Leading to a Ph.D. in Educational Psychology
(School Psychology),
Certification in School Psychology, and
Eligibility for the New York State Psychology License

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1 The doctoral specialization in School Psychology is fully accredited by the Department of Education of the State of New York and the American Psychological Association. Information regarding APA accreditation can be obtained from the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 Phone: 202-336-5979.

2 This brochure is intended to serve as an introduction to the School Psychology Specialization for prospective students and as a guide to the program for students currently enrolled. Students currently enrolled should become familiar with the contents of this brochure. They should also become familiar with the Student Guidelines for the Ph.D. Program in Educational Psychology (available from the program office).
School Psychology Specialization

**Introduction**

Students can enter the Graduate Center-Queens College School Psychology Specialization either with or without a prior certificate\(^3\) in school psychology. Bachelor or MA/MS-level graduates (who do not hold a certificate in school psychology and who wish to pursue a course of full-time doctoral study in the area of school psychology) will graduate with a Ph.D. in Educational Psychology - Area: School Psychology and a Certificate in School Psychology.

Individuals who have previously obtained certification as a School Psychologist and wish to pursue a course of full-time doctoral study in the area of school psychology will be given advanced standing (which recognizes students' previous coursework in their school psychology certification program). Students admitted with advanced standing will graduate with a Ph.D. in Educational Psychology - Area: School Psychology.

All graduates of the Specialization are eligible to take the New York State licensing exam in Psychology. The School Psychology Specialization is fully accredited by the American Psychological Association and the State of New York.

**The Campuses**

The Graduate Center-Queens College School Psychology Specialization combines the resources of two units of The City University of New York to provide a quality doctoral training program. The primary responsibility of The Graduate School and University Center is to offer the doctoral programs of the City University. Queens College is one of the 10 senior colleges in The City University of New York system.

The Graduate School and University Center. The Graduate School and University Center is located in the Graduate Center building at 365 Fifth Avenue, at East 34th Street. Coursework and research in the social sciences, humanities, mathematics, and several non-laboratory sciences take place at this location, as does the administration of all the Ph.D. programs. In the fall of 2003 approximately 4,000 doctoral students were enrolled in 32 doctoral programs.

The Graduate School and University Center building includes a state of the art library with reference areas, stacks, computer-equipped workstations for access to online databases, and rooms for group study. Academic and research areas throughout the Graduate School include classrooms, seminar rooms, lecture halls, computer labs, faculty offices and student study areas, a science center, and offices for centers and institutes. Public facilities include an auditorium, recital hall, art gallery, coffee bar, conference center, and monumental lobby. Lectures and academic conferences bringing together scholars from throughout the United States and abroad are sponsored during the year.

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\(^3\) Throughout this brochure, the term “post-certificate” indicates that students either have a New York State School Psychology Certificate or meet requirements for a New York State School Psychology Certificate.
**Queens College.** Queens College was founded in 1937 as a college of liberal arts and sciences. The campus is located in Flushing, New York, on a hill overlooking most of the borough of Queens. It is easily accessible by public transportation or car. Queens College offers undergraduate day courses in the College of Liberal Arts and Sciences, evening courses in the School of General Studies, and graduate courses in the Graduate Division. The facilities include the Rosenthal Library, a student union, computer laboratories, and a full program of exhibits, lectures, concerts, and plays presented regularly on the campus. Total Queens College enrollment is approximately 17,000, with 4,600 graduate students.

**Faculty**
The faculty for the Graduate School-Queens College School Psychology Specialization is drawn from the faculties of both campuses, as well as other senior colleges in the City University of New York systems.

**Core Program Faculty**

- **Ax, Erin.** Visiting Assistant Professor, Ph.D., University of South Florida, 2006. Response to Intervention, academic and behavioral intervention planning, data-based decision making.

- **Chen, Yung-Chi.** Associate Professor, Ph.D., 2009, Graduate Center, City University of New York. School Psychology. New York State Certified Bilingual School Psychologist, Nationally Certified School Psychologist, New York State Licensed Psychologist. Biological basis of behavior, supervised research, and dissertation supervision.

- **Fish, Marian C.** Coordinator, Queens College School Psychology Program; Professor, Ph.D., 1974, Teachers College, Columbia University. Family systems theory, families and school, and interventions in the schools.

- **Homer, Bruce D.** Associate Professor, Ph.D., 2000. University of Toronto. Relation between cognition, development, and learning, children’s spoken and written language, theories of the mind, and computer based multimedia learning.

- **Kelly, Mario Antonio.** Associate Professor, Ed.D. University of Rochester, 1986. Technology in teaching, learning and achievement; technological pedagogical content knowledge; issues of diversity in development and achievement; digital divide.

- **Rindskopf, David.** Distinguished Professor, Ph.D., 1976, Iowa State University. Latent variable models, design and analysis of non-experimental designs, program evaluation.
• **Tryon, Georgiana Shick.** Professor, Ph.D., 1971, Kent State University. Counseling supervision and evaluation, attention deficit-hyperactivity disorder, norm-referenced personality assessment.

• **Verkuilen, Jay.** Assistant Professor, Ph.D., 2007 (Psychology); Ph.D., 2002 (Political Science), University of Illinois. Item response theory, generalized linear mixed models, bounded data, psychometrics

**Associated Graduate School Faculty**

• **Ehri, Linnea.** Distinguished Professor, Ph.D., 1970, University of California, Berkeley. Reading and spelling acquisition, literacy, psycholinguistics, cognitive and language development.

• **Goh, David.** Professor, Ph.D., 1973, University of Wisconsin, Madison. School psychology, measurement and research design.

• **Johnson, Helen.** Professor, Ph.D., 1972, University of Wisconsin - Madison. Substance abuse, family literacy.

• **Lopez, Emilia.** Professor, Ph.D., 1989, Fordham University. School Psychology, consultation, linguistically and culturally diverse students.

• **Proctor, Sherrie L.** Assistant Professor, Ph.D., Georgia State University, 2009. Recruitment, retention and attrition of people of color in school psychology; school-based organizational consultation; Response to Intervention’s impact on school psychologists’ service delivery; multicultural issues in school psychology, and qualitative research methods.

• **Ross, Roslyn.** Associate Professor, Ph.D., 1966, New York University. Assessment, counseling, supervision, personality theory, child development.

**Contributors to the Program**

• **Bhattacharya, Alpana.** Deputy Executive Office, Graduate Center Educational Psychology Program, Associate Professor, Ph.D. 2001, Graduate Center, City University of New York. Literacy, language development, reading and spelling acquisition, strategy instruction, learning disabilities.

