



SYRACUSE UNIVERSITY

The College of Arts and Sciences

School Psychology Handbook for 2016-17

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

Doctoral Degree (Ph.D.) in School Psychology

Accredited by the American Psychological Association (APA)*

Approved by the National Association of Psychology Psychologists (NASP), the Council for the Accreditation of Educator Preparation (CAEP), and the New York State Department of Education (NSDE)

*Questions related to the program's accreditation status should be directed to the Commission on Accreditation, Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002, Phone: (202)335-5979; Email: apaacred@apa.org; Web: www.apa.org/ed/accreditation.

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General Introduction

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

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

Overview of the Psychology Department

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

The main office for the Psychology Department is located in room 430 of Huntington Hall. Numerous office staff members are available to assist you (see Appendix A for contact information); however, Ms. Alecia Zema (azema@syr.edu), the Curriculum and Graduate Coordinator, will be your primary resource. Throughout your graduate career, a permanent student file will be kept in the main department office that documents admission and funding decisions as well as your progress in the areas of coursework, research training, and clinical work. **Whenever an important decision is made in your graduate education, please make certain that the decision is recorded in writing, that the written record goes into your file, and that you retain a written copy.** At the beginning of each semester, you should provide Ms. Alecia Zema with your contact information (i.e., current mailing address, electronic mail address, and phone number). You also need to update your contact information via MySlice. This information will help the Department maintain accurate contact information for the program files and departmental correspondence.

Overview of the School Psychology Program

The Syracuse University School Psychology Program was established in 1960 and is built upon the scientist-practitioner model. A primary goal of the program is for psychologists to understand the principles of scientific inquiry and to apply these principles to their professional decision making. We believe that adherence to the scientist-practitioner model produces consistently high standards of professional practice, thereby maximizing the quality and accountability of psychological service delivery.

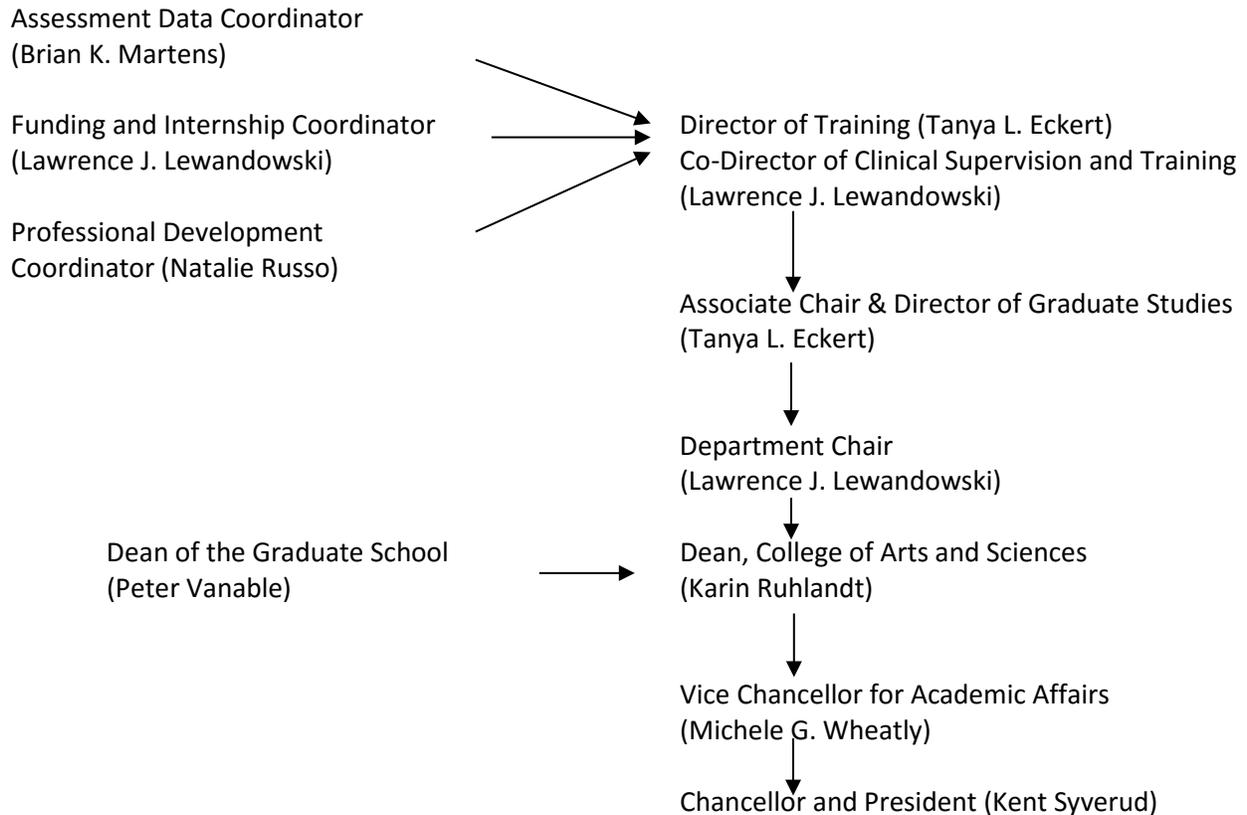
The School Psychology Program is one of 17 programs in Syracuse University's Unit for Preparing School Professionals, which is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The program is also accredited by the American Psychological Association (Office of Program Consultation and Accreditation, 750 First Street, N.E., Washington, DC 20002-4242; (202) 336-5979) and approved by the National Association of School Psychologists (NASP). Graduates of the Syracuse University School Psychology Program are immediately eligible, under current regulations, for provisional certification as School Psychologists in the State of New York. The program is also registered with New York State as licensure qualifying, meaning that our graduates are eligible to sit for the licensing exam once their required hours of supervised work requirement is completed.

Graduates typically will be able to meet the certification and licensing requirements of most State Departments of Education. If the prospective student is interested in certification or licensure in a state other than New York, it is advisable to have a copy of that state's current certification standards when planning a program with his/her advisor.

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

As depicted on the next page, the Program is currently comprised of 5 full-time (Drs. Eckert, Felver, Lewandowski, Martens, Russo) core faculty members. The faculty members serve as primary academic and research advisors to students enrolled in the program, and serve on students' comprehensive examinations, thesis, and dissertation committees. The core faculty members are responsible for administering and coordinating a number of program activities. Dr. Tanya Eckert is currently the Director of Training of the School Psychology Program and Coordinator of Graduate Admission. Based on Dr. Eckert's credentials and expertise, she is able to lead the program with regard to the training mission (i.e., integration of science and professional practice) as well as ensure that the program's training goals and objectives are achieved. Dr. Lawrence Lewandowski is currently the Co-Director of Clinical Supervision and Training as well as the Coordinator of Funding and Internships for the program. Given Dr. Lewandowski's training and credentials (i.e., licensed psychologist, certified school psychologist), he is able to support Dr. Eckert in ensuring that the program's training mission, goals, and objectives are achieved and his credentials are consistent with the field's provisions for the clinical supervision of graduate students in applied placements. Dr. Brian Martens is currently the Assessment Data Coordinator and is responsible for organizing the collection of data regarding students' progress toward the Program's training objectives and student competencies, as well as students' attainment of proximal and distal outcomes. Finally, Dr. Natalie Russo is the Coordinator of the Professionalism Development Seminar Series. An overview of the organizational structure of the Program is provided on the next page.

Organizational Structure and Administration of School Psychology Program at Syracuse University



Core Program Faculty Profiles

Tanya L. Eckert, Ph.D. (Lehigh University, 1996), Director of Training and Associate Professor of Psychology. Dr. Eckert teaches courses on direct academic assessment, cognitive assessment, introductory seminar in school psychology, and direct academic assessment practicum. Her research interests include examining procedures for assessing academic skills and behavior problems, developing interventions for children with academic and behavior problems, and measuring the acceptability of assessment and intervention procedures. She sits on the editorial board of *Journal of School Psychology*, *School Psychology Quarterly*, and *School Psychology Review*.

Joshua Felver, Ph.D. (University of Oregon, 2013), Assistant Professor of Psychology. Dr. Felver teaches courses in child development, child and family interventions, psychoeducational assessment. His research broadly focuses on the development and implementation of targeted interventions to promote self-regulation in community settings. He studies how mindfulness-based interventions can be implemented in schools to support academic functioning and classroom behavior, and how mindfulness programming can improve children's attentional-regulation, parent-child communication, and parent emotional-regulation. He incorporates psychophysiological measurement (e.g., heart rate and brain electrical activity) into his research initiatives. In addition to his applied research, he has clinical expertise in mindfulness-based interventions, and in the assessment and treatment of youth with social-emotional and psychiatric disabilities. He is an associate editor of the *Journal of Child and Family Studies* and the journal *Mindfulness*.

