences are arranged sequentially, beginning with classroom instruction, progressing to small numbers of closely supervised cases, succeeding to a larger number of supervised cases, and culminating with external placements. All students begin their practicum training by taking courses in Assessment and Developmental Practices (i.e., Cognitive, Socioemotional, Direct Academic) during their first two years of graduate study. The assessment courses require practicum components that are closely supervised by course instructors. First year students are also encouraged to assist senior students with school-based research and participate in funded projects in area schools or related agencies. First year students also may engage in activities that are appropriate given their training, capabilities, and available supervision. In previous years, these activities have included classroom observation, curriculum-based assessment, graphing assessment data, peer tutor training, and consultation interviewing. These have been very useful early training experiences that expose students to professional practice issues in the field, allow students to benefit from the expertise of school personnel while providing valuable assistance, and provide students with contexts to practice skills taught in their coursework. This experience also highlights the importance of developing consultative relationships with peers/colleagues who can provide feedback and supervision regarding professional practice. During the summer of the first year of graduate training, students enroll in Theories and Methods of Assessment and Diagnosis (PSY 600<sub>tmad</sub>). This practicum course requires students to engage in assessment activities to evaluate and plan for exceptional children. Students receive extensive supervision from faculty in school psychology. The total number of practicum hours is 120, 90 of which are in direct service to clients.

In the second year of training, students continue taking courses in Foundations of Psychology and Education. Students also begin to enroll in one or more practicum courses, which are specifically designed to give students supervised practice in direct and indirect activities associated with prior coursework. Each practicum course requires that students complete a minimum number of hours during the semester. Students may choose to enroll in: (a) Practicum in Direct Academic Assessment (PSY600<sub>daap</sub> - 90 hours); (b) Practicum in Psychotherapy (PSY 847 – 90 hours); (c) Behavior Therapy Practicum (PSY 866 - 90 hours); or (d) Child and Family Intervention Practicum (PSY600<sub>cfip</sub> – 90 hours). Each of these courses is either taught or co-supervised by licensed faculty. These courses focus on the integration of science and practice and in many instances expose students to empirically-supported interventions in a given area.

Beginning in their second year of training, students obtain primary practicum experiences by completing external practicum placements. Students engage in services that are commensurate with their previous and ongoing training (e.g. triennial assessments for special education eligibility; behavioral consultation for disruptive behaviors;

neuropsychological evaluations; provision of psychotherapy). Although the exact availability of external practicum placements may change year to year depending on the site's budgetary constraints and clinical needs, most students find that by the end of their fourth year of training they have gained substantive and varied clinical experience across domains (i.e., assessment, consultation, and intervention), age groups, settings, and clinical presentations. Some students in the program may elect to obtain primary practicum experiences by serving as a clinic assistant in the Psychological Services Center (PSC) at Syracuse University. As clinic assistants, students gain direct experience in intake interviewing, assessment, intervention, prevention, and consultation. Supervision of students is divided among the Psychological Services Center Director and clinical psychology faculty members who are licensed clinical psychologists practicing in the Syracuse area in both inpatient and outpatient settings.

In the fourth year, most students will complete the remaining practicum courses including the Practicum in School Psychology (PSY 880 - 150 hours; 105 direct and 45 indirect clinical contact). Students in the field placements associated with PSY 880 are involved in further consolidation of knowledge, skills, and experiences within the school setting while assuming somewhat more individual responsibility for service delivery. The seminar portion of the practicum course incorporates individual and group supervision, visits to placement sites, consideration of ethical and legal issues, service delivery standards, program evaluation, evaluation of service delivery, and supervision and direction of services. As part of clinical training and practicum completion, the student is fulfilling requirements of the Clinical Portfolio. The portfolio requires that students document competency in a wide range of service delivery functions (i.e., different types of assessments and reports, consultation cases, counseling/therapy cases, family intervention, group/systems intervention, behavioral programming, academic intervention, in-service training, program evaluation, etc.). Students often work alongside a masters-level school psychologist yet are supervised by a doctoral-level school psychologist and faculty instructors, Drs. Lewandowski and Felver (who are licensed psychologists). These students must receive satisfactory evaluations from all supervisors.

It is important to note that students are required to document their practicum hours and submit an updated practicum log to the faculty as part of the end-of-semester evaluation. Students are required to use the standardized application form required by the Association of Psychology Postdoctoral and Internship Centers (APPIC; [www.appic.org](http://www.appic.org)) in documenting practicum hours.

### **Assessment of Clinical Competencies**

To systematically assess core competencies for professional psychology that students will develop during their training, benchmarks for assessing students' clinical competencies were adopted (i.e., Competency Benchmarks for Professional Psychology; Kaslow, Grus, Campbell, Fouad, Hatcher, & Rodolfa, 2009). Until the end of the students' third year of training, the faculty will rate students' clinical competencies associated with practicum readiness (see Appendix D). The ratings will occur as part of each end-of-semester evaluation to identify areas of clinical competence and identify areas that need additional attention. The ratings are based on a review of relevant clinical indicators for practicum readiness (e.g., grades in courses, performance-based methods such as case presentations, evaluations from clinical supervisors). For those students entering the program with a Masters degree, the timing of the assessment of clinical competencies and the associated anchoring scores will be revised according to the student's Program of Study.

To allow for progress and growth toward readiness for practicum, an anchoring score of 2 will be used for students in the first year of the program. Ratings greater than 2 reflect areas of strength; scores less than 2 reflect areas of weakness. For students in their second and third year of study, an anchoring score of 3 will be used to assess progress and growth toward readiness for practicum. Ratings of 3 indicate the minimum competency expectation for practicum readiness. Ratings greater than 3 reflect areas of strength; ratings less than 3 reflect areas of weakness and require remediation.

As students enter their fourth year (i.e., end-of-semester evaluation at the end of the third year and during fourth year of study), the faculty will rate students' clinical competencies in relationship to their readiness for internship (see Appendix E). The ratings are based on a review of relevant clinical indicators for internship readiness (e.g., grades in courses, performance-based methods such as case presentations, evaluations from clinical supervisors). Ratings of 3 indicate the minimum competency expectation for internship readiness and need to be demonstrated by the end of the students' fourth year of study to assume a pre-doctoral internship.

### **Annual Formative Graduate Outcomes (AFGO)**

All students are required to document their research, clinical, teaching, and professional experiences completed during their time in the program. This documentation will result in a cumulative electronic portfolio, which illustrates students' competencies and accomplishments. Many of the portfolio components can be used for professional development. Academic content should include APA style where appropriate (e.g., references, citations). Clinical content should be de-identified and conform to FERPA/HIPPA regulations.

Toward this requirement, during the spring semester of each academic year, students will be responsible for updating the relevant sections of their electronic portfolio by the posted deadlines and submitting the updated electronic portfolio to the Director of Training. Included in the updated electronic portfolio submitted during the spring semester is the students' annual self-reflection. Students are required to submit a brief, typed response (not to exceed 2 pages) that addresses the following questions: (1) How have you developed as a researcher over the past year?; (2) How have you developed as a clinician over the past year?; and (3) Are there any other areas of progress or development that you would like to provide to the faculty? At the end of each year, the faculty formatively evaluate relevant outcomes (see scoring rubric – Appendix F) and provide feedback as part of the end-of-semester evaluation. An updated and complete portfolio is required for graduation from the program.

Required Competencies. Students will be required to document their experiences in four areas: (a) research; (b) clinical; (c) teaching; and (d) professional. For each area, there are required documents as well as optional documents. A listing of the required and additional documentation, along with corresponding courses or milestones, is provided in Appendix F.

Electronic Portfolio Format. Students will receive a template for the file structure of the electronic portfolio. The file and sub-file organizational structures are as follows:

- Electronic Portfolio – Insert Student Name
  - Research Experiences
    - Required empirical work;  Required coursework;  Additional
  - Clinical Experiences
    - Required coursework;  Required practica;  Clinical examinations
  - Teaching Experiences
    - Teaching assistantship;  Additional
  - Professional Experiences and Development
    - Required;  Additional

## **Program Policies and Procedures**

### **Program Meetings**

The School Psychology Program will hold program meetings as needed to disseminate information and discuss research and training, field placements, and general program issues. All school psychology students are expected to attend the program meetings. Notifications will be made via electronic mail. Students are responsible for the information presented at the meetings.

### **Program Advisement and Program of Study**

Program faculty advisors help students plan their graduate study as well as plan for productive experiences in their assistantships (teaching, research or clinical) and research. Students keep advisors informed of their progress and accomplishments, and seek guidance about coursework, time management, assistantship work, research, and professional development. Students are required to update their Program of Study form at the end of each semester.

### **Student Evaluations and Record of Progress Form**

At the completion of the fall and spring semesters, each student's progress is reviewed by the program faculty. Students are sent a School Psychology Record of Progress Form (see Appendix G), which summarizes each student's progress and provides feedback in four main areas: (a) academic or course-related requirements, (b) clinical / interpersonal skill development, (c) research requirements; and (d) annual formative graduate outcomes (see Appendix F).

**(a) Academic requirements.** All students must maintain a cumulative GPA of 3.0 or better and fulfill all course-related requirements at a satisfactory level.

**(b) Clinical / interpersonal requirements.** Students must demonstrate various clinical and interpersonal skills in addition to academic excellence and progress on research. Relevant clinical competencies are assessed at the end of each semester (see Assessment of Clinical Competencies section), including, when applicable, students' teaching. Students should be aware that faculty have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Evaluative areas include demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation, (c) openness to processes of supervision; and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty) (Student Competence Task Force, Council of Chairs of Training Councils, 2003).

**(c) Research requirements.** All students are required to participate in a research group with a School Psychology faculty member from program entry to candidacy. Expected progress toward research requirements is described in Appendix H and is evaluated by the program faculty at the end of each semester. Participation in these groups is designed to facilitate the development of research skills such as the preparation of research proposals, ethical issues in research, preparation of requests to university human subjects committee and school district research committees, design and analysis issues, logistics of attaining participants for research, data gathering, and presentation of results both orally and in written manner. In addition, this requirement is designed to assist students in the completion of degree requirements, specifically thesis and dissertation. Participation in at least one research group must occur within the first semester of training. It should be noted that such participation does not preclude involvement in a research group with a non-school psychology faculty member. Students are encouraged to investigate the research of all faculty members and can get involved with this research at any point in training.

**(d) Annual Formative Growth Outcomes.** As previously indicated, all students are required to document their research, clinical, teaching, and professional experiences completed during their time in the program. This documentation will result in a cumulative electronic portfolio, which illustrates students' competencies and accomplishments (Appendix F).

All students who receive department funding as a Teaching Assistant will be evaluated each semester by the faculty member assigned to serve as the mentor for the course. Each student's overall performance will be assessed (e.g., teaching effort and performance, attendance, meeting deadlines, following course guidelines and policies, professionalism, etc.). In addition, if the TA assignment includes teaching, the faculty member will conduct an in-class observation to evaluate each student's teaching skills and individualized feedback will be provided. It is expected that a student's overall performance each semester, as assessed by the faculty member assigned to the course, will meet or exceed expectations for a student to remain in good standing in the program. If a student's overall performance is assessed as falling below expectations, then the student will receive a warning and guidance regarding what aspects must improve. If the student's performance does not improve, the student's status in his/her doctoral program may be impacted, and other sanctions, including being removed from the teaching position and loss of funding, may occur.

### **Scheduling Proposal and Defense Meetings**

It is the policy of the School Psychology Program that the final document for all research requirements (i.e., proposal and final document) must be submitted to the faculty members by either November 1<sup>st</sup> or April 1<sup>st</sup> for a meeting (i.e., proposal, defense) to be scheduled. Proposal and defense meetings are prohibited during the summer.

### **Public Professionalism**

Professionalism is considered a core competency of psychology. Students are expected to adhere to this core competency and act with courtesy and respect toward others. As a result, during the initial program orientation session, all students will read and sign a public professionalism agreement (see Appendix I). This agreement will be retained in each student's cumulative file.

### **Transfer Credit**

Students wishing to transfer graduate credit from another SU program, or from another institution, must file a formal petition requesting such transfer (see Appendix J for directions and specific wording that should appear on the formal petition form). The Department's Graduate Support Coordinator retains blank copies of the formal petition form. Transfer credit will be evaluated on an individual basis upon entrance into the program. The petition must be approved by the Director of Training and the Associate Chair. As stated in Section 46.3 of Syracuse University's Academic Rules and Regulations, at least 50% of graduate coursework or **33 credit hours** (exclusive of research and internship courses) must be completed in residence credits (approved graduate courses) at Syracuse University. This means that no more than 33 graduate credit hours may be transferred assuming the previously stated residency requirements are met. Please note that residency requirements for the doctoral degree in School Psychology include a minimum of 3 full-time academic years of graduate study (or the equivalence thereof) and completion of a pre-doctoral internship. At least 2 of the 3 academic training years (or the equivalent thereof) must be at Syracuse University, and at least 1 of these years must be in full-time residence (or the equivalent thereof).

### **Program and Departmental Service**

It is expected that all students in the program will actively participate in program and department service obligations. Typically, the School Psychology Program nominates students to serve on program committees (e.g., Admissions Committee, Professionalism Committee). In addition, the program faculty members often nominate students to serve on program, department, or university committees to allow graduate students the opportunity to provide input on important matters related to program, department, or university governance.

### **Professional Involvement**

Students are encouraged to become professionally involved through such national organizations as the American Psychological Association (APA) Division 16, National Association of School Psychologists (NASP), Association for Behavior Analysis International (ABAI), American Educational Research Association (AERA), Society for Research on Child Development (SRCD), Association for the Advancement of Behavior Therapy (AABT), and Council for Exceptional Children (CEC). In addition, students are encouraged to become involved in regional and local professional organizations such as the New York Association of School Psychologists (NYASP), New York State Psychological Association (NYSPA) Division on School Psychology, and Eastern Psychological Association (EPA). Student and associate memberships are available in many of these organizations. Attendance at the organization meetings and workshops will facilitate one's growth as a psychologist. Graduate students can receive psychological and professional journals at reduced rates through most of these organizations.

