Student Handbook: Doctoral Program

Division of School Psychology

Alfred University

Developed: August 1992

Latest Revision: August 2007
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PURPOSE OF THE HANDBOOK

This handbook is intended to serve as a guide for doctoral students and faculty in the Division of School Psychology at Alfred University. The students and faculty may find it useful as a reference in planning coursework and advising. The handbook contains information on Division procedures and regulations but does not cover every possible situation. Consultation with the student’s advisor, Division Chair, or Director of Graduate Studies is recommended for further clarification of a particular issue. The Graduate School catalogue should also be consulted for general requirements of the graduate degree and particular time schedule for degree requirements. Careful study of these sources will aid in long range planning of a student’s graduate program.

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

PHILOSOPHY AND AIMS OF THE SCHOOL PSYCHOLOGY PROGRAM

The Alfred University doctoral program in school psychology follows a practitioner-scientist model in seeking to accomplish its stated mission of “preparing psychologists for applied professional practice in schools and other child and family oriented settings.” The philosophy, goals and objectives, and experiences serving this mission are discussed below.

Science and Practice. School psychologists are applied professional psychologists whose practice is tied to both content and process. That is, school psychologists access the theory and knowledge base of psychology and education in carrying out their professional functioning, while at the same time conducting their professional activities in the manner of a scientist. They recognize the bidirectional nature of science and practice, and the importance of tailoring the application of knowledge to important personal, system, and ecological-contextual features. They need to be creative and even artistic in exploiting knowledge and compensating for gaps
and weaknesses in theory and research in order to impinge on immediate and long range problems of children, families, and schools. In this sense, school psychologists are “psychoeducational designers,” performing a function within the dynamic relationship of psychological theory and practice similar to that performed by an architect-engineer in the relationship between physics and the behavior of matter in natural environments. School psychologists are psychoeducational designers who bridge the gap between psychological science and professional practice in the synergistic context of schools, children, families, communities, and cultures.

Within this philosophical framework, the Alfred University School Psychology Program seeks to prepare applied, problem-solving psychologists. Drawing on the knowledge base of psychology and education, we expect our graduates apply to that knowledge in a manner that takes into account the cultural, economic, socio-political and multiple-systems contexts in which the problems of children and families occur. Recognizing the broad range of possible avenues to promote child enhancing change, as well as the varied obstacles that exist, we seek to prepare graduates with an array of knowledge, personal characteristics, and professional skills to participate in traditional, alternative, or innovative practice environments. In this sense we seek balance throughout the program between: basic science and practical skills; research and practice’ school and clinic practica; traditional and alternative approaches; assessment and intervention; direct and indirect intervention; and contrasting theoretical points of view. Broad competence coupled with interpersonal skill facilitates the functioning of our graduates as agents of positive change in the variety of systems and contexts in which they may eventually practice.
**Mission Of the Program**

Preparation of psychologists for applied professional practice in schools and other child and family-oriented settings.

**Goals and Objectives**

**Goal A:** To produce professional psychologists with the personal qualities, interpersonal skills and awareness, and the ethical sensitivity predictive of success in a broad array of social, economic, and political contexts.

**Objective A1:** Students will develop an understanding of service delivery programs within a context respectful and appreciative of individual and cultural diversity.

**Objective A2:** Students will demonstrate the personal characteristics and interpersonal skills that affect the quality, social validity, and acceptability of the services they provide.

**Goal B:** To produce psychologists competent to access a broad range of theoretical and practical approaches with sufficient depth to be effective, flexible practitioners.

**Objective B1:** Students will develop proficiency in traditional and emerging approaches to the assessment and evaluation of children's academic, behavioral, and emotional problems.

**Objective B2:** Students will develop proficiency in the design and development of programs to intervene both directly and indirectly with children's academic, behavioral, and emotional problems.

**Goal C:** To produce professional psychologists competent in the conduct, comprehension, and application of research to professional practice.

**Objective C1:** Students will acquire a foundation in the scientific knowledge base of psychology and education.

**Objective C2:** Students will develop proficiency in the conduct, dissemination and application of research related to professional practice.
HISTORY AND GENERAL DESCRIPTION OF ALFRED UNIVERSITY

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

The University is comprised of the privately endowed College of Business, the College of Liberal Arts and Sciences, Graduate School, and the public sector New York State College of Ceramics (Inamori School of Engineering and the School of Art and Design).

The Division of School Psychology, with programs in School Psychology and Counseling, is part of the Graduate School, which is supervised by the Associate Provost, in his role as Director of Graduate Studies.

A training program for school psychologists was established at Alfred University in 1952. Alfred's School Psychology Program is one of the oldest and most respected programs in New York State and is approved by the New York State Department of Education. Graduates of the Alfred University program will be able to meet the certification requirements of most State Departments of Education, as well as National Certification by the National School Psychology Certification Board of the National Association of School Psychologists. Additionally, graduates of the doctoral program will be New York license eligible. If the prospective student has prior knowledge of the state in which he or she desires to be employed, it is advisable to obtain a copy of that state's current certification standards and to consult with their advisor to best plan the program of studies. Graduates of the Alfred School Psychology Program have enjoyed a 100% employment rate. Often, graduates receive multiple job offers.
**ACCREDITATION**

While working towards the doctoral degree, students typically complete our NASP approved specialist program in school psychology. The doctoral program itself is accredited by the American Psychological Association (APA). If students have questions about APA accreditation, they may contact the Committee on Accreditation (COA) at:

**Office of Program Consultation and Accreditation**
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979
Fax: 202-336-5978

**SCHOOL PSYCHOLOGY PROGRAM FACULTY**

**Jana Atlas, Ph.D.,** Wayne State University

Associate Professor of School Psychology, licensed psychologist. Specialty areas: psychotherapy, psychopathology, eating disorders.

**John D. Cerio, Ph.D.,** Boston College

Professor of School Psychology, licensed psychologist, certified school psychologist and school counselor. Director, Child & Family Services Center. Specialty areas: counseling psychology, family therapy, play therapy, personality assessment.

**Nancy L. Evangelista, Ph.D.,** Syracuse University

Chair, Division of School Psychology, Associate Professor of School Psychology, licensed psychologist, certified school psychologist. Specialty areas: early childhood issues, developmental disabilities, autism, early literacy, supervision.

**Mark Fugate, Ph.D.,** Lehigh University

Associate Professor of School Psychology, licensed psychologist, certified school psychologist. Specialty areas: curriculum-based assessment, preschool assessment, acquisition of reading skills.
Edward Gaughan, Ph.D., Temple University

Powell Professor of Psychology and Schooling, licensed psychologist, certified school psychologist, APA Fellow. Specialty areas: direct and indirect intervention, psychopathology, family processes, education and training issues in professional psychology.

Cris Lauback, Psy.D., Alfred University

Assistant Professor of School Psychology, certified school psychologist and teacher. Specialty areas: school psychology, pre-referral teams, special education, preschool screening.

Lynn O'Connell, Psy.D., Alfred University

Assistant Professor of School Psychology, licensed psychologist, certified school psychologist. Specialty areas: rural schools, pre-referral teams, school consultation, early childhood assessment.

Ellen Faherty, Psy.D., State University of NY at Albany

Director of the Lea R. Powell Institute for Children & Families, Clinical Assistant Professor of School Psychology, licensed psychologist, certified school psychologist, state approved early intervention evaluator. Specialty areas: school psychology, special education, early childhood, psychotherapy.

*In addition, there are faculty members who participate in the program on a part-time basis:*

Arthur L. Greil, Ph.D. Rutgers University.

Professor of Sociology. Specialty areas: Statistics and data analysis, race and ethnicity, social theory, socialization and identity change.
Hannah Young, Psy.D., Alfred University

Assistant Professor of Counseling; licensed psychologist. Specialty areas: multicultural issues, violence prevention, domestic violence, Collaborative Team Professor, program evaluator.

Our program is also supported by the Division of Psychology:

Gordon D. Atlas, Ph.D., University of Michigan

Professor of Psychology. Specialty areas: defense mechanisms, depression, sensitivity to criticism.

Nancy E. Furlong, Ph.D., University of Pittsburgh

Professor of Psychology. Specialty areas: cognition and social development of children, research design and statistics.

Danielle Gagne, Ph.D., University of New Hampshire

Assistant Professor of Psychology. Specialty area: cognitive psychology.

Regina Kakhnovets, Ph.D., Ohio State University.

Assistant Professor of Psychology. Specialty areas: Counseling psychology, ethnicity, human sexuality.

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

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

Robert J. Maiden, Ph.D., New School of Social Research

Professor of Psychology, licensed psychologist. Specialty areas: clinical psychology, aging, marital and family therapy, drug and alcohol abuse, medical psychology.

Meredith Terry, Ph.D., University of Florida, Gainesville.

Assistant Professor of Psychology. Specialty areas: Social psychology, helping behavior.
THE ALFRED UNIVERSITY PROGRAM

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

THE ALFRED UNIVERSITY DOCTOR OF PSYCHOLOGY PROGRAM (120 credits)

The Psy.D. program in school psychology is designed to prepare psychologists who will practice advanced skills in schools and other child and related settings. Graduates will be prepared to perform such professional roles as: (1) psychologists in applied research; (2) professionals in higher education involved in the training of future educators and clinicians; (3) supervising psychologists; (4) program evaluators; and (5) psychologists in schools, child and family treatment agencies, hospitals, and private practice.