Lawrence J. Lewandowski, Ph.D. (University of Michigan, 1978), Interim Chairman of the Department of Psychology, Professor of Psychology and Meredith Professor for Teaching Excellence, Associate Director of Clinical Training in School Psychology, Clinical Professor of Psychiatry at SUNY Upstate Medical University (UMU), and

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

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

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

Affiliated Faculty

In addition to the core faculty, there are seven adjunct faculty members, *Drs. Seth Aldrich, Nicole DeRosa, Michael Gordon, Benjamin Lovett, Brian Rieger, Henry Roane, Laura Spenceley, and Michelle Storie*. Drs. DeRosa, Roane and Rieger hold academic appointments at the SUNY Upstate Medical University where they direct the Family Behavior Analysis Clinic, and the Concussion Management Program, respectively. Dr. Aldrich is a school psychologist in the Homer Central School District. Dr. Lovett is an Assistant Professor at SUNY Cortland and Dr. Spenceley is an Assistant Professor at SUNY Oswego. All affiliated faculty are licensed in New York State. Dr. Storie teaches in the School of Education and is a certified school psychologist as well as a licensed psychologist. In addition, a number of school psychologists in public schools (*Drs. Kristi Cleary and Leah Phaneuf*) and psychologists in local child and adolescent agencies are directly involved in the program through supervision of interns. Finally, other faculty in the Psychology Department (*Drs. Kevin Antshel, Leonard Newman, Stephen Maisto, Laura VanderDrift*) and the School of Education (*Drs. Kathryn Castle, Jamie Ghanie, Melissa Luke*) contribute significantly to the program through courses taught, research supervision, and direction of theses and dissertations.

Program Philosophy and Educational Model

The Program prepares its graduates for careers as scientist-practitioners. Program faculty are committed to producing broadly trained psychologists who possess the requisite and unique skills necessary to further the knowledge base in psychology and education and to provide professional services to a wide range of children and adolescents in the various settings in which they develop. The Program focuses on the integration and application of behavioral science knowledge and psychological principles.

Program Training Goals, Objectives, and Expected Student Competencies

The faculty has established 9 training goals and 22 training objectives that guide the program's education and training. In addition, the faculty has specified the program's education and training objectives in terms of competencies expected of its students. The program believes that these competencies are integrated and dynamic. As program graduates enter professional practice, continuous input and improvement will occur, which requires all program graduates to engage in life-long learning. The program goals, training objectives, core outcome measures, performance competency expectations, minimal achievement levels, and post-graduation outcome measures are described below.

Goal 1: *Students will demonstrate a thorough knowledge of psychological and educational theory and research.*

Objective 1.1: *Students will demonstrate mastery regarding children's development in cognitive, affective, social, academic, and adaptive domains.*

Core outcome measure(s): (a) Grades in Psychology Core courses
(b) Readiness for practicum clinical competency assessment
(c) Readiness for internship clinical competency assessment

Minimum achievement level: (a) B
(b) Ratings of 3 (sections 6, 7)
(c) Ratings of 3 (sections 6, 7)

Post outcome measure: (a) Alumni survey rating (item 1)

Objective 1.2: *Students will demonstrate mastery regarding school as an organization, instructional practices, and communication that occurs in multidisciplinary systems.*

Core outcome measure(s): (a) Grades in Education Core courses
(b) Readiness for practicum clinical competency assessment
(c) Readiness for internship clinical competency assessment

Minimum achievement level: (a) B
(b) Ratings of 3 (sections 2, 14, 15)
(c) Ratings of 3 (sections 2, 14, 15)

Post outcome measure: (a) Alumni survey rating (item 1)

Objective 1.3: *Students will demonstrate mastery regarding empirical research in psychology and education.*

Core outcome measure(s): (a) Readiness for practicum clinical competency assessment
(b) Readiness for internship clinical competency assessment
(c) Percentage of items endorsed on Rubric for Comprehensive Exam and questions correctly answered on Comprehensive Examination

Minimum achievement level: (a) Ratings of 3 (sections 6, 7)
(b) Ratings of 3 (sections 6, 7)

Post outcome measure: (c) Score above 50%
(a) Alumni survey rating (item 1)

Goal 2: Students will contribute to scholarship by applying research methods and tools of inquiry.

Objective 2.1: *Students will demonstrate mastery evaluating a variety of research methodologies.*

Core outcome measure(s): (a) End of semester ratings in research
(b) Readiness for practicum clinical competency assessment
(c) Readiness for internship clinical competency assessment

Minimum achievement level: (d) Dissertation proposal
(a) Rating of 'satisfactory'
(b) Ratings of 3 (sections 6, 7)
(c) Ratings of 3 (sections 6, 7)
(d) Successfully proposed

Post outcome measure: (a) Alumni survey rating (item 2)

Objective 2.2: *Students will demonstrate mastery regarding rigorous and creative applications of experimental design, data analysis, and interpretation skills.*

Core outcome measure(s): (a) Readiness for practicum clinical competency assessment
(b) Readiness for internship clinical competency assessment
(c) Master's thesis defense
(d) Dissertation defense

Minimum achievement level: (a) Ratings of 3 (sections 6, 7)
(b) Ratings of 3 (sections 6, 7)
(c) Successfully defended
(d) Successfully defended

Post outcome measure: (a) Alumni survey rating (item 2)

Goal 3: Students will demonstrate skills in the foundations of school psychology practice.

Objective 3.1: *Students will demonstrate mastery of "best practices" in home- and school-based intervention and consultation.*

Core outcome measure(s): (a) Grades in intervention and consultation courses
(b) Readiness for practicum clinical competency assessment
(c) Readiness for internship clinical competency assessment

Minimum achievement level: (a) B
(b) Ratings of 3 (sections 6, 8, 9, 10, 14)
(c) Ratings of 3 (sections 6, 8, 9, 10, 14)

Post outcome measure: (a) Alumni survey rating (items 3 and 4)

Objective 3.2: *Students will demonstrate mastery of "best practices" in assessment and evaluation.*

Core outcome measure(s): (a) Grades in assessment courses
(b) Readiness for practicum clinical competency assessment
(c) Readiness for internship clinical competency assessment

Minimum achievement level: (a) B
(b) Ratings of 3 (sections 6, 7, 8, 9, 10)
(c) Ratings of 3 (sections 6, 7, 8, 9, 10)

Post outcome measure: (a) Alumni survey rating (item 6)

Objective 3.3: *Students will demonstrate mastery in “best practices” in counseling.*
Core outcome measure(s): (a) Grades in counseling courses
 (b) Readiness for practicum clinical competency assessment
 (c) Readiness for internship clinical competency assessment
Minimum achievement level: (a) B
 (b) Ratings of 3 (sections 6, 7, 8, 9, 10)
 (c) Ratings of 3 (sections 6, 7, 8, 9, 10)
Post outcome measure: (a) Alumni survey rating (item 5)

Goal 4: Students will provide a full range of psychological services in diverse and inclusive settings.

Objective 4.1: *Students will demonstrate mastery of diversity awareness and sensitive service delivery.*
Core outcome measure(s): (a) Grade in introductory seminar and diversity course
 (b) Readiness for practicum clinical competency assessment
 (c) Readiness for internship clinical competency assessment
Minimum achievement level: (a) B
 (b) Ratings of 3 (sections 2, 3, 14)
 (c) Ratings of 3 (sections 2, 3, 14)
Post outcome measure: (a) Alumni survey rating (item 7)

Objective 4.2: *Students will demonstrate mastery of how issues of diversity affect the manner and nature of interactions with others.*
Core outcome measure(s): (a) Grade(s) in counseling course(s)
 (b) Readiness for practicum clinical competency assessment
 (c) Readiness for internship clinical competency assessment
Minimum achievement level: (a) B
 (b) Ratings of 3 (sections 2, 3, 4)
 (c) Ratings of 3 (sections 2, 3, 4)
Post outcome measure: (a) Alumni survey rating (item 7)

Objective 4.3: *Students will demonstrate mastery in adapting or modifying practices in response to those being served.*
Core outcome measure(s): (a) Grades in practicum courses
 (b) Readiness for practicum clinical competency assessment
 (c) Readiness for internship clinical competency assessment
Minimum achievement level: (a) B
 (b) Ratings of 3 (sections 3, 4, 9, 10, 16)
 (c) Ratings of 3 (sections 3, 4, 9, 10, 16)
Post outcome measure: (a) Alumni survey rating (item 7)

Objective 4.4: *Students will demonstrate mastery in professional skills across a wide range of settings including clinics, hospitals, and home with diverse student populations and disabilities.*
Core outcome measure(s): (a) Total practicum hours clocked
 (b) Readiness for internship clinical competency assessment
 (c) Total internship hours clocked
 (d) Percentage of portfolio components completed
Minimum achievement level: (a) 600 hours

- (b) Ratings of 3
- (c) 2000 hours (sections 3, 4, 9, 10, 11, 13, 15, 16)
- (d) 80%
- (a) Alumni survey (item 7)

Post outcome measure:

Goal 5: Students will use assessment data on student learning to adapt instruction and design treatment.

Objective 5.1: *Students will demonstrate mastery of data-based problem solving in all professional decisions.*

- Core outcome measure(s):
- (a) Grades in practicum courses
 - (b) Readiness for practicum clinical competency assessment
 - (c) Readiness for internship clinical competency assessment

- Minimum achievement level:
- (a) B
 - (b) Ratings of 3 (sections 7, 8, 9, 10, 11, 13, 14, 15)
 - (c) Ratings of 3 (sections 7, 8, 9, 10, 11, 13, 14, 15)

- Post outcome measure:
- (a) Alumni survey rating (item 8)

Goal 6: Students will engage in continuing professional growth.