### **Liability Insurance**

Students are required to obtain and maintain student liability insurance during their residence in the program. Liability insurance provides students-in-training and professionals with financial protection from lawsuits related to their professional practice or training experiences. The program recommends that students apply for liability insurance through the American Psychological Association Insurance Trust (<https://www.trustinsurance.com>), which offers liability insurance at a reasonable price (\$35 for 12 months). Documentation of liability protection is required each fall semester.

### **Probation and Termination Policies**

Maintenance of a satisfactory GPA is necessary for success in the School Psychology Program, but it is not sufficient to guarantee progress toward the doctoral degree. As part of scientist-practitioner training, students must actively participate in a research group, demonstrate the ability to function independently in all phases of the research process, and make timely progress toward completion of research requirements as specified in Appendix H. Students will be placed on probation or terminated from the Program if students do not meet the requirements in any of the three main areas summarized on the School Psychology Record of Progress Form (see Appendix G). Detailed information for each area is provided below. In addition, University and Graduate School policies pertaining to academic integrity, registration, and financial obligations supersede satisfactory academic, clinical/interpersonal, and research requirements. Violating University and/or Graduate School policies are grounds for termination or discontinuation in the program.

**(a) Academic requirements.** The Psychology Department policy holds that students must maintain a cumulative GPA of 3.0 (B) or better. If a student's cumulative GPA falls below a 3.0, that student will be placed on probation. The student then has two semesters to bring the cumulative GPA to 3.0 or better following the initial semester in which the GPA dropped below 3.0. In addition, if a student obtains a grade of B- or lower in any course used to fulfill the School Psychology Core, Intervention Models, or Psychology Core, that student is placed on probation. The student must retake the course the next time it is offered and obtain a B or better grade to continue in the program. A student may only obtain one grade of B- or lower for any required course (i.e., School Psychology Core, Intervention Models, Psychology Core, required practicum/internship course) during the course of their graduate studies; if a student obtains two or more B-s or lower, the student will be terminated from the program.

**(b) Clinical / interpersonal requirements.** If a student obtains a grade lower than B in any required practicum or internship course or demonstrates unsatisfactory clinical or interpersonal skills as stipulated above, that student will be placed on probation. The student will have one semester to remediate the skill deficits by doing the following:

- i. Develop in writing with the practicum or internship instructor a competency remediation plan (see Appendix K) specifying remediation goals, strategies, and methods of assessment to demonstrate understanding and/or competence in the areas in which the grade lower than B was obtained;
- ii. Not be allowed to take practicum or internship courses until the skill areas have been successfully remediated;
- iii. Obtain a grade of B or better in all courses;
- iv. Be given lowest priority for available financial support.

**(c) Research requirements.** Students who fail to meet a written research requirement (i.e., thesis proposal/defense, dissertation proposal/defense), based on the program's expected timelines toward research requirements (see Appendix H), will be notified that their performance is unsatisfactory and given a one-semester extension to complete the requirement. If the requirement is still not met at the end of the semester, the student will be terminated from the program. Only one extension (semester) will be granted during a student's graduate training.

If a student fails an oral proposal or defense, the student is placed on probation and given one semester to pass the oral proposal or defense. All subsequent requirements must be completed within the program's expected timelines. If a student fails to meet this requirement, the student will be terminated from the program.

**(d) Summary of probation and termination steps.** Any student who earns a grade of B- or lower in a School Psychology Core, Intervention Models, Psychology Core, or required practicum/internship course will be placed on probation. The student **must pass** the core course with a grade of B or higher **during the next semester the course is offered** to be removed from probation. For practicum and internship courses, the student must successfully complete a one-semester competency remediation plan to remediate unsatisfactory skills related to the practicum/internship course to be removed from probation. If the student does not earn a passing grade of B or higher upon retaking the core course or does not successfully complete the competency remediation plan related to the practicum/internship course, the student will be terminated from the program. A student may only obtain one grade of B- or lower for any required course (i.e., School Psychology Core, Intervention Models, Psychology Core, required practicum/internship course) during the course of their graduate studies; if a student obtains two or more B-s or lower, the student will be terminated from the program.

Any student who demonstrates unsatisfactory clinical, interpersonal, or professional competencies will be placed on probation. The student will be given one semester to achieve the minimum competency required for either practicum or internship depending on their year in the program. During this probation semester, the student will not be allowed to enroll in additional practicum or internship courses. If the student does not achieve minimum competency in the unsatisfactory area by the end of the probation semester, the student will be terminated from the program.

All students shall be informed in writing if they are terminated from the program. In all cases, students may file a petition with the Director of Training if they feel extenuating circumstances should be considered. If the student chooses to petition, this should be submitted within 2-weeks following their written notice of termination. The petition to faculty should include **(a)** an explanation for the lack of progress, **(b)** a rationale for continuing in the program, and **(c)** a set of deadlines to be met to regain good standing in the program. If

the petition is not approved by the program faculty, the student will remain terminated from the program. If the petition is approved by the faculty but the student fails to meet any of the proposed deadlines from their petition, the student will be terminated from the program.

### **Appeal and Grievance Procedures**

Students have the right to appeal any aspect of program or faculty actions. This includes students who have been placed on probation and who still fail to meet the requirements stipulated above in the areas of coursework, clinical / interpersonal skills, or research progress. The student must first file a petition to the Director of Training. In this petition, the student may present additional relevant information for consideration and/or specify a set of deadlines for completing program requirements. The Program faculty then meets to discuss and vote by majority on the student's petition. The faculty's decision is communicated to the student in writing. All decision letters are mailed return receipt requested. If the petition is granted, the student must meet the expectations and/or deadlines that are stated in the petition. Failure to meet any of the stipulated expectations and/or deadlines will result in immediate termination from the program, although the student has the right to appeal the termination. If the petition is not granted, the student is informed in writing of his or her immediate termination from the program along with a statement of the student's right to appeal the decision to the Graduate Committee in the Psychology Department. The faculty of the Psychology Department approved procedures graduate students may follow to appeal their termination (see Appendix L). Students have the right to appeal a termination decision in writing to the Director of Curricular Studies within 2 weeks of receiving the termination letter. In the event of an appeal, the Director of Curricular Studies convenes the Graduate Committee (the other three Director of Trainings, the Department Chair, and the Director of Curricular Studies), which reviews all documentation in the case and renders a decision by majority vote. The student is informed of the Graduate Committee's decision in writing as well as the right to appeal by notifying the Dean of the Graduate School in writing within 2 weeks of receipt of the decision letter. In the event of an appeal, the Dean of the Graduate School then reviews all documentation in the case and communicates a decision in writing to the student, the Department Chair, and the Director of Training for the Program. If a student wishes to appeal the decision rendered by the Graduate School, the student should contact the Dean of the Graduate School for appeal procedures.

Students may file a grievance against faculty for alleged violations of professional conduct. The faculty of the Department of Psychology approved procedures graduate students may follow to deal with complaints about alleged faculty misconduct and these procedures are described in Appendix M. In addition, the university has created a resource center for students (<http://supolicies.syr.edu/studs/grievance.htm>). Finally, it is important to note that the Psychology Department approved grievance procedures that faculty may follow to deal with alleged graduate student misconduct. These procedures are described in Appendix N.

### **Departmental Ombudperson**

The Ombudsperson is appointed each September by the Chair after consultation with the Graduate Students through the Psychology Action Committee (PAC). One male and one female faculty member will be appointed on an annual basis. The Ombudsperson acts as a resource to graduate students seeking information and guidance, and as a liaison when appropriate, concerning matters of the relationship between students and their program and/or specific faculty members and staff.

### **Change of Program Area**

Change in program area within the Psychology Department may occur by choice of the student or at the suggestion of the program area faculty in which s/he is presently enrolled. If the student wishes to become a graduate student in a program area other than the one in which s/he is presently enrolled, a letter of release must be obtained from the present program area in which the student is enrolled. Then formal application with the program area into which s/he wishes to change must be made through the department chairperson, and the student must be formally accepted by the faculty in that program area.

## University and Graduate School Policies

In addition to the policies discussed below, you will want to become well acquainted with the policies and procedures, contained in the Syracuse University Online Graduate Course Catalog (<http://coursecatalog.syr.edu>), as well as the Policies and Requirements established by the Graduate School and available via the Graduate School's website (<http://www.syr.edu/gradschool/index.html>).

### Active Status in Program

Consistent with University policies, all students must register each semester to maintain Full-Time Status in the program. If students leave the University before completing degree requirements, an official leave of absence must be filed, regardless of intention to return to SU. If students register but then leave without notifying the University, they will continue to incur tuition and other charges. If students do not register at all, the University will discontinue the student from the program and the notation "Discontinuation – non-attendance" will appear on the student's transcript. Discontinued students must follow formal University readmission procedures to be re-instated.

### Statement of Plagiarism

Plagiarism (i.e., the presentation as one's own work the words, ideas, and opinions of someone else) is a serious concern in any academic setting and is considered a serious instance of academic dishonesty. This University, like all academic institutions in the United States, assumes that the written work of a student is literally the student's own, and that any original idea or research contributions taken from the published words of others will be properly acknowledged. When any material is taken directly from a published source, it must be appropriately cited. If a statement is used verbatim, it must be enclosed in quotation marks, as well as otherwise acknowledged. It is also important to note that self-plagiarism constitutes a serious instance of academic dishonesty. This occurs when a large portion of writing is submitted twice, either to fulfill a course requirement or for publication. Within the context of fulfilling course assignments, submitting a large portion of a previously submitted paper is only acceptable if the course instructors are informed and agree to the double submission.

### Academic Integrity

The University's Academic Integrity Policy reflects the high value that the university community places on honesty in academic work. The policy defines expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. Syracuse University students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. Further, the School Psychology Program takes seriously any evidence of academic dishonesty, and in most cases will terminate students guilty of cheating, plagiarism, falsifying data, and other forms of misconduct associated with academic or professional activities. As school psychologists, students must learn appropriate professional and ethical behavior. This is conveyed in coursework, field-based training, and faculty modeling. Appendix O contains a listing of ethical issues and standards that we all uphold.

### Family and Medical Leave

The University and its employees have all the rights and responsibilities established by the Family and Medical Leave Act (FMLA) to the extent provided by law. The FMLA provides that an eligible employee is entitled to a total of 12 workweeks of leave during a twelve-month period for one or more of the following reasons:

- An employee's own serious health condition that makes the employee unable to perform his or her job (including absences covered by Workers' Compensation, NYS Disability, and paid sick days);
- Care of a spouse, child, or parent who has a serious health condition;
- Care of a newborn child or a child placed with the employee for adoption or foster care (within twelve months of the birth or placement)

### **Guidelines for Students Taking a Leave of Absence and Returning from a Leave of Absence**

Students requesting a leave of absence for any reason stated above should do so in writing to the Director of Training and include appropriate documentation (e.g., medical records) in support of the request. Additional information about the university's FMLA policy can be found at the website: [http://supolicies.syr.edu/emp\\_ben/fmla.htm](http://supolicies.syr.edu/emp_ben/fmla.htm)

Students returning from an officially approved leave of absence within the specified period for the leave may continue their course of study at the point from which it was left. All coursework shall be considered up-to-date and the student may complete the program in effect when he/she entered the training program. To insure the course of study will be current, leaves will be approved only for reasonable lengths of time (e.g., 12-18 months), and a specific return date will be set. All Graduate School requirements for continuity of study remain in force, the time of the leave not being counted in the time periods for continuity of study.

Students who simply leave a training program, and students who wish to return to a training program after the period stated for a leave of absence, are not guaranteed automatic readmission to the training program. These students' cases will be reviewed on an individual basis as to their qualifications to return to the training program. This means that they must formally reapply to the program. Just as for first-time applicants, they must submit an official transcript for evaluation by the program faculty, current letters of recommendation, and other relevant materials. The student must also resubmit a formal program of study devised in consultation with the program faculty. The student may be required to retake some course(s) previously completed to insure current competency. In addition, the returning student may be required to take another comprehensive examination, or some other examination, to demonstrate competency.

### **Research Requirements and Doctoral Comprehensive Examination**

It is the policy of the School Psychology Program that the final document for all research requirements (i.e., proposal and defense) must be submitted to the program faculty members by either **November 1<sup>st</sup>** or **April 1<sup>st</sup>** for a meeting to be scheduled that semester. Proposal and defense meetings are prohibited during the summer.

### **Masters Thesis**

All doctoral students are required to write a Masters thesis upon completion of approximately 30 hours of graduate work unless they enter the program with a completed thesis or a Masters degree. Students may select any qualified faculty member in the Department of Psychology as their thesis director, although the majority of students select their research faculty advisor. Students are responsible for developing a thesis proposal under the direction of their thesis director. Once a final draft of the thesis proposal is developed, students are responsible for selecting a thesis proposal committee and scheduling a thesis proposal meeting. The Masters thesis proposal committee consists of three faculty members who shall be chosen for their expertise and ability to contribute to the project. At least one member must be a faculty member in one of the other three graduate training programs in the Department of Psychology (i.e., CBB, Clinical, Social). The committee shall meet to discuss and approve the Masters thesis proposal. If approved, students can carry out the research as stipulated in the proposal and under the direction of the thesis director. A copy of the thesis proposal coversheet signed by all committee members shall be filed with The Department's Graduate Support Coordinator. Students are then responsible for conducting the research and writing up the results in thesis form. When the thesis director and committee members have certified the thesis as acceptable for purposes of oral examination,

students are responsible for completing all the oral examination procedures, described below. There is no official paperwork that must be completed for a Masters thesis proposal meeting.