• **Everson, Howard.** Center for Advanced Study in Education, Professor, Ph.D., Graduate Center City University of New York, 1985. Educational measurement, cognition and psychometrics.
• **Jeltova, Ida.** Assistant Professor, Ph.D., 2002, Graduate School and University Center, CUNY. Process-oriented assessment and cultural protective and risk factors for teenage health-related behavior.

The core School Psychology faculty represents a ratio of about 7 to 1. Core faculty members generally endorse a behavioral or cognitive-behavioral theoretical orientation that is reflected in their teaching and research. These orientations are consistent with the program goals and objectives that emphasize student development of competence in using empirically-based interventions, psychometrically-sound assessment devices, and experimental and single-case research designs. The School Psychology faculty has expertise in the core areas reflecting program goals and objectives. These include empirically-based interventions, experimental and single-case research design, comprehensive school psychology assessment, school and family systems, neuropsychology, multicultural issues, counseling, development, ethics, consultation, and developmental psychopathology.

Other faculty in the Educational Psychology Program make substantial contributions to School Psychology students’ educational experience. These other faculty members teach required core courses, as well as elective courses in Educational Psychology. Other faculty also serve as advisors to and dissertation chairs for School Psychology students as well as serving on their dissertation committees.

Core program faculty, as well as other faculty associated with the School Psychology Specialization have maintained a deep commitment to scholarly research. Our faculty has consistently investigated a wide range of topics over time. Appendix A presents a list of faculty publications since 2000.

**Specialization Philosophy**

School Psychology is a professional discipline that seeks to enhance the psychological and educational well being of children, adolescents, adults, and families through the provision of scientifically derived assessment, consultation, and intervention procedures. The philosophical goals of the CUNY Graduate Center - Queens College School Psychology Specialization are to: (a) provide comprehensive coverage of the core areas of psychology with an emphasis on empirically derived precepts and principles, (b) facilitate the development of research skills through course work in statistics, psychometrics, and participation in supervised research courses and through attendance at research-oriented psychological conferences, and (c) to develop clinical competencies through applied training involving psychological assessment, consultation, and intervention skills.

The philosophy of the School Psychology Specialization is guided by the following assumptions:

1. Theory and practice are interrelated across core and specialty areas of training. Theoretical courses strive to apply basic psychological principles and precepts to the
problems that are encountered by learners. Likewise, professional courses are taught from a strong theoretical and research orientation. Emphasis is given to: (a) employing measures with well-established psychometric properties, (b) employing interventions that are empirically supported by the published literature, (c) using single-case designs to determine treatment efficacy, and (d) determining the social validity of interventions.

2. Training must emphasize individual factors and multiple systems and influences that affect learning and adjustment.

3. School psychology training must emphasize an understanding of diversity and multicultural considerations. Situated in one of the most populated and ethnically diverse areas of the United States, the Specialization seeks to prepare students to develop an understanding of the needs of students from divergent backgrounds and to develop culturally sensitive professional skills to facilitate learning and adjustment.

4. School psychology training must be organized, systematic, and sequential. The Specialization’s model emphasizes the (a) development of basic psychological skills, (b) orientation to the culture and the organization of schools, mental health facilities, and community agencies, (c) the supervised application of professional skills in applied settings, and (d) preparation for teaching and research in a higher education setting.

5. Training must emphasize the development of a professional identity and an understanding of the nature and scope of practices that are provided by doctoral school psychologists. Training must emphasize an understanding of the American Psychological Association’s ethical principles for psychologists and a knowledge of State and Federal legislation that applies to the delivery of school psychology services.

**Specialization Goals and Objectives**

The goal of the School Psychology Specialization is to develop professional psychologists who are capable of research and practice in pre-schools, elementary and secondary schools, mental health facilities, community agencies, and in higher education. Our more specific objectives are to provide school psychology students with:

1. Broadly-based knowledge of psychological foundations including cognitive and affective aspects of behavior, biological aspects of behavior, social aspects of behavior, history and systems of psychology, techniques for data analysis, research methodology, and measurement.
2. The scientific and theoretical knowledge of regular development and developmental psychopathology.
3. Competence in designing and conducting research with an emphasis on the use of quantitative research designs.
4. The ability to work effectively with learners, educators, families, and mental health workers in a variety of professional settings.

5. The ability to understand and deal with the unique problems of multicultural learners in urban and suburban settings.

6. Applied skills involving the administration, scoring, interpretation, and report preparation of a comprehensive evaluation that incorporates the use of a wide-range of clinical interviews, structured interviews, norm-referenced personality tests, psycho-motor tests, behavioral observations, parent-teacher ratings, vocational aptitude tests, academic achievement tests, and measures of cognition and memory.

7. Ability to function as a consultant both at the individual and the systems level to enhance the learning and adjustment of children, adolescents, young adults and families.

8. Competence in the application of behavioral and cognitive-behavioral interventions, single-case research methodologies, and the assessment of social validity before, during, and after interventions are presented.

9. Commitment to the professional and ethical standards that are related to the practice of school psychology at the doctoral level.

10. Commitment to applying methods of scholarly inquiry to the continuing evolution of the field of school psychology throughout their professional careers.
Students

During the academic year of 2011 to 2012, 51 students were enrolled in the School Psychology Specialization. Of those, 15 entered with a Master’s degree in school psychology with certification as school psychologists. In the academic year of 2011-2012, 88% were female, 12% were male, 73% of the students identified as White, 8% identified as Black, 2% identified as Hispanic-Latino, 4% identified as Asian, 4% identified as Multi-Ethnic, and 9% of individuals did not self-identify. During the last several years, we have had between 6 to 8 students in the entering classes, and we have made a concerted effort to select students who have average combined GRE scores that exceed 1000, undergraduate GPAs over 3.0, and/or graduate GPAs over 3.5.

Educational and Training Outcomes. Since the year 2005 through May 2012, 47 students have graduated from the School Psychology Specialization. The mean and median time-to-program completion for all School Psychology doctoral graduates for academic years 2005-2006 through 2011-2012 is 6.4 and 6.9 respectively. Some individuals enter the program with a Master’s degree and are certified school psychologists while others enter without a master’s degree. The mean and median time-to-program completion for those graduates without master's degrees is 7.6 and 7.7 respectively and with master’s degrees is 5.3 and 6.2 respectively. See the following tables for additional information regarding time—to-program completion.
Surveys of these graduates show that they provide psychological services in school settings and in psychiatric hospitals. Several of our graduates have positions in university settings or have post doctorate positions. Many graduates are active in professional organizations. A number of our graduates have published articles in various professional journals (e.g., *School Psychology Review*) and have made presentations at state, national, and international conferences. Many of these graduates have New York State Psychology Licenses.