A minimum of 90 credits of coursework beyond the baccalaureate degree must be completed in addition to one year of internship (18 credits) and a minimum of 12 credits of dissertation. As specified by University regulations, all work for the degree must be completed within 7 years from the date of the start of the program. Every student must fulfill a residency requirement, which requires the student to complete at least two years of full-time study, or its equivalent, at Alfred University. As part of this, the student must be registered for courses as a full-time student for two consecutive semesters. Continuous registration (minimum 3 credits per
semester) throughout the program is also required. Thus, this is minimally a four-year program, with three years of coursework, including approximately 800 hours of supervised practica experience, at least one year of full-time residency, and then a year-long full-time internship. The content of the coursework will be a balance of scientific bases, and professional applied psychology. Students are encouraged to develop an area of special interest through a combination of coursework, field experience, research, and independent study. It would be typical for the student’s research to support the development of such a special interest. At the successful completion of the first two years of coursework (64 credits), including the Comprehensive Examination, the Master of Arts degree in school psychology will be awarded. After completion of their internship, students will be awarded the Certificate of Advanced Study. In addition, a third year of coursework, a doctoral qualifying examination, and a written dissertation will be required. These program components are elaborated upon in the following section. The following are the course requirements for the Psy.D. program (Course Descriptions are found in Appendix A).
### Basic Science Areas

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<tr>
<th>Number</th>
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<td>3</td>
<td>Physical Bases of Behavior</td>
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<tr>
<td>PSYC 626</td>
<td>2</td>
<td>Psychological and Educational Measurements</td>
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<td>PSYC 671</td>
<td>3</td>
<td>Statistical Analysis and Research Design I</td>
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<tr>
<td>PSYC 607</td>
<td>3</td>
<td>Learning and Cognition</td>
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<tr>
<td>PSYC 606</td>
<td>3</td>
<td>Advanced Developmental Psychology</td>
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<tr>
<td>PSYC 639</td>
<td>3</td>
<td>Exceptionality in Learning &amp; Behavior</td>
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<td>PSYC 608</td>
<td>3</td>
<td>Social Psychology and Behavior</td>
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<tr>
<td>PSYC 672</td>
<td>3</td>
<td>Statistical Analysis and Research Design II</td>
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### Applied Professional Psychology

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<tr>
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<td>1</td>
<td>Foundations of Cultural Diversity</td>
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<td>PSYC 603</td>
<td>1</td>
<td>Foundations of School Psychology</td>
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<td>PSYC 627</td>
<td>2</td>
<td>Norm-Referenced Testing I</td>
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<td>PSYC 628</td>
<td>2</td>
<td>Academic Functioning</td>
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<td>PSYC 611</td>
<td>3</td>
<td>History &amp; Systems of Psychology</td>
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<td>Norm-Referenced Testing II</td>
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<td>PSYC 637</td>
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<tr>
<td>PSYC 636</td>
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<td>Foundations of Interpersonal Effectiveness</td>
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<td>PSYC 638</td>
<td>3</td>
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<td>PSYC 641</td>
<td>3</td>
<td>Introduction to Family Therapy</td>
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<td>PSYC 642</td>
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<td>Clinical Seminar: Advanced Topics in School Psychology</td>
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<td>PSYC 658</td>
<td>3</td>
<td>Clinic Practicum I</td>
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<td>PSYC 659</td>
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<td>PSYC 629</td>
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<td>Social-Emotional Assessment</td>
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<td>PSYC 646</td>
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<td>Consultation and Prevention</td>
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<td>PSYC 695</td>
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<td>Professional Practice Seminar</td>
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<td>PSYC 692</td>
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<td>PSYC 674</td>
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**Practica/Internship**

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<td>PSYC 657</td>
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<td>Field Experience in School Psychology II</td>
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<td>PSYC 658**</td>
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<td>Clinic Practicum I</td>
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<tr>
<td>PSYC 659**</td>
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<td>Clinic Practicum II</td>
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<tr>
<td>PSYC 669</td>
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<td>Pre-doctoral Internship in School Psychology I</td>
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<tr>
<td>PSYC 670</td>
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**Dissertation Credits**

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<td>PSYC 699</td>
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<td>Dissertation (a minimum of 12 dissertation credits is required)</td>
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**Electives**

**SCHOOL PSYCHOLOGY**

* A series of advanced seminars will be offered on a variety of topics based on the interests of students and faculty. These are examples of what may be available.

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<td>PSYC 644</td>
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<td>PSYC 647</td>
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<td>Prevention &amp; Intervention</td>
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<tr>
<td>PSYC 687</td>
<td>3</td>
<td>Advanced Seminar*: Early Childhood Services</td>
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<td>PSYC 643</td>
<td>3</td>
<td>Techniques of Family Therapy</td>
</tr>
<tr>
<td>PSYC 648</td>
<td>3</td>
<td>Advanced Seminar* in Consultation and Intervention</td>
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<tr>
<td>PSYC 691</td>
<td>3</td>
<td>Organizational Change &amp; School Reform</td>
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**SPECIAL EDUCATION**

*These classes will vary from year to year - check with your advisor.*

**READING**

*These classes will vary from year to year - check with your advisor.*

**PROGRAM EVALUATION**

*These classes will vary from year to year - check with your advisor.*
SEQUENCE OF COURSES FOR A FULL-TIME STUDENT'S PROGRAM

Note: The following is the typical course sequence for doctoral students, and all listed courses are required. There may be occasional variations in the timing of when courses are taken, due to availability of instructors, offerings of elective courses, previous graduate level courses taken by students, etc.

Required Course Sequence

### Year 1

#### First Semester
1. Foundations of Cultural Diversity PSYC 601
3. Foundations of School Psychology PSYC 603
2. Psychological and Educational Measurement PSYC 626*
2. Norm-Referenced Testing I PSYC 627
2. Academic Functioning PSYC 628
3. Foundations of Interpersonal Effectiveness PSYC 636
1. Introduction to Group Dynamics PSYC 637
1. Field Experience in School Psychology I PSYC 656
15 credits

#### Second Semester
3. Social-Emotional Assessment PSYC 629
2. Norm-Referenced Testing II PSYC 632
3. Academic Interventions PSYC 651
3. Psychotherapy and Behavior Change PSYC 638
3. Exceptionality in Learning and Behavior PSYC 639
2. Field Experience in School Psychology II PSYC 657
16 credits

### Year 2

#### Third Semester
3. Learning and Cognition PSYC 607*
3. Introduction to Family Therapy PSYC 641
3. Consultation and Prevention PSYC 646
3. Clinic Practicum I PSYC 658
15 credits

#### Fourth Semester
3. Advanced Developmental Psychology PSYC 606*
3. Physical Bases of Behavior PSYC 609*
3. Clinic Seminar: Advanced Topics in School Psychology PSYC 642
3. Clinic Practicum II PSYC 659
3. Statistical Analysis and Research Design II PSYC 672
3. Professional Practice Seminar PSYC 695
18 credits
**Year 3**

**Fifth Semester**

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<td>Research in School Psychology</td>
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<td>Supervision/Administration of Psych Services</td>
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**Sixth Semester**

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<td>2</td>
<td>Seminar in Cultural Diversity</td>
<td>PSYC 602</td>
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<tr>
<td>3</td>
<td>Social Psychology and Behavior</td>
<td>PSYC 608</td>
</tr>
<tr>
<td>3</td>
<td>History &amp; Systems of Psychology</td>
<td>PSYC 611</td>
</tr>
<tr>
<td>3-6</td>
<td>Dissertation</td>
<td>PSYC 699</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
</tr>
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<td></td>
<td>12-18 credits</td>
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**Year 4**

**Seventh Semester**

<table>
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<tr>
<td>9</td>
<td>Pre-doctoral Internship in School Psychology I</td>
<td>PSYC 669</td>
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**Eighth Semester**

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<td>9</td>
<td>Pre-doctoral Internship in School Psychology II</td>
<td>PSYC 670</td>
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<tr>
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**Year 5**

**Ninth Semester**

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<td>Dissertation</td>
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**Tenth Semester**

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<td>PSY 699</td>
</tr>
<tr>
<td>3-6</td>
<td>credits</td>
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</tbody>
</table>

**Total 120 credits (minimum)**

**Note**: There might also be a possibility for a student to do the Internship in School Psychology half-time over years three and four while continuing to take courses both of those years.

**Note**: All courses unless marked (*) are limited exclusively to graduate students. Students will not receive credit for any courses which are taken to meet prerequisites for program admission.
**PROGRAM INFORMATION**

Graduates of the Alfred University School Psychology Program will have completed the academic requirements for permanent certification awarded by the New York State Education Department after 2 years of work experience. Immediately upon completion of internship students will receive a provisional certification from the State Education Department. In addition, the Master’s/CAS program is approved by NASP so students are eligible for National Certification.

**Licensure**

Graduates of the doctoral program will have fulfilled the curriculum requirements as well as the first year of supervised experience (internship) to be license eligible in New York State. New York State requires 3500 hours of supervised work experience before licensure may occur. A maximum of 1750 hours may occur before obtaining ones’ doctorate. In addition, there is a state administered licensing examination. Further information and application materials can be obtained from the State Education Department at (800) 342-3729 or (518) 474-3817, or through their website ([www.op.nysed.gov](http://www.op.nysed.gov)).

**School Psychology Committee (SPC)**

The SPC is the operating committee for the program, overseeing program policy, procedure, and curriculum. Its membership includes the faculty of the Division of School Psychology, the chairperson of the Division of Psychology, one representative from the faculty of the Division of Psychology and the Director of Graduate Studies. Elected student representatives may bring issues to the SPC and attend meetings where such issues are discussed. Any individual student can bring an issue to the SPC for discussion or consideration through the class representative.

**Center for Rural School Psychology**

The Division sponsors continuing professional development institutes for professionals and graduate students through the Center for Rural School Psychology directed by Dr. Cerio.
These intensive summer institutes replaced the Annual School Psychology Symposium by offering a wide range of topics of interest to practicing educational and mental health professionals.

**GENERAL INFORMATION**

- **Class Attendance** - Attendance at all classes is expected.

- **Writing Style** - All papers written for courses in the program are to be prepared according to the style presented in the *Publication Manual of the American Psychological Association* (5th ed.). This is especially important in any paper in which you are using articles, texts, etc. as sources. You must carefully note and credit original sources.

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

- **Photocopying** - The School Psychology/Psychology copy machine (located in room 423J, Science Center) is available for student use. A list of guidelines to be followed has been made available to each new student. Copy cards can be purchased from the Division Secretary for copier use.

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

- **Lounge** - Room 401 of the Science Center is a lounge for student and staff use. There are some basic guidelines for the care and use of the room.
  - Lounge use is a privilege
  - **Wash all your own dishes**: Do not leave them in the sink
  - Please keep noise down - classes are in progress
  - Each 1st-year student is responsible to sign up for lounge duty one week per semester. A calendar for signing up is posted on the bulletin board in lounge. Duties should include:
    - making sure lounge is picked up
• coffee pot is clean and off
• door is closed and locked and lights are turned off (especially after late classes)
• make sure all tables and microwave are clean

• **Student Study Room** - Room 401B of the Science Center is a graduate study room.

Please observe some basic guidelines:
- be considerate of others by visiting in the lounge area, not the study room
- use care with the computers and report any problems to the Division Secretaries
- room is to be locked at night - keys will be available from the secretaries

• **E-Mail Accounts:** Students are expected to establish an Alfred University user account.