### **Oral Examination (Defense) Procedures**

The oral examination committee for the Masters thesis shall be augmented by at least 1 faculty member of the Department of Psychology, who shall act as the reader and as the Graduate School representative to the examination. The student shall meet with the Department's Graduate Support Coordinator regarding the oral examination procedures to be followed, and the material to be supplied to the Graduate School at least one month prior to the desired oral examination date. A suggested timeline is provided below:

**At least 4 weeks before the defense** and with the clearance of the thesis committee, file a "Request for Examination" form. This form requires the signatures of your advisor and departmental chair. It serves as formal notification to the Graduate School that your department believes you are prepared to proceed with your defense. At that time, you can file a Diploma card which shows your intent to obtain a degree.

**Three weeks before the defense**, meet with the Department's Graduate Support Coordinator to finalize your "Program of Study" form for your thesis degree. A sample Program of Study for the Masters degree is presented in Appendix P. The Department's Graduate Support Coordinator will work in conjunction with the Director of Training to make sure that the Program of Study, grades, transcripts of prior degrees or transfer credit, and all other degree requirements are in order and properly documented. Once this has been cleared, you can schedule the location of the defense with assistance from the Department's Graduate Support Coordinator. In addition, you need to file an "Appointment of Examining Committee" form. The Examining Committee form includes the names of committee members, reader, and the time, place and date of the exam. The Graduate School will send confirmation to every committee member.

**Two weeks before the defense**, distribute final copies of thesis to all members of the committee. This includes the reader. In addition, a hard copy of the thesis should be given to the Department's Graduate Support Coordinator. Per University guidelines, this individual will insure that a copy of the final thesis document is available in the department for public/open access.

**Defense.** All members of the examining committee, including the chair, vote on acceptability of the oral exam and thesis. A majority vote is required. Committee approval may be conditional upon certain changes in the thesis. The chairperson forwards the report of the examining committee to the Graduate School.

**NOTE:** Public Law 98-348 requires that all research projects involving human subjects be reviewed by a properly constituted review board. At Syracuse University this is known as the Institutional Review Board (IRB). Approval forms may be obtained from the SU website. Similar committees are constituted in most schools and child agencies.

### **Pre-Doctoral Project (for students entering Doctoral Program already with a Masters degree)**

Students entering the doctoral program with advanced standing (MS, MA, or CAS) from another university or program who did not complete a Masters thesis as part of their degree requirements are required to complete a Masters thesis prior to commencing the dissertation. Students who completed a Masters thesis elsewhere must submit their documents for review and approval by their primary advisor and one other program faculty member. If the thesis is approved, the student will be required to complete a pre-doctoral project prior to the dissertation. If the thesis is not approved, the student must complete a thesis in accordance with the guidelines specified in this Handbook. Generally, qualitative research and reviews of literature that were not accompanied by a research project will not be approved as fulfilling the thesis requirement.

The pre-doctoral project must: (a) be a quantitative research study developed in collaboration with the student's advisor, (b) involve IRB application and review (if necessary), data collection, data analysis, and the preparation of a manuscript with the student playing a major role at each stage, and (c) culminate in the manuscript being submitted for publication to an appropriate journal. At the conclusion of the pre-doctoral project, students will be required to present their findings to program faculty and students in a "brown bag" type forum. Students will receive a pass/fail decision regarding the quality of their presentations, responses to questions, along with constructive feedback on their performance. The pre-doctoral project should be completed by the end of the second year.

### **Comprehensive Examination**

The comprehensive exam is a key component of advancing to doctoral candidacy. It is a means by which faculty ensure that students have the prerequisite knowledge and skills to become doctoral level school psychologists. The comprehensive, or qualifying exam, involves two levels of examination. By the middle of the fourth year of study, students are required to pass both levels of examination sequentially (i.e., Level 1 completed before Level 2) before advancing in the program to the status of "doctoral candidate." A timeline for the second level of the comprehensive examination appears in Appendix Q. It is important to note that students must successfully pass both levels by November 1 to apply for an APPIC internship the following academic year. Each level of examination is described below.

**Level 1: Professional Examination Assessing Broad and General Preparation for Entry Level Practice.** Level 1 of the comprehensive examination requires students to demonstrate competency in broad and general preparation for entry level in practice (i.e., school psychologist or licensed health service psychologist). This is established by requiring students to take either the PRAXIS examination for School Psychologist, which is administered by the Educational Testing Service (ETS), or the Examination for the Professional Practice in Psychology (EPPP) examination, which is administered by the Association of State and Provincial Psychology Boards (ASPPB). For the PRAXIS examination, a passing score, as established by the National Association of School Psychologists (NASP) to become a Nationally Certified School Psychologist (NCSP), is required. For the EPPP, a passing score, as recommended by the Association of State and Provincial Psychology Boards, is required. Students may complete the examination at any point following their first academic year of study. Students are required to review the website of the PRAXIS ([www.ets.org/praxis](http://www.ets.org/praxis)) and EPPP ([www.asppb.net](http://www.asppb.net)) for information regarding exam registration, testing dates, and associated fees. A passing score is required in order to satisfy Level 1 of the comprehensive examination and should be submitted to the Director of Training prior to submitting a letter of intent to complete Level 2. Students are permitted multiple opportunities to pass the PRAXIS and the EPPP examination.

**Level 2: Integrative Program Examination Assessing Research Preparation and Broad and General Preparation for the Recognized Specialty Practice.** Prior to completing Level 2 of the comprehensive examination, students are required to successfully complete Level 1 of the comprehensive exam, and successfully defend their master's thesis or pre-doctoral project. In addition, students will need to submit to the program faculty a letter of intent, as well as sign a waiver of confidentiality indicating they will not discuss or share any aspect of the examination with other students in the program. Once these materials have been submitted to the faculty, students will be eligible to complete Level 2 of the comprehensive examination.

Overview of procedures. Level 2 is a written take home examination that assesses students' research preparation and broad and general preparation for the recognized specialty practice of school psychology. The exam will be administered annually, during the month of August. Students will have two days to complete the take home exam, which will consist of four questions. The first question, which all students are required to answer, assesses general research preparation. The remaining three questions assess recognized specialty practice preparation, and require students to provide a comprehensive, integrated, and evaluative synthesis of material covered in coursework. Students are permitted to

select and answer two of the three questions. In total, students will complete three questions during the examination: one question addressing research preparation and two questions addressing recognized specialty practice preparation.

Each response should be approximately 3-5 pages double spaced (typed text, times new roman, 12-point font, 1-inch margins). The courses that comprise the questions on the exam draw from: PSY 653: Psychological Measurement (BK); PSY 765: Principles of Applied Behavior Analysis (BK); PSY 617: Assessment of Individual Differences in Developmental Disabilities (NR); PSY 614: Seminar in Cognitive and Affective Bases of Behavior (NR); PSY 863: Developmental Psychopathology (NR); PSY 600<sub>cri</sub>: Child and Family Interventions (JF); PSY 696: Neuropsychology (LL); PSY 761: Introductory Seminar in School Psychology (TE); PSY 763: Direct Academic Assessment (TE); PSY 764: Socioemotional Assessment (LL); and PSY 861: Consultation Processes (BK). Although students can complete Level 2 after successfully completing Level 1 and defending their master's thesis or pre-doctoral project, it is recommended that students take the examination after having completed the course work that comprises the knowledge base for these questions, as students are responsible for the content from all references associated with the courses. Three weeks prior to the examination, a list of seminal references will be distributed to each student. Although not exhaustive of the source content for the exam, these references are meant to assist students as they prepare for the examination.

Evaluation procedures. All faculty members will review and evaluate the students' anonymous responses to the three questions based on a scoring rubric. The program faculty will determine whether each question is passed or failed based on this scoring rubric. If a student passes all 3 questions, Level 2 of the comprehensive exam is passed. If more than 1 question is failed, then the student fails Level 2 of the examination and will be terminated from the program. If a student fails 1 question, they will be provided with an opportunity to respond to a new question, within approximately 1 month of the original examination date. Written feedback will be provided regarding the failed question and students may ask their advisor clarification questions. If the question is failed a second time, the student will be terminated from the program. In addition, for students to be eligible to complete an APPIC approved pre-doctoral internship the following year, students must pass Level 2 by November 1<sup>st</sup>.

### **Doctoral Dissertation**

All students are required to write a Doctoral dissertation. Students are not permitted to orally defend their dissertation proposal until after they have successfully passed Level 2 of their comprehensive examination. Student may select any qualified faculty member in the Department of Psychology as their dissertation director, although most students select their research faculty advisor. Students are responsible for developing a dissertation proposal under the direction of their dissertation director. Once a final draft of the dissertation proposal is developed, students are responsible for selecting a dissertation proposal committee and scheduling a dissertation proposal meeting. The dissertation proposal committee consists of three faculty members who shall be chosen for their expertise and ability to contribute to the project. At least one member must be a faculty member in one of the other three graduate training programs in the Department of Psychology (i.e., CBB, Clinical, Social). The committee shall meet to discuss and approve the dissertation proposal. If approved, students can carry out the research as stipulated in the proposal and under the direction of the dissertation director. A copy of the dissertation proposal coversheet signed by all committee members shall be filed with the Department's Graduate Support Coordinator. Students are then responsible for conducting the research and writing up the results in dissertation form.

When the dissertation director and committee members have certified the dissertation as acceptable for purposes of oral examination, a dissertation examining committee is constituted. The examining committee consists of the dissertation committee plus two readers and one faculty member from another department (to represent the Board of Graduate Studies). The representative of the Graduate Board serves as the chairperson of the examining committee. Students are responsible for completing all the oral examination forms (Program of Study; Oral Examining Committee, Diploma Card), abide by the stated timelines, and complete all the oral examination procedures described below.

Neither the dissertation proposal nor the completed dissertation may be handed in and/or defended during the summer or during examination periods, unless a priori approval is obtained from the total committee.

The dissertation proposal should be orally defended by the end of the fourth year of graduate study. Students are required to defend their dissertation proposal prior to beginning the pre-doctoral internship. The University specifies that all requirements for the Ph.D., including the dissertation, must be completed no later than five years after the date on which the candidate passed the Doctoral Comprehensive Examination. During this period, students must demonstrate satisfactory progress towards completing the dissertation. A lack of progress is grounds for termination from the program. Although the University permits the individual to formally petition for an extension of that interval, approval of the petition must be obtained by the program faculty, psychology department chair, and graduate school. The program faculty considers the usual five-year interval to be more than generous and therefore the faculty will be reluctant to act favorably on such a petition.

### **Oral Examination (Defense) Procedures**

**At least 4 weeks before the defense** and with the clearance of the research committee, file a “Request for Examination” form. This form requires the signatures of your advisor and departmental chair. It serves as formal notification to the Graduate School that your department believes you are prepared to proceed with your defense. At that time, you can file a Diploma card which shows your intent to obtain a degree.

**Three weeks before the defense**, meet with the Department’s Graduate Support Coordinator. During this meeting, you will complete a Program of Study for your doctoral degree. It is important to note that you cannot count courses that you applied toward your Masters thesis Program of Study. A sample Program of Study for the Doctoral degree is presented in Appendix R. The Graduate Support Coordinator will work in conjunction with the Director of Training to make sure that the Program of Study, grades, transcripts of prior degrees or transfer credit, and all other degree requirements are in order and properly documented. Once this has been cleared, you can schedule the location of the defense with assistance from the Graduate Support Coordinator. In addition, you need to file an “Appointment of Examining Committee” form. The Graduate School will send confirmation to every committee member.

**Two weeks before the defense**, distribute final copies of the dissertation to all committee members. This includes the examining committee chairperson. In addition, a hard copy of the dissertation should be given to the Department’s Graduate Support Coordinator. Per University guidelines, this individual will insure that a copy of the dissertation is available in the department for public/open access.

**Defense.** All members of the examining committee, including the chair, vote on acceptability of the oral exam and dissertation. A majority vote is required. Committee approval may be conditional upon certain changes in the dissertation. The chairperson forwards the report of the examining committee to the Graduate School.

**NOTE:** Public Law 93-348 requires that all research projects involving human subjects be reviewed by a properly constituted review board. At Syracuse University this is known as the Institutional Review Board (IRB). Forms and directions for completing the forms are available at the Office of Research Integrity and Protections website (<http://orip.syr.edu>). Similar committees are constituted in most schools and child agencies.

### **Internship**

A pre-doctoral internship is an organized training program that is designed to provide the student with a planned, programmed sequence of training experiences associated with the practice of psychology and is satisfactory in quality, breadth, and scope and nature. As defined by the New York State Department of Education, Education Law, Article 153,

Psychology, the practice of psychology includes “the observation, description, evaluation, interpretation, and modification of behavior for the purpose of preventing or eliminating symptomatic, maladaptive or undesired behavior; enhancing interpersonal maladaptive or undesired behavior; enhancing interpersonal relationships, personal, group or organizational effectiveness and work and/or life adjustment; and improving behavioral health and/or mental health. The practice includes, but is not limited to psychological (including neuropsychological) testing and counseling; psychoanalysis; psychotherapy; the diagnosis and treatment of mental, nervous, emotional, cognitive or behavioral disorders, disabilities, ailments or illnesses, alcoholism, substance abuse, disorders of habit or conduct, the psychological aspects of physical illness, accident, injury or disability, psychological aspects of learning (including learning disorders); and the use of accepted classification systems. The term "diagnosis and treatment" means the appropriate psychological diagnosis and the ordering or providing of treatment according to need. Treatment includes, but is not limited to counseling, psychotherapy, marital or family therapy, psychoanalysis, and other psychological interventions, including verbal, behavioral, or other appropriate means.”

The program uses the Council of Directors of School Psychology Programs (CDSPP) 2017 Doctoral Internship Guidelines to establish quality standards for doctoral internships. For those students attending an internship that is part of the APPIC (Association of Psychology Postdoctoral and Internship Centers) Internship Matching Program, it is assumed that these quality standards are met. For those students who do not elect to attend an internship that is part of the APPIC Internship Matching Program, the CDSPP 2017 Doctoral Internship Guidelines will be used as quality standards.