**Student Advisement.** Incoming students are assigned a faculty advisor. As the student progresses in the program, it is recommended that he/she select a new advisor who closely matches the student’s research interests. The student should meet with his/her advisor at the beginning of each semester to plan and record a program of studies. The advisor will approve the choice and number of courses the student plans to take in any semester. It is then the student's responsibility to notify the advisor of any intended changes in the program.

**Student Research.** In order to provide an introduction to the general research process, first year students are assigned to a faculty member as research assistants. This assignment allows students to develop excellent skills relative to the conceptualization of research problems, data collection, analyses, and the publication process. During the third year, students are assigned to faculty for two semesters of independent study during which they investigate the literature in an area of interest, identify a potential research topic, prepare a review of the published work in this area, and prepare a preliminary thesis proposal that draws from the earlier literature review.

Students arrive at a mutual understanding with a faculty member to conduct doctoral research on a specific topic under his or her supervision. For students without a school psychology certificate, this occurs during the fourth year of study. For students with a school psychology certificate, this occurs during the third year of study. Appendix B presents a list of dissertation titles for our program graduates since 1992. As may be noted from this list, our students have pursued a wide-range of dissertation topics.
Licensing

Students who graduate from the School Psychology specialization are eligible to take the New York State Licensing Examination in Psychology.

For individuals who received the doctorate in Educational Psychology with the specialty in School Psychology and who have graduated between 2002 and 2010, N = 29, 15 (52%) are licensed and 14 (48%) are not licensed. Not all graduates choose to sit for the licensing examination given that they can work in a school with the certification in school psychology. Licensure information for the past 8 years is presented in the table below.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2002-2003 to 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students with doctoral degrees conferred on transcript in time period</td>
<td>29</td>
</tr>
<tr>
<td>Number of students with doctoral degrees conferred on transcripts who became licensed doctoral psychologists in time period</td>
<td>15</td>
</tr>
<tr>
<td>Licensure percentage</td>
<td>52%</td>
</tr>
</tbody>
</table>

Accreditation

The doctoral specialization in School Psychology is fully accredited by the Department of Education of the State of New York and the American Psychological Association. Information regarding APA accreditation can be obtained from the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 Phone: 202-336-5979.

General Program Requirements

Students should review the Graduate School and the Queens College Bulletins for definitive guidelines regarding rules and regulations. In general, however, students must maintain a minimum B average, pass the Graduate School First Level Examinations in four different areas (listed in Tables 1 and 2), pass the Graduate School Second Level Examination in the area of School Psychology, fulfill the research requirements, and successfully complete a doctoral dissertation. In addition, students who do not have a school psychology certificate must complete four practicum courses. Students with a school psychology certificate must complete two practicum courses. Following the conclusion of their doctoral coursework, all students must complete a one-year internship.
Scheduling. In order to meet the current New York State licensing requirements and the accreditation requirements of the American Psychological Association, school psychology students must complete a wide-range of theoretical and applied courses. The overriding majority of the theoretical classes at the Graduate Center have been offered on weekdays (Monday through Thursday) from 4:15-6:15 PM and from 6:30-8:30 PM. Given the number of courses that are required, a few of the theoretical courses (generally two or three) must be offered before 4:15 PM. Weekend and summer classes are not offered. At the Graduate Center campus, class sizes range from 6-18 students, although school psychology classes tend to range from 6-12 students. At Queens College, class sizes average fifteen students. Fieldwork placements at Queens College (ECPSP 766) require two days per week for one semester in a school setting. The Queens College and Graduate Center Practica (ECPSP 777, EPSY 82001, & EPSY 82002) require a one-day per week experience in an applied setting such as a school or a teaching hospital. In addition, all school psychology students are required to complete a one-year internship on a full-time or part-time basis (see “Internship Requirement” section below).

Course of Study for Non-Certified School Psychology Students. The School Psychology Specialization is predicated on the assumption that research and clinical application are integrally connected. Viewed in this context, training in research and practice is necessary in order to develop an interest and expertise in both areas. As such, the Specialization provides a 105 credit-hour sequence of theoretical and applied courses for students admitted without certification in school psychology. Table 1 presents the sequence of required courses for a full-time student admitted without certification. Courses used toward a prior graduate degree are not accepted to satisfy requirements toward the doctorate in school psychology.

Table 1. Course Sequence for Non-Certified School Psychology Students

<table>
<thead>
<tr>
<th>Year 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>GC</td>
<td>EPSY 70200 Educational</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychology I: History and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current Systems</td>
<td></td>
</tr>
<tr>
<td>GC</td>
<td>EPSY 70500 Statistics and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computer Programming I</td>
<td></td>
</tr>
<tr>
<td>GC</td>
<td>EPSY 72100 Ethical and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Professional Issues in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Psychology</td>
<td></td>
</tr>
<tr>
<td>GC</td>
<td>EPSY 71900 Theory and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Application of Behavioral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Techniques in Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Settings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Semester Credits</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Second Semester</td>
<td></td>
</tr>
<tr>
<td>GC</td>
<td>EPSY 70600 Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Computer Programming II</td>
<td></td>
</tr>
<tr>
<td>GC</td>
<td>EPSY 70700 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>in Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>GC</td>
<td>EPSY 72000 Developmental</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychopathology Among School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based Populations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Semester Credits</td>
<td>9</td>
</tr>
</tbody>
</table>
At this point, students must sit for the First Level Examinations in Statistics and Research Methods. Note that the remaining two first examinations (Cognition and Motivation; Behavior Modification and Developmental Psychopathology) must be completed prior to the beginning of the fifth semester.