E-mail is the “official” means of communication and you may receive information from your professors, the division, and the University in this manner. You must abide by the rules and policies for use of these accounts.

• **Class Representatives and Meetings:** Each cohort elects a class representative and an alternate representative each year. These representatives act as a liaison between the class and School Psychology Committee to discuss issues of concern that may arise for the students. In addition, the Division Chair, along with other faculty, meets with each cohort on a regular basis throughout the academic year.

**PROFESSIONAL ORGANIZATIONS**

There are a number of professional organizations that the faculty encourage students to join that are relevant to the field of school psychology. Students receive significant discounts on membership rates.

• **American Psychological Association** - APA represents all disciplines within psychology. APA’s Division 16 represents school psychology exclusively.

• **National Association of School Psychologists** - NASP is the national association for school psychologists. As a member you receive a monthly newsletter and a quarterly journal, *School Psychology Review*. 
• **New York Association of School Psychologists - NYASP** is the state affiliate of the national organization. NYASP publishes a quarterly newsletter and sponsors an annual conference.

• **American Educational Research Association - AERA** is a great deal. Student dues (approximately $25) include subscriptions to 3 excellent journals.

• **National Counsel on Measurement in Education - NCME** student membership is free for the first year!

*Membership forms are available from the Division Secretaries.*

**PROGRAM POLICIES AND PROCEDURES**

**Policy Against Discrimination**

The following statement is taken from the University's *Graduate School Catalog*:

Alfred University considers candidates for admission, applicants for financial aid and applicants for employment on the basis of individual qualifications and does not discriminate on the basis of gender, age, race, color, national or ethnic origin, religion, sexual preference or disability. Further, the University does not engage in any of the said forms of discrimination in the administration of admission and educational policies, scholarship and loan programs, the athletic program or in any other school administered program. Alfred University is an affirmative action, equal opportunity employer.

**Admissions Policy**

The division typically admits 4-7 doctoral students and 15-18 Master's/CAS students each year. The doctoral admissions committee is comprised of three members of the School Psychology division and one member of the undergraduate Psychology division. Admission to the program is based upon a comprehensive review of all of the application materials. These include grade point average, scores on the Graduate Record Examination, personal statement, three letters of recommendation, and an interview.

The average GRE scores of our doctoral students over the past several years has been about 1100, combining the Verbal and Quantitative sections. The average undergraduate GPA of students is approximately 3.4. These numbers are averages and are used as guidelines; final
decisions are based upon a holistic review of the applicants' credentials. According to Graduate School requirements, we cannot accept applicants with a GPA below 2.7.

We are interested in students whose goals and interests match those of the training in this program. We strive for balance in admitting a diverse student body, including cultural, ethnic, and geographic factors, as well as a blend of traditional and non-traditional students.

**Undergraduate Prerequisites**

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

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

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

All School Psychology Program courses (unless otherwise noted) are open only to matriculated school psychology graduate students. PSYC 606, 607, 609, 626 and 639 are available to any matriculated graduate student at Alfred University with the permission of the instructor and division chair.

**Proposal to Transfer Credit**

Once a student has been accepted into the program, due consideration will be given to graduate work done at other accredited institutions and some transfer of credits may be
permitted. Such credits must be in courses which were clearly at the graduate level with grade B or better, and appropriate to Alfred University's School Psychology Program. In addition, all coursework, including the transferred credits, must be completed within 7 years.

Students entering the program with a previous Master's degree in School Psychology may be able to transfer credit in the same manner as described below. These students must still complete at least half of their required course content (excluding Internship and Dissertation credits) at Alfred University.

Every request for transfer of credits is reviewed individually and the faculty advisor must make a recommendation on the students’ behalf to the Division Chairperson. If the Division Chairperson concurs, the matter is referred to the School Psychology Committee. Exemptions to the University regulations regarding transfer credits must go through the School Psychology Committee. In those instances when a student's transcript and prior experiences suggest the possibility of awarding transfer credit for didactic courses or practicum experience the following criteria will be followed:

• When there is a question of accepting credit for didactic courses taken at other graduate institutions, students may be required to submit the course syllabus, a list of the texts used, qualifications of the course instructor, or other relevant materials. When there is a question about the comparability of courses, the advisor may require the student to meet with the instructor at Alfred University who teaches the course. The instructor will submit a written statement indicating whether the courses appear comparable. In those cases in which the instructor has a question about comparability, the student will be required to take a proficiency exam. Proficiency exams will be taken only when students have prior coursework which meet the requirements of one of the University's courses.
• When there is a question of accepting prior field experience in lieu of the practicum requirements, the student will meet with his/her advisor to discuss whether prior
experience is comparable to one or more of the practica components of the program. If the advisor agrees that the experiences appear to be comparable, they will meet with the program director to confirm this assessment. To make the determination at this level the candidate must submit a validated description of the experience, including information as to activities engaged in, nature of placement, duration, nature and extent of supervision, and qualifications of supervisor. If there are any questions with respect to certain skills (e.g., assessment, report writing, consultation) associated with the practicum, the student will be required to demonstrate these skills at the Child and Family Services Center or another appropriate setting. If the candidate’s prior experience was not part of an organized training program, the candidate will be expected to complete the practicum experience, and this experience will be tailored to the particular strengths and weaknesses of the candidate. Regardless of prior experience, all students are required to have participated in a supervised practicum experience prior to internship.

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

- Waivers from comprehensive examinations are discussed later in this document.

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

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

Frequently students will enroll in the program with previous graduate coursework from other institutions that is not recent. Also, some students enter with a great deal of work experience to their benefit. If the previous course content sufficiently overlaps with required coursework, the student may wish to discuss a waiver from course content with their advisor.

On the basis of this prior work and life experience, a student may request a waiver of some coursework/practica. This is most often done after matriculation with the advice and counsel of a faculty advisor. However, equivalency credit requests will not be entertained or granted. If a waiver of a course is granted, it is the student's responsibility to take an equal number of credits to make-up for the waived credit.

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

Consultation with the academic advisor early in the first semester is the first step in the process. The advisor will aid the student in deciding which previous coursework/experience sufficiently overlaps with current course offerings. In order to make this determination, documentation (i.e., course syllabi, work examples, etc.) will be necessary. The instructor may then require either an oral or written examination and/or demonstration of skills before he/she forwards a written decision to the Chairperson. Course waiver decisions are made only by the instructor who is currently teaching the course or, in the case of courses which are not currently being taught, by the instructor who had taught the course, in consultation with the Division Chairperson.
Continuous Enrollment

Continuous enrollment for all school psychology students is required in order to assure that students make continual, systematic progress in their program. All students must enroll each semester for an appropriate number of credit hours (minimum of 3 credits) until the completion of all program requirements. Failure to enroll constitutes self-dismissal from the School Psychology Program. Leaves of absence can be discussed with the Division Chairperson if an unusual circumstance presents itself.

Withdrawals

A student may withdraw from a course and receive the grade of “W” with the signature of the lecture instructor and the approval of the student's advisor during the period designated by the University Calendar. A grade of “W” will be assigned for a course withdrawal. The approval of the students Dean is also required if:

A. the student is enrolled in the Graduate School; and/or,
B. the revised load is less than twelve semester hours.

Leave of Absence

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

1. A student must make a written request to the Chairperson of the Division of School Psychology. The request must include the reason(s) for the leave and the length of time for which the student wants the leave. Leaves are generally granted for one or two semesters, but may be extended upon application and approval. A leave of absence will not usually be granted for a semester in progress.
2. Before granting a leave, the Chairperson may discuss with the student his/her written request and specific action plan for the leave.

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

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

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

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

Financial Assistance/Graduate Assistantship (GA)

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

- Time sheets for GA hours may be obtained from and turned in to boxes in the student work room. They should be signed by the supervisor and turned in every **week**. It is important that students not get behind in their hours.
- Please be considerate while working in the various offices. Discourage visiting with one another - the lounge is provided for this purpose.

**Grades**

The Graduate School requires that the students maintain an index of 3.0 or better each semester and cumulatively. In addition, students are permitted to present no more than six credit hours at the grade of C or below. Admission to the Alfred University School Psychology Program is a **privilege** and not a right. Once admitted, students can expect to continue attendance at the University so long as they (1) maintain satisfactory academic records and progress in the development of necessary professional, personal, and interpersonal characteristics, (2) meet their financial obligation to the University, and (3) do not seriously or persistently violate existing University regulations. Separation from the University will be made only after a review of the matter by an appropriate group, and according to established University procedures. The School Psychology Committee reviews the scholastic standards of the program. The committee reviews each student's record each semester and takes appropriate action, which may include the termination of graduate study for students who do not meet the index standard or who do not make satisfactory progress in other ways.

**Probation**

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

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

**Dismissal**

- Scholastic Standards committees will review every student's record each semester. They may recommend termination of graduate study for students who do not meet an index standard of 3.00 or better each semester and cumulatively, those who have received more than two C's (or below) in their coursework, or who do not make satisfactory progress in other ways.

- A student who is "on probation" or "extended probation" and who fails to attain the minimum semester or cumulative standards for a second consecutive semester may be dismissed from the University.

- Failure to meet other specific academic requirements, inability to improve overall academic performance, lack of requisite personal and professional characteristics and skills, or lack of satisfactory progress toward a degree may also result in dismissal from the University.

**Research Orientation for Doctoral Students**

At Alfred, we are strongly committed to training school psychologists who are practitioner-scientists. We earnestly believe that all our graduates--whether they eventually work as scientists or as practitioners--need a firm grounding in both scholarship and practice. You will not be an effective clinician unless you are an effective consumer of research, and your research will be sterile without a background in practice.
Although you will take coursework in research and statistics, it is difficult to learn to be a scholar from coursework alone. Rather, one really learns how to do research by doing research, preferably under the tutelage of an active scholar. In our experience, the most productive scholars had mentors, under whom they served a kind of apprenticeship. We hope to provide you with that same kind of experience here at Alfred.

**Scholarly Apprenticeship**

To provide experience in scholarship, Psy.D. students may serve as an apprentice to their advisor (or other mentor), assisting in his or her program of research or other scholarly activities. During your first year of apprenticeship, you may spend your time doing a variety of activities that make up the nuts and bolts of research: conducting reviews of literature, assisting in collecting data, entering data into the computer. As your skills progress, however, you will begin to take more responsibility for the scholarship, and will become involved in planning, conducting, analyzing, presenting, and writing studies. At the same time, you will also progress from being an assistant to becoming a scholar, comfortable designing and conducting your own research, and presenting it at conferences and journals. As time passes, an increasing level of independence is expected.