Objective 6.1: *Students will demonstrate independence and responsibility in research participation and clinical work throughout graduate training.*

- Core outcome measure(s):
- (a) Grade in internship course
 - (b) Readiness for internship clinical competency assessment
 - (c) Number of coauthored publications on alumni survey
 - (d) Number of coauthored presentations on alumni survey

- Minimum achievement level:
- (a) B
 - (b) Ratings of 3 (sections 4, 5, 6, 7)
 - (c) 1 publication
 - (d) 2 presentations

- Post outcome measure:
- (a) Alumni survey rating (item 9)

Objective 6.2: *Students will maintain certification or licensure while attending continuing education functions as necessary and required by profession.*

- Core outcome measure(s):
- (a) Readiness for internship clinical competency assessment
 - (b) Credentials noted on alumni survey

- Minimum achievement level:
- (a) Ratings of 3 (sections 1,5)
 - (b) State certification or licensure

- Post outcome measure:
- (a) Credentials noted on alumni survey

Goal 7: Students will demonstrate mastery in collaborative consultation with school personnel, families and caregivers, and direct care staff.

Objective 7.1: *Students will demonstrate mastery of problem-solving, interpersonal influence, and implementation support skills in all consultation cases.*

- Core outcome measure(s):
- (a) Grades in consultation courses
 - (b) Readiness for practicum clinical competency assessment
 - (c) Readiness for internship clinical competency assessment

- Minimum achievement level:
- (a) B
 - (b) Ratings of 3 (sections 10, 11, 13)
 - (c) Ratings of 3 (sections 10, 11, 13)

- Post outcome measure:
- (a) Alumni survey rating (item 4)

Objective 7.2: *Students will demonstrate mastery working effectively and collaboratively with people and agencies.*

Core outcome measure(s): (a) End of semester ratings in clinical work
(b) Readiness for practicum clinical competency assessment
(c) Readiness for internship clinical competency assessment

Minimum achievement level: (a) Rating of 'satisfactory'
(b) Ratings of 3 (sections 10, 11, 13, 16)
(c) Ratings of 3 (sections 10, 11, 13, 16)

Post outcome measure: (a) Alumni survey

Goal 8: Students will demonstrate mastery adhering to professional, ethical, and legal standards governing the profession.

Objective 8.1: *Students will demonstrate mastery of knowledge and understanding of professional, ethical, and legal standards.*

Core outcome measure(s): (a) Grade in introductory seminar
(b) Readiness for practicum clinical competency assessment
(c) Readiness for internship clinical competency assessment

Minimum achievement level: (a) B
(b) Ratings of 3 (sections 1, 2, 3)
(c) Ratings of 3 (sections 1, 2, 3)

Post outcome measure: (a) Alumni survey rating (item 10)

Objective 8.2: *Students will demonstrate mastery of upholding these standards in professional decision making to enhance the quality of services and protect the rights of all parties.*

Core outcome measure(s): (a) Readiness for practicum clinical competency assessment
(b) Readiness for internship clinical competency assessment
(c) Field supervisor ratings

Minimum achievement level: (a) Ratings of 3 (sections 1, 2, 3, 14, 15, 16)
(b) Ratings of 3 (sections 1, 2, 3, 14, 15, 16)
(c) Ratings of 'average'

Post outcome measure: (a) Alumni survey rating (item 10)

Goal 9: Students will contribute to improved student learning and behavior.

Objective 9.1: *Students will demonstrate mastery of sound principles of behavior change in order to design and implement prevention and intervention programs to promote positive changes in children's learning and behavior.*

Core outcome measure(s): (a) Readiness for practicum clinical competency assessment
(b) Grades in intervention practicum courses
(c) Readiness for internship clinical competency assessment

Minimum achievement level: (a) Ratings of 3 (sections 2, 5, 9, 10, 11)
(b) B
(c) Ratings of 3 (sections 2, 5, 9, 10, 11)

Post outcome measure: (a) Alumni survey rating (item 11)

Objective 9.2: *Students will demonstrate mastery in helping parents, caregivers, and schools develop goals for children, taking into account the need to adjust expectations for individual children*

Core outcome measure(s): (a) Grades in assessment courses

	(b) Readiness for practicum clinical competency assessment
	(c) Readiness for internship clinical competency assessment
<u>Minimum achievement level:</u>	(a) B
	(b) Ratings of 3 (sections 2, 5, 9, 10, 11, 16)
	(c) Ratings of 3 (sections 2, 5, 9, 10, 11, 16)
<u>Post outcome measure:</u>	(a) Alumni survey rating (item 11)

Curriculum Plan

The education and training offered in the School Psychology Program is sequential, cumulative, graded in complexity, and designed to prepare students for further education and professional practice in psychology. The program provides a graded sequence of training in the areas of coursework, research, and clinical practice. The development of students' competencies is promoted sequentially through: (a) didactic instruction in core professional issues and methods of practice, foundations of scientific psychology, methods of research, and related educational issues, (b) modeling by faculty and senior graduate students of data-based problem solving, research and professional practice skills, respect for cultural and individual diversity, and adherence to legal and ethical standards, (c) practice of specific skills with feedback through the collection, organization, and presentation of data in laboratory courses and as a member of faculty-led research groups, (d) practice of broader skills with feedback in practicum courses and during completion of thesis and pre-doctoral research projects, and (e) critical examination of independent decision making during the comprehensive exam, internship, and dissertation project. Graduates of the program are prepared to engage in professional practice in the field of psychology as well as engage in further education.

Curriculum Organization

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

As part of the curriculum plan, students will develop substantial understanding of and competence in the breadth of scientific psychology, its history of thought and development, its research methods, and its applications. As evident in the Program of Study (see Appendix B), all students are required to complete 27 credit hours in the

Psychology Core, which emphasizes fundamental aspects or theories in the areas of biological aspects of behavior (PSY 696), cognitive and affective aspects of behavior (PSY 614: Cognitive and Affective Bases of Behavior), social aspects of behavior (PSY 677), history and systems of psychology (PSY 894), research methodology (PSY 655, PSY 756), including psychological measurement (PSY 653), and techniques of data analysis (PSY 655, 756). In addition, all students are required to complete coursework that addresses broad and general training in human development (PSY 739), individual differences in behavior (PSY 617), dysfunctional behavior (PSY 863), professional standards and ethics (PSY 761, PSY 870), theories and methods of assessment and diagnosis (PSY 762, 763, 764, PSY 600b), theories and methods of effective intervention (PSY 765, 861, 862, 880), issues of cultural and individual diversity (PSY 761, 860), and attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving (PSY 761, 870).

Research Education and Training

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

Clinical Training

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

In the second year of training, students continue taking courses in Foundations of Psychology and Education. Students also enroll in one or more practicum courses, which are specifically designed to give students supervised practice in direct and indirect activities associated with prior coursework. Each practicum course requires that students complete a minimum number of hours during the semester. Students may choose to enroll in: (a) Practicum in Direct Academic Assessment (PSY600a - 90 hours); (b) Practicum in Psychotherapy (PSY 847 – 90 hours); (c) Behavior Therapy Practicum (PSY 866 - 90 hours); or (d) Child and Family Intervention Practicum (PSY600d – 90 hours). Each of these courses is either taught or co-supervised by licensed faculty. These courses focus on the integration of science and practice and in many instances expose students to empirically-supported interventions in a given area.

By the third year of training, students obtain their primary practicum experiences by completing external practicum placements. Most students are placed in a school or related setting for 20 hours per week and are expected to be in the role of an **Extern I**. An Extern I is contracted to work for a school district or agency for 3 days per week (students receive a stipend and a tuition scholarship for their work). Students engage in services that are commensurate with their previous and ongoing training (i.e., triennial assessments, kindergarten placement, behavioral consultation and intervention). Some students in their third or fourth year of the program may elect to obtain primary practicum experiences by serving as a clinic assistant in the Psychological Services Center at Syracuse University. As clinic assistants, students gain direct experience in intake interviewing, assessment, intervention, prevention, and consultation. Supervision of students is divided among the Psychological Services Center Director and clinical psychology faculty members who are licensed clinical psychologists practicing in the Syracuse area in both inpatient and outpatient settings.

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

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

Assessment of Clinical Competencies

In an effort to systematically assess core competencies for professional psychology that students will develop during their training, benchmarks for assessing students' clinical competencies were adopted (i.e., Competency Benchmarks for Professional Psychology; Kaslow, Grus, Cambell, Fouad, Hatcher, & Rodolfa, 2009). Until the end of the students' third year of training, the faculty will rate students' clinical competencies associated with

practicum readiness (see Appendix D). The ratings will occur as part of each end-of-semester evaluation in an effort to identify areas of clinical competence and identify areas that need additional attention. The ratings are based on a review of relevant clinical indicators for practicum readiness (e.g., grades in courses, performance-based methods such as case presentations, evaluations from clinical supervisors). For those students entering the program with a Masters degree, the timing of the assessment of clinical competencies and the associated anchoring scores will be revised according to the student's Program of Study.

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

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

Research Requirements and Doctoral Comprehensive Examination

It is the policy of the School Psychology Program that the final document for all research requirements (i.e., proposal and final document) as well as the doctoral comprehensive examination must be submitted to the faculty members by either **November 1st** or **April 1st** in order for a meeting (i.e., proposal, defense, comprehensive examination) to be scheduled that semester.

Masters Thesis

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

Oral Examination (Defense) Procedures

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

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

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

Two weeks before the defense, distribute final copies of thesis to all members of the committee. This includes the reader. In addition, a hard copy of the thesis should be given to Ms. Alecia Zema. Per University guidelines, she will insure that a copy of the final thesis document is available in the department for public/open access.