### Year 2

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QC ECPSP 772</td>
<td>Theory and Practice in Assessment of Intelligence and Cognitive Functioning I</td>
<td>4</td>
</tr>
<tr>
<td>QC ECPSP 860</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>QC ECPSP 863</td>
<td>Exceptionality in Human Development</td>
<td>3</td>
</tr>
<tr>
<td>GC EPSY 71100</td>
<td>Cognitive Development and Learning Processes in Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QC ECPSP 773</td>
<td>Theory and Practice in Assessment of Intelligence and Cognitive Functioning II</td>
<td>4</td>
</tr>
<tr>
<td>QC ECPSP 774</td>
<td>Theory and Practice of Personality Evaluation I</td>
<td>3</td>
</tr>
<tr>
<td>GC EPSY 71300</td>
<td>Social and Motivational Development in Education</td>
<td>3</td>
</tr>
<tr>
<td>GC EPSY 82100</td>
<td>Theories and Methods of Counseling of School-Aged Youth</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Year 3

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QC ECPSP 766</td>
<td>Fieldwork in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>QC ECPSP 779</td>
<td>Multicultural Issues in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>QC ECPSP 775</td>
<td>Theory and Practice of Personality Evaluation II</td>
<td>3</td>
</tr>
<tr>
<td>QC ECPSP 778</td>
<td>Counseling Techniques for School Psychologists</td>
<td>3</td>
</tr>
<tr>
<td>GC EPSY 89501</td>
<td>School Psychology Independent Study I</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QC ECPSP 777</td>
<td>Practicum in School Psychology</td>
<td>4</td>
</tr>
<tr>
<td>QC ECPSP 867</td>
<td>Consultation in School Psychology</td>
<td>4</td>
</tr>
<tr>
<td>QC ECPSP 868</td>
<td>Advanced Counseling Practicum</td>
<td>2</td>
</tr>
<tr>
<td>GC EPSY 89502</td>
<td>School Psychology Independent Study II</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>11</strong></td>
<td></td>
</tr>
</tbody>
</table>

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4 Students who wish to complete a Bilingual Extension must take ECPSP 779 this semester.

5 For students who wish to obtain a Bilingual Extension, this course will be taken in Year 2, First Semester. The two required bilingual courses (ECPSP 861) should be taken in year 4.
### Year 4

#### First Semester
- QC ECPSP 771 Professional Issues in School Psychology 3
- GC EPSY 81600 Systems Theory in School and Family Functioning 3
- GC EPSY Statistics Level II Course 6
- GC EPSY 82001 Advanced Practicum in School Psychology I 3
- GC EPSY 89000 Supervised Research 0
- GC EPSY 82200 Biological Basis of Behavior: Theory and Research 3

Total Semester Credits 15

#### Second Semester
- GC EPSY 73000 An Introduction to Psychometrics 3
- GC EPSY 72300 Theories and Principles of Social Psychology: Applications to School Age Populations 3
- GC EPSY 82002 Advanced Assessment Practicum in School Psychology II 3
- GC EPSY 89000 Supervised Research 3

Total Semester Credits 12

*Students sit for Second Level Exams in School Psychology.*

### Year 5

#### First Semester
- QC ECPSP 768 Internship 3
- GC EPSY 89801 Internship in School Psychology 0
- GC EPSY 90000 Dissertation Supervision 1

Total Semester Credits 4

#### Second Semester
- QC ECPSP 769 Internship 3
- GC EPSY 89802 Internship in School Psychology 0

Total Semester Credits 3

*Students continue to register each semester for EPSY 90000 with their dissertation advisor until successful completion of the dissertation.*

| GC Credits | 57 |
| QC Credits | 48 (including 6 credit internship) |
| GC and QC total credits: | 105 |

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6 Students may choose one from among the following to satisfy this requirement:
- EPSY 833 – The General Linear Model
- EPSY 834 – Path Analysis
- EPSY 835 – Categorical Data Analysis
- EPSY 842 – Hierarchical Linear Models
Course of Study for Certified School Psychology Students. Most students admitted to the Specialization with a school psychology certificate must complete a 60 credit-hour sequence of theoretical and applied courses. Student transcripts are reviewed at admission, and faculty reserve the right to require an additional course or courses from Table 1 if it is deemed that a student’s background is deficient. Table 2 presents the recommended sequence of required courses for a full-time student admitted with a school psychology certificate.

Table 2. Sample Course Sequence for Certified School Psychology Students

Year 1
First Semester
GC EPSY 70200 Educational Psychology I: History and Current Systems 3
GC EPSY 70500 Statistics and Computer Programming I 3
GC EPSY 72100 Ethical and Professional Issues in School Psychology 3
Total Semester Credits 9

Second Semester
GC EPSY 70600 Statistics and Computer Programming II 3
GC EPSY 70700 Research Methods in Educational Psychology 3
GC EPSY 72000 Developmental Psychopathology Among School Based Populations 3
Total Semester Credits 9

Students are required to take the Statistics and Research Methods First Examinations prior to beginning their third semester. The remaining two examinations (Cognition and Motivation, Behavior Modification and Developmental Psychopathology) must be completed prior to beginning their fifth semester.

Year 2
First Semester
GC EPSY 71100 Cognitive Development and Learning Processes In Education 3
GC EPSY 71900 Theory and Application of Behavioral Techniques In Education Settings 3
GC EPSY Statistics Level II course 3
GC EPSY 89501 School Psychology Independent Study I 1
Total Semester Credits 10

Second Semester
GC EPSY 71300 Social and Motivational Development in Education 3
GC EPSY 73000 An Introduction to Psychometrics 3
GC EPSY 82100 Theories and Methods of Counseling School-Aged Youth 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC EPSY 89502</td>
<td>School Psychology Independent Study II</td>
<td>1</td>
</tr>
<tr>
<td>Total Semester Credits</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**Year 3**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC EPSY 81600</td>
<td>Systems Theory in School and Family Functioning</td>
<td>3</td>
</tr>
<tr>
<td>QC ECPSP 779</td>
<td>Multicultural Issues in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>QC ECPSP 861</td>
<td>Assessment of Linguistically and Culturally Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>GC EPSY 82001</td>
<td>Supervised Research</td>
<td>0</td>
</tr>
<tr>
<td>GC EPSY 82200</td>
<td>Biological Basis of Behavior: Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credits</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC EPSY 72300</td>
<td>Theories and Principles of Social Psychology: Applications to School Age Populations</td>
<td>3</td>
</tr>
<tr>
<td>GC EPSY 82002</td>
<td>Advanced Assessment Practicum in School Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>GC EPSY 89000</td>
<td>Supervised Research</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credits</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

_Students sit for Second Level Exams in School Psychology._

**Year 4**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC EPSY 89801</td>
<td>Internship in School Psychology</td>
<td>0</td>
</tr>
<tr>
<td>GC EPSY 90000</td>
<td>Dissertation Supervision</td>
<td>1*</td>
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<td>Total Semester Credits</td>
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<td>1</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GC EPSY 89802</td>
<td>Internship in School Psychology</td>
<td>0</td>
</tr>
<tr>
<td>Total Semester Credits</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

*Students continue to register each semester for EPSY 90000 with their dissertation advisor until successful completion of the dissertation.*

Total Credits: 60

Courses are intended to address the core content areas identified by the American Psychological Association. These content areas include: biological, cognitive, affective,

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7 ECPSP courses are offered at Queens College. For students who wish to obtain a Bilingual Extension, two additional bilingual courses (offered at Queens College) are required.
and social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; techniques of data analysis; individual differences in behavior; human development; dysfunctional behavior/psychopathology; professional standards and ethics; theories and methods of assessment and diagnosis; effective intervention, consultation, and supervision; evaluation of the efficacy of interventions; and issues of cultural and individual diversity as related to the above.