A fortuitous side effect of your scholarly apprenticeship is that you will be much more prepared to conduct your dissertation than will the average school psychology student. Many students find the dissertation an overwhelming task simply because so much of the process of conducting research is new to them. By that time, however, you should be familiar with that process; you will have done it all before. Your dissertation will simply become another step in your journey towards becoming a scholar.
Seminars

Doctoral students will be expected to attend occasional seminars on topics of scholarly interest. Topics for seminars may include faculty or student research or grant activities, presentations by visiting faculty, presentations of possible dissertation topics, discussions of research that are of interest to faculty and students, or other topics. Faculty and advanced students preparing presentations for conferences may also use these seminars as "first-runs" for those presentations, allowing them to try out formats, gauge time, and anticipate questions.

First year students will be expected to attend the seminars and participate in the discussions. Your participation will help you become an intelligent consumer of research by making you feel comfortable evaluating research and integrating new research with your previous knowledge of an area. Please note that such discussions are collegial in nature; only gentle, constructive criticism is encouraged. Second and third year students also will attend and participate, but additionally will become presenters at the seminars.

Expectations

You should expect to spend approximately ten hours a week in your apprenticeship. You will work with your advisor (or some other faculty member, at your advisor's discretion) during your first year, conducting whatever activities your advisor needs your help with. In subsequent years, as you begin to develop your own research interests, you may wish to work with some other faculty mentor. If so, you, your advisor, and this mentor can make such arrangements.

Some possible products of your apprenticeship and seminar participation are listed below. Keep in mind that these are typical expectations, and that we expect inter-individual variation.

- By the end of your first year, you should expect to be a capable consumer of research: you should be able to evaluate research, articulate a research question, state hypotheses, and discuss possible designs.
During the second year, you may be co-presenter, with your advisor/mentor, of research findings at a conference, and an active contributor to research seminars. You may also co-author journal articles with him or her.

By your third year, you may be the first author and major presenter of conference papers, a valuable co-author on articles, or a leader of research seminars.

After your third year, you may be the first or single author on manuscripts submitted for publication.

Area of Special Interest

All students are encouraged to develop an area of special interest. This would be in an area that the student has a particular interest in studying extensively. A combination of field work, research, and coursework will support the development of a specialty area. The ideas for areas of specification should be discussed with your advisor and other faculty as appropriate. Students should begin thinking about this during their second semester in the program. While the dissertation alone will not make a specialty area, it would be hard to imagine that a dissertation would not support the specialty area. Students will work with their advisors in developing their specialty areas. Some examples of specialty areas that students may consider include: Family School Psychology, Psychotherapy, Assessment, Consultation/Prevention, Preschool, Rural School Psychology, and Research Design. Other areas may be considered at the discretion of the faculty.

Qualifying Examinations

The satisfactory completion of qualifying examinations is a requirement for continuation in and graduation from the program. The purpose of these written examinations is to evaluate students on their knowledge of applied professional skills. The questions will require integration and synthesis of any course material presented throughout the first year. The faculty of the
Division of School Psychology will develop the questions and appoint the readers. The examinations will be administered after a student has successfully completed the first two semesters of the program; passing the examination then qualifies the student to continue in the program. Generally, the exams will be offered in the month after the end of the second semester, with a re-examination, if needed, offered in the month prior to the start of the third semester. Grading of the responses will be on a pass-fail basis, with two readers (blind to the identity of the students) for each question. In the event of a discrepancy in grading, a third reader will be appointed. Each question is graded separately, and the student will only have to retake the sections which were not passed. In the event of a borderline pass/fail response on any section of the examination, the student will be given a chance to clarify his/her response through a follow up oral exam. A student must demonstrate proficiency in all three areas within two attempts to pass the examination, and thus, to continue in the program. As Graduate School regulations indicate, a student may take each part of the examination only two times.

Exemptions for doctoral students with advanced standing from MA/CAS comprehensive examinations can occur under the following conditions: (1) presentation of evidence that they have passed an examination with the same content; or (2) they have completed a thesis or major project in the area of the examination requirement. If a student falls under either of the above conditions, s/he should apply for a waiver of those specific sections of the examination. The decision on the waiver will be acted on by the School Psychology Committee.

**School Psychology Praxis Exam**

It is required that all students take the School Psychology Subject Exam administered by the Educational Testing Service (www.ets.org) as part of their Praxis II series for teachers and school personnel. Scores on this examination provide an externally validated measure of student competence as required by the credentialing agency for our MA/CAS program (NASP). A score of 660 is set as the passing grade by NASP for individuals who wish to become Nationally
Certified School Psychologists (NCSP). Our program has not set a specific passing score, as we are collecting baseline data prior to setting a cut point score.

The exam is offered several times during the year, but must be taken prior to the completion of internship. Students must designate AU as a score recipient when registering with ETS for the exam, and must also provide university-based internship supervisors with a copy of their score report.

Field Experience

In addition to performing at acceptable academic levels in the program, it is expected that students will demonstrate the ability to perform at acceptable levels in the various pre-professional activities in which they are engaged, such as assistantship, practica and internship. From its inception, the School Psychology Program at Alfred University has been concerned with integrating classroom learning with actual experience in practice settings.

One of the unique features of the School Psychology Program is that along with academic course work, students participate in extensive practica and internship training experiences under the direction of school psychology faculty members. These provide evaluative and consultative services to local school systems in the Alfred area, thereby serving the community as well as providing supervised applied training experience.

Practicum and Field Placement

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

**In the Schools**

Beginning in the first semester, students participate in extensive fieldwork in Alfred area school systems. Students are placed in a local public school one day and one and a half days per week for their first two semesters, respectively. The additional half day a week in the second semester presents opportunities to gain experience in special education classrooms. Such practical experience assists the students in developing an understanding of the complexities of the school environment and allows them to begin to acquire valuable skills in communication, consultation, program planning, and assessment. These experiences lay a foundation of knowledge which better prepares the student for the challenges he or she will encounter as a professional school psychologist. Importantly, this field work is facilitated by an on-site supervisor and a faculty member of the School Psychology Program, who communicate with each other to further the student's progress. In addition, an advanced graduate student visits and observes the student at the school. A list of school districts which typically host field placement students is in Appendix B.

**Child and Family Services Center (CFSC)**

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

The Child and Family Services Center of Alfred University
6 Sayles Street
Alfred, NY 14802
(607) 871-2229

**Internship**

The 4th year for doctoral students typically consists of a full-time internship. This experience is the culmination of the student's classroom and field experience from the first years of training and allows the student to perform the duties (e.g., assessment, counseling, consultation, in-service training, program evaluation, research) of a school psychologist under the supervision of both agency-based and university-based faculty. This supervision team will consist of an on-site school psychologist with a minimum of three years of experience, as well as a faculty member of the School Psychology Program who is licensed. Faculty will supervise a maximum of six interns at any one time, while intern supervisors are supervising only one or two interns at any given time.

Students must complete a minimum of 600 hours of their internship in a school. The remainder may be done in other child and family-oriented settings, such as community mental health clinics and residential placements. Regardless of the setting, the internship may also be completed on a half-time basis over the 3rd and 4th years of the program. This arrangement would only be feasible if the placement was near enough to allow the student to return to campus for the coursework. Students interested in pursuing an APPIC or APA accredited internship should meet with Dr. Gaughan or their advisor to discuss their plans.

Students who are returning to school as an advanced doctoral student must complete a doctoral level internship, even if they have previously worked as a school psychologist. The internship must meet the usual internship criteria, and cannot be a job previously held or newly obtained.

Students seek placements by following guidelines developed by the Division of School
Psychology. Students must receive a stipend from the public school/agency in which they intern. In all instances, the internship site must be approved by the Division Chairperson. *Internship Overview* (MA/CAS and PsyD) is available from the Division Secretary. A separate division publication, *Internship Manual*, is also available. A list of school districts and supervisors in sites previously attended by our students is in the graduate work room.

**Liability**

Students working in the School Psychology Program practicum sites are covered by liability insurance through the University. However, students must purchase liability insurance from a professional organization for their own protection for their school-based field experience, clinic practicum and internship.

**STUDENT PROGRESS MONITORING**

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

**Feedback Sessions**

School psychology, as an applied specialty in psychology, in addition to academic excellence, requires self-understanding and expertise in interpersonal communication. These areas include feedback skills, listening skills, interviewing skills, rapport building ability, group leadership skills, self-monitoring of stress and self-disclosure, and appropriate application of ethical standards. With this in mind, at least once per year and more frequently if indicated, the School Psychology Program undertakes a systematic review of each student. This review involves both written evaluation and a meeting with each student. The purpose of the evaluation is to provide feedback on student progress, and identify student strengths and weaknesses. It is the responsibility of the student to plan for their own specific needs for improvement. The review focuses on general academic status and progress through coursework including practical
development and attainment of professional behaviors commensurate with practicing as a school psychologist, and future plans. All members of the School Psychology faculty may take part in this review. Prior to the meeting, each student completes a self-evaluation assessing the following areas: academic abilities, professional abilities, and personal characteristics (See Appendix C for sample student self-evaluation form). Thus, the feedback meeting can target areas of strength, as well as those areas in need of remediation. In addition, input from other faculty and field supervisors is routinely gathered via end of the semester evaluations. Students will be encouraged to seek feedback each semester from their field placement supervisors regarding their performance. Ideally this will be an ongoing (formative) process that encourages professional growth and development, and not merely one that occurs at the end of each placement. This component is a strength of Alfred University's current program and is crucial to the functioning of school psychologists in the field as viewed by others.

This guidance system will function in a reciprocal manner. Students are invited to seek out their advisor whenever the need arises. But regardless of felt need, students are expected to make an appointment with their advisor at least once per semester to review their program and plan for the following semester. Additionally, at the end of each academic year, the student will complete an annual progress report delineating courses and field placements completed as well as colloquia and conferences attended, supervisory experiences, and other professional activities.

In general, it is expected that students in the program will demonstrate levels of performance in relation to clients, supervisors and other professionals in their clinical placements which are commensurate with the requirements of the school district professional personnel and the Division faculty.

Specifically, the student should be able to perform adequately in at least the following areas of behavior (these examples are not exhaustive):

- The ability to develop and maintain satisfactory relationships with clients appropriate to the level of training of the student.
• The ability to engage in appropriate peer relationships within the context of the professional work situation in the field and in the Division.