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

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

The university specifies that all requirements for the Masters degree must be completed within five years of the date on which the student commenced the degree program. The program specifies completion of the thesis by the end of the third year. See also defense procedures under Doctoral Dissertation.

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

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

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

Doctoral Comprehensive Examination

Doctoral students are expected to successfully complete the Comprehensive Examination by the middle of the fourth year of graduate study. This should occur after or during the semester in which a student **completes a minimum of 50 required course credit hours** satisfactorily. Research requirements such as a thesis or pre-doctoral project **must be completed** prior to this exam. Note also that the Comprehensive Exam must be passed by November 1st in order for students to be eligible for an APPIC approved pre-doctoral internship the following year. Appendix G provides approximate deadlines for completing the Comprehensive Exam in order to apply for an APPIC internship, as well as alternative deadlines if students are not applying for an APPIC internship.

Successful completion of the Doctoral Comprehensive Examination involves the following:

- a) Select an area of research interest and have the area approved by your faculty research advisor. Although the area of interest may be similar to previous work, the written document must be substantially different from previously or concurrently submitted work (i.e., thesis).
- b) Write a **critical** review of the research in that area--incorporating conceptual/theoretical issues as well as methodological concerns. The emphasis should be on a thorough grasp of the literature and a rigorous critique of previous work, leading to the generation of new research ideas and recommendations for future research.
- c) Two rounds of written feedback are provided to the student by the research faculty advisor and one round of written feedback is provided to the student by a second School Psychology faculty member. Students may meet with both faculty members to seek clarification regarding feedback that is received.
- d) A cover letter, detailing the revisions made to the revised document, should be provided to both faculty members. The revised document will then be evaluated by both faculty members as partial fulfillment of the comprehensive examination. The document will be evaluated and graded by both faculty members following the Rubric for Comprehensive Exams (see Appendix H). The student is required to pass the written portion of the comprehensive examination with a combined average score of 51%.
- e) Following the completion of a passing written document, each student will be examined orally by their faculty advisor and second faculty reader. During the first 10 minutes of the oral examination, the student will present an overview of their chosen research area. The remainder of the examination is reserved for questions addressing five areas: (a) theoretical and conceptual bases, (b) statistics and measurement, (c) experimental design and methodology, (d) professional issues (e.g., ethics, legal regulation, practice standards, human subjects review), and (e) role and practice issues (e.g., consultation, intervention, assessment, advocacy) that are relevant to the literature reviewed in the document. The student may elect to allow their peers to attend the oral examination.

- f) The two School Psychology faculty will evaluate the student's performance on the oral examination, determine whether the student has met the requirements for doctoral candidacy (see g below), and provide feedback to the student. The Chairman of the Psychology Department and the Graduate school will also be notified of the decision.
- g) A combined passing score of 75% (i.e., average of written and oral examination) is required to pass the comprehensive examination and become a doctoral candidate. A student may choose to retake either or both components only once to achieve a combined passing score of 75%. If a combined passing score of 75% is not achieved during the second retake, the student will be terminated from the program.
- h) All retakes for either component (i.e., written or oral) will occur during the subsequent semester. The second and final examination must be passed before a student is allowed to accept and complete a pre-doctoral internship, unless the student opts to forego the dissertation at that point and is granted permission to complete certification requirements. Students who pass the second examination in the spring or pass the first examination in the fall, but after the fall November 1st deadline have the option of applying for an unaccredited internship or waiting until the next year to apply for an APPIC approved internship.

Doctoral Dissertation

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

Student may select any qualified faculty member in the Department of Psychology as their dissertation director, although the majority of students select their research faculty advisor. Students are responsible for developing a dissertation proposal under the direction of their dissertation director. Once a final draft of the dissertation proposal is developed, students are responsible for selecting a dissertation proposal committee and scheduling a dissertation proposal meeting. The dissertation proposal committee consists of three faculty members who shall be chosen for their expertise and ability to contribute to the project. At least one member must be a faculty member in one of the other three graduate training programs in the Department of Psychology (i.e., CBB, Clinical, Social). The committee shall meet to discuss and approve the dissertation proposal. If approved, students can carry out the research as stipulated in the proposal and under the direction of the dissertation director. A copy of the dissertation proposal coversheet signed by all committee members shall be filed with Ms. Alecia Zema. Students are then responsible for conducting the research and writing up the results in dissertation form.

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

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

Oral Examination (Defense) Procedures

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

Three weeks before the defense, meet with the Graduate Coordinator, Ms. Alecia Zema, for clearance. During this meeting, you will complete a Program of Study for your doctoral degree. It is important to note that you cannot count courses that you applied toward your Masters thesis Program of Study. A sample Program of Study for the Doctoral degree is presented in Appendix I. The Graduate Coordinator will work in conjunction with the Associate Chair and the Area Director to make sure that the Program of Study, grades, transcripts of prior degrees or transfer credit, and all other degree requirements are in order and properly documented. Once this has been cleared, you can schedule the location of the defense with assistance from the Graduate Coordinator. In addition, you need to file an “Appointment of Examining Committee” form. Including the chairperson, doctoral committees require six members. The Chairperson must be a faculty member from a different department to chair the defense. The Examining Committee form includes the names of committee members, readers (2), chairperson, and the time, place and date of the exam. The Graduate School will send confirmation to every committee member.

Two weeks before the defense, distribute final copies of the dissertation to all committee members. This includes the examining committee chairperson. In addition, a hard copy of the dissertation should be given to Ms. Alecia Zema. Per University guidelines, she will insure that a copy of the dissertation is available in the department for public/open access.

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

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

Internship

A pre-doctoral internship is an organized training program that is designed to provide the student with a planned, programmed sequence of training experiences associated with the practice of psychology and is satisfactory in quality, breadth, and scope and nature. As defined by the New York State Department of Education, Education Law, Article 153, Psychology, the practice of psychology includes “the observation, description, evaluation, interpretation, and modification of behavior for the purpose of preventing or eliminating symptomatic, maladaptive or undesired behavior; enhancing interpersonal maladaptive or undesired behavior; enhancing interpersonal relationships, personal, group or organizational effectiveness and work and/or life adjustment; and improving behavioral health and/or mental health. The practice includes, but is not limited to psychological (including neuropsychological) testing and counseling; psychoanalysis; psychotherapy; the diagnosis and

treatment of mental, nervous, emotional, cognitive or behavioral disorders, disabilities, ailments or illnesses, alcoholism, substance abuse, disorders of habit or conduct, the psychological aspects of physical illness, accident, injury or disability, psychological aspects of learning (including learning disorders); and the use of accepted classification systems. The term "diagnosis and treatment" means the appropriate psychological diagnosis and the ordering or providing of treatment according to need. Treatment includes, but is not limited to counseling, psychotherapy, marital or family therapy, psychoanalysis, and other psychological interventions, including verbal, behavioral, or other appropriate means."

The program uses the Council of Directors of School Psychology Programs (CDSPP) Doctoral Level Internship Guidelines (revised 2012) to set forth basic quality standards for doctoral level school psychology internships. For those students attending an internship that is part of the APPIC (Association of Psychology Postdoctoral and Internship Centers) Internship Matching Program, it is assumed that these quality standards are met. For those students who do not elect to attend an internship that is part of the APPIC Internship Matching Program, the CDSPP Doctoral Level Internship Guidelines will be used to develop basic quality standards.

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

Eligibility for Internship

A student may attend an internship in School Psychology (PSY 870) contingent upon meeting the following criteria:

1. Successful completion (i.e., no incompletes and all grades of B or better) of three years of graduate study accounting for 66 graduate hours;
2. Completion of all required practica including: (a) PSY 600b (3 credits), (b) PSY 862 (3 credits), (c) PSY 847, PSY 866, or PSY 600a,d (3 credits), and (d) PSY 880 (3 credits)
3. Documented participation in a faculty research group;
4. Approval of a formal agreement with the internship agencies by the School Psychology Director of Training
5. Successful defense of the Masters thesis
6. Successful completion of the comprehensive exam and dissertation proposal

Internship Requirements

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

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

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

The university internship supervisor (Dr. Lewandowski) works directly with internship supervisors and interns. He or she will be involved in establishing supervisory agreements and continuous evaluation of interns' performance. Students must register for credit (PSY 870) during the fall (3 credits) and spring (3 credits) semesters of their internship. Please see Alecia Zema for additional paperwork that must be completed for doctoral full-time status before leaving for internship.

Evaluation of Interns

The evaluation of interns should be continuous so that appropriate modifications can be made to insure the quality of the internship experience. At the end of each semester, students must be evaluated formally by their internship supervisor using the site's evaluation form or an evaluation form provided by the university. Evaluation of the intern by the university supervisor will be a function of written materials provided during the semester, case presentation, and feedback from the internship supervisor. In addition to being formally evaluated by others, students are encouraged to evaluate their own performance and skill development throughout the internship experience. To successfully complete the internship, students must provide the university supervisor with the following materials and work samples: (1) Journal of daily internship activities; (2) Supervisor evaluation forms; and (3) the completed Clinical Portfolio.