Because students are strongly encouraged to participate in the APPIC Internship Matching Program, students will begin the application process one year prior to their internship start date. Beginning in August, students register for the APPIC Match online. Students should check with internship programs regarding their deadline dates, because application deadline for programs vary. By October, a list of internship programs participating in the APPIC Match will be posted. By December 1, applicants should register for the match. A complete overview of the procedures, eligibility requirements, match policies, and a list of participating internships can be found here: [www.appic.org](http://www.appic.org)

### **Eligibility for Internship**

A student may attend an Internship in School Psychology (PSY 885) contingent upon meeting the following criteria:

1. Documented participation in a faculty research group;
2. Successful completion (i.e., no incompletes and all grades of B or better) of three years of graduate study accounting for 66 graduate hours;
3. Successful defense of the Masters thesis or completion of pre-doctoral project;
4. Successful completion of the comprehensive exam and dissertation proposal;
5. Completion of all required practica including PSY 880 (3 credits)

### **Internship Requirements**

Consistent with the professional standards for licensure that have been adopted in many states, all students are required to complete a pre-doctoral internship that is supervised by a licensed, doctoral psychologist for the equivalent of one year of full-time training (2000 hours). The pre-doctoral internship is to be completed in no fewer than 12 months and no more than 24 months.

The setting will provide services defined in the practice of psychology and provide supervision by a licensed psychologist who is responsible for the design, coordination, integrity and quality of the internship experience. Weekly supervision will be provided by the licensed psychologist and will include one hour per week of face-to-face individual supervision related to services rendered and one additional hour of supervision, which includes either face-to-face supervision, group supervision, or seminars or workshops.

Interns placed in school settings are expected to follow the public-school year or agency calendar. Although interns may change placements from the first to second year, the intern is expected to remain at his or her respective site during any single year. In accordance with professional and program guidelines, interns should enter into a written contractual agreement with the internship agency.

The Co-Directors of Clinical Training work directly with internship supervisors and interns. They will be involved in establishing supervisory agreements and continuous evaluation of interns' performance. Students must register for credit (PSY 885) during the fall (3 credits) and spring (3 credits) semesters of their internship. Please see the Department's Graduate Support Coordinator for additional paperwork that must be completed for doctoral full-time status before leaving for internship.

### **Evaluation of Interns**

The evaluation of interns should be continuous so that appropriate modifications can be made to insure the quality of the internship experience. At the end of each semester, students must be evaluated formally by their internship supervisor using the site's evaluation form or an evaluation form provided by the university. Evaluation of the intern by the university supervisor will be a function of written materials provided during the semester and feedback from the internship supervisor. In addition to being formally evaluated by others, students are encouraged to evaluate their own performance and skill development throughout the internship experience.

### **Internship Completion and Graduation**

It is important to note that the timing of internship completion may not coincide with University graduation dates. If students have successfully defended their doctoral dissertation and are demonstrating satisfactory performance in their internship, then it is possible for the student to petition the Graduate School in order to participate in the May graduation ceremonies. Specifically, students should use the following language on the petition and obtain the necessary signatures: *"Participate in May commencement ceremonies despite having an August XXXX graduation date. All requirements for the doctoral degree in School Psychology have been completed except for the pre-doctoral internship requirement, which will be completed as of XXXX, XX, XXXX."* It is important to note that although students will be permitted to participate in the May graduation ceremonies, the doctoral degree will not be conferred until the students have successfully completed their internship and a letter of completion is received.

### **Additional University Training Requirements**

In addition to the academic, clinical, and research requirements, graduation from the University requires the completion of two additional trainings. First, to be compliant with New York State legislation regarding sexual assault policies for colleges and universities (i.e., Enough is Enough), all students entering the program are required to complete an online, interactive course (0 credits) regarding healthy personal and professional relationships, resources for those impacted by interpersonal violence, and policies and procedures relating to sexual and relationship violence. Students who do not complete this course will have a registration hold put on their account until they fulfill the requirement. Second, to be compliant with New York State legislature regarding training standards for school personnel, all students are required to complete the training module associated with the Dignity for All Students Act, prior to graduating from the program.

### **Financial Support and Other Funding Opportunities**

All students are guaranteed four years of funding, which includes a tuition scholarship and stipend, if the student remains in good standing in the program (i.e., not on probation; meeting program milestones for graduation within expected timeframe). Funding opportunities include department teaching assistantships, departmental clinic assistantships (i.e., Psychological Services Clinic), and external clinical assistantships. External clinical assistantships are paid positions, although the amount of the stipend varies depending on the agency. Although a tuition scholarship is

provided by the department for these external clinical assistantships, the external agency is responsible for providing health insurance. Some agencies do not provide health insurance. Students need to plan accordingly.

### **Graduate Assistant Exam Proctoring Responsibilities**

Students supported through departmental funds (graduate assistantships or clinical assistantships) are expected to assist in proctoring exams. Specifically, students in residence (PSY 205 TAs, student completing clinical assistantships) are required to proctor **one** exam (in addition to any already proctored as part of the teaching assistantship) each semester. All other funded students in residence (RAs and University Fellows) will be asked to volunteer to proctor one exam each semester.

### **Employment Policy**

Because outside employment by a student can influence his/her progress toward the degree in several ways (both positively and negatively), it is important that students employed on a part- or full-time basis while in the program notify the program directly of such employment.

## **University Issues**

### **Colloquia**

From time to time throughout the academic year, distinguished psychologists and educators present talks at various colloquium series on or near campus. These series include colloquia arranged by the Psychology Department, various program areas within the department, School of Education, and the Child and Adolescent Psychiatric Unit at Upstate Medical Center, among others. These colloquia provide an excellent opportunity for learning regardless of the area of expertise of the distinguished speaker. Time, dates, and places for colloquia are announced well in advance via email and postings in and around Huntington Hall.

### **Graduate Student Organization (GSO)**

The University sponsors a campus-wide graduate student organization to which the department sends representation. The GSO sponsors various campus activities and initiatives and disperses funds for student research and travel. The department has its own graduate student body which elects representatives from each program area to provide a governing committee.

### **Future Professoriate Program (FPP)**

The Graduate School runs a training and certification program for graduate students who desire advanced experience and supervision as teachers. The Psychology Department is an active participant in this program. Interested students need to complete the TA Orientation Training program and serve as a TA before becoming eligible.

**Appendix A**  
**2019-20 Program of Study: School Psychology Doctoral Program**

**1. School Psychology Core (33 credit hours)**

A. *Foundation Courses* (all required)

- \_\_\_\_\_ PSY 653: Psychological Measurement
- \_\_\_\_\_ PSY 761: Introductory Seminar in School Psychology
- \_\_\_\_\_ PSY 863: Developmental Psychopathology

B. *Assessment* (all required)

- \_\_\_\_\_ PSY 762: Cognitive Intellectual Assessment
- \_\_\_\_\_ PSY 763: Direct Academic Assessment
- \_\_\_\_\_ PSY 764: Socioemotional Assessment

C. *Consultation Services* (both required)

- \_\_\_\_\_ PSY 861: Consultation Processes (150 hrs)
- \_\_\_\_\_ PSY 862: Consultation Practicum (150 hrs)

D. *Practica* (9 credit hours)

- \_\_\_\_\_ PSY 600<sub>tmad</sub>: Special Topics: Theories and Methods of Assessment and Diagnosis (120 hrs)
- \_\_\_\_\_ PSY 880: School Psychology Practicum (150 hrs)

You must enroll in one additional practicum course from the offerings listed below:

- \_\_\_\_\_ PSY 600<sub>daap</sub>: Direct Academic Assessment Practicum (90hrs)
- \_\_\_\_\_ PSY 600<sub>sbmh</sub>: School-Based Mental Health (90hrs)
- \_\_\_\_\_ PSY 600<sub>cfip</sub>: Child and Family Interventions Practicum (90hrs)
- \_\_\_\_\_ PSY 847: Practicum in Psychotherapy (90 hrs)
- \_\_\_\_\_ PSY 866: Behavior Therapy Practicum (90 hrs)

**2. Intervention Models (6 credit hours)**

- \_\_\_\_\_ PSY 765: Principles of Applied Behavior Analysis
- \_\_\_\_\_ PSY 600<sub>cfi</sub>: Child and Family Interventions (90 hrs)

## Appendix A - Continued

### 3. Psychology Core (27 credit hours)

- A. Statistics & Research Design
  - \_\_\_\_\_ PSY 655: Statistics and Research Design I
  - \_\_\_\_\_ PSY 756: Statistics and Research Design II
- B. Human Development
  - \_\_\_\_\_ PSY 739: Lifespan Developmental Psychology
- C. History & Systems
  - \_\_\_\_\_ PSY 894: History and Systems of Psychology
- D. Biological Bases
  - \_\_\_\_\_ PSY 696: Neuropsychology
- E. Individual Differences
  - \_\_\_\_\_ PSY 617: Assessment of Individual Differences in Developmental Disabilities
- F. Cognition and Affective Bases
  - \_\_\_\_\_ PSY 614: Seminar in Cognitive and Affective Bases of Behavior
- G. Social Bases
  - \_\_\_\_\_ PSY 677: Social Cognition
- H. Diversity
  - \_\_\_\_\_ PSY 618: Diversity and Cultural Issues in Assessment and Psychotherapy

### 4. Research (18 credit maximum) Thesis (6 max)\_\_\_\_\_ Dissertation (18 max)\_\_\_\_\_

### 5. Internship in School Psychology (PSY 885; 6 credits) \_\_\_\_\_

Students completing their internship **must register** for 3 credits of PSY 885 during the fall semester and 3 credits of PSY 885 during the spring semester. In addition, students completing their internship must register for GRD 998 (0 credits) each semester to maintain full-time student status.

### 6. TOTAL CREDIT HOURS REQUIRED = 90

**Appendix B**  
**Competencies, Outcomes, and Minimum Achievement Levels**

<b>Competency</b>	<b>Proximal Outcome Measure</b>	<b>Minimum Achievement Level</b>	<b>Distal Outcome Measure</b>	<b>Distal Level</b>
A1.1. Students will demonstrate knowledge of the application and evaluation of a variety of research methodologies.	End of semester ratings in research	Rating of satisfactory	Alumni survey effectiveness ratings (items 1,2)	Ratings of 4.0
	Readiness for practicum clinical competency assessment	Ratings of 3 (sections 6, 7)		
	Readiness for internship clinical competency assessment	Ratings of 3 (sections 6, 7)		
A1.2. Students will demonstrate competency in the creation, execution, and interpretation of psychological research.	Master's thesis defense	Successfully defended	Number of coauthored publications on alumni survey	1 publication
	Comprehensive Exam	Passing score	Number of coauthored presentations on alumni survey	2 presentations
	Dissertation defense	Successfully defended		
A1.3. Students will demonstrate knowledge and competency in the development of their identity as scientist practitioners.	Grades in PSY 862, 600 <sub>sbmh</sub> , 880	B	Alumni survey effectiveness rating (item 10)	Rating of 4.0
	Readiness for practicum clinical competency assessment	Ratings of 3 (sections 7,8,9,10,11,13, 14,15)		
	Readiness for internship clinical competency assessment	Ratings of 3 (sections 7,8,9,10,11,13, 14,15)		

### Appendix B – Continued

Competency	Proximal Outcome Measure	Minimum Achievement Level	Distal Outcome Measure	Distal Level
A1.4. Students will demonstrate competency in continued professional development in the areas of research and evidence-based clinical work.	Grade in PSY 885	B	Alumni survey effectiveness ratings (item 10)	Rating of 4.0
	Readiness for internship clinical competency assessment	Ratings of 3 (sections 4, 5, 6, 7)	Credentials noted on alumni survey	Licensure or certification
A2.1. Students will demonstrate knowledge of ethical and legal standards governing the profession of psychology.	Grade in PSY 761	B	Alumni survey effectiveness rating (item 9)	Rating of 4.0
	Readiness for practicum clinical competency assessment	Ratings of 3 (sections 1,2,3,14,15, and 16)		
	Readiness for internship clinical competency assessment	Ratings of 3 (sections 1,2,3,14,15, and 16)		
	Field supervisor ratings	Ratings of 'average'		
A2.2. Students will demonstrate pursuit of continuing education and professional credentialing.	Readiness for internship clinical competency assessment	Ratings of 3 (sections 1,5)	Alumni survey effectiveness rating (item 8)	Rating of 4.0
			Credentials noted on alumni survey	Licensure or certification

### Appendix B – Continued

Competency	Proximal Outcome Measure	Minimum Achievement Level	Distal Outcome Measure	Distal Level
A2.3. Students will demonstrate knowledge and competency adapting and working effectively with individuals from diverse and multicultural backgrounds.	Grade in PSY 761	B	Alumni survey effectiveness rating (item 6)	Rating of 4.0
	Grade in PSY 765	B		
	Grades in PSY 600 <sub>sbmh</sub> , PSY 880, and practicum elective	Bs		
	Readiness for practicum clinical competency assessment	Ratings of 3 (sections 2, 3, 4, 9, 10, 14, 16)		
	Readiness for internship clinical competency assessment	Ratings of 3 (sections 2, 3, 4, 9, 10, 11, 13, 14, 15, 16)		
	Total practicum hours	600 hours		
	Total internship hours	2000 hours		
A2.4. Students will demonstrate knowledge and competency in creating and maintaining effective interpersonal relationships.	Grades in PSY 861 and 862	Bs	Alumni survey effectiveness ratings (items 3, 4)	Rating of 4.0
	Readiness for practicum clinical competency assessment	Ratings of 3 (sections 10, 11, 13)		
	Readiness for internship clinical competency assessment	Ratings of 3 (sections 10, 11, 13)		