• The ability to engage in constructive consultation in the professional work place involving communicating with other staff about clients and issues.

• The ability to engage in, accept, and profit from professional supervisory relationships.

• The ability to meet time lines for program, school district and legal requirements.

• The ability to function within guidelines and limits of the professional ethics and standards of the American Psychological Association and the National Association of School Psychologists. These guidelines may be found in Best Practices in School Psychology and in The Handbook of School Psychology. In addition, they will be covered in PSYC 603, Foundations of School Psychology, and PSYC 695, Professional Practice Seminar.

**Evaluation of Practicum Performance**

During the first year, school psychology graduate students are placed in a school district at least one day each week to practice testing skills, to develop observation and consultation skills, to provide experience in working with exceptional children and to become oriented to working in the schools as a school psychologist. Practica are supervised by program faculty as well as a on-site supervisor(s). Each semester the on-site supervisor completes an evaluation of each student (see Appendix D). This evaluation is reviewed by the faculty and shared with the student in the feedback sessions.

**Internship Evaluation**

Supervision during internship is done by a team consisting of one or more on-site certified psychologists and by the University supervisor. Evaluation is an integral component of the internship experience and is the combined responsibility of all involved parties and should be conducted in an ongoing fashion.

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

ACADEMIC DISHONESTY

Unethical conduct is defined as any action which enables students to receive credit for work which is not their own. Such conduct will not be tolerated in any form.

Unethical practices include:
• marking an answer sheet to deceive the person correcting it;
• the possession of unauthorized material that could be readily used during a test or examination;
• the unauthorized use of books or notes during a test or examination;
• possession or knowledge of any examination prior to its administration;
• plagiarism or the lack of referencing;
• looking at someone else's examination;
• any form of communication during an examination or quiz;
• and any other form of cheating.

In general, students are expected to submit papers in which they express themselves in their own words, using information from their personal backgrounds and knowledge. Their papers should demonstrate their capacity for making intelligent inferences, organizing their own ideas, and expressing them effectively. Each paper submitted should be an original and honest document which serves to measure the students’ creative and critical capacities. Submitting essentially the same paper in satisfaction of two different assignments without the prior approval of the instructors involved is unethical.

The following specific comments should assist students in avoiding unethical practices when preparing their written works.
• A student’s paper (examination, essay, theme, etc.) may not be prepared in whole or in
part by someone else.

• Students should never attempt to pass off another's work, statements, ideas, etc. as their own whether they use an author’s actual words or paraphrase the author.

• Students may use the actual words of an author if they acknowledge that they are doing so. Quotations usually should be short and infrequent. Some purposes for including a quotation are: it contains important factual material; it most characteristically expresses the author’s point of view; it embraces the author’s fundamental premises and generations; it evidences the author’s inconsistencies; etc. An intelligent selection of quotations helps indicate a student's discriminative reading ability or critical insights into a work.

Collaboration

For some homework and laboratory assignments, collaboration between students may be helpful and desirable. In these instances instructors should specify clearly the nature and limits of collaboration in reports and other work. They should be certain that the students understand what constitutes unacceptable practice in their course.

Plagiarism

Plagiarism is defined as, "presenting, as one's own, the work or the opinions of someone else." Most students define plagiarism as "copying material of some sort, either word-for-word or sense-for-sense." Although that definition is accurate, the criterion is not merely copying material; ideas, conclusions, and ways of organizing material can be plagiarized. Specifically, one is guilty of plagiarism when:

1. The words, sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, the Internet, another student’s paper, etc.) without acknowledging the source.
2. A student submits another's work in lieu of his or her own assignment.
3. A student allows another person to revise, correct, or in any way rewrite his or her assignment without having the approval of the instructor.
4. A student submits written assignments received from commercial firms, fraternity or
sorority files, or any other source.

5. A student allows another person to take all or part of his or her course.

6. A student submits an assignment (a paper, a library assignment, a revision, etc.) done together with another student without having approval from the instructor.

**Ways to Avoid Plagiarism**

- When taking notes from any written material (published or not), summarize, don’t paraphrase. If you are not sure about this, check with your instructor. Even summaries should be acknowledged in your presentation, since the ideas and often the way in which material is organized are the work of someone else.

- When someone else has said something so well that you want to include it in your work, be sure to copy it exactly and indicate the copied portion(s), with quotations and citations. For a recommended format see the APA Publication Manual.

- When you allow someone to copy your work (including computer programs, laboratory reports/research data) and submit it as his or her own, or when you submit a copy of someone else’s work and claim it is your own, you have plagiarized.

- A student is fully responsible for any written work he or she submits. If the work was typed by a typist, the student must read the finished work to be sure no quotation marks or other references were omitted.

- Be cautious. Your reader, in fact, may want to know the source of each reference and may be concerned about phrasing that is not like your usual writing style.

**Procedures for Discipline of Academic Dishonesty**

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

1. The instructor will advise the student orally as soon as possible after the offense is observed. This will allow simple misunderstandings and misinterpretations to be resolved.

2. If the instructor remains convinced that an offense has occurred, a written statement of the offense will be sent to the Chairperson who will bring the issue before the School Psychology Committee.

3. Graduate students at Alfred University are expected to maintain appropriate standards of
academic honesty and professional integrity. Failure to do so will lead to dismissal from the Graduate School.

Any student so dismissed may request reconsideration of the matter by the Director of Graduate Studies, such request to be made within five days of the notice of dismissal. If not satisfied with that reconsideration, the student may appeal to the Provost.

SEXUAL MISCONDUCT

All students are expected to maintain socially and professionally appropriate conventions for behavior with clients. The physical and emotional boundaries of clients, including children, fellow students, and other adults, must be respected. Acts of sexual harassment, including inappropriate physical contact and verbal interactions, will not be tolerated.

Sanctions for Sexual Misconduct: Any such acts will result in sanctions ranging from remedial activities for lesser offenses to dismissal from the program and legal action for more serious offenses.

Sexual Harassment Policy

The Alfred University Board of Trustees has adopted an explicit policy prohibiting sexual harassment throughout the University community.

It is the policy of Alfred University, in keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected, to view sexual harassment of employees or students as unacceptable conduct which will not be tolerated.

Recognizing its responsibility to uphold the tenets inherent in this policy, the University thus established clear procedures and guidelines designed to educate and inform faculty, students, and staff relative to (1) the definitions of sexual harassment, and (2) procedures for filing and resolving related complaints. The complete statement of policies and guidelines may be found by going to the University website at: www.alfred.edu/policies, and clicking on the Sexual Harassment Policy link.

GRIEVANCE PROCEDURES

The faculty of Alfred University recognizes the right of students to seek remedy for grievances and encourages students with grievances to do so. A student grievance is defined as including any
disagreement concerning a course, course of study, grades, comprehensive examination, or any other matter substantively affecting a student’s relationship with Alfred University.

**Alfred University Grievance Procedure**

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

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

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

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

**Step 2:** The Step 2 appeal will be to the next logical level of authority within the division in which the student(s)' course or program resides, and in which the faculty or staff member being grieved against holds appointment. This would be the School Psychology Division Chairperson. Administrators who are party to the grievance will move to the next logical level of review.

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

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

Within two academic calendar weeks of receiving statements and evidence from both parties, the Step 2 administrator shall inform both parties in writing of his/her decision. The Step 2 administrator may seek additional evidence or consultation during this review period. Step 2 should be completed in no longer than four academic calendar weeks, beginning with the day that the student(s) submitted a grievance statement to the Step 2 administrator.

**Step 3:** If the Step 2 administrator sustains the faculty or staff member’s position and the student(s) decide to appeal, the student(s) may request that the grievance decision be reviewed at the next higher level of administrative review. If the Step 2 administrator sustains the student(s) position and the faculty or staff member decides to appeal, the faculty or staff person may also request that the grievance decision be reviewed at the next higher level of administrative review. In either event, the appeal must be made within two academe calendar weeks of the Step 2 decision. Upon receipt of an appeal from either party, the Step 3 administrator shall inform the other party of the appeal. The Step 3 administrator shall subsequently inform both parties in writing of her/his decision within two academic calendar weeks, beginning with the day either the student(s) or faculty/staff member requests a review from the Step 3 administrator.

If any student enrolled in Alfred University believes s/he has been discriminated against on the basis of age, sex, race, marital status, religion, handicap, or national origin, s/he may contact the affirmative action officer.

**ANCILLARY SERVICES**

**Information Technology Services (ITS)**

The technology services which are available are frequently updated and expanded, so please contact the Information Technology Services Helpdesk (Ext 2222, on the ground floor of Herrick Library) for your specific needs and questions.

The university uses a variety of approaches in making computers available to students. General and specialized computing labs are located throughout the campus providing access to Windows, Apple-MacIntosh, or Linux operating systems. Lab computers are configured with a combination of Office Professional 2003 and 2007 software. Specialized software is available in a number of lab settings.
Many residence halls on the campus have a computer room in addition to a network port for every student in every room. An all-night computer lab for use by all University students is located in Herrick Library. A Windows/Apple laptop lending program for students is available through the Technology Lending Program located on the 3rd floor of Pearlman Hall. This program enables students with short-term computing needs to borrow a laptop for use anywhere on or off campus. Also, students with multimedia production needs can get assistance at ITS Digital Media Lab located on the ground floor of Herrick Library.

**Herrick Memorial Library**

Herrick Library has a wide range of print and non-print resources in direct support of school psychology. Keep in mind that the Library consistently acquires additional resources, both in print and through web access. Please check with reference librarians for new acquisitions and for information regarding accessing the various resources, including research databases.