Internship Completion and Graduation

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

Additional University Training Requirements

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

Program Policies and Procedures

Program Meetings

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

Program Advisement and Program of Study

Program faculty advisors help students plan their graduate study as well as plan for productive experiences in their assistantships (teaching, research or clinical) and research. Students keep advisors informed of their progress and accomplishments, and seek guidance about coursework, time management, assistantship work, research, and professional development. During the first year of study, the student and his/her advisor will work out a tentative Program of Study (see Appendix B) that will serve to guide the student through his/her graduate program and meet the requirements for the doctorate in School Psychology. Students are required to update their Program of Study form at the end of each semester.

Student Evaluations and Record of Progress Form

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

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

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

(c) Research requirements. All students are required to participate in a research group with a School Psychology faculty member from program entry to candidacy. Expected progress toward research requirements is described in Appendix K and is evaluated by the program faculty at the end of each semester. Participation in these groups is designed to facilitate the development of research skills such as the preparation of research proposals, ethical issues in research, preparation of requests to university human subjects committee and school district research committees, design and analysis issues, logistics of attaining participants for research, data gathering, and presentation of results both orally and in written manner. In addition, this requirement is designed

to assist students in the completion of degree requirements, specifically thesis and dissertation. Participation in at least one research group must occur within the first semester of training. It should be noted that such participation does not preclude involvement in a research group with a non-school psychology faculty member. Students are encouraged to investigate the research of all faculty members and can get involved with this research at any point in training.

Scheduling Proposal, Defense, or Comprehensive Examination Meetings

It is the policy of the School Psychology Program that the final document for all research requirements (i.e., proposal and final document) as well as the doctoral comprehensive examination must be submitted to the faculty members by either November 1st or April 1st in order for a meeting (i.e., proposal, defense, comprehensive examination) to be scheduled.

Public Professionalism

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

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

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

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

- With social networking sites such as Facebook, utilize privacy settings to limit access to pages and personal information. Use thoughtful discretion when considering “friend” requests and consider the boundary implications. For example, it is not advisable to become virtual “friends” with clients or former clients or undergraduates for whom you have teaching, supervisory or evaluative responsibilities.
- In postings, blogs, or other online activities, write in the first person. Where your connection to SU is apparent, make it clear that you are speaking for yourself and not on behalf of SU. In those circumstances, you may want to include this disclaimer: “The views expressed on this [blog; website] are my own and do not reflect the views of my employer.” Consider adding this language in an “About me” section of your blog or social networking profiles.
- Online photo and video sharing, including within social networking sites, should be considered very public venues. It is not advisable to post photos of activities that would, if released to a broader public, cause difficulties in professional roles. For example, discretion should be used when posting information or pictures related to heavy drinking, recreational drug use, or photos that include inappropriate dress.
- If you communicate about SU or SU-related matters, disclose your connection with SU and your role at SU. Use good judgment and strive for accuracy in your communications; errors and omissions may result in liability for you or SU.
- Use a personal email address (not your syr.edu address) as your primary means of online identification/contact. Just as you would not use SU stationery for a letter to a newspaper editor with your personal views, do not use your SU e-mail address for personal views shared online.
- Participation in listservs include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums.
- With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the SU email system are considered public records and the property of SU.
- Likewise, once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is practically impossible.
- Email is not an appropriate venue to discuss confidential information, so if such communications are necessary make sure any information is non-identifiable.
- Email “signatures” should be professional and appropriately represent one’s status and credentials. An appropriate signature for doctoral students who have not completed their comprehensive examinations is “Doctoral student” and an appropriate signature following successful completion of the comprehensive examination is “Doctoral candidate.” Students are also encouraged to consider adding a confidentiality disclaimer to email signature files.
- Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (clinical work, teaching, or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.

Transfer Credit

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

Program and Departmental Service

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

Professional Involvement

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

Liability Insurance

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

Probation and Termination Policies

Maintenance of a satisfactory GPA is necessary for success in the School Psychology Program, but it is not sufficient to guarantee progress toward the Ph.D. As part of scientist-practitioner training, students must actively participate in a research group, demonstrate the ability to function independently in all phases of the research process, and make timely progress toward completion of research requirements as specified in Appendix K. Students will be placed on probation or terminated from the Program if students do not meet the requirements in any of the three main areas summarized on the School Psychology Record of Progress Form (see Appendix J). Detailed information

for each area is provided below. In addition, University and Graduate School policies pertaining to academic integrity, registration, and financial obligations supersede satisfactory academic, clinical/interpersonal, and research requirements. Violating University and/or Graduate School policies are grounds for termination or discontinuation in the program.

(a) Academic requirements. The Psychology Department policy holds that students must maintain a cumulative GPA of 3.0 (B) or better. If a student's cumulative GPA falls below a 3.0, that student will be placed on probation. The student then has two semesters to bring the cumulative GPA to 3.0 or better following the initial semester in which the GPA dropped below 3.0. In addition, if a student obtains a grade of B- or lower in any course used to fulfill the School Psychology Core, Intervention Models, or Psychology Core, that student is placed on probation. The student must retake the course the next time it is offered and obtain a B or better grade to continue in the program. If a student obtains a grade of B- or lower the first time they take two or more different courses used to fulfill the School Psychology Core, Intervention Models, or Psychology Core, that student will be terminated from the program.

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

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

(c) Research requirements. Students who fail to meet research requirements in a timely fashion are notified that their performance is unsatisfactory and given a one-semester extension to complete the requirement. If the requirement is still not met at the end of the semester or if any student fails an oral defense, the student is placed on probation and given one additional semester to complete the requirement.

All students shall be informed in writing if they are placed on probation or termination from the Department for any of the following or other appropriate reasons discussed above. In all cases, students may file a petition with the Area Director if they feel extenuating circumstances should be taken into account (see Appeal and Grievance section).

(d) Summary of probation and termination steps. Any student who earns a grade of B- or lower in a School Psychology Core, Intervention Models, Psychology Core, or required practicum/internship course will be placed on probation. The student **must pass** the core course with a grade of B or higher **during the next semester the course is offered** to be removed from probation. For practicum and internship courses, the student must successfully complete a one-semester IEP to remediate deficient skills related to the practicum/internship course to be removed from probation. If the student does not earn a passing grade of B or higher upon retaking the core course or does not successfully complete the IEP related to the practicum/internship course, the student will be terminated from the program. Any student who earns a grade of B- or lower the first time taking any two or more core courses will be terminated from the program.

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

Any student who does not make satisfactory progress toward research requirements or fails a thesis or dissertation proposal defense will be given an initial one-semester extension to complete the requirements. If the requirements are not met by the **end of the next semester**, the student will be placed on probation and given one more semester to complete the requirement. If the requirement is still not met by the end of this second probation semester (i.e., one full year past the original deadline), the student **must petition** the faculty to continue in the program. The petition to faculty should include **(a)** an explanation for the lack of progress, **(b)** a rationale for continuing in the program, and **(c)** a set of deadlines to be met in order to regain good standing in the program. If the petition is not approved by the program faculty, the student will be terminated from the program. If the petition is approved but the student fails to meet any of the proposed deadlines from their petition, the student will be terminated from the program.

Any student who fails an oral defense (i.e., thesis, dissertation, or comprehensive exam) will be placed on probation and given **one more semester** to successfully pass the defense/exam. If the student fails to pass the defense/exam during their second opportunity, the student will be terminated from the program.

All students shall be informed in writing if they are placed on probation or terminated from the program or department for any of the reasons discussed above. In all cases, students may file a petition with the Area Director if they feel extenuating circumstances should be taken into account (see **“Appeal and Grievance”** section).

Departmental Ombudperson

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

Appeal and Grievance Procedures

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

appeal, the Director of Curricular Studies convenes the Graduate Committee (the other three area directors, the Department Chair, and the Director of Curricular Studies), which reviews all documentation in the case and renders a decision by majority vote. The student is informed of the Graduate Committee's decision in writing as well as the right to appeal by notifying the Dean of the Graduate School in writing within 2 weeks of receipt of the decision letter. In the event of an appeal, the Dean of the Graduate School then reviews all documentation in the case and communicates a decision in writing to the student, the Department Chair, and the Director of Training for the Program. In the event that a student wishes to appeal the decision rendered by the Graduate School, the student should contact the Dean of the Graduate School for appeal procedures.

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

Change of Program Area

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

University and Graduate School Policies

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

Active Status in Program

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

Statement of Plagiarism

Plagiarism (i.e., the presentation as one's own work the words, ideas, and opinions of someone else) is a serious concern in any academic setting and is considered a serious instance of academic dishonesty. This University, like all academic institutions in the United States, assumes that the written work of a student is literally the student's own, and that any original idea of research contributions taken from the published words of others will be properly acknowledged. When any material is taken directly from a published source, it must be appropriately cited. If a statement is used verbatim, it must be enclosed in quotation marks, as well as otherwise acknowledged.

It is also important to note that self-plagiarism also constitutes a serious instance of academic dishonesty. This occurs when a large portion of writing is submitted twice, either to fulfill a course requirements or for publication. Within the context of fulfilling course assignments, submitting a large portion of a previously submitted paper is only acceptable if the course instructors are informed and agree to the double submission.