## Appendix B – Continued

Competency	Proximal Outcome Measure	Minimum Achievement Level	Distal Outcome Measure	Distal Level
A2.5. Students will demonstrate knowledge and competency in clear and effective verbal, nonverbal, and written communication.	End of semester ratings in clinical and interpersonal skills	Rating of 'satisfactory'	Alumni survey effectiveness ratings (items 3, 4)	Rating of 4.0
	Readiness for practicum clinical competency assessment	Ratings of 3 (section 5)		
	Readiness for internship clinical competency assessment	Ratings of 3 (section 5)		
A2.6. Students will demonstrate knowledge of and competency in the application of basic supervisory models and practices.	End of semester ratings in clinical and interpersonal skills	Rating of 'satisfactory'	Alumni survey effectiveness rating (item 11)	Rating of 4.0
	Readiness for practicum clinical competency assessment	Ratings of 3 (section 13)		
	Readiness for internship clinical competency assessment	Ratings of 3 (section 13A and B)		

### Appendix B – Continued

Competency	Proximal Outcome Measure	Minimum Achievement Level	Distal Outcome Measure	Distal Level
A3.1. Students will demonstrate knowledge and competency in planning, implementing, and interpreting data from various assessment methods.	Grades in PSY 762, 763, 764	Bs	Alumni survey effectiveness ratings (item 5, 6)	Ratings of 4.0
	Readiness for practicum clinical competency assessment	Ratings of 3 (sections 6,7,8,9,10)		
	Readiness for internship clinical competency assessment	Ratings of 3 (sections 6,7,8,9,10)		
A3.2. Students will demonstrate knowledge and competency in applying principles of behavior change to design, implement, and evaluate intervention programs for children and relevant stakeholders.	Grades in PSY 765 and intervention model elective	Bs	Alumni survey effectiveness rating (item 7)	Rating of 4.0
	Readiness for practicum clinical competency assessment	Ratings of 3 (sections 2,5,9,10,11)		
	Readiness for internship clinical competency assessment	Ratings of 3 (sections 2,5,9,10,11)		

### Appendix B – Continued

Competency	Proximal Outcome Measure	Minimum Achievement Level	Distal Outcome Measure	Distal Level
A3.3. Students will demonstrate knowledge and competency in problem solving, interpersonal influence, and implementation support skills.	Grades in PSY 765, 762, 763, 764, and intervention models elective	Bs	Alumni survey effectiveness ratings (items 3, 4)	Ratings of 4.0
	Readiness for practicum clinical competency assessment	Ratings of 3 (sections 6,8,9,10,14)		
	Readiness for internship clinical competency assessment	Ratings of 3 (sections 6,8,9,10,14)		
A3.4. Students will demonstrate knowledge and competency in working collaboratively with people and agencies.	End of semester ratings in clinical and interpersonal skills	Rating of 'satisfactory'	Alumni survey effectiveness rating (item 4)	Rating of 4.0
	Readiness for practicum clinical competency assessment	Ratings of 3 (sections 10, 11, 13, 16)		
	Readiness for internship clinical competency assessment	Ratings of 3 (sections 10, 11, 13, 16)		

**Appendix C**  
**Curricular Template for 2019-20 Graduate Cohort**

<b>2019-20</b>		
<b><u>Fall</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Introductory Seminar in School Psychology ( <b>PSY 761</b> )	Direct Academic Assessment ( <b>PSY 763</b> )	Theories and Methods of Assmt. and Diagnosis ( <b>PSY 600<sub>tamd</sub></b> )
Child and Family Interventions ( <b>PSY 600<sub>cfi</sub></b> )	Cognitive and Affective Bases of Behavior ( <b>PSY 614</b> )	Cognitive Intellectual Assessment ( <b>PSY 762</b> )
Socioemotional Assessment ( <b>PSY 764</b> )	Principles of Applied Behavior Analysis ( <b>PSY 765</b> )	
Research Group Participation (Years 1 thru 4)		
<b>2020-21</b>		
<b><u>Fall</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Statistics and Research Design II ( <b>PSY 655</b> )	Statistics and Research Design III ( <b>PSY 756</b> )	History and Systems of Psychology ( <b>PSY 894</b> )
Cognitive and Affective Bases of Behavior ( <b>PSY 614</b> )	Individual and Developmental Differences ( <b>PSY 617</b> )	Lifespan Developmental Psychology ( <b>PSY 739</b> )
Thesis Credits	Psychological Measurement ( <b>PSY 653</b> )	
<b>2021-22</b>		
<b><u>Fall</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Consultation Processes ( <b>PSY 861</b> )	Consultation Practicum ( <b>PSY 862</b> )	Diversity and Cultural Issues in Assessment & Therapy ( <b>PSY 860</b> )
Developmental Psychopathology ( <b>PSY 863</b> )	Neuropsychology ( <b>PSY 696</b> )	Dissertation credits
Elective – Intervention Models or Practicum Course	Elective – Intervention Models or Practicum Course	
<b>2022-23</b>		
<b><u>Fall</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Elective – Intervention Models or Practicum Course	Elective – Intervention Models or Practicum Course	Dissertation Credits
Dissertation Credits	Dissertation Credits	
School Psychology Practicum ( <b>PSY 880</b> )	School Psychology Practicum ( <b>PSY 880</b> )	
<b>2023-24</b>		
Internship in School Psychology (recommended: APA-approved Internship) ( <b>PSY 885</b> )		

**Appendix D**  
**BENCHMARKS FOR ASSESSING CLINICAL COMPETENCIES**  
**READINESS FOR PRACTICUM**  
**SCHOOL PSYCHOLOGY PROGRAM**  
**SYRACUSE UNIVERSITY**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**FOUNDATIONAL COMPETENCIES**

**I. PROFESSIONALISM**

<b>1. Professional Values and Attitudes:</b> as evidenced in behavior and comporment that reflect the values and attitudes of psychology.						
READINESS FOR PRACTICUM	COMPETENCY LEVEL					
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Understands professional values; honest, responsible	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
1B. Department						
Understands how to conduct oneself in a professional manner	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
1C. Accountability						
Accountable and reliable	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
1D. Concern for the Welfare of Others						
Demonstrates awareness of the need to uphold and protect the welfare of others	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
1E. Professional Identity						
Demonstrates beginning understanding of self as professional: "thinking like a psychologist"	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>2. Individual and Cultural Diversity:</b> Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy						
2A. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						

READINESS FOR PRACTICUM	COMPETENCY LEVEL					
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>3. Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of ethical, legal and professional standards and guidelines						
READINESS FOR PRACTICUM	COMPETENCY LEVEL					
Demonstrates basic knowledge of the principles of the APA and NASP Ethical Principles and Codes of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
3B. Awareness and Application of Ethical Decision Making						
Demonstrates awareness of the importance of applying an ethical decision model to practice	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>4. Reflective Practice/Self-Assessment/Self-Care:</b> Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care						
4A. Reflective Practice						
READINESS FOR PRACTICUM	COMPETENCY LEVEL					
Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
4B. Self-Assessment						
Demonstrates knowledge of core competencies; engages in initial self-assessment regarding competencies	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
4C. Participation in Supervision Process						
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

## II. RELATIONAL

**5. Relationships:** Relate effectively and meaningfully with individuals, groups, and/or communities.

READINESS FOR PRACTICUM	COMPETENCY LEVEL					
5A. Interpersonal Relationships						
Displays interpersonal skills	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
5B. Affective Skills						

Displays affective skills	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
5C. Expressive Skills						
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

### III. SCIENCE

**6. Scientific Knowledge and Methods:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

READINESS FOR PRACTICUM	COMPETENCY LEVEL					
6A. Scientific Mindedness						
Displays critical scientific thinking	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
6B. Scientific Foundation of Psychology						
Demonstrates understanding of psychology as a science	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
6C. Scientific Foundation of Professional Practice						
Understands the scientific foundation of professional practice	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>7. Research/Evaluation:</b> Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities						
READINESS FOR PRACTICUM	COMPETENCY LEVEL					
7A. Scientific Approach to Knowledge Generation						
Demonstrates basic theoretical and research knowledge during faculty-led research groups	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
7B. Application of Scientific Method to Practice						
No expectation at this level	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

### FUNCTIONAL COMPETENCIES

#### IV. APPLICATION

**8. Evidence-Based Practice:** Integration of research and clinical expertise in the context of patient factors.

READINESS FOR PRACTICUM	COMPETENCY LEVEL					
8A. Knowledge and Application of Evidence-Based Practice						
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

<b>9. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
<b>READINESS FOR PRACTICUM</b>	<b>COMPETENCY LEVEL</b>					
9A. Knowledge of Measurement and Psychometrics						
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
9B. Knowledge of Assessment Methods						
Demonstrates basic knowledge of administration and scoring of traditional and behavioral assessment measures, models and techniques	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
9C. Application of Assessment Methods						
Demonstrates knowledge of measurement across domains of functioning and practice settings	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
9D. Conceptualization and Recommendations						
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
9E. Communication of Assessment Findings						
Demonstrates awareness of models of report writing and progress notes	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>10. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
<b>READINESS FOR PRACTICUM</b>	<b>COMPETENCY LEVEL</b>					
10A. Intervention planning						
Displays basic understanding of the relationship between assessment and intervention	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
10B. Skills						
Displays basic helping skills	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
10C. Intervention Implementation						
Demonstrates basic knowledge of intervention strategies	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
10D. Progress Evaluation						
Demonstrates basic knowledge of the assessment of intervention progress and outcome	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**11. Consultation:** The ability to provide expert guidance or professional assistance in response to a client's needs or goals.

READINESS FOR PRACTICUM	COMPETENCY LEVEL					
11A. Role of Consultant						
Demonstrates basic knowledge of the consultant's role in problem solving, interpersonal influence, and implementation support	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
11B. Addressing Referral Question						
Demonstrates basic knowledge of indirect and direct assessment methods for use in consultation	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
11C. Application of Consultation Methods						
No expectation at this level	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**V. EDUCATION**

**12. Teaching:** Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

READINESS FOR PRACTICUM	COMPETENCY LEVEL					
12A. Skills						
No expectation at this level	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.**

READINESS FOR PRACTICUM	COMPETENCY LEVEL					
13A. Expectations and Roles						
Demonstrates basic knowledge of expectations for supervision	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
13B. Processes and Procedures						
No expectation at this level	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
13C. Skills Development						
Displays interpersonal skills of communication and openness to feedback	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
13D. Supervisory Practices						
No expectation at this level	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**VI. SYSTEMS**

**14. Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

READINESS FOR PRACTICUM	COMPETENCY LEVEL					
<b>14A. Knowledge of the Shared and Distinctive Contributions of Other Professions</b>						
No expectation at this level	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>14B. Functioning in Multidisciplinary and Interdisciplinary Contexts</b>						
Cooperates with others	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>14C. Respectful and Productive Relationships with Individuals from Other Professions</b>						
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**15. Management-Administration:** Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).

READINESS FOR PRACTICUM	COMPETENCY LEVEL					
<b>15A. Appraisal of Management and Leadership</b>						
Demonstrates basic knowledge of potential sources of conflict in schools and other organizations	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>15B. Administration</b>						
Complies with regulations	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**16. Advocacy:** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

READINESS FOR PRACTICUM	COMPETENCY LEVEL					
<b>16A. Systems Change</b>						
Understands the differences between individual and institutional level interventions and system’s level change	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	--- N/A

**Appendix E**  
**BENCHMARKS FOR ASSESSING CLINICAL COMPETENCIES**  
**READINESS FOR INTERNSHIP**  
**SCHOOL PSYCHOLOGY PROGRAM**  
**SYRACUSE UNIVERSITY**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOUNDATIONAL COMPETENCIES**

**I. PROFESSIONALISM**

<b>1. Professional Values and Attitudes:</b> as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.						
<b>READINESS FOR INTERNSHIP</b>	<b>COMPETENCY LEVEL</b>					
<b>1A. Integrity - Honesty, personal responsibility and adherence to professional values</b>						
Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>1B. Department</b>						
Communication and physical conduct (including attire) is professionally appropriate, across different settings	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>1C. Accountability</b>						
Accepts responsibility for own actions	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>1D. Concern for the Welfare of Others</b>						
Acts to understand and safeguard the welfare of others	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>1E. Professional Identity</b>						
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>2. Individual and Cultural Diversity:</b> Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy						

2A. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
<b>READINESS FOR INTERNSHIP</b>	<b>COMPETENCY LEVEL</b>					
Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>3. Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of ethical, legal and professional standards and guidelines						
<b>READINESS FOR INTERNSHIP</b>	<b>COMPETENCY LEVEL</b>					
Demonstrates intermediate level knowledge and understanding of the APA and NASP Ethical Principles and Codes of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
3B. Awareness and Application of Ethical Decision Making						
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>4. Reflective Practice/Self-Assessment/Self-Care:</b> Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care						
4A. Reflective Practice						
<b>READINESS FOR INTERNSHIP</b>	<b>COMPETENCY LEVEL</b>					
Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
4B. Self-Assessment						
Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
4C. Participation in Supervision Process						
Effectively participates in supervision	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

## II. RELATIONAL

<b>5. Relationships:</b> Relate effectively and meaningfully with individuals, groups, and/or communities.						
<b>READINESS FOR INTERNSHIP</b>	<b>COMPETENCY LEVEL</b>					
5A. Interpersonal Relationships						
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
5B. Affective Skills						

Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
5C. Expressive Skills						
Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

### III. SCIENCE

**6. Scientific Knowledge and Methods:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
6A. Scientific Mindedness						
Values and applies scientific methods to professional practice	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
6B. Scientific Foundation of Psychology						
Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
6C. Scientific Foundation of Professional Practice						
Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**7. Research/Evaluation:** Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities

READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
7A. Scientific Approach to Knowledge Generation						
Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
7B. Application of Scientific Method to Practice						
Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