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

* Approximately 13,000 volumes in direct support of school psychology

* Periodical indexes available for school psychology research:

  * On-line:
    - Academic Search Premier
    - Education Research Complete
    - ERIC
    - Health Reference Center
    - JSTOR
    - MasterFILE Select
    - Medline
    - Mental Measurements Yearbook
    - Professional Development Collection
    - ProQuest
    - PsycARTICLES (1988-present)
    - PsycCRITIQUES (1995-present)
    - PsycINFO (1872-present)
WilsonSelectPlus

* Print:
  Psychological Abstracts
  Education Index
  Social Sciences Index
  Child Development Abstracts & Bibliography

* Periodical Titles
  Education – over 700 titles
  Psychology – over 400 titles

* Journals with editorial policies of major interest to school psychologists:

**Primary Journals:**
- Journal of School Psychology
- Psychology in the Schools
- School Psychology Review
- School Psychology Quarterly
- Journal of Psychoeducational Assessment

**Secondary Journals:**
- Adolescence
- American Educational Research Journal
- American Journal of Education
- American Journal of Mental Deficiency
- American Journal of Orthopsychiatry
- American Psychologist
- Child and Family Behavior Therapy
- Child Development
- Educational and Psychological Measurement
- Educational Review (Absorbed by School and Society)
- Elementary School Journal
- Exceptional Children
- Harvard Educational Review
- Journal of Abnormal Child Psychology
- Journal of Abnormal Psychology
- Journal of Applied Behavioral Science
- Journal of Applied Behavior Analysis
- Journal of Clinical Psychology
- Journal of Community Psychology
- Journal of Consulting and Clinical Psychology
- Journal of Counseling Psychology
- Journal of Educational Measurement
- Journal of Educational Psychology
- Journal of Educational Research
- Journal of Experimental Education
- Journal of Learning Disabilities
- Journal of Personality Assessment
Electronic Resources

Via Herrick's Home Page, www.herrick.alfred.edu, a student has access to dozens of databases covering a wide variety of subject matters. Of primary interest is PsycINFO, which is the online equivalent of Psychological Abstracts. This database offers abstracts of journal articles, research reports, chapters from books, and dissertations going back more than 100 years. It can be accessed from any networked computer on campus or from home. To connect from off campus, go to the Herrick Home Page (http://herrick.alfred.edu/) and select “Databases.” To connect from off-campus, you must have a valid AU e-mail account; if you are having difficulty accessing this service, contact the library by phone at 871-2184 or by e-mail at thedesk@alfred.edu.

Interlibrary Loan Services

The Interlibrary Loan department at Herrick Library obtains books, articles, and other materials that the library does not own. This service is available to all AU staff, AU faculty, and current graduate and undergraduate students with valid AU IDs. The average time to receive an item is a week to ten days. Except in very rare circumstances, interlibrary loan is free to the patron; if any charge is involved, you will be notified before the request is processed.

Additional Services Available

Online access to electronic resources 24/7 from on and off campus
Wireless access
Desktop computers with Internet access, and Microsoft software including Word
In-library laptop lending program
Printers and scanners
Café
24-hour study room
Leisure reading including bestsellers, music CDs, books on tape, DVD and video collections, current newspapers
Extended hours during exam week
Group study rooms
Interlibrary loan (e-mail illau@alfred.edu)
Microfilm readers
Photocopy machines
Silent study rooms
Special Collections and the University Archives

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

Mon-Thur: 8:00AM - 1:00AM
Fri: 8:00AM - 11:00PM
Sat: 10:00AM - 11:00PM
Sun: 12:00PM - 1:00AM

24-Hour Study Room: Open 24 hours/day, seven days a week, during the academic year.
**Career Development Center**

The Career Development Center, located in the Steinheim building at the top of campus, is dedicated to the principle of helping all students derive maximum benefit from their education and to develop their fullest potential. The Career Development Center offers the following services:

- Computer lab featuring IBM compatible and Macintosh computers for student use in developing resumes, cover letters, and internet searching
- Resource library of occupational, job search, and graduate school information
- Resume Express free on-line registration
- Establishment of a credential file for students.
- Free, lifelong services to Alumni

**Counseling and Student Development Center**

The Counseling and Student Development Center is located in the north wing of the Crandall Center for Counseling and Health Services, near the Saxon Inn. The office, a component of Student Affairs, provides a comprehensive range of counseling, developmental, and educational services to promote the personal growth of University students. These services are provided by National Certified Counselors and are completely confidential in accordance with standards set by the American Counseling Association.

All assistance at the Counseling and Student Development Center is free and available to currently enrolled undergraduate and graduate students. Appointments can be arranged by calling (607) 871-2300 or by stopping by the office. Please keep in mind that some of our division’s students may work in the Counseling Center for their assistantships. If you want to use these services and are concerned about confidentiality, please contact Cathie Chester, the acting Director of the Counseling Center, directly at the above number.
Special Academic Services

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

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

1. has a physical or mental impairment;
2. has a record of such impairment; or
3. is regarded as having such an impairment that substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.

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

**Accessing Services:** Given that several School Psychology graduate students work at the Special Academic Services office, you should ask to speak with the director directly about accessing services, in order to maintain confidentiality. The phone number for the office is 871-2148. Students with disabilities are given the opportunity to self-identify by completing the "Special Needs" form. Those students wishing to self-identify are requested to indicate their specific disability, and to provide the Special Academic Services office with current and appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating their disability and suggested accommodations.

The form also provides a section where the student may give their signed consent authorizing
Special Academic Services staff to release information regarding the student to Alfred University faculty, staff, Health Center staff, Counseling Center staff, and the Child and Family Services staff, as may be necessary and appropriate to provide the student with services.

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

Writing Center

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

SCHOOL PSYCHOLOGY PROGRAM RESOURCES

Journals and Files

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

Testing Room

The School Psychology Program houses an extensive collection of standardized tests and protocols for student use (a listing is available in the lounge). The Testing Materials Use Policy
(Appendix F) explains the responsibility of each student for the care and maintenance of these materials. In addition, to contribute to the cost of the protocols and maintenance of the test library, there is a laboratory fee associated with three testing courses: PSYC 627, PSYC 628, and PSYC 629.

**Off Campus Housing**

A limited number of rentals (apartments and rooms) are listed through the Office of Residence Life. The University does not at any time enter into the relationship between a landlord and tenant. The University maintains a list of those rentals that landlords wish to list and does not attempt to evaluate the suitability of the facility. For more information on rentals, call 871-2186. Each summer, our division secretaries also maintain an informal list of available rentals.

Many student rentals are communicated via "word of mouth." To gain access to this method of identifying housing, one should talk with off-campus students, watch bulletin boards (especially in the Campus Center), and talk with community members.

**On Campus Housing**

The University's residence hall program is located in Bartlett Hall, under the name "Office of Residence Life" (607-871-2186). Anything related to residence hall life should be directed to Brenda Porter in the Residence Life office.
Appendix A: COURSE DESCRIPTIONS
All courses should include the following caveat unless otherwise noted: Open only to School Psychology students or by permission of the instructor.

**First Semester**

**PSYC 601 Foundations of Cultural Diversity** 1 credit

This course is intended as an introduction to cultural diversity issues and their impact on the major areas of school psychology practice. All school psychology faculty will present on the primary cultural issues in their respective areas of expertise. Upon completion of this course, students should have acquired knowledge regarding cultural issues that will provide a foundation for exploring these issues in school psychology specialization courses.

**PSYC 603 Foundations of School Psychology** 3 credits

The theoretical, scientific and practical underpinnings of professional school psychology are covered, with material drawn from both psychology and education. Topics include cognitive, social emotional, and cultural bases of behavior; educational theory and instructional psychology, and school psychology as a professional specialty, including history and systems, role and function, models of practice, and current issues with particular attention to practice in a rural setting.

**PSYC 626 Psychological and Educational Measurements** 2 credits

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

**PSYC 627 Norm-Referenced Testing I** 2 credits

This course focuses on the administration, scoring and interpretation of individually scored norm-referenced instruments. Attention is focused on those instruments related to the assessment of cognitive abilities and learning behaviors of school-aged children. The major purpose is to develop the students’ repertoire and mastery with these measures and to increase the students’ capacity for evaluation of individual behavior and report-writing. Must also be registered for PSYC 626 and PSYC 656.

**PSYC 628 Academic Functioning** 2 credits

Examines the development of the reading, mathematical and language arts processes and methods of assessing these. A variety of educational assessment techniques are reviewed including norm-referenced tests, curriculum-based approaches, and informal probes. The use of these techniques to assist in the identification of educational difficulties is examined. Must be taken concomitantly with PSYC 627.

**PSYC 636 Foundations of Interpersonal Effectiveness** 3 credits

This course focuses on the training and practice of personal skills which are the prerequisites to the functioning as a professional psychologist. Included is the study of theories and research from which those skills are derived. The course includes lectures, behavioral rehearsal and group activities, and involves critical self-examination and peer review. Students must demonstrate adequate levels of interpersonal skills according to the instructor’s evaluation, in order to successfully complete the course. Such success is a prerequisite for admission to the Intervention sequence in the School Psychology Program.
PSYC 637 Introduction to Group Dynamics 1 credit

One of the primary direct intervention modalities used by school helping professionals is group-counseling, guidance, affective education, or one of the many other euphemisms used in school for this activity. Any individual who functions in a counseling role in the schools should be familiar with group approaches, and that familiarity can only be learned through direct experience. This is a "laboratory" course that is designed to provide students with that direct experience. Primary Course Objective: Students will develop an understanding of the basic dynamics of groups, including but not limited to group roles, norms, culture, process, and structure.

PSYC 656 Field Experience in School Psychology I 1 credit

Each student will be placed in a school district one day each week to develop observation skills, gain exposure to the school as a system, begin to interact and practice testing skills with school-aged children and to become oriented to working in the schools as a school psychologist. This experience will be supervised by program faculty as well as on-site supervisors. Must be taken concomitantly with PSYC 627.

Second Semester

PSYC 629 Social-Emotional Assessment 3 credits

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

PSYC 632 Norm-Referenced Testing II 2 credits

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

PSYC 651 Academic Interventions 3 credits

This course introduces students to a broad array of academic interventions. During this course students will learn the sequence of development of basic academic skills and how to target academic interventions for students with specific academic needs. There will be special emphasis on reading, writing, and written language interventions. Students will demonstrate their knowledge of the academic intervention process through applied intervention project.
PSYC 638  Psychotherapy and Behavior Change  3 credits
This course covers a broad range of psychological interventions, with particular emphasis on their applications with children and families. Theory and research in counseling and psychotherapy are covered with emphasis on behavior therapy, cognitive behavior therapy, and behavior modification. Prerequisite: PSYC 636.

PSYC 639  Exceptionality in Learning and Behavior  3 credits
This course presents the varieties of exceptionality in human learning and behavior. Various psychologically and educationally handicapping conditions are discussed. Classification systems, diagnosis, symptomology, prevalence, incidence, course and treatment are covered with an emphasis on empirical research findings. Professional, societal, and cultural issues in exceptionality provide an important focus for discussion.