Academic Integrity and Professionalism

The University has strict policies and specific review procedures for suspected academic dishonesty. These are explained in the Syracuse University Online Graduate Course Catalog. The School Psychology Program also takes seriously any evidence of academic dishonesty, and in most cases will terminate students guilty of cheating, plagiarism, falsifying data, and other forms of academic misconduct. As school psychologists, students must learn appropriate professional and ethical behavior. This is conveyed in coursework, field-based training, and faculty modeling. Appendix P contains a listing of ethical issues and standards that we all uphold.

Family and Medical Leave

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

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

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

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

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

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

Financial Support and Other Employment Opportunities

Department Graduate Assistantships

The Department has a limited number of teaching assistantships allocated to support undergraduate education. These assistantships require 20 hours of work per week and include a tuition scholarship of nine credit hours of tuition per semester, plus three hours for use in the subsequent summer session for each semester's work as an assistant. The priority assignment for teaching assistants is as follows:

- To meet the instructional criteria set forth by the University, a sufficient number of TAs for Psychology 205 must be allocated for recitation sections. Typically, 3-4 students from the program serve in this role.
- Students for undergraduate laboratory courses (PSY 252 or 313).
- Students to teach individual classes when there are insufficient faculty to teach these courses. These courses need to be kept to a minimum but are necessary. Courses (relevant to the program) which often require such TAs include 335, 432, and 445. One student per course will be the assignment. Often these students are enrolled in the University's Future Professoriate Program.

In addition, departmental assistantships are available as part of the Allport Program (e.g., assisting undergraduate students with career planning) as well as working in the Psychological Services Clinic. Under most circumstances, students can expect to receive no more than 4 years of support from the department. Financial support in the form of a Syracuse University Fellowship or in the form of an externally funded research assistantship does not reduce the eligibility for four years of support from the department.

Clinical Assistantships

Clinical assistantships in schools and other child-related agencies can be arranged by faculty. These clinical assistantships are paid positions, although the amount of the stipend varies depending on the agency. The department provides a tuition scholarship of nine credit hours of tuition per semester, plus three hours for use in the subsequent summer session for each semester's work as an assistant. However, it is important to note that the agency is responsible for providing health insurance. Some agencies do not provide health insurance. Students need to plan accordingly.

Arranging Assistantships

The Co-Director of Clinical Supervision and Training (Dr. Lewandowski), in consultation with faculty, students and the department chair, secures funding slots and recommends specific students for each slot. In order to obtain an assistantship, all students are asked to rank the assistantships of interest. For clinical assistantships, students are frequently sent on interviews to the assistantship supervisor. Feedback from the placement is an important determinant of who gets which assistantship.

Graduate Assistant Exam Proctoring Responsibilities

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

Work Policy

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

University Issues

Undergraduate and Remediation Courses

Some students may enter the program without a strong background in psychology, and may need to take remedial courses prior to graduate requirements. No undergraduate or remediation courses may be used to fulfill program requirements or used as a part of the formal program of study for the doctoral degree.

Colloquia

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

Graduate Student Organization (GSO)

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

Future Professoriate Program (FPP)

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

Appendix A
Staff – Department of Psychology

Staff

Alecia Zema	Curriculum and Graduate Coordinator	azema@syr.edu (315)443-0184 415A Huntington Hall
Jennifer Bragg	Undergraduate Coordinator	jamcmaho@syr.edu (315)443-4187 524 Huntington Hall
Linda Carter Galbato	Director, Student Services	lcalbat@syr.edu (315)443-1628 523 Huntington Hall
Sean Kelly	Administrative Specialist	sekelly@syr.edu (315) 443-4093 415 Huntington Hall
Misty Schutt	Administrative Assistant	mcshutt@syr.edu (315)443-2354 430 Huntington Hall
Dan Kirkpatrick	Computer Consultant	dckirkpa@syr.edu (315)443-7186 476 Huntington Hall
Afton Kapuscinski	Psychological Services Center-Clinic Director	ankapusc@syr.edu (315)443-3595 804 University Ave.
Maggie Washburn	Intake Coordinator, Psychological Services Center	mawashbu@syr.edu (315)443-3595 804 University Ave.

Appendix B
2015-16 Program of Study: School Psychology Doctoral Program

Name: _____

Year entered program: _____

Please enter the semester you took or anticipate taking each course you would like included in your program of study.

1. School Psychology Core (33 credit hours)

A. Foundation Courses (all required)

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

B. Assessment (all required)

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

C. Consultation Services (both required)

- _____ PSY 861: Consultation Processes
- _____ PSY 862: Consultation Practicum (150)

D. Practica (9 credit hours)

- _____ PSY 600b: Special Topics: Theories and Methods of Assessment and Diagnosis (required) (120)
- _____ PSY 880: School Psychology Practicum (150)

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

- _____ PSY 600a: Special Topics: Direct Academic Assessment Practicum (90)
- _____ PSY 600d: Special Topics: Child and Family Interventions Practicum (90)
- _____ PSY 847: Practicum in Psychotherapy (90)
- _____ PSY 866: Behavior Therapy Practicum (90)

2. Intervention Models (6 credit hours)

- _____ PSY 765: Principles of Applied Behavior Analysis
- _____ You must enroll in one counseling course from the offerings listed below:
 - _____ PSY 600c: Special Topics: Child and Family Interventions
 - _____ PSY 745: Introduction to Psychotherapy
 - _____ COU 644: Counseling Prepracticum
 - _____ COU 872: Doctoral Seminar: Applied Theory and Practice in Group Work
 - _____ COU 878: Seminar in Counseling Theory

3. Psychology Core (27 credit hours)

- A. Statistics & Research Design
 - _____ PSY 655: Statistical Methods II
 - _____ PSY 756: Statistical Methods in Psychology III
- B. Human Development
 - _____ PSY 739: Lifespan Developmental Psychology
- C. History & Systems
 - _____ PSY 894: History and Systems of Psychology
- D. Biological Bases
 - _____ PSY 696: Neuropsychology
- E. Individual Differences
 - _____ PSY 617: Assessment of Individual Differences in Developmental Disabilities
- F. Cognition and Affective Bases
 - _____ PSY 614: Seminar in Cognitive and Affective Bases of Behavior
- G. Social Bases
 - _____ PSY 677: Social Cognition
- H. Diversity
 - _____ PSY 860: Special Topics – Diversity and Cultural Issues in Assessment and Psychotherapy

4. Research (18 credit maximum) Thesis (6 max)_____ Dissertation (18 max)_____

5. Internship in School Psychology (PSY 870; 6 credits) _____

Students completing their internship **must register** for 3 credits of PSY 870 during the fall semester and 3 credits of PSY 870 during the spring semester. In addition, students completing their internship must register for GRD 998 (0 credits) each semester to maintain full-time student status.

6. TOTAL CREDIT HOURS REQUIRED = 90

Appendix C
Curricular Template for 2016 Graduate Cohort

2016-17		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Introductory Seminar in School Psychology (PSY 761)	Direct Academic Assessment (PSY 763)	Lifespan Developmental Psychology (PSY 739)
Principles of Applied Behavior Analysis (PSY 765)	Developmental Psychopathology (PSY 863)	Theories and Methods of Assessment and Diagnosis (PSY 600d)
Cognitive and Affective Bases of Behavior (PSY 614)	Thesis Credits (PSY 997)	
Research Group Participation (Years 1 thru 4)		
2017-18		
Statistics and Research Design II (PSY 655)	Statistics and Research Design III (PSY 756)	History and Systems of Psychology (PSY 894)
Thesis Credits (PSY 997)	Individual and Developmental Differences (PSY 617)	Cognitive Intellectual Assessment (PSY 762)
Socioemotional Assessment (PSY 764)	Consultation Processes (PSY 861)	
2018-19		
Neuropsychology (PSY 696)	Behavior Therapy Practicum (PSY 866)	Diversity and Cultural Issues in Assessment & Therapy (PSY 860)
Child and Family Interventions (PSY 600c)	Practicum in Psychotherapy (PSY 847) or Elective	Dissertation Credits
Social Cognition (PSY 677)	Psychological Measurement (PSY 653)	
2019-20		
Consultation Practicum (PSY 862)	Elective – Psychology our Education Course	Dissertation Credits (PSY 999)
Elective – Psychology our Education Course	Dissertation Credits (PSY 999)	
School Psychology Practicum (PSY 880)	School Psychology Practicum (PSY 880)	
2018-19		
Internship in School Psychology (recommended: APA-approved Internship) (PSY 870)		

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

Name: _____

Date: _____

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

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

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

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
READINESS FOR PRACTICUM	COMPETENCY LEVEL					
5A. Interpersonal Relationships						
Displays interpersonal skills	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
5B. Affective Skills						

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

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
READINESS FOR PRACTICUM			COMPETENCY LEVEL			
6A. Scientific Mindedness						
Displays critical scientific thinking	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
6B. Scientific Foundation of Psychology						
Demonstrates understanding of psychology as a science	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
6C. Scientific Foundation of Professional Practice						
Understands the scientific foundation of professional practice	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities						
READINESS FOR PRACTICUM			COMPETENCY LEVEL			
7A. Scientific Approach to Knowledge Generation						
Demonstrates basic theoretical and research knowledge during faculty-led research groups	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
7B. Application of Scientific Method to Practice						
No expectation at this level	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

FUNCTIONAL COMPETENCIES

IV. APPLICATION

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

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

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

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

V. EDUCATION

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

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

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

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

VI. SYSTEMS

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

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

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

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

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

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

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

Name: _____

Date: _____

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

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

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

II. RELATIONAL

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

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

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
READINESS FOR INTERNSHIP			COMPETENCY LEVEL			
6A. Scientific Mindedness						
Values and applies scientific methods to professional practice	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
6B. Scientific Foundation of Psychology						
Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
6C. Scientific Foundation of Professional Practice						
Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities						
READINESS FOR INTERNSHIP			COMPETENCY LEVEL			
7A. Scientific Approach to Knowledge Generation						
Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
7B. Application of Scientific Method to Practice						
Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

FUNCTIONAL COMPETENCIES

IV. APPLICATION

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

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

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

V. EDUCATION

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

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
14C. Respectful and Productive Relationships with Individuals from Other Professions						
Develops and maintains collaborative relationships and respect for other professionals	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).						
READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
15A. Appraisal of Management and Leadership						
Forms autonomous judgment of organization's management and leadership	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
15B. Administration						
Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A
16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
READINESS FOR INTERNSHIP	COMPETENCY LEVEL					
16A. Systems Change						
Promotes change to enhance the functioning of individuals	0 Not at All	1 Somewhat	2 Moderately	3 Mostly	4 Very	-- N/A

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

Program of Study
The Graduate School
Syracuse University

Name: Tanya L. Eckert SUID: 12345678910

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

Graduate Program: School Psychology Degree: M.S.

