



University at Buffalo

Department of Counseling, School
and Educational Psychology

Graduate School of Education



2026-2027 HANDBOOK

School Psychology MA/AC Program

Graduate School of Education

University at Buffalo

State University of New York

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student's responsibility to be aware of and comply with all policies, procedures and deadlines. The Counseling, School and Educational Psychology Department reserves the right to amend, alter, and update the policies, procedures, or other information provided in this handbook as needed. Changes, revisions, and amendments to the material in this handbook will be published on the Counseling, School and Educational Department website and in future editions of the handbook.

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Mission

With a focus on local-to-global impact, the **Graduate School of Education (GSE)** is an inclusive community engaged in ground-breaking research and teaching across education, human development and information science that improves educational, social and economic opportunities for individuals and communities.

Within the GSE, **The Department of Counseling, School and Educational Psychology** is an interdisciplinary and collaborative department operating within a community-based, scientist-practitioner methodology. In this model, we produce cutting-edge research that informs students, scholars, and practitioners to build upon the strengths of diverse populations. As scientist-practitioners, we educate students in mental health, rehabilitation, and school counseling as well as counseling psychology, school psychology, and educational data science for evidence-based policy and practice. Through an equity, diversity, justice, and inclusion (EDJI) infused framework, our teaching, research, and service has an impact at local, state, national, and international levels.

Welcome

Our program follows the practitioner-scientist model of training, is approved by the National Association of School Psychologists (NASP), and provides comprehensive experiences in the following areas, aligning to NASP: <https://www.nasponline.org/standards-and-certification/nasp-practice-model/about-the-nasp-practice-model> (NASP, 2024).



The program integrates theoretical instruction, empirical research, and hands-on field experiences. It requires three years of full-time enrollment. Upon successful completion, graduates are eligible for initial certification through the New York State Education Department's Bureau of Certification.

Overview of the Graduate Program

University Graduate School

<https://www.buffalo.edu/grad/explore/about/dean.html>

All graduate degrees at UB are awarded through the University Graduate School, located at 408 Capen Hall, phone 716-645-2939 (distinct from the Graduate School of Education).

Graduate School of Education (GSE)

<http://ed.buffalo.edu/about/directory/staff.html>

The Department of Counseling, School, and Educational Psychology is part of the Graduate School of Education (GSE). The three other departments that comprise the GSE are Educational Leadership and Policy (ELP), Learning and Instruction (LAI), and Information Science (IS). The GSE Dean's Office is located 1st Floor Foster Hall (phone 716-645- 6640).

Name	Title	Contact Information
Suzanne Rosenblith, PhD	Dean of the Graduate School of Education; Professor	110 Foster Hall (716) 645-6640 rosenbli@buffalo.edu
X. Christine Wang, PhD	Senior Associate Dean for Interdisciplinary Research; Professor	348 Foster Hall (716) 645-2379 wangxc@buffalo.edu
Nathan Daun-Barnett, PhD	Associate Dean for Student Affairs; Associate Professor	218 Foster Hall (716) 645-1096 nbarnett@buffalo.edu

Sam Abramovich, PhD	Associate Dean for Academic Affairs; Professor	335 Foster Hall (716) 645-3147 samuelab@buffalo.edu
Fenice Boyd, PhD	Senior Associate Dean, Faculty Affairs and Equity, Diversity, Justice and Inclusion; Professor	303B Foster Hall (716) 645-4074 fboyd@buffalo.edu

Department of Counseling School & Educational Psychology

<https://ed.buffalo.edu/current-students/csep-students.html>

Department Leadership (CSEP)		
Name	Title	Contact Information
Sandro Sodano, PhD	Department Chair; Associate Professor	244 Foster Hall (716) 645-1131 smsodano@buffalo.edu
Michele Shanahan, PhD	Associate Department Chair; Clinical Professor	240 Foster Hall (716) 645-1109 meshady@buffalo.edu
Department Staff (CSEP)		
Name	Title	Contact Information
Jennifer (Jen) Austin, PhD, CRC-CVE	Academic Advisor	241 Foster Hall (716) 645-1004 jhaustin@buffalo.edu
Jennifer (Jenn) Rosseland-Bates, EdM	Assistant to the Chair	239 Foster Hall (716) 645-1110 jmr1@buffalo.edu
LuAnn Zak	Office Assistant 2	242 Foster Hall (716) 645-2484 luannzak@buffalo.edu

Counseling, School and Educational Psychology Department Programs

The School Psychology MA/AC Program is one of the programs that comprise the Department of Counseling, School and Educational Psychology. Other programs include:

Degree Program	