PSYC 657  Field Experience in School Psychology II  2 credits
Each student is placed in a school district one day each week to practice testing skills, and to continue to develop and refine the skills from PSYC 656. In addition, students will also assist in a special classroom to gain experience working directly with handicapped children in an academic setting. This practicum is supervised by program faculty as well as on-site supervisors. In class, topics such as multidisciplinary teams and the parent-school relationship are discussed. Taken concomitantly with PSYC 633.

Third Semester
PSYC 607  Learning and Cognition  3 credits
A study of the basic processes underlying learning, memory and higher cognitive functions such as conceptualization, problem-solving and language. Emphasis on the relevance of recent research and theoretical developments in cognitive psychology to school learning. Topics include attention, memory, information processing, problem-solving, reasoning, creativity, and experimental paradigms for the study of cognition and learning.

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

PSYC 646  Consultation and Prevention  3 credits
This course covers the concepts and practice of consultation in educational and human service settings. Emphasis is on mental health and behavioral consultation including child-centered, teacher-centered and system centered techniques. Prerequisites: PSYC 638.

PSYC 658  Clinic Practicum II  3 credits
This is a practical course where students apply previous learning and gain experience in assessment and intervention with children and families and school consultation. Team collaboration, peer review and case conferences are essential elements of this course. Students work with actual clients at the Child and Family Services Center under supervision of professional psychologists. Supervision is provided through the use of audio-taping, video-taping and observation through one-way mirrors. Topical seminars are also included throughout the semester. Prerequisites: PSYC 628, 629, 633 and 638.
PSYC 671  Statistical Analysis and Research Design I  3 credits
   This course emphasizes a) the identification and formulation of research problems, b) the evaluation of research design strategies, and c) an understanding of appropriate statistics such as one and two way analysis of variance, correlation and regression techniques and their applications.

Fourth Semester

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

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

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

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

PSYC 672  Statistical Analysis and Research Design II  3 credits
   Using examples relevant to professional psychology, this course will cover advanced issues in research design and analysis. Factorial and non-factorial designs, and single-subject designs will be discussed. The statistical tests to be covered will include ANOVA, including planned comparisons and posthoc comparisons, and ANCOVA. The course will emphasize the appropriate selection and interpretation of designs and analyses for testing specific hypotheses or for conducting program evaluations.

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

**PSYC 673  Statistical Analysis and Research Design III**  
Using examples relevant to professional psychology, this course will cover advanced issues in correlational research design and multivariate analysis. Multiple regression analysis, factor analysis, along with other multivariate statistics will be covered. The course will emphasize the appropriate selection and interpretation of designs and analyses for testing specific hypotheses.

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

**PSYC 692  Supervision/Administration of Psychological Services**  
This course prepares psychologists to function in supervisory and administrative capacities in delivering human services in schools and other child and family-oriented settings. Students will become familiar with important issues in these areas and understand organizations from a systems perspective. The essential elements and models of effective supervision will also be examined.

**PSYC 699  Dissertation**

**Sixth Semester**

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

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

**PSYC 611  History and Systems of Psychology**  
This course presents a comprehensive orientation to the science and practice of psychology. Progressing from ancient foundations to the current state of the discipline, the course is designed to illustrate both the continuity and incremental development of psychology as a science and profession. The course content is organized around three major themes: (1) the historical development of the discipline of psychology as a science and profession; (2) the systems, or “schools of thought” that form the foundation of psychology both historically and currently; and (3) the interweaving influence, as well as tensions, between the science and practice of psychology. The goal is for students to further develop their identities as psychologists through an understanding and appreciation of the broad landscape upon which their discipline is constructed.
PSYC 699  Dissertation  
(variable credit)

**Seventh Semester**

PSYC 669  Pre-doctoral Internship in School Psychology I  9 credits/variable

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

**Eighth Semester**

PSYC 670  Pre-doctoral Internship in School Psychology II  9 credits/variable

A continuation of the field-based full-time internship as described in PSYC 669.

**Ninth/Tenth Semester**

PSYC 699  Dissertation  
(variable credit)

**Eleventh/Twelfth Semester**

PSYC 699  Dissertation  
(variable credit)
Appendix B: LIST OF SCHOOL DISTRICTS AND SUPERVISORS FOR FIELD PLACEMENTS
Field Placements

Note: This is a list of schools which are frequently worked in by our students. The actual list does vary each year, based upon the availability of supervisors and student needs.

Allegany-Limestone Central School District
Allegany, NY  14804
Dr. John Wolfgang
(716) 375-6600, Ext. 8173

Athens Area School District
East Smithfield, PA  18817
Dr. Linda Speers
(570) 888-7766

Corning City Schools
Painted Post, NY  14870
Dr. Stephanie Kapral
(607) 936-3704

Dansville Schools
Dansville, NY 14437
Dr. Kim Birmingham
(585) 335-4020

Letchworth Central School District
Gainesville, NY  14066
Dr. Pamela Wilkie
(585) 493-2571

Pioneer Central School District
Yorkshire, NY  14173
Dr. Michele Edick
(716) 492-3207

Wellsville Central School District
Wellsville, NY  14895
Dr. Donna Stives
(585) 593-2291
Appendix C: PERFORMANCE EVALUATION FORM

(Student Self-Evaluation and Faculty Evaluation of Student)
### Division of School Psychology

**Faculty Evaluation**

**Alfred University**

**Student Evaluation**

**Performance Evaluation**

<table>
<thead>
<tr>
<th>Student ____________________________</th>
<th>Date ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year in Program: ___1 ___2 ___3</td>
<td>GPA ________________</td>
</tr>
</tbody>
</table>

**Rating Scale:**

<table>
<thead>
<tr>
<th>Remediation Plan</th>
<th>Remediation Plan</th>
<th>In Progress</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Demonstrates Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
<td>3.5</td>
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### ACADEMIC PROGRESS

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
<th>Comments</th>
<th>Goals/Suggestions for Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication (Written Assignments)</td>
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</tr>
</tbody>
</table>

**Additional Comments:**
## PROFESSIONAL SKILLS

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
<th>Comments</th>
<th>Goals/Suggestions for Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes Work in a Timely Manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistantship Responsibilities</td>
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**Additional Comments:**

## PRACTICA AND FIELD EXPERIENCES

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Test Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Interpretation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consulting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Interactions with Adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Interactions with Children</td>
<td></td>
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**Additional Comments:**

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63
### PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
<th>Comments</th>
<th>Goals/Suggestions for Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizing Feedback Non-Defensively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizing Strengths and Weaknesses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling Frustration and Ambiguity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Assertiveness Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensitivity and Tolerance for Other Viewpoints</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking Appropriate Initiative for Improving Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of and Sensitivity to Cultural Differences</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Additional Comments:**

**Strengths:**

**Areas in Need of Improvement:**

**Overall Progress in the Program:**

*Needs*

- ___ Improvement
- ___ Satisfactory
- ___ Good
- ___ Excellent

_________________________  _______________________
Faculty Representative Signature  Student Signature

_________________________
Date of Review
Appendix D: FIELD PLACEMENT EVALUATION FORM
(Fall Semester and Spring Semester)
Field Placement Feedback: Supervising Psychologist

Student ___________________________  School ___________________________

Supervisor ___________________________  Title ___________________________

Please rate the student’s skills and behavior based on the performance expectations for a beginning graduate student. Both student and supervisor should sign the evaluation after face-to-face feedback is provided.

<table>
<thead>
<tr>
<th>In Progress</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
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</table>

**PROFESSIONAL RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>a. Dependability</th>
<th>In Progress</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Attendance</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Appearance</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Comments:*

**STYLE OF INTERACTION**

<table>
<thead>
<tr>
<th>a. Ability to facilitate good working relationships</th>
<th>In Progress</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Cooperativeness in working relationships</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Energy and enthusiasm</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Level of involvement</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Effective communication with school personnel</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. Rapport with children</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. Appropriate initiative</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

*Comments:*
PROGRESS IN MEETING FIELD PLACEMENT GOALS

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses time effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Responsive to supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Completes components of field placement plan</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

AREAS OF STRENGTH

AREAS FOR IMPROVEMENT and/or PROFESSIONAL DEVELOPMENT

Please rate this student’s overall performance in your school.

Poor    Satisfactory    Good    Very Good    Outstanding

Signature of Supervising Psychologist: ____________________________ Date: ________________

Signature of Student: ____________________________ Date: ________________
Field Placement Feedback: Supervising Psychologist

Student ___________________________ School ___________________________

Supervisor ___________________________ Title ___________________________

Please rate the student’s skills and behavior based on the performance expectations for a beginning graduate student. Both student and supervisor should sign the evaluation after face-to-face feedback is provided.

1 **In Progress**; student is developing applied skills, but additional instruction, opportunities for skill development, direct supervision, or remediation are needed

2 **Meets expectations**; performance is commensurate with the student's current level of education, training, and experience

3 **Exceeds expectations**; performs better than would be expected for a student at his/her current state of education, training, and experience

<table>
<thead>
<tr>
<th>PROFESSIONAL RESPONSIBILITIES</th>
<th>In Progress</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Dependability</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Attendance</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Appearance</td>
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<td>2</td>
<td>3</td>
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</table>

**Comments:**

<table>
<thead>
<tr>
<th>STYLE OF INTERACTION</th>
<th>In Progress</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>a. Ability to facilitate good working relationships</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Cooperativeness in working relationships</td>
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<tr>
<td>c. Energy and enthusiasm</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Level of involvement</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Effective communication with school personnel</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. Rapport with children</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. Appropriate initiative</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

**Comments:**
PROGRESS IN MEETING FIELD PLACEMENT GOALS

<table>
<thead>
<tr>
<th></th>
<th>In Progress</th>
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<th>Exceeds Expectations</th>
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<tr>
<td>c. Uses time effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Responsive to supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Completes components of</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>field placement plan</td>
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<td></td>
<td></td>
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</tbody>
</table>

Comments:

AREAS OF STRENGTH

AREAS FOR IMPROVEMENT and/or PROFESSIONAL DEVELOPMENT

Please rate this student’s **overall performance** in your school.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Outstanding</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Signature of Supervising Psychologist: ____________________________ Date: _______________

Signature of Student: ____________________________ Date: _______________
Appendix E: CLINIC EVALUATION
Clinic Performance Rating Form  
___Fall Semester  ___Spring Semester

Student______________________________________               Date________________
Clinic Group:  ______Tuesday           _______Wednesd ay                   _______Thursday
Clinic Supervisor:___________________________________ _____________________

_______ Self-Rating    _______ Supervisor Rating

Ratings
4 Superior: Student has demonstrated the expected behavior at a level of quality judged to be well-above the “attained” criteria.
3 Attained: Student has demonstrated the expected behavior to the satisfaction of the instructor.
2 In Progress: Student has demonstrated the expected behavior but needs either more time or practice in order to meet the “attained” criteria.
0/1 Not Attained: At the completion of the semester, the student has failed to demonstrate the expected behavior after repeated attempts, and in spite of constructive suggestions from the instructor.
N/A Not Applicable: The student has not had an opportunity to demonstrate the expected behavior.