### FUNCTIONAL COMPETENCIES

#### IV. APPLICATION

**8. Evidence-Based Practice:** Integration of research and clinical expertise in the context of patient factors.

READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
8A. Knowledge and Application of Evidence-Based Practice						
Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

<b>9. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
<b>READINESS FOR INTERNSHIP</b>	<b>COMPETENCY LEVEL</b>					
9A. Knowledge of Measurement and Psychometrics						
Selects assessment measures with attention to issues of reliability and validity	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
9B. Knowledge of Assessment Methods						
Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional and behavioral assessment measures as well as related technological advances	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
9C. Application of Assessment Methods						
Selects appropriate assessment measures to answer diagnostic question	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
9D. Conceptualization and Recommendations						
Utilizes systematic approaches of gathering data to inform clinical decision-making	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
9E. Communication of Assessment Findings						
Writes assessment reports and progress notes and communicates assessment findings verbally to client	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>10. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
<b>READINESS FOR INTERNSHIP</b>	<b>COMPETENCY LEVEL</b>					
10A. Intervention planning						
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
10B. Skills						
Displays clinical skills	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
10C. Intervention Implementation						
Demonstrates knowledge of intervention principles and can troubleshoot intervention design and implementation	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
10D. Progress Evaluation						
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

<b>11. Consultation:</b> The ability to provide expert guidance or professional assistance in response to a client's needs or goals.						
READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
11A. Role of Consultant						
Demonstrates knowledge of and can apply appropriate strategies for problem solving, interpersonal influence, and implementation support during the consultation process	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
11B. Addressing Referral Question						
Demonstrates knowledge of and ability to select appropriate means of indirect and direct assessment to answer referral questions	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
11C. Application of Consultation Methods						
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

## V. EDUCATION

<b>12. Teaching:</b> Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.						
READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
12A. Skills						
Demonstrates knowledge of application of teaching methods	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
<b>13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.</b>						
READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
13A. Expectations and Roles						
Demonstrates knowledge of, purpose for, and roles in supervision	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
13B. Processes and Procedures						
Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision <b>models and practices</b>	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
13C. Skills Development						
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
13D. Supervisory Practices						
Provides helpful supervisory input in peer and group supervision	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**VI. SYSTEMS**

**14. Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
14C. Respectful and Productive Relationships with Individuals from Other Professions						
Develops and maintains collaborative relationships and respect for other professionals	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**15. Management-Administration:** Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).

READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
15A. Appraisal of Management and Leadership						
Forms autonomous judgment of organization’s management and leadership	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
15B. Administration						
Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**16. Advocacy:** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
16A. Systems Change						
Promotes change to enhance the functioning of individuals	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

**Appendix F**  
**Annual Formative Graduate Outcomes Scoring Rubric**

**Student:** \_\_\_\_\_

<b>RESEARCH EXPERIENCES</b>		<b>Satisfactorily Completed</b>		
<u>Required empirical work</u>				
Final version of masters thesis/pre-doctoral project	Third year	Y	N	n/a
Final version of dissertation	Fifth year	Y	N	n/a
<u>Required coursework</u>				
APPIC essay question #4 (i.e., describe research experience/interests)	PSY 863	Y	N	n/a
<u>Additional</u>				
Conference presentations (e.g., posters, papers, symposia)	Ongoing	Y	N	n/a
Publications (e.g., papers, book chapters)	Ongoing	Y	N	n/a
Grants	Ongoing	Y	N	n/a
<b>CLINICAL EXPERIENCES</b>		<b>Satisfactorily Completed</b>		
<u>Required coursework</u>				
Best practices reflection paper	PSY 761	Y	N	n/a
Ethical decision-making application	PSY 761	Y	N	n/a
Cultural reflection	PSY 761	Y	N	n/a
School-wide universal screening presentation	PSY 763	Y	N	n/a
Comprehensive behavioral treatment article review summary	PSY 765	Y	N	n/a
APPIC essay question #2 (i.e., theoretical)	PSY 863/880	Y	N	n/a
APPIC essay question #3 (i.e., experience with diverse populations)	PSY 880	Y	N	n/a
In-service paper and presentation	PSY 600 <sub>cfi</sub>	Y	N	n/a
Intentional interview consent form	PSY 600 <sub>cfi</sub>	Y	N	n/a
Intentional interview and analysis	PSY 600 <sub>cfi</sub>	Y	N	n/a
Crisis interview and analysis	PSY 600 <sub>cif</sub>	Y	N	n/a
School-based intervention strategy presentation	PSY 861	Y	N	n/a
Cognitive assessment report	PSY 762	Y	N	n/a
Psychoeducational case report	PSY 600 <sub>tmad</sub>	Y	N	n/a
<u>Required practica</u>				
Learning Disability (LD) assessment report	PSY 880*	Y	N	n/a
Emotional and Behavioral Disability (EBD) assessment report	PSY 880*	Y	N	n/a
Developmental Disability (DD) assessment report	PSY 880*	Y	N	n/a

<b>CLINICAL EXPERIENCES</b>		<b>Satisfactorily Completed</b>		
Consultation case report	PSY 862	Y	N	n/a
Problem identification interview summary and self-ratings	PSY 862	Y	N	n/a
Behavior therapy case report	PSY 866	Y	N	n/a
Academic intervention case report	PSY 880*	Y	N	n/a
Individual and/or group psychological treatment summary report	PSY 880*	Y	N	n/a
Program evaluation and/or family intervention project report	PSY 880*	Y	N	n/a
Attend an IEP meeting	PSY 880*	Y	N	n/a
Assessment including a student from a culturally diverse background Specify:	PSY 880*	Y	N	n/a
School externship logs	PSY 880	Y	N	n/a
<u>Clinical examination (one of the following)</u>				
Score on EPPP	Ongoing	Y	N	n/a
Score on Praxis School Psychologist	Ongoing	Y	N	n/a
<b>TEACHING EXPERIENCES</b>		<b>Satisfactorily Completed</b>		
<u>Teaching Assistantship (if applicable)</u>				
Representative sample of teaching materials	Ongoing	Y	N	n/a
Course evaluations	Ongoing	Y	N	n/a
<u>Additional</u>				
Future Professoriate Project (FPP) materials	Ongoing	Y	N	n/a
Teaching philosophy statement	Ongoing	Y	N	n/a
Video teaching demonstration	Ongoing	Y	N	n/a
<b>PROFESSIONAL EXPERIENCES AND DEVELOPMENT</b>		<b>Satisfactorily Completed</b>		
<u>Required:</u>				
CV	Ongoing	Y	N	n/a
Self-assessment of competencies	Ongoing	Y	N	n/a
<u>Additional</u>				
Cumulative list of certifications/credentials	Ongoing	Y	N	n/a
Cumulative list of awards and honors	Ongoing	Y	N	n/a
Cumulative list of service activities	Ongoing	Y	N	n/a

## Appendix G

### Record of Progress Form

**Student Name:**

**Date of Review:**

#### Coursework

- [1] Coursework has been satisfactory
- [2] Incomplete coursework must be completed:
- [3] You earned a grade of B- or lower in a core, practicum, or internship course and you have been placed on probation:
  - retake the core course the next time it is offered<sup>a</sup>
  - develop a 1-semester competency remediation plan<sup>b</sup>
- [4] Your coursework requirements are complete

#### Clinical and Interpersonal Skills

- [1] Your skill development is satisfactory
- [2] Your  clinical skill development<sup>a</sup>/  interpersonal skill development<sup>b</sup> is unsatisfactory and you have been placed on probation
  - develop a 1-semester IEP with the practicum/internship instructor<sup>c</sup>
- [3] This past semester you successfully completed 1000 hours of supervised internship
- [4] Your internship requirements are complete

#### Research

- [1] Research progress is unsatisfactory
  - this is your first extension and you have been placed on probation<sup>a</sup> [9]
  - this is your second extension and you have been placed on probation<sup>b</sup> [9]
  - you are working toward fulfilling deadlines specified in your petition<sup>c</sup> [9]
- [2] Participation in a research group has been satisfactory
- [3] Thesis proposal should be defended by
- [4] Thesis should be defended by
- [5] Pre-doctoral project should be completed by
- [6] Comprehensive exam should be completed by
- [7] Dissertation proposal should be defended by
- [8] Dissertation should be completed by
- [10] Dissertation defense complete

#### Annual Formative Graduate Outcomes

- [1] Your electronic portfolio was satisfactorily updated
- [2] Your electronic portfolio was not satisfactorily updated
  - this is your first extension<sup>a</sup> [9]
  - this is your second extension and you have been placed on probation<sup>b</sup> [9]
- [3] Your electronic portfolio is complete
  
- [1/11] You have failed to meet requirements while on probation and are terminated from the program. You can petition the faculty to remain in the program.

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**Feedback:**

**Appendix H**  
**Expected Progress toward Research Requirements**

**Students Entering with a Bachelor Degree**

Required Activity	Deadline
Participation in research group	Ongoing from middle of 1 <sup>st</sup> semester
Masters thesis proposal	Middle of 2 <sup>nd</sup> year
Program of Study filed	Middle of 2 <sup>nd</sup> year
Masters thesis defense	Middle of 3 <sup>rd</sup> year
Dissertation proposal	End of 4 <sup>th</sup> year
Dissertation defense	End of 5 <sup>th</sup> year

**Students Entering with a Masters Degree**

Required Activity	Deadline
Participation in research group	Ongoing from middle of 1 <sup>st</sup> semester
Program of Study filed	End of 1 <sup>st</sup> year
Pre-doctoral project	End of 2 <sup>nd</sup> year
Dissertation proposal	End of 3 <sup>rd</sup> year
Dissertation defense	End of 4 <sup>th</sup> year

## **Appendix I**

### **Public Professionalism**

Professionalism is considered a core competency of psychology. Students are expected to adhere to this core competency and act with courtesy and respect toward others. As information becomes more widely available through online media, lines between public and private information are blurring. Many students have websites, blogs, social networking sites/accounts (e.g., Facebook, Twitter), email signature lines, and status messages (e.g., G-chat) that reflect their personal preferences, opinions, and personalities. Although students have a reasonable right to privacy regarding their online activities, students need to be mindful of the implications of their online activities and make efforts to protect their own professional image and reputation. For example, research participants, clients, internship programs, and potential employers may conduct internet searches and use the resulting information in decisions about internship or post-doctoral acceptance, hiring, and other relevant actions. Legal authorities also view websites for evidence of illegal activities. Activities online, including those that students may consider purely personal in nature, unfortunately may reflect upon students' professional lives. Thus, students are strongly encouraged to consider the use of personal web pages and blogs, email and other electronic media carefully.

Students should also note that if they identify themselves as a graduate student in the program or reveal information relevant to the program in their email signatures, voicemail files, or website/blog information, then this information becomes part of their program-related behavior and may be used in student evaluations. In addition, if the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state, or federal laws, such information may be included in evaluation of student progress and may be grounds for disciplinary action, including probation or termination from the program. For example, if a student posts about doing something unethical or illegal on a web blog or uses the website to engage in unethical or unprofessional behavior (e.g., disclosing confidential client or research information, cyberbullying, violating test security), then the program may use this information in student evaluations. Included in this would be unprofessional discussions about peers, program staff, or others as well as behavior that suggests a lack of professional judgment relevant to the field of psychology.

When problematic behavior is identified, the Training Director shall promptly offer to discuss the information with the student. The purpose of the discussion is to permit the student to contextualize and explain the information uncovered. This information will then be reviewed by the program faculty for any implications it has for the program, the professional practice of psychology, potential challenges to the training as a psychologist, as well as any signs that it might reflect interpersonal challenges to developing the deportment and competence necessary for becoming a psychologist. Options may also need to be developed, including remedial training or other interventions to address professionalism.

Students are encouraged to consider the following cautions and suggestions when using online media:

- With social networking sites such as Facebook, utilize privacy settings to limit access to pages and personal information. Use thoughtful discretion when considering "friend" requests and consider the boundary implications. For example, it is not advisable to become virtual "friends" with clients or former clients or undergraduates for whom you have teaching, supervisory or evaluative responsibilities.
- In postings, blogs, or other online activities, write in the first person. Where your connection to SU is apparent, make it clear that you are speaking for yourself and not on behalf of SU. In those circumstances, you may want to include this disclaimer: "The views expressed on this [blog; website] are my own and do not reflect the views of my employer." Consider adding this language in an "About me" section of your blog or social networking profiles.

## Appendix I - Continued

- Online photo and video sharing, including within social networking sites, should be considered very public venues. It is not advisable to post photos of activities that would, if released to a broader public, cause difficulties in professional roles. For example, discretion should be used when posting information or pictures related to heavy drinking, recreational drug use, or photos that include inappropriate dress.
- If you communicate about SU or SU-related matters, disclose your connection with SU and your role at SU. Use good judgment and strive for accuracy in your communications; errors and omissions may result in liability for you or SU.
- Use a personal email address (not your [syr.edu](http://syr.edu) address) as your primary means of online identification/contact. Just as you would not use SU stationery for a letter to a newspaper editor with your personal views, do not use your SU e-mail address for personal views shared online.
- Participation in listservs include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums.
- With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the SU email system are considered public records and the property of SU.
- Likewise, once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is practically impossible.
- Email is not an appropriate venue to discuss confidential information, so if such communications are necessary make sure any information is non-identifiable.
- Email “signatures” should be professional and appropriately represent one’s status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.
- Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (clinical work, teaching, or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.

I have read and understand the Public Professionalism: Online Media Policy. I understand that violation of this Agreement may result in disciplinary action, which may include termination as a student, suspension and loss of privileges, termination of authorization to work with confidential information as well as legal sanctions.