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

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

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

Previous Degrees (from other institutions):

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

Degree: _____ Institution: _____ Degree Date: _____

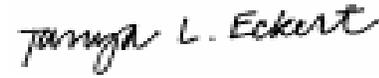
Other Syracuse Graduate Degrees being sought or conferred:

Degree: _____ Program: _____ Degree Date/Expected Graduation Date: _____

Degree: _____ Program: _____ Degree Date/Expected Graduation Date: _____

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

Approvals:



Date: 11/10/2010

ADVISOR signature



Date: 11/10/2010

DEPARTMENT CHAIR/GRADUATE PROGRAM DIRECTOR signature

Date: _____

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

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

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

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

Course	Course Title	Semester	Course Hours	Grade	Institution
--------	--------------	----------	--------------	-------	-------------

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

* Dept. Prefix & No.	Course Title	Semester	Credit Hours	Grade	Instructor
REQUIRED CORE COURSES					
PSY 761	Introductory Seminar in School Psychology	Fall 2008	3	A	Eckert
PSY 763	Direct Academic Assessment	Spring 2009	3	A	Eckert
PSY 863	Developmental Psychopathology	Spring 2009	3	A	Russo
PSY 861	Consultation Processes	Spring 2009	3	A	Martens
SPE 705	Psychoeducational Evaluation	Summer 2009	3	A	Storie
PSY 655	Statistical Methods II	Fall 2009	3	A	Gramzow
PSY 756	Statistical Methods III	Spring 2010	3	A	Gramzow
PSY 765	Principles of Applied Behavior Analysis	Fall 2008	3	A	Martens

OTHER SU COURSES

Thesis/Dissertation Credit Hours					
PSY 997	Thesis	Summer 2009	3		
PSY 997	Thesis	Summer 2010	3		

Credit Calculation for Program of Study:

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

For GEMC use only:

Not approved: _____ date: _____

Approved: _____ date: _____

Appendix G
Timeline for Comprehensive Examination

OPTION 1			First draft to primary faculty advisor	OPTION 2		
Fall	Spring			Fall	Spring	
8/15	1/17			8/15	1/17	
Estimated 2 week review						
8/29	1/31		Edited first draft returned		8/29	1/31
Estimated 2 week review						
9/12	2/14	Second draft to primary faculty advisor		Second draft to primary faculty advisor and second faculty reader	9/12	2/14
Estimated 2 week review						
9/26	2/28	Edited second draft returned to student		Edited second draft returned to student	9/26	2/28
Estimated 10 day review						
10/6	3/10	Third draft to primary faculty advisor and secondary faculty reader		Final version and cover letter to primary faculty advisor and faculty reader	10/10	3/14
Estimated 2 week or 10 day review						
10/20	3/20	Edited third draft returned to student		Comprehensive Examination*	10/24	3/28
Estimated 2 week review						
11/1	4/1	Final version and cover letter to primary faculty advisor and faculty reader				
Estimated 2 week review						
11/21	4/25	Comprehensive Examination				

* In the fall, Option 2 permits students to meet APPIC deadline of 11/1/16 and thus allows for students to obtain an APPIC internship for the following 2017-2018 year.

Appendix H
Rubric for Comprehensive Exams

Areas Assessed	Scoring				
<u>APA Format (10 points):</u> - APA format is to be followed - Headings, citations, and references must follow current APA format	2 Unsatisfactory	4 Below Average	6 Average	8 Above Average	10 Exceptional
<u>Mechanics (10 points):</u> - Paper is free of typographical, spelling, and grammatical errors - Punctuation and writing conventions are accurate	2 Unsatisfactory	4 Below Average	6 Average	8 Above Average	10 Exceptional
<u>Quality of Writing (25 points):</u> - Sentences are well-constructed and meaningful - Paragraphs are topical and well-formed by sentences that maintain focus on the topic of the paragraph - Paragraphs are linked to one another in an appropriate and logical sequence that leads the reader to a better understanding of salient points - Information is conveyed in the best possible way, and is appropriately synthesized and summarized - Writing is appropriately supported by data and citations	5 Unsatisfactory	10 Below Average	15 Average	20 Above Average	25 Exceptional
<u>Organization (25 points):</u> - Paper contains an introduction, body, and conclusion - Ideas flow logically without redundancies and tangents - Research is reviewed in a meaningful order	5 Unsatisfactory	10 Below Average	15 Average	20 Above Average	25 Exceptional
<u>Critical Review of Research (30 points):</u> - Area of research is comprehensively and critically reviewed - Research studies are accurately and thoroughly reported and discussed - Research studies are synthesized so as to develop an integrated and critical review of the relevant research	6 Unsatisfactory	12 Below Average	18 Average	24 Above Average	30 Exceptional
TOTAL SCORE					

Appendix I
Sample of Graduate School Program of Study Form – Doctoral Degree

Program of Study
The Graduate School
Syracuse University

Name: Tanya L. Eckert SUID: 12345678910

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

Graduate Program: School Psychology Degree: Ph.D.

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

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

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

Previous Degrees (from other institutions):

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

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

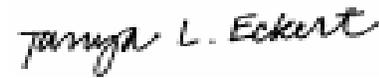
Other Syracuse Graduate Degrees being sought or conferred:

Degree: _____ Program: _____ Degree Date/Expected Graduation Date: _____

Degree: _____ Program: _____ Degree Date/Expected Graduation Date: _____

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

Approvals:



Date: 3/21/2013

ADVISOR signature



Date: 3/22/2013

DEPARTMENT CHAIR/GRADUATE PROGRAM DIRECTOR signature

Date: _____

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

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

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

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

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

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

*	Dept. Prefix & No.	Course Title	Semester	H	Grade	Instructor
REQUIRED CORE COURSES						
	PSY 696	Neuropsychology	Fall 2008	3	A	Lewandowski
	PSY 762	Cognitive Intellectual Assessment	Fall 2009	3	A	Russo
	PSY 764	Socioemotional Assessment	Fall 2009	3	A	Lewandowski
	PSY 600	Assessment of Individual and Developmental Differences	Spring 2010	3	A	Russo
	PSY 653	Psychological Measurement	Spring 2010	3	A	Martens
	PSY 862	Consultation Processes	Fall 2010	3	A	Martens
	PSY 600	Cognitive and Affective Bases of Behavior	Fall 2010	3	A	Russo
	PSY 677	Social Cognition	Fall 2010	3	A	Newman
	PSY 894	History and Systems of Psychology	Spring 2010	3	A	Ewart
	PSY 739	Lifespan Developmental Psychology	Spring 2011	3	A	Antshel
	PSY 745	Introduction to Psychotherapy	Spring 2011	3	A	Antshel
	PSY 866	Behavior Therapy Practicum	Spring 2012	3	A	Martens
	PSY 880	School Psychology Practicum	Fall 2011	3	A	Lewandowski
	PSY 870	Internship in School Psychology	Fall 2012	3	A	Lewandowski
	PSY 860	Diversity and Cultural Issues in Assessment and Psychotherapy	Fall 2011	3	A	Antshel
OTHER SU COURSES						
	SPE 627	Early Intervention for Children's Reading Problems	Fall 2011	3	A	Blachman
	PSY 860	Topics in Psychology: Cognitive Psychology of Reading	Spring 2012	3	A	Blachman
Thesis/Dissertation Credit Hours						
	PSY 999	Dissertation	Summer 2011	3		
	PSY 999	Dissertation	Spring 2012	3		
	PSY 999	Dissertation	Summer 2012	3		

Credit Calculation for Program of Study:

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

For GEMC use only:

Not approved: _____ date: _____

Approved: _____ date: _____

Appendix J
Record of Progress Form

SCHOOL PSYCHOLOGY PROGRAM

RECORD OF PROGRESS FORM

Student Name:

Date of Review:

Coursework

- [1] Coursework has been satisfactory
- [2] Incomplete coursework must be completed:
- [3] You earned a grade below B in a core, practicum, or internship course and you have been placed on probation:
 - retake the core course the next time it is offered^a
 - develop a 1-semester IEP with the practicum/internship instructor^b
- [4] Your coursework requirements are complete