**First Doctoral Examination.** The purpose of the First Doctoral Examination is to assess whether a student has reached a level of competence to justify further advancement in the Program. Four examinations are given in the areas of (a) Statistics, (b) Research Methods, (c) Cognition and Motivation, and (d) Behavior Modification and Developmental Psychopathology.

School Psychology Specialization students are required to take the Statistics and Research Methods exams before beginning their third semester in the program. They are required to complete the two remaining First Examinations in (a) Cognition and Motivation and (b) Behavior Modification and Developmental Psychopathology before beginning their fifth semester in the program. A student must pass all of the four examinations to remain matriculated in the program. Any examination that the student fails must be retaken in the following semester, and may be retaken only once. Students are urged to discuss any examination failed with the appropriate faculty.

Examinees will be identified only by Banner Identification numbers. Where there is disagreement in the judgment of the two faculty members who read each examination, a third member of the faculty will be asked to evaluate the examinations. A student who fails to take an examination by the scheduled date and who has an excuse that the Executive Committee finds acceptable, will be required to take the missed examination(s) during the next scheduled examination period without penalty. Students without an excuse acceptable to the Executive Committee will receive a failing grade and will be required to take the examinations during the next scheduled period.

All examinations are two hours long with the exception of the Statistics and Research Methods, which are one and one-half hours long. Students will have some choice of questions in each area. An updated reading list pertinent to each examination will be available by June 1st, and it applies to the examination to be given the following academic year. The examinations will be given approximately one (1) week prior to the beginning of both the Fall and Spring semesters each year. The exams will be prepared by the faculty with a minimum of two faculty members participating in the writing and grading of each question. The First Doctoral Examination will not be specifically oriented to particular courses. Developing competencies in each area may be achieved in a number of ways (i.e., through readings, coursework, lectures, colloquia, study groups, etc.). Students must register for the examination with the Assistant Program Officer by the deadline date on the examination application form. For more information, see p. 9 of Student Guidelines, Fall 2009.
Second Doctoral Examination. The Second Doctoral Examination will be taken after
the completion of the courses indicated in the student's plan of studies. The Second
Doctoral Examination may also be taken during the semester in which EPSY 89000
(Supervised Field Research) is being completed. Permission to take the Second
Doctoral Examination must be obtained from the student's faculty advisor who must sign
the application form. Students must register for the examination with the Assistant
Program Officer by the deadline date on the examination application form.

The Second Doctoral Examinations are designed to assess the students' knowledge of
School Psychology. A student is expected to demonstrate knowledge of the significant
issues in the major area, including the empirical research, theories, methodologies, and
history. Familiarity with the literature in the current professional journals is also
expected. An updated reading list for the Second Doctoral Examination will be available
by June 1st and will apply to the examinations for the following academic year.

The examination is written with the specific form (essay, short answer, etc.) to be
determined by the faculty. Students will have some choice in questions. The
examinations will be given twice a year, approximately one (1) week prior to the
beginning of the Fall and Spring semesters. The examinations are prepared by the
faculty, with a minimum of two faculty members participating in the preparation and
grading of the examinations.

Examinees will be identified only by Banner Identification numbers. Where there is
disagreement in the judgment of the two faculty readers, a third member of the faculty
will participate in judging the examinations. In case of failure, an appropriate faculty
member will explain the basis of the failure to the student. If a student fails a section of
the examination, the student will be permitted one additional opportunity to pass that
section. Both sections of the examination must be passed. Students who fail to take
any section of the Second Examination with an excuse that the Executive Committee
finds acceptable will be required to take the missed part(s) during the next scheduled
examination period without penalty. Students missing the examinations without an
excuse acceptable to the Executive Committee will be required to take the missed
exam(s) during the next scheduled exam period with penalty, (i.e., that attempt will be
considered as the second attempt rather than the first.) After passing the Second
Examination, students move to Level III.

Colloquia and Dissertation Seminars. Attendance at colloquia and dissertation
proposals is considered to be a critical component of the student's doctoral studies. It is
expected that each student will regularly attend these presentations.

Research Tools (Foreign Language and Research Techniques). An individual's
dissertation advisor and committee, with the approval of the Executive Committee, may
require a student: (1) to acquire a working knowledge of a foreign language or
languages in which there is a substantial body of literature relevant to the student's
research; (2) to acquire functional mastery of computer programming; and/or (3) to
acquire mastery of advanced statistical techniques. Should the student be required to
develop such skills, the Executive Officer must be notified of this requirement, in writing, by the student's mentor.

**Practica Requirement.** Following the first two years of strong theoretical foundations and skill development, students admitted without a school psychology certificate must complete two practica: Fieldwork in School Psychology (ECPSP 766) and Practicum in School Psychology (ECPSP 777).

In the third year for students admitted with a school psychology certificate and in the fourth year for students admitted without a certificate, students must complete 2 practica: (Advanced Practicum in School Psychology I (EPSY 82001), and Advanced Assessment Practicum in School Psychology II (EPSY 82002) before registering for the internship.)

All practica provide opportunities for the application and development of skills in natural settings that prepare students for their internship experience. The practica are sequenced so that student experiences proceed from observation and practice of individual skills (e.g., interviewing, record review, teacher meetings) to more integrated applications.

**Internship Requirement.** In accord with the APA regulations for doctoral level internships, all school psychology students are required to complete a one-year (1800 hours) internship under the supervision of a Ph.D. licensed psychologist. Students admitted to the School Psychology Specialization without a certificate must complete this internship in a school setting over one year. For students admitted with a school psychology certificate, the internship site may include traditional school placements, mental health clinics, hospitals, or other appropriate settings which provide services consistent with the practice of school psychology. The internship involves 45 hours per week of experience in an applied setting for 10 months for students who are not certified school psychologists; students who are certified school psychologists may elect to complete the internship on a part-time basis (22.5 hours per week over two 10 month academic years). This training for competent professional functioning will include but not be limited to experiences in psycho-educational assessment and intervention. It may encompass direct and indirect service delivery as well as research and evaluation. Students will be expected to accept responsibility for major professional functions in the context of appropriate supervisory support both on-site and at the university. Students must complete and submit a portfolio and complete the Praxis examination prior to graduation. The internship will be supervised by the Graduate Center Internship Director. Students are expected to submit an Internship Proposal to the Graduate Center Internship Supervisor for approval by the School Psychology Faculty.
Please note that students admitted without a school psychology certificate must enroll for internship at both the Graduate Center (EPSY 89801, EPSY 89802) and Queens College (ECPSP 768, ECPSP 769) in their fifth year of study. Fifth-year students who have been raised to doctoral candidacy pay Level 3 tuition at the Graduate Center. In addition to Level 3 tuition, students without certificates must register and pay for ECPSP 768 and ECPSP 769 at Queens College. Graduates have been successful in obtaining internships, see the table below:

**Internship Placement - Table 1**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who sought or applied for internships*</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>3</td>
<td>11</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Students who obtained internships</td>
<td>5</td>
<td>83</td>
<td>7</td>
<td>11</td>
<td>100</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Students who obtained APA/CPA-accredited internships</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Students who obtained APPIC member internships that were not APA/CPA-accredited (if applicable)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (if applicable)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students who obtained internships conforming to CDSPC guidelines that were not APA/CPA-accredited (if applicable)</td>
<td>5</td>
<td>83</td>
<td>7</td>
<td>11</td>
<td>100</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Students who obtained other internships that were not APA/CPA-accredited (if applicable)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*This includes students that withdrew from the internship application process

**Internship Placement - Table 2**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students who obtained internships</td>
<td>5</td>
<td>83</td>
<td>7</td>
<td>11</td>
<td>100</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Students who obtained paid internships</td>
<td>5</td>
<td>100</td>
<td>7</td>
<td>11</td>
<td>100</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Students who obtained half-time internships* (if applicable)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Should only include students that applied for internship and are included in the number that "sought or applied for internship" from "Internship Placement - Table 1" for each year.

**Bilingual Extension.** Students with bilingual proficiency may complete coursework in Bilingual School Psychology, which leads to a School Psychology Certificate with Bilingual Extension. This requires two additional courses emphasizing bilingual and multicultural issues as well as a bilingual internship placement. Please note that this is an optional specialization and is not considered as part of the core sequence for the School Psychology Specialization. Students wishing more information about a bilingual extension should contact Professor Emilia Lopez, Director of the Bilingual Specialization at Queens College.

**Preparation of the Dissertation Topic.** After completing all required coursework and passing the Second Examinations, students begin the process of writing their dissertation. A full description of this process may be obtained from the Educational...
Psychology Program Office. The first step is to develop the dissertation topic in consultation with a faculty member who will serve as the chair of the Dissertation Committee. This Dissertation Committee consists of three members; the chair, and two other faculty, at least one of whom must be a member of the Educational Psychology Program. The completed topic description and the proposed committee members are then submitted to the Executive Committee for approval. See the Student Guidelines, Fall 2010, pp. 11-12 for additional information.

**Dissertation Proposal.** After a dissertation topic has been approved by the Executive Committee, the student prepares the Dissertation Proposal in which the theoretical rationale, the design, and the justification for the study are explicitly stated; the proposal is presented, with the concurrence of the three members of the dissertation committee, to an ad hoc meeting of the Educational Psychology faculty and students at the Dissertation Proposal Seminar. Copies of the proposal must be distributed to faculty and students of the program through the program office no later than two weeks prior to the seminar date. An approved Dissertation Proposal is required prior to beginning the doctoral Internship. No student may begin Internship unless the Dissertation Committee has approved the Proposal.

The Dissertation Proposal Seminar will be chaired by the student's dissertation committee chair. Following the presentation seminar, the dissertation committee and faculty will meet to judge the proposal, and the faculty will vote whether to accept with or without changes, or to reject the proposal. If the proposal is rejected by the faculty, the following appeal procedure is followed:

Students who fail the presentation of the dissertation proposal have the right to appeal the decision. The appeal process follows.

a. The Executive Officer will seek the recommendation of the student's dissertation committee. If the sponsor and one other member agree to support the appeal, the Executive Officer will forward the proposal to three scholars in the appropriate academic area. These scholars will be eminent in their field and cannot be personal acquaintances of either the student or the committee members. The Executive Officer will select these readers after consulting with the sponsor, as well as with a faculty member who voted to disapprove the dissertation proposal.

b. A form will be sent with the proposal that lists criteria to be considered when evaluating the document.

c. These readers will be financially compensated for their services by the Graduate School.

d. The recommendations of the readers will be presented to the faculty members of the Executive Committee during the Executive Session; that body will render the final decision on the appeal.
Oral Defense of the Dissertation. When the dissertation study is complete and the final draft of the document is approved by the three members of the dissertation committee, the oral defense may be scheduled. The Executive Officer will, in consultation with the dissertation committee, appoint two outside readers. An outside reader is a qualified scholar who did not serve on the committee. The outside readers are given three weeks to prepare their reactions to the dissertation, which are then discussed at the oral defense in addition to the reactions of the committee. The student's oral defense takes place before the sponsoring committee and outside readers. A student must submit the completed dissertation to the Graduate School by the end of April in order to graduate in June.

Administrative Policies and Procedures

Registration. Registration materials are emailed to students from the Registrar prior to the start of each semester. Students who do not receive their registration materials for the new semester before the end of the previous semester are responsible for notifying the Registrar. Students must obtain approval of their course selection and their PIN number from their advisor before registering for courses each semester. Students must notify their advisor prior to any intended change in their course load during a semester. Students continue to register each semester, even after coursework is completed, until they graduate.

Students are classified for registration and tuition purposes according to three levels defined as follows:

(a) First Level: First 45 credits of graduate work, fully earned and evaluated.
(b) Second Level: From the semester following completion of 45 credits, fully earned and evaluated, to advancement to candidacy (completion of required course work and successful completion of second examinations.)
(c) Third Level: From the semester following advancement to candidacy. The grade of incomplete is not counted in determining advancement to Levels II and III.

Students may register as Level III "Maintaining Matriculation" status only when advanced to candidacy. After advancing to candidacy, students register for EPSY 90000 each semester until finishing the dissertation.

Full-Time Status. Students admitted without a school psychology certificate are enrolled on a full-time basis from the beginning of their tenure in the program. Full-time status is defined as taking any combination of credits or weighted instructional units totaling 7 or more.

Students admitted with a certificate may attend the program on a full-time or part-time basis. Full-time status is defined as taking any combination of credits or weighted instructional units totaling 7 or more. Part-time status is defined as any combination of credits and weighted instructional units totaling less than seven.
**Auditing Policy.** It is the instructor's prerogative to allow auditors in a course; permission to audit must be secured during the registration period from the instructor. Auditing a course is defined as attending all classes as well as completing all class readings and assignments but not receiving credit for the course. Individual instructors may add additional requirements.