---

Student’s Name

---

Student’s Signature

---

Date

**Appendix J**  
**Petition Information – Transfer of Graduate Courses**

**Directions**

- 1) Complete petition form (see language below) and attach course syllabus
- 2) Obtain faculty approval (and signature on petition form) from faculty member who teaches the course – in some instances the Director of Training may serve as a substitute
- 3) Obtain faculty advisor approval (and signature on petition form) [note: It is advisable for you to make a copy of all materials at this point for your personal records.]
- 4) Place petition and accompanying materials in the mailbox of Dr. Tanya Eckert, who will provide final approval and return the materials to the Department’s Graduate Support Coordinator, 430 Huntington Hall
- 5) The Department’s Graduate Support Coordinator will make a copy of all materials, place them in your graduate file that is maintained in her office, and forward the original materials to the Graduate School

**Template for Language Used in Petition to Faculty Form**

. . . allow **(insert full name of course, followed by abbreviation and course number)** course credits taken at **(insert name of institution)** in the **(insert semester and year)** to fulfill the **(insert area)** requirement in the **(insert area)** of the **(insert program name)** PhD program.

**Questions regarding any of these steps should be directed to the Department’s Graduate Support**

**Coordinator**

**Appendix K**  
**Competency Remediation Plan**

**Date of Competency Remediation Plan Meeting:**

**Name of Student:**

**Primary Supervisor/Advisor:**

**Names of All Persons Present at the Meeting:**

**All Additional Pertinent Supervisors/Faculty:**

**Date for Follow-up Meeting(s):**

Circle all competency domains in which the student's performance does not meet the benchmark:

Foundational Competencies: Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems

Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the student's attention and by whom:

Steps already taken by the student to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):





## **Appendix L**

### **Graduate Student Appeal Procedures Termination from Program of Study**

If the faculty of a program area has determined that a graduate student is to be terminated from the program, the graduate student may appeal this decision in the following manner:

1. A graduate student must submit a written appeal to the Director of Curricular Studies or, if the Director is the student's Director of Training, the Chair of the Department of Psychology. The Director of Curricular Studies or the Department Chair will convene the Graduate Committee, which consists of the Director of Curricular Studies and the departmental Director of Trainings. The Director of Training of the student's program will be excluded. This written appeal should focus on the problems of due process in the decision process (i.e., was decision arbitrary or capricious) of the program faculty.
2. Upon receipt of a written appeal, the Graduate Committee will request a written statement from the student's Director of Training focusing on the due process and summarizing the program's procedures with appropriate documentation.
3. The Committee will review the student's statement, the Director of Training's statement, and all appropriate documentation from the student's file.
4. A secret ballot will be held. A majority vote is required to reverse the program's decision. If the program's decision is reversed, the student's Director of Training will set new conditions for degree acquisition which will be subject to approval by the Graduate Committee.
5. The student will be notified in writing of the Graduate Committee's decision.

## Appendix M

### Procedures Graduate Students May Use to Deal with Complaints about Alleged Faculty Misconduct

The Department of Psychology believes that graduate students are professionals in training and that they are expected to behave in accord with the highest standards of professional conduct. The Department also expects that faculty will treat graduate students in an equally high-minded manner, offering them all the respect and professional courtesy afforded to their other colleagues. The Department believes that faculty should behave in ways that are consistent with promoting the skills and professional development of all graduate students and that this should be done in an atmosphere free of conflict.

In the event that a graduate student feels these standards have been violated, the student should have the opportunity to seek redress of alleged violations. Similarly, the faculty member(s) involved have the right to address student accusations of misconduct. To insure these ends, the faculty of the Department of Psychology believes it important to provide appropriate avenues for graduate students who seek redress for alleged faculty misconduct.

The procedures described below are intended to be applied in those instances for which the University has no established procedure. The University has spelled out procedures for dealing with issues of sexual harassment, research fraud, and affirmative action. Contact the following offices for specific procedures for dealing with instances of alleged sexual harassment and affirmative action (Vice President for Human Resources) and research fraud (University Senate Committee on Academic Freedom, Tenure, and Professional Ethics or the Provost's Office of Academic Integrity). Students are urged to speak with the Chair, Director of Curricular Studies, or Ombudsperson prior to contacting the appropriate office.

The procedures outlined below are aimed specifically at alleged instances of faculty misconduct by one or perhaps two faculty. If a student or group of students has a complaint of alleged misconduct by a group of faculty (e.g., the student's program area) or the Department of Psychology in general, the procedures outlined below would be awkward and perhaps open to the charge of conflict of interest (e.g., the Department investigating a complaint against it). Should such instances of alleged misconduct arise the student(s) should seek the counsel of the Office of Student Affairs, the dean of the College of Arts and Sciences or the Dean of the Graduate School.

There exists a tendency on the part of students and faculty to be concerned with issues of "proof" when it comes to pursuing a formal complaint of alleged misconduct. This concern may act as a deterrent to pursuing a complaint that may in fact be legitimate. Judgments about evidence are best left to those with expertise in that domain. Therefore, the Department encourages both graduate students and faculty sought out by students who feel they have a legitimate complaint to seek the advice of appropriate University officials in order to help the student determine whether she or he wishes to file a formal complaint.

A graduate student filing a formal complaint may be concerned with reprisals. The Department recognizes this important concern. The following statement, quoted from the University publication entitled *Responding to Sexual Harassment at Syracuse University* (dated October 8, 1993), is endorsed by the Department as modified (the bracketed statements are to be understood as the modifications--for example, in lines 2-3 and 6-7 below the bracketed statements are to replace the term "sexual harassment"):

Reprisals against persons who initiate or support action against sexual harassment [alleged faculty misconduct] are strictly forbidden and will be grounds for severe disciplinary action. In an ongoing investigation, evidence of reprisals may suggest that sexual harassment [faculty misconduct] has occurred. The Sexual Harassment Officer [appropriate University official] will advise volunteer advisors [the Department Chair or other appropriate individuals], hearing panels [investigative committee], and supervisory personnel [appropriate other Departmental officials or faculty] about means of preventing their occurrence.

False claims of sexual harassment [faculty misconduct] may be defamatory and subject to disciplinary procedures or legal action.

The Department of Psychology also recognizes that some students who feel they have a legitimate grievance may not wish to pursue a formal action while still in residence but may feel more inclined to do so once they have graduated or otherwise terminated their formal ties to the University. Therefore, the Department adopts the following policy on "Limitations of

## Appendix M - Continued

Actions" quoted from the University publication entitled *Responding to Sexual Harassment at Syracuse University* (dated October 8, 1993):

Persons who remain in the University community may invoke this grievance procedure for incidents occurring up to two years previously. But if a person severs his or her relationship with the University (through graduation, change of job, etc.) that time frame is shortened by the requirement that such persons initiate these procedures within six months of the date of severance.

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### Procedures

If a graduate student or group of graduate students feels a grievance against a faculty member is appropriate, he, she or they may pursue any and all of the following options for resolving the grievance:

- Seek the advice of another faculty member, such as the student's research advisor;
- Approach the faculty member, discuss the complaint, and work with the faculty member to resolve the difficulty;
- Meet with the Department Chair to discuss the complaint and seek advice about how to resolve the difficulty;
- Seek out the Departmental Ombudsman or Director of Curricular Studies to obtain advice about how to deal with the difficulty and the available options;
- Seek the advice of outside counsel, including an attorney, about how best to proceed;
- Seek the counsel of the Office of Student Affairs, the Dean of the College of Arts and Sciences or the Dean of the Graduate School.

If the advice of the Department Chair is sought, the following procedures will be followed:

- The Department Chair shall hear the student's grievance and suggest all appropriate courses of action the student might follow. If the grievance is one for which the University has specific procedures of investigation, these shall be detailed and, if the student elects to pursue them, the Department Chair shall facilitate the student's doing so, including being present with the student at any meetings with University officials if the student wishes.
- If the complaint does not fall within those for which the University has established procedures, the Chair, with the consent of the student, shall form a committee to investigate the student's allegation(s). The Committee shall be chaired by a full professor of the Psychology Department. The composition, charge, and function of the committee are detailed below.
- The Department Chair may consult with others, including faculty and University officials, in order to determine appropriate courses of action. The student should be informed that others may be consulted and, if the student wishes, that anonymity will be preserved in such consultations as much as possible.

If the student approaches the Departmental Ombudsperson, Director of Curricular Studies, or other faculty member, the following procedures shall apply:

- The student shall be informed fully of the various avenues, Departmental and University, open for seeking resolution of the difficulties. In the event the alleged misconduct involves matters such as sexual harassment, research fraud, or violations of affirmative action the matter will revert to the appropriate University office for resolution should the student wish to pursue it. In such instances, the Chair of the Department will be informed and current University guidelines will be followed. If the difficulty lies outside those for which the University has established guidelines, the Ombudsperson, Director

## Appendix M - Continued

of Curricular Studies, or faculty member shall present the student's case to the Department Chair for appropriate action, with the consent of the student. The student will be invited to be present at all discussions of the difficulty. If the student wishes, anonymity will be maintained until such time as it is no longer feasible or possible to do so.

- The Ombudsperson, Director of Curricular Studies, or other faculty member shall seek the advice and counsel of others in the University community, if necessary, in order to provide the best possible counsel to the student.
- If the student wishes to pursue the matter in a formal manner, the Department Chair shall form a Committee to investigate the matter. The Committee shall be chaired by a full professor of the Psychology Department, other members and the charge to the Committee and its function to be determined by the procedures outlined below.

### Investigative Procedures

Investigations of complaints concerning alleged faculty misconduct toward graduate students involve a variety of concerns: confidentiality of any who testify before the committee, committee composition, the protection of the faculty member, confidentiality of the proceedings, the range of possible sanctions that might be imposed if the faculty member is shown to have engaged in misconduct, and others that are complex and difficult. The intent of the following recommendations is to protect the student(s) making the complaint, the faculty member, and others who may be interviewed by an investigative body.

- When a student decides to pursue a formal complaint against a faculty member, the specific allegations shall be placed in writing and given to the Department Chair.
- If at all possible, the written complaint shall be structured in such a manner as to protect the identity of the student. In some instances this may not be possible.
- A copy of the complaint(s) will be given to the faculty member(s) and to the investigative committee.
- The investigative committee shall interview the student, the faculty member(s) and others who may shed light on the specific charge(s). The student(s) and faculty member(s) shall be afforded the opportunity to respond to each allegation made in order to allow each the fair and reasonable opportunity to present his or her view. Others shall be questioned only about those matters of which they have first-hand knowledge. Should the committee in the course of its investigation come across other indications of possible misconduct the committee shall meet with the Department Chair to seek advice as to how to proceed with expanding the investigation. The Department Chair, who may consult with others, shall have final judgment in this matter. Should these other matters be deemed appropriate for investigation, the allegations shall be made known to the faculty member in writing and he or she shall be given the opportunity to respond to them.
- At any time during the course of the investigation, the student or the faculty member may request an interview with the committee, or may supply the committee chair with written comment, in order to provide information that may help the Committee to a reasonable judgment concerning the allegation(s). The appropriateness of this information to the Committee rests with the Committee and the Department Chair.
- The investigation shall take place with the greatest possible confidentiality. Interviews and committee meetings shall take place outside the confines of the Department. The Committee members shall not discuss the investigation or findings outside their own meetings, or their meetings with the Chair or other University officials. Those who are interviewed shall be informed that the proceedings are confidential and shall be instructed to not discuss their meeting with the committee, or the matter in general, with anyone.
- At the conclusion of its investigation the Committee shall write a report to the Department Chair. The report shall center on the alleged misconduct and the facts that were obtained about it. In accord with University policy, the Committee shall make a recommendation about whether disciplinary action is or is not justified, and state the basis for their opinion. The

## Appendix M - Continued

Committee shall not decide the disciplinary action, that determination resting in other hands (see *Faculty Manual*). The student(s) and faculty member(s) shall be allowed to read the report.

- After reading the Committee report, the student(s) and faculty member(s) shall be given the opportunity to provide written statements for corrections of fact. All such written statements will form part of the official record and be considered as part of the basis for any action taken.
- In consultation with appropriate University officials, the Chair shall inform the faculty member of any sanctions. Such sanctions will be detailed in writing and the faculty member will be given a sufficient time to react to them and to appeal them to the Department Chair or other appropriate University official.

### Committee Composition and Charge

- The investigative committee shall be headed by a full professor of the Department of Psychology.
- The Committee shall consist of at least three members. Membership other than that of the committee chair shall be determined on a case by case basis. It may include other faculty from within or without the Department, members of the administration of the University, representatives from specific University offices, as deemed appropriate. The selection of members shall be done in such a way as to provide the best possible expertise for the specific case at hand.
- The Committee shall be charged by the Chair of the Department. In general, the charge will be to investigate the specific complaint(s) to determine its veracity.
- The Committee shall complete its task in an even handed manner as expeditiously as possible.
- The Committee shall keep all its deliberations confidential, except in so far as it must consult with the Chair, other appropriate faculty or students, or other University officials.

## **Appendix N**

### **Faculty Grievances against Graduate Students**

All students and faculty are required to adhere to the ethical standards of the American Psychological Association (APA). These standards are published and available from the APA. Students and faculty are expected to be familiar with the guidelines and to act in accordance with them.

The Department of Psychology believes that as professionals in training graduate students should behave in a collegial manner and in accord with the highest standards of professional conduct. In the event that a faculty member believes a graduate student has not behaved in a manner consistent with appropriate professional standards of conduct the faculty member has the right to seek redress of alleged violations. In turn, the student has the right to address the faculty member's accusations of misconduct. To insure these ends, the faculty of the Department of Psychology believes it important to provide appropriate avenues for faculty to seek redress for alleged graduate student misconduct.

The procedures described below are intended to be applied in those instances for which the University or graduate training program has no established procedure. For example, the University has spelled out procedures for dealing with issues of sexual harassment , research fraud , and affirmative action .

Contact the following offices for specific procedures for dealing with instances of alleged sexual harassment and affirmative action (Vice President for Human Resources) and research fraud (University Senate Committee on Academic Freedom, Tenure, and Professional Ethics or the Provost's Office of Academic Integrity). In addition, some graduate training programs may have guidelines for reviewing student interactions with clients or other forms of professional behavior. The procedures described below are not intended to supplant these review processes.