Clinical Competencies

1. Gathering appropriate information as part of a psychiatric and social assessment/social history  
   1 2 3 4 N/A

2. Clear And accurate reporting of information in a comprehensive intake summary.  
   1 2 3 4 N/A

3. Accurate diagnosis of cases using DSM IV criteria  
   1 2 3 4 N/A

4. Appropriate selection and administration of psychoeducational assessment instruments.  
   1 2 3 4 N/A

5. Accurate interpretation and clear, concise reporting of assessment results in a comprehensive evaluation report.  
   1 2 3 4 N/A

6. Accurate recordkeeping, including progress notes, collateral contact notes, and evaluation summaries.  
   1 2 3 4 N/A

Clinic Performance Rating

1. Application of basic therapeutic relationship conditions to counseling sessions, parent contacts, and consultations.  
   1 2 3 4 N/A

2. Application of appropriate counseling techniques therapy cases.  
   1 2 3 4 N/A

3. Application of family therapy techniques with at least one case.  
   1 2 3 4 N/A

   1 2 3 4 N/A
5. Application of theory and research to cases.  1  2  3  4  N/A
6. Demonstrates clear conceptual understanding of cases.  1  2  3  4  N/A

Comments:

Professional/Interpersonal Competencies

1. Open to feedback and suggestions from supervision.  1  2  3  4  N/A
2. Open to feedback and suggestions from peers.  1  2  3  4  N/A
3. Provides feedback respectfully and sensitively to peers.  1  2  3  4  N/A
4. Applies basic interpersonal conditions to case discussions.  1  2  3  4  N/A
5. Utilizes feedback constructively.  1  2  3  4  N/A
6. Participates in case discussions.  1  2  3  4  N/A
7. Appropriately assertive.  1  2  3  4  N/A
8. Conducts self in an ethical manner.  1  2  3  4  N/A

Comments:

Clinic Performance Rating

Grade (Not applicable in fall semester.)

| A | B+ | B | C | F |

Goals for Future Professional Development

________________________________________________________________________

Clinic Supervisor Signature       Date
________________________________________________________________________

Student Signature                   Date
Appendix F: EVALUATION OF INTERN PERFORMANCE
ALFRED UNIVERSITY
School Psychology Internship
Evaluation of Intern Performance

Date:_________   Fall Semester _____  Spring Semester _____

Name of Intern: ________________________________________________

Internship Site: ________________________________________________

Supervisor/Title: ________________________________________________

Directions: The internship experience is the last practicum necessary before students seek employment as a practicing school psychologist. Ratings are intended to guide the student and the program in evaluating readiness for independent practice. Please use the rating scale below to evaluate the intern’s performance this semester relative to other students of a similar level of training.

N/A - Not Applicable; Not an appropriate skill for this time and/or setting.

N/O - Not Observed; Student may have demonstrated the skill, but it was not observed by this evaluator.

1 - Unsatisfactory; Student's skills reflect insufficient mastery in this area; Student needs additional course-based instruction in this skill.

2 - Needs improvement; Student’s skills reflect ongoing development and plans should be made to assure student gains extra practice in this skill prior to leaving the internship.

3 - Satisfactory; Student's skills in this area are adequate for practice in schools; student should continue to practice this skill under professional supervision.

4 - Competent; Student is comfortably independent in this skill.

A. Personal Characteristics and Interpersonal Skills

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Presents a good personal appearance</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates dependability</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Meets difficult situations with self-control</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrates good judgment and common sense</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Communicates and listens effectively</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Shows concern, respect, and sensitivity for the needs of staff and students</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>7.</td>
<td>Works well with other staff</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Is able to relate well to children</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Displays initiative and resourcefulness</td>
<td>N/A</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
10. Demonstrates tolerance for others' values and viewpoints N/A 0 1 2 3 4
11. Is respectful of individual, family and cultural diversity N/A 0 1 2 3 4
12. Utilizes constructive criticism N/A 0 1 2 3 4
13. Shows evidence of continued self-evaluation N/A 0 1 2 3 4

Comments on personal characteristics ____________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

B. Professional Responsibilities

1. Observes scheduled hours and appointments at assigned school(s) in a punctual manner N/A 0 1 2 3 4
2. Is prompt in meeting deadlines, responding to referrals, and handing in written reports and paperwork N/A 0 1 2 3 4
3. Completes required paperwork and written reports in a neat, thorough and accurate manner N/A 0 1 2 3 4
4. Establishes appropriate work priorities and manages time efficiently N/A 0 1 2 3 4
5. Maintains visibility and accessibility within assigned school(s) N/A 0 1 2 3 4
6. Demonstrates an understanding of school and agency services and formal and informal organizational structures N/A 0 1 2 3 4
7. Demonstrates knowledge of ethical guidelines and adheres to these standards for service delivery N/A 0 1 2 3 4
8. Keeps supervisors and administrators informed of daily activities and involvement, including any unusual or crisis events N/A 0 1 2 3 4
9. Uses feedback from supervision in a productive manner N/A 0 1 2 3 4
10. Consistently follows through when additional action is needed N/A 0 1 2 3 4
11. Demonstrates an awareness of competency level, and doesn't accept responsibilities that exceed this level N/A 0 1 2 3 4

Comments on Professional Responsibilities __________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

C. Assessment and Evaluation Skills

1. Understands the purposes of different assessment approaches within a decision-making model N/A 0 1 2 3 4
2. Clearly identifies the nature of the referral problem and the assessment questions and purposes N/A 0 1 2 3 4
3. Uses a variety of assessment strategies appropriate to identified referral concerns
N/A 0 1 2 3 4

4. Conducts behavioral observations, interviews, and record reviews to effectively assess ecological variables
N/A 0 1 2 3 4

5. Is sensitive to sources of bias when selecting and administering tests
N/A 0 1 2 3 4

6. Adheres to administration procedures for standardized tests
N/A 0 1 2 3 4

7. Displays accuracy in scoring tests
N/A 0 1 2 3 4

8. Analyzes and interprets test results in a meaningful and thorough fashion
N/A 0 1 2 3 4

9. Makes recommendations that follow logically from the assessment results and are educationally relevant
N/A 0 1 2 3 4

10. Uses appropriate assessment instruments that are directly related to the identified problem
N/A 0 1 2 3 4

11. Writes coherent, focused and well-organized reports
N/A 0 1 2 3 4

12. Communicates effectively when presenting data to parents and teachers
N/A 0 1 2 3 4

Comments on Assessment Skills

__________________________________________

D. Consultation and Collaboration Skills

1. Establishes effective collaborative relationships with teachers and other school personnel
N/A 0 1 2 3 4

2. Contributes theoretical and research perspectives to enhance functioning of school and agency teams
N/A 0 1 2 3 4

3. Serves as a resource for school and agency staff
N/A 0 1 2 3 4

4. Serves effectively as a liaison for school and parents
N/A 0 1 2 3 4

5. Conducts effective parent conferences
N/A 0 1 2 3 4

6. Utilizes a problem-solving model to identify concerns, gather data, set goals, generate interventions and monitor progress
N/A 0 1 2 3 4

7. Evaluates effectiveness of consultation strategies used
N/A 0 1 2 3 4

Comments on Consultation Skills

__________________________________________

E. Intervention Skills

1. Clearly delineates goals of intervention
N/A 0 1 2 3 4

2. Draws from theoretical and research bases in conceptualizing cases
N/A 0 1 2 3 4
3. Uses intervention strategies that are empirically supported in addressing the assessed problem  
   N/A 0 1 2 3 4
4. Demonstrates skill in utilizing individual counseling techniques  
   N/A 0 1 2 3 4
5. Demonstrates skill in utilizing group counseling techniques  
   N/A 0 1 2 3 4
6. Demonstrates skill in utilizing behavior modification and classroom management techniques  
   N/A 0 1 2 3 4
7. Collects data appropriately to monitor progress towards goals  
   N/A 0 1 2 3 4
8. Evaluates the effectiveness of intervention techniques used  
   N/A 0 1 2 3 4

Comments on Intervention Skills ___________________________  
___________________________________________________  
___________________________________________________

F. Program Development and Implementation (Indirect service project)  
   Project Title ________________________________  
1. Collaborates with school or agency staff in project development  
   N/A 0 1 2 3 4
2. Conducts a needs assessment  
   N/A 0 1 2 3 4
3. Researches program elements for application to setting  
   N/A 0 1 2 3 4
4. Determines goals and objectives for program  
   N/A 0 1 2 3 4
5. Implements project in a smooth and effective fashion  
   N/A 0 1 2 3 4
6. Evaluates implementation and impact of the project  
   N/A 0 1 2 3 4

Comments on Program Development and Implementation ________________________  
__________________________________________________________________________

Overall Rating of Student:  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory Progress</td>
<td>Needs Improvement</td>
<td>Satisfactory Progress</td>
<td>Independent Functioning</td>
</tr>
</tbody>
</table>

Summary Comments:
Professional Goals:

Given the above ratings of the student's current professional skills, list the three most important goals which should be established for:
1) the second half of the internship (for first-semester evaluations, or
2) for his/her continued professional training (for second-semester evaluations).

1. Most important goal

_______________________________________________

_______________________________________________

2. _______________________________________________

_______________________________________________

3. _______________________________________________

_______________________________________________

Evaluator's signature: ____________________________ Date: __________

Student's signature: _____________________________ Date: __________

(The student's signature indicates only that the evaluation has been discussed with the student)

Please mail to: Dr. Lynn O’Connell
Assistant Professor, Internship Coordinator
Division of School Psychology
Alfred University
Saxon Drive; Science Center 4th Floor
Alfred, NY 14802
Appendix G: TEST ROOM POLICY
**Test Room Policy**

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

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

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

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

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

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

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

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

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