**Incompletes.** A student who finds it necessary to take an Incomplete for coursework must obtain prior approval from the course instructor. The student is to inform the instructor in writing of a date for completion of course requirements mutually agreed upon by the student and the instructor. It is the student's responsibility to inform the advisor of any pending Incompletes. Students are not permitted to request or carry more than two Incompletes at any time during their matriculation. Students should be aware of the Graduate School policy that Incompletes must be resolved within the next two semesters after the course is taken; after that time the Incomplete is permanent. An Incomplete carried beyond one semester is counted as part of the student's course load the next semester and may also result in the student being placed on Probation.

**Faculty Review of Student's Progress.** At the end of the Fall and the Spring semesters the faculty meets for the purpose of reviewing all students' progress in the specialization. Following each review, each student receives a written notification of the faculty's assessment of progress. Two general categories are used to report student progress: Satisfactory indicates that the student has met requirements on schedule and has maintained an approved level of performance (i.e., at least a B average). Unsatisfactory means that a student has not maintained satisfactory progress, through having one or more Incompletes carried beyond a semester, or by failing to maintain an acceptable grade-point average of 3.0, or by not passing First or Second Examinations in a timely fashion, or by not making satisfactory progress with respect to dissertation research. Students given an unsatisfactory rating may be placed on Probation. Students placed on probation, will be required to satisfy all deficiencies within a given time period. Failure to do so may result in the loss of matriculation status.

**Course Changes.** A student wishing to withdraw from a course without penalty must do so before approximately the end of the third week of the semester (see current Announcement of Courses for exact date). Similarly, course changes must be effected within the same time. Both course withdrawal and course changes need the approval of the Executive Officer.

**Leaves of Absence.** A student may petition in writing to the Executive Committee for a leave of absence. Typically, requests for leaves of absence will be granted for up to two (2) semesters. In exceptional cases, the student may be granted a maximum of four (4) semesters of leave during his/her entire period of matriculation. This period of authorized leave is not included within the time limit for completion of degree requirements. A student should request the leave during the semester preceding the anticipated leave. Students have until the day before the semester begins to submit the request if the leave is requested for the current semester.
Advancement to Candidacy. The student is Advanced to Candidacy when all coursework is completed and the second examinations have been passed. Upon advancement to candidacy, a student is eligible to apply for the Master of Philosophy Degree. A notice of advancement, along with an application for degree form for the Master of Philosophy degree will be forwarded to you by the Registrar. If you do not receive this application form, contact the Registrar directly at 212-817-7500.

Time Extensions. In accordance with Graduate School regulations students have eight years to complete requirements for their degrees, or seven years if 30 or more transfer credits have been accepted for the student's program. Students who desire time extensions after the eight years are granted them for exceptional circumstances, and then only if the student has already had the dissertation proposal approved by the Educational Psychology faculty at the Dissertation Seminar.

Attrition. Between years 2005-2006 to 2011-2012, of the 45 students enrolled, 11 (24%) students have withdrawn from the Specialization in School Psychology. Various reasons account for why students withdrew including health problems, transfer to another subspeciality within Educational Psychology, or to a different specialty, and personal reasons such as they took fulltime jobs as school psychologists, married, had children, etc.

The following table provides information regarding attrition by cohort.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students for whom this is the year of first enrollment (i.e. new students)</td>
<td>9 6</td>
<td>7 6</td>
<td>5 6</td>
<td>6 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students whose doctoral degrees were conferred on their transcripts</td>
<td>4 44</td>
<td>2 33</td>
<td>1 14</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Students still enrolled in program</td>
<td>4 44</td>
<td>4 67</td>
<td>5 71</td>
<td>5 83</td>
<td>4 80</td>
<td>2 33</td>
<td>3 50</td>
</tr>
<tr>
<td>Students no longer enrolled for any reason other than conferral of doctoral degree</td>
<td>1 11</td>
<td>0 0</td>
<td>1 14</td>
<td>1 17</td>
<td>1 20</td>
<td>4 67</td>
<td>3 50</td>
</tr>
</tbody>
</table>

* Percentages have been rounded

Student Representation. Students are represented by delegates to various committees of the Educational Psychology Program as well as to committees at the Graduate School level. Two program delegates attend the monthly Educational Psychology Executive Committee meeting; they are elected in September for that calendar year. Two school psychology students also serve on the School Psychology
Self-Assessment and Quality Enhancement Committee. The Doctoral Student's Council (DSC) and the Graduate Council are University-level organizations that represent students' interests. The names of student delegates to these groups are available from the program office. Students having procedural or technical concerns about Program/University matters should contact the appropriate delegate(s).

**Appeals.** The School Psychology Specialization follows the Graduate School regulations for disputes and appeals concerning grades and program procedures, as outlined in the Graduate School Student Handbook, Appeal Policies and Procedures. Students wishing to initiate an appeal should first inform the Executive Officer of such in writing and/or in person.

**Ethical Compliance.** Students in the School Psychological Specialization are expected to comply with the American Psychological Association’s (APA) Ethical Principles of Psychologists and Code of Conduct. Violation of the APA Ethical code may result in dismissal from the specialization.

### Application and Procedures

**Admission Requirements.** Applicants for admission to the Graduate Center-Queens College School Psychology Specialization will be required to meet the general requirements for matriculation for the Ph.D. degree in Educational Psychology.

Individuals may apply to the program with a Bachelor's degree, a Master's degree in a field other than school psychology, or a Master's degree and certification in the area of school psychology from an accredited college or university. All candidates for matriculation are expected to have completed a course in each of the following nine areas of Psychology and Education within the last ten years: General Psychology, Statistics in Psychology and Education, Psychological Testing, Experimental Psychology, Abnormal Psychology, Physiological Psychology, Principles and Problems of Education, Developmental Psychology, and Curriculum and Methods of Teaching Reading.

**Admission Procedures.** Applications are completed online at: http://www.gc.cuny.edu/admin_offices/admissions/index.htm

In addition to admission materials provided by the admission office, non-certified school psychology students must also complete the Supplemental School Psychology Application located in Appendix I.

Applicants are admitted once a year in the Fall of the academic year. The deadline for application to the School Psychology Specialization is January 15. The application and all supporting materials must be received by the Graduate Center no later than January 15.

All application materials should be addressed to the Admissions Office as listed earlier.
Telephone inquires may be made by calling Ms. Rhonda Palant, Assistant Program Officer of the Ph.D. Program in Educational Psychology, at (212) 817-8285.

Admission to the Graduate Center-Queens College School Psychology Specialization is made on a competitive, non-discriminatory basis, without regard to sex, race, age or disability.

Selection Process and Notification. When all the required materials are received by the Admissions Office, the applicant’s file is reviewed by a committee of faculty of the Integrated Graduate Center-Queens College School Psychology Specialization. Qualified applicants will be interviewed. Accepted School Psychology applicants will receive two letters of acceptance:

1. A letter from the Director of Admissions of The Graduate Center indicating acceptance into the Ph.D. Program in Educational Psychology.
2. A letter from the Executive Officer of the Ph.D. Program in Educational Psychology specifying acceptance into the Graduate Center-Queens College School Psychology Specialization. This letter will indicate if any required prerequisite courses are to be taken and the date required for completion of the courses.

Transfer Credits. The transfer of credits from other institutions and programs must be consistent with the defined goals of the specialization in Educational Psychology, and should be limited to courses of the same type and quality as would be taken in the Educational Psychology Doctoral Program at the City University, had the student not taken the course elsewhere.

Transfer credits will be awarded by the student's advisor with the consent of the Executive Officer. The request for transfer credits must be initiated by the student. When requesting transfer credits, a student must present in writing to the advisor: the names, course numbers, grades, and institutions where the credits were earned, as well as a course description and transcript showing that the credits have been earned. The student may apply to her/his advisor at the end of the first semester for processing of transfer credits. Requests for advanced standing for more than nine credits must be approved by the Executive Committee.
Program Cost

The following table provides information regarding program costs for the 2012-2013 1st year cohort.

<table>
<thead>
<tr>
<th>Description</th>
<th>2012-2013 1st-year Cohort Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for full-time students (in-state)</td>
<td>$3,885 per semester (7 or more credits)</td>
</tr>
<tr>
<td>Tuition for full-time students (out-of-state)</td>
<td>$755 per credit</td>
</tr>
<tr>
<td>Tuition per credit hour for part-time students (if applicable)</td>
<td>$440 per credit</td>
</tr>
<tr>
<td>University/institution fees or costs</td>
<td>Fees</td>
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<td></td>
<td>Student Activity - $41.60</td>
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<td>Technology - $100</td>
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<td></td>
<td>(Full-time per semester)</td>
</tr>
<tr>
<td></td>
<td>$50 (Part-time semester)</td>
</tr>
<tr>
<td></td>
<td>University Consolidated Fee - $15</td>
</tr>
<tr>
<td>Additional estimated fees or costs to students (e.g. books, travel, etc.)</td>
<td>Other Cost of Attendance</td>
</tr>
<tr>
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<td>Books and Supplies (Academic Year) $1,179</td>
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<td>Housing (including rent/utilities - Academic Year)</td>
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<td>$14,850</td>
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<td>Food (Academic Year) $3,000</td>
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<td>Transportation (Academic Year) $986</td>
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<tr>
<td></td>
<td>Personal (Academic Year) $5,031</td>
</tr>
</tbody>
</table>

Statement of Nondiscrimination. The Graduate School is an equal opportunity and affirmative action institution and does not discriminate on the basis of age, gender, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, veteran status, or marital status in its student admissions, employment, access to programs, and administration of educational policies. Ms. Edith Rivera is the Affirmative Action Officer of the Graduate School. Her office is located in Room 7301.05; Telephone: 212-817-7410.

Services for Students with Disabilities. It is the policy of the program and the Graduate School to make appropriate academic accommodations needed by students with disabilities. The Graduate Center is a barrier-free building. Adaptive equipment and computer software are available at the Graduate Center for the use of students with visual and hearing impairments. The Graduate School provides readers, sign-language interpreters, notetakers, scribes, and other auxiliary services as needed. Contact Ms. Sharon Lerner in the Office of Student Affairs for additional information about these and
other facilities and services available to students with disabilities (Room 7301.02) or at 212-817-7413.
Appendix A
Faculty Publications (since 2000)

Core Program Faculty

Fish, Marian C.
White, M.A., Fish, M.C., & Fisherkerl, J. (submitted for publication). Smart girls, smart choices: The women's guide to selecting a college.


**Homer, Bruce L.**


Rindskopf, David.


Tryon, Georgiana.


**Verkuilen, Jay.**

Munck, Gerardo L. and Jay Verkuilen (2002). “Measuring Democracy: Evaluating Alternate Indices” (with discussion), *Comparative Political Studies, 35*(1), 5-57. [This article has been translated into Spanish and Portuguese and republished in journals in those languages.]


Kittredge, Audrey, Gary Dell, Jay Verkuilen, & Myrna Schwartz. (in press) “Where is the effect of frequency in word production? Insights from aphasic picture naming errors”, *Cognitive Neuroscience*.


**Associated Graduate School Faculty**

**Ehri, Linnea.**


Castiglioni-Spalten, M., & Ehri, L. (2003). Phonemic awareness instruction:


**Goh, David.**


Johnson, Helen


Johnson, H.L. & Lew, J. Learning to talk: Reflections on the faculty seminar. M.F. Holzer & S. Noppe-Brandon (Eds.). Community in the making: Lincoln Center Institute, the arts, and teacher education. (pp. 77-86). Teachers College Press.


Johnson, H.L., & Alkins, K. A developmental perspective on preparing culturally competent teachers, in revision, Teacher Education and Practice.
Lopez, Emilia.


Ross, Roslyn.
Contributors to the Program

Bhattacharya, Alpana.

Jeltova, Ida.
Conceptions of Giftedness. UK: Cambridge University Press.
Appendix B

Dissertation Topics of School Psychology Graduates since 2002


Hatfield, T. (2011). Use of an interspersal technique to enhance work completion rates, on-task behavior and accuracy on independent math assignments.


Cavanaugh-Todd, J. M. (2010). Does temperament relate to sensory processing styles in 3- to 5-year-old preschoolers with disabilities.


Maniago, E. B. (2010). Do coping behaviors moderate the adjustment of elementary school children who are victimized by relational aggression?


Steinke, D. P. (2010). The relationship of self-concept and academic engagement to each other and to school outcomes of students with disabilities.

Tumbarello, N. M. (2010). Grandmother support, family functioning, and parenting stress in families with a child with a disability.

Benhar, M. (2009). Does a course in classroom management affect teachers' self-perceived efficacy in classroom management?


Kert, A. (2008). The impact of the word bully and providing the definition of bullying on the reported rated of bullying behavior.


Dalal, S. (2007). Disruptive behavior disorders and emotional intelligence: A
correlational study

Livantis, A. (2007). The reliability and validity of the adolescent nervios scale