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#### Procedures

If a faculty member or group of faculty members feels a grievance against a student is appropriate, he, she or they may pursue the following procedures in order to resolve the grievance:

- The faculty member may approach the student, discuss the matter, and attempt to achieve a mutually agreeable resolution. Either party may request to have another person present at the meeting (the faculty member a colleague or Department Chair; the student the Department Ombudsman, the Director of Curricular Studies, or another faculty member).

If the above is not possible or fails:

- The faculty member shall write a formal complaint to the Department Chair detailing the difficulty and any efforts aimed at resolving the problem.
- The Department Chair shall interview the faculty member in order to obtain any further information needed.
- The Department Chair shall interview the graduate student in order to inform the student that a formal complaint has been made, provide the student with a copy of the written complaint, and obtain further information.
- The Department Chair may attempt to resolve the problem or may appoint an ad hoc committee, consisting of at least three members chosen to provide the best possible expertise for the specific case at hand, to investigate the allegation(s) and recommend any action to be taken by the Department. In either case, the Department Chair may consult with other faculty or other members of the University community.
- If the Department Chair appoints a committee to investigate the issue it shall be chaired by a full professor of the Psychology Department. Other members may be drawn from the University community. The committee shall be charged to investigate the specific complaint and submit a written report to the Department Chair. In the course of its investigation the committee shall interview the faculty member, the graduate student, and others if appropriate. If in the course of its investigation the committee discovers other pertinent matters related to possible misconduct by the student the

## Appendix N - Continued

committee shall consult the Department Chair to seek advice as to how to proceed with expanding the investigation. The Department Chair shall have the final judgment in this matter. If the investigation is expanded both the faculty member and the graduate student shall be informed in writing and given the opportunity to respond.

- While the investigating committee may suggest actions to be taken, the final judge is the Department Chair, who may consult with others before making any decision about actions.
- If the faculty member is not satisfied with the resolution determined by the Department Chair the faculty member may appeal to the Dean of the College of Arts and Sciences or the Dean of the Graduate School.
- If the graduate student is not satisfied with the resolution determined by the Department Chair the student has the right to appeal the decision to the Dean of the College of Arts and Sciences or the Dean of the Graduate School. In such instances the graduate student may seek the aid of the Psychology Department ombudsman, the Director of Curricular Studies, or another faculty member who may act as an advocate.
- All investigations, whether conducted by the Department Chair or by an ad hoc committee, shall be conducted in a professional, impartial manner and with the greatest degree of confidentiality. For example, meetings with the faculty member and student shall take place outside the Department offices and the written report shall be given only to the Department Chair. The Department Chair shall provide copies of the report to the faculty member and the student. The committee shall conduct its work as expeditiously as possible. The committee deliberations shall be confidential except in so far as it must consult with the Chair, other appropriate faculty or students, or other University officials.
- In accord with other University policies the Department will not tolerate reprisals toward students by faculty or of faculty by students once the issue(s) has been resolved. Ongoing work shall be completed by each party with the highest degree of professionalism and mutual respect.

## **Appendix O**

### **Resources on Ethical Issues and Professional Standards**

Ethical issues and standards in the practice of psychology are addressed in many required and optional courses throughout the program. All practicum courses and courses specific to the school psychology program address these issues. Further, all research groups address ethical issues pertaining to research. Individuals are expected to behave in a professionally ethical manner in campus clinics, in field placements, and in research activities. All students should be familiar with the following resources. Many of these resources are available online and free of charge:

Ethical Principles of Psychologists and Code of Conduct [<http://www.apa.org/ethics/code/>]

NASP Model for Comprehensive and Integrated School Psychological Services

[<https://www.nasponline.org/standards-and-certification/nasp-practice-model>]

NASP Professional Conduct Manual and Principles for Professional Ethics Guidelines for the Provision of School Psychological Services [ <http://www.nasponline.org/standards-and-certification/professional-ethics> ]

2017 APA Ethics Committee Rules and Procedures [<http://www.apa.org/ethics/>]

The remaining resources are either available at the Syracuse University library, the Syracuse University bookstore, or via online bookstores:

American Psychological Association. (1981). Specialty guidelines for the delivery of services by school psychologists. *American Psychologist*, 36, 670-681.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC.

**Appendix P**  
**Sample Graduate School Program of Study Form – Masters Thesis Degree**

**Program of Study**  
**The Graduate School**  
**Syracuse University**

Name: Tanya L. Eckert SUID: 12345678910

Email Address: taeckert@syr.edu Expected Graduation Date [EGT] June 15, 2013

Graduate Program: School Psychology Degree: M.S.

Admission Date: August 15, 1996 Defense Date (if applicable): December 1, 2010

Date of Filing this form with the Graduate Enrollment Management Center (GEMC): November 1, 2010

Thesis or Dissertation Title (if appropriate): What Does it Take to Get Doctoral Students in School Psychology to Correctly Complete the Graduate School Paperwork?

**Previous Degrees (from other institutions):**

Degree: B.A. Institution: Hood College Degree Date: 1989

Degree: \_\_\_\_\_ Institution: \_\_\_\_\_ Degree Date: \_\_\_\_\_

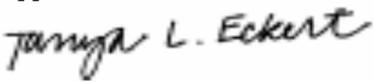
**Other Syracuse Graduate Degrees being sought or conferred:**

Degree: \_\_\_\_\_ Program: \_\_\_\_\_ Degree Date/Expected Graduation Date: \_\_\_\_\_

Degree: \_\_\_\_\_ Program: \_\_\_\_\_ Degree Date/Expected Graduation Date: \_\_\_\_\_

→ NOTE: If any portion of this Program of Study comes from, or is being used in any other Syracuse graduate program(s), that/those Program/s of Study must be submitted along with this one.

**Approvals:**

  
\_\_\_\_\_  
Date: 11/10/2010

**ADVISOR signature**

  
\_\_\_\_\_  
Date: 11/10/2010

**DEPARTMENT CHAIR/GRADUATE PROGRAM DIRECTOR signature**

\_\_\_\_\_  
Date: \_\_\_\_\_

DEAN signature (Required only for students in the School of Education, School of Information Studies, and the College of Visual and Performing Arts)

**PLEASE SUBMIT 1 (ONE) APPROVED/SIGNED PROGRAM OF STUDY to the  
Graduate School @ 207 Bowne Hall, Syracuse, NY 13244**

**Appendix P - Continued  
Graduate Program of Study  
Course/Thesis/Dissertation Outline**

**Transfer Credit:** (Do not list individual courses if you are transferring a complete masters)

Course	Course Title	Semester	Course Hours	Grade	Institution
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**Syracuse Coursework:** (Check the \* column if this course is also to be used (or was used) toward another SU graduate degree)  
List all courses counting toward this degree. \*\*\*\* Please list required/core courses first. If any required core courses are waived or substituted with another course, you must submit an authorized Petition to Faculty form verifying this.

* Dept. Prefix & No.	Course Title	Semester	Credit Hours	Grade	Instructor
<b>REQUIRED CORE COURSES</b>					
PSY 761	Introductory Seminar in School Psychology	Fall 2008	3	A	Eckert
PSY 763	Direct Academic Assessment	Spring 2009	3	A	Eckert
PSY 863	Developmental Psychopathology	Spring 2009	3	A	Russo
PSY 871	Consultation Processes	Spring 2009	3	A	Martens
SPE 705	Psychoeducational Evaluation	Summer 2009	3	A	Storie
PSY 655	Statistical Methods II	Fall 2009	3	A	Gramzow
PSY 756	Statistical Methods III	Spring 2010	3	A	Gramzow
PSY 765	Principles of Applied Behavior Analysis	Fall 2008	3	A	Martens

**OTHER SU COURSES**

<b>Thesis/Dissertation Credit Hours</b>					
PSY 997	Thesis	Summer 2009	3		
PSY 997	Thesis	Summer 2010	3		

**Credit Calculation for Program of Study:**

a. Total number of transfer credits:	0
b. Total number of thesis/dissertation credits:	6
c. Total number of Syracuse Course Credits:	24
<b>Total Credits for Degree (a+b+c):</b>	<b>30</b>

**For GEMC use only:**

Not approved: \_\_\_\_\_ date: \_\_\_\_\_

Approved: \_\_\_\_\_ date: \_\_\_\_\_

**Appendix Q**  
**Timeline for Comprehensive Examination**

Approximate Date	Procedures
May 15	Submit documentation of successful completion of Level 1. Submit a letter of intent and sign waiver
August 1	Program distributes seminal list of references
August 19*	Program distributes questions to students
August 21*	Students must submit completed examination to Director of Training by 5pm
Week of August 26*	Program faculty evaluates and scores examinations
September 3*	Program faculty informs students of examination score
October 1	Students can complete a re-examination
Week of October 15	Program faculty evaluates and scores examinations. Program faculty informs students of examination score.

\*Reflects the week before the start of the fall semester – these are approximate dates – will vary depending on the calendar year.

**Appendix R**  
**Sample Graduate School Program of Study Form – Doctoral Degree**

**Program of Study**

The Graduate School  
Syracuse University

Name: Tanya L. Eckert SUID: 12345678910

Email Address: taeckert@syr.edu Expected Graduation Date [EGT]: June 15, 2013

Graduate Program: School Psychology Degree: Ph.D.

Admission Date: August 15, 1996 Defense Date (if applicable): April 29, 2013

Date of Filing this form with the Graduate Enrollment Management Center (GEMC): March 1, 2013

Thesis or Dissertation Title (if appropriate): What Does it Take to Get Doctoral Students in School Psychology to Correctly Complete the Graduate School Paperwork?

**Previous Degrees (from other institutions):**

Degree: B.A. Institution: Hood College Degree Date: 1989

Degree: M.S. Institution: Syracuse University Degree Date: 2010

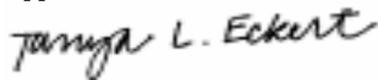
**Other Syracuse Graduate Degrees being sought or conferred:**

Degree: \_\_\_\_\_ Program: \_\_\_\_\_ Degree Date/Expected Graduation Date: \_\_\_\_\_

Degree: \_\_\_\_\_ Program: \_\_\_\_\_ Degree Date/Expected Graduation Date: \_\_\_\_\_

→ NOTE: If any portion of this Program of Study comes from, or is being used in any other Syracuse graduate program(s), that/those Program/s of Study must be submitted along with this one.

**Approvals:**



Date: 3/21/2013

ADVISOR signature



Date: 3/22/2013

DEPARTMENT CHAIR/GRADUATE PROGRAM DIRECTOR signature

Date: \_\_\_\_\_

DEAN signature (Required only for students in the School of Education, School of Information Studies, and the College of Visual and Performing Arts)

**PLEASE SUBMIT 1 (ONE) APPROVED/SIGNED PROGRAM OF STUDY to the  
Graduate School @ 207 Bowne Hall, Syracuse, NY 13244**

**Appendix R - Continued**  
**Graduate Program of Study**  
**Course/Thesis/Dissertation Outline**

**Transfer Credit:** (Do not list individual courses if you are transferring a complete masters)

Course	Course Title	Semester	Course Hours	Grade	Institution
	M.S.		30		Syracuse University

**Syracuse Coursework:** (Check the \* column if this course is also to be used (or was used) toward another SU graduate degree)  
 List all courses counting toward this degree. \*\*\*\* Please list required/core courses first. If any required core courses are waived or substituted with another course, you must submit an authorized Petition to Faculty form verifying this.

*	Dept. Prefix & No.	Course Title	Semester	H	Grade	Instructor
<b>REQUIRED CORE COURSES</b>						
	PSY 696	Neuropsychology	Fall 2008	3	A	Lewandowski
	PSY 762	Cognitive Intellectual Assessment	Fall 2009	3	A	Russo
	PSY 764	Socioemotional Assessment	Fall 2009	3	A	Lewandowski
	PSY 600	Assessment of Individual and Developmental Differences	Spring 2010	3	A	Russo
	PSY 653	Psychological Measurement	Spring 2010	3	A	Martens
	PSY 862	Consultation Processes	Fall 2010	3	A	Martens
	PSY 600	Cognitive and Affective Bases of Behavior	Fall 2010	3	A	Russo
	PSY 677	Social Cognition	Fall 2010	3	A	Newman
	PSY 894	History and Systems of Psychology	Spring 2010	3	A	Ewart
	PSY 739	Lifespan Developmental Psychology	Spring 2011	3	A	Antshel
	PSY 745	Introduction to Psychotherapy	Spring 2011	3	A	Antshel
	PSY 866	Behavior Therapy Practicum	Spring 2012	3	A	Martens
	PSY 880	School Psychology Practicum	Fall 2011	3	A	Lewandowski
	PSY 885	Internship in School Psychology	Fall 2012	3	A	Lewandowski
	PSY 860	Diversity and Cultural Issues in Assessment and Psychotherapy	Fall 2011	3	A	Antshel
<b>OTHER SU COURSES</b>						
	SPE 627	Early Intervention for Children's Reading Problems	Fall 2011	3	A	Blachman
	PSY 860	Topics in Psychology: Cognitive Psychology of Reading	Spring 2012	3	A	Blachman
<b>Thesis/Dissertation Credit Hours</b>						
	PSY 999	Dissertation	Summer 2011	3		
	PSY 999	Dissertation	Spring 2012	3		
	PSY 999	Dissertation	Summer 2012	3		

**Credit Calculation for Program of Study:**

a. Total number of transfer credits:	30
b. Total number of thesis/dissertation credits:	09
c. Total number of Syracuse Course Credits:	61
<b>Total Credits for Degree (a+b+c):</b>	<b>90</b>

**For GEMC use only:**

Not approved: \_\_\_\_\_ date: \_\_\_\_\_

Approved: \_\_\_\_\_ date: \_\_\_\_\_