Clinical and Interpersonal Skills

- [1] Your skill development is satisfactory
- [2] Your clinical skill development^a/ interpersonal skill development^b is unsatisfactory and you have been placed on probation
 - develop a 1-semester IEP with the practicum/internship instructor^c
- [3] This past semester you successfully completed 100 hours of supervised internship
- [4] Your internship requirements are complete
- [1/5] Your clinical portfolio is complete

Research

- [1] Research progress is unsatisfactory
 - this is your first extension^a [9]
 - this is your second extension and you have been placed on probation^b [9]
 - you are working toward fulfilling deadlines specified in your petition^c [9]
 - [2] Participation in a research group has been satisfactory
 - [3] Thesis proposal should be defended by
 - [4] Thesis should be defended by
 - [5] Pre-doctoral project should be completed by
 - [6] Comprehensive exam should be completed by
 - [7] Dissertation proposal should be defended by
 - [8] Dissertation should be completed by
 - [10] Dissertation defense complete
 - [1/11] You have failed to meet requirements while on probation and have the opportunity to petition the faculty to remain in the program
-

Feedback:

Appendix K
Expected Progress toward Research Requirements

Students Entering With a Bachelor Degree

Required Activity	Deadline
Participation in research group	Ongoing from middle of 1 st semester
Masters thesis proposal	Middle of 2 nd year
Program of Study filed	Middle of 2 nd year
Masters thesis defense	Middle of 3 rd year
Comprehensive exam	Middle of 4 th year (pending 66 credit hours)
Dissertation proposal	End of 4 th year
Dissertation defense	End of 5 th year

Students Entering With a Masters Degree

Required Activity	Deadline
Participation in research group	Ongoing from middle of 1 st semester
Program of Study filed	End of 1 st year
Pre-doctoral project	End of 2 nd year
Comprehensive exam	Middle of 3 rd year (pending 66 credit hours)
Dissertation proposal	End of 3 rd year
Dissertation defense	End of 4 th year

Appendix L

Petition Information – Transfer of Graduate Courses

Directions

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

Template for Language Used in Petition to Faculty Form

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

Questions regarding any of these steps should be directed to Ms. Alecia Zema

Appendix M

Graduate Student Appeal Procedures Termination from Program of Study

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

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

Appendix N

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

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

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

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

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

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

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

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

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

The Department of Psychology also recognizes that some students who feel they have a legitimate grievance may not wish to pursue a formal action while still in residence but may feel more inclined to do so once they have graduated or otherwise terminated their formal ties to the University. Therefore, the Department adopts the following policy on "Limitations of Actions" quoted from the University publication entitled *Responding to Sexual Harassment at Syracuse University* (dated October 8, 1993):

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

Procedures

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

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

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

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

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

- The student shall be informed fully of the various avenues, Departmental and University, open for seeking resolution of the difficulties. In the event the alleged misconduct involves matters such as sexual harassment, research fraud, or violations of affirmative action the matter will revert to the appropriate University office for resolution should the student wish to pursue it. In such instances, the Chair of the Department will be informed and current University guidelines will be followed. If the difficulty lies outside those for which the University has established guidelines, the Ombudsperson, Director of Curricular Studies, or faculty member shall present the student's case to the Department Chair for appropriate action, with the consent of the student. The student will be invited to be present at all discussions of the difficulty. If the student wishes, anonymity will be maintained until such time as it is no longer feasible or possible to do so.
- The Ombudsperson, Director of Curricular Studies, or other faculty member shall seek the advice and counsel of others in the University community, if necessary, in order to provide the best possible counsel to the student.
- If the student wishes to pursue the matter in a formal manner, the Department Chair shall form a Committee to investigate the matter. The Committee shall be chaired by a full professor of the Psychology Department, other members and the charge to the Committee and its function to be determined by the procedures outlined below.

Investigative Procedures

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

- When a student decides to pursue a formal complaint against a faculty member, the specific allegations shall be placed in writing and given to the Department Chair.
- If at all possible, the written complaint shall be structured in such a manner as to protect the identity of the student. In some instances this may not be possible.
- A copy of the complaint(s) will be given to the faculty member(s) and to the investigative committee.
- The investigative committee shall interview the student, the faculty member(s) and others who may shed light on the specific charge(s). The student(s) and faculty member(s) shall be afforded the opportunity to respond to each allegation made in order to allow each the fair and reasonable opportunity to present his or her view. Others shall be questioned only about those matters of which they have first-hand knowledge. Should the committee in the course of its investigation come across other indications of possible misconduct the committee shall meet with the Department Chair to seek advice as to how to proceed with expanding the investigation. The Department Chair, who may consult with others, shall have final judgment in this matter. Should these other matters be deemed appropriate for investigation, the allegations shall be made known to the faculty member in writing and he or she shall be given the opportunity to respond to them.
- At any time during the course of the investigation, the student or the faculty member may request an interview with the committee, or may supply the committee chair with written comment, in order to provide information that may help the Committee to a reasonable judgment concerning the allegation(s).

The appropriateness of this information to the Committee rests with the Committee and the Department Chair.

- The investigation shall take place with the greatest possible confidentiality. Interviews and committee meetings shall take place outside the confines of the Department. The Committee members shall not discuss the investigation or findings outside their own meetings, or their meetings with the Chair or other University officials. Those who are interviewed shall be informed that the proceedings are confidential and shall be instructed to not discuss their meeting with the committee, or the matter in general, with anyone.
- At the conclusion of its investigation the Committee shall write a report to the Department Chair. The report shall center on the alleged misconduct and the facts that were obtained about it. In accord with University policy, the Committee shall make a recommendation about whether disciplinary action is or is not justified, and state the basis for their opinion. The Committee shall not decide the disciplinary action, that determination resting in other hands (see *Faculty Manual*). The student(s) and faculty member(s) shall be allowed to read the report.
- After reading the Committee report, the student(s) and faculty member(s) shall be given the opportunity to provide written statements for corrections of fact. All such written statements will form part of the official record and be considered as part of the basis for any action taken.
- In consultation with appropriate University officials, the Chair shall inform the faculty member of any sanctions. Such sanctions will be detailed in writing and the faculty member will be given a sufficient time to react to them and to appeal them to the Department Chair or other appropriate University official.

Committee Composition and Charge

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

Appendix O

Faculty Grievances against Graduate Students

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

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

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

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

Procedures

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

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

If the above is not possible or fails:

- The faculty member shall write a formal complaint to the Department Chair detailing the difficulty and any efforts aimed at resolving the problem.
- The Department Chair shall interview the faculty member in order to obtain any further information needed.
- The Department Chair shall interview the graduate student in order to inform the student that a formal complaint has been made, provide the student with a copy of the written complaint, and obtain further information.
- The Department Chair may attempt to resolve the problem or may appoint an ad hoc committee, consisting of at least three members chosen to provide the best possible expertise for the specific case at hand, to investigate the allegation(s) and recommend any action to be taken by the Department. In either case, the Department Chair may consult with other faculty or other members of the University community.

- If the Department Chair appoints a committee to investigate the issue it shall be chaired by a full professor of the Psychology Department. Other members may be drawn from the University community. The committee shall be charged to investigate the specific complaint and submit a written report to the Department Chair. In the course of its investigation the committee shall interview the faculty member, the graduate student, and others if appropriate. If in the course of its investigation the committee discovers other pertinent matters related to possible misconduct by the student the committee shall consult the Department Chair to seek advice as to how to proceed with expanding the investigation. The Department Chair shall have the final judgment in this matter. If the investigation is expanded both the faculty member and the graduate student shall be informed in writing and given the opportunity to respond.
- While the investigating committee may suggest actions to be taken, the final judge is the Department Chair, who may consult with others before making any decision about actions.
- If the faculty member is not satisfied with the resolution determined by the Department Chair the faculty member may appeal to the Dean of the College of Arts and Sciences or the Dean of the Graduate School.
- If the graduate student is not satisfied with the resolution determined by the Department Chair the student has the right to appeal the decision to the Dean of the College of Arts and Sciences or the Dean of the Graduate School. In such instances the graduate student may seek the aid of the Psychology Department ombudsman, the Director of Curricular Studies, or another faculty member who may act as an advocate.
- All investigations, whether conducted by the Department Chair or by an ad hoc committee, shall be conducted in a professional, impartial manner and with the greatest degree of confidentiality. For example, meetings with the faculty member and student shall take place outside the Department offices and the written report shall be given only to the Department Chair. The Department Chair shall provide copies of the report to the faculty member and the student. The committee shall conduct its work as expeditiously as possible. The committee deliberations shall be confidential except in so far as it must consult with the Chair, other appropriate faculty or students, or other University officials.
- In accord with other University policies the Department will not tolerate reprisals toward students by faculty or of faculty by students once the issue(s) has been resolved. Ongoing work shall be completed by each party with the highest degree of professionalism and mutual respect.

Appendix P

Resources on Ethical Issues and Professional Standards

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

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

NASP Model for Comprehensive and Integrated School Psychological Services
[<https://www.nasponline.org/standards-and-certification/nasp-practice-model>]

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

2016 APA Ethics Committee Rules and Procedures [<http://www.apa.org/ethics/code/committee-2016.aspx>]

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

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

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

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational psychological testing* (3rd ed.). Washington, DC: American Educational Research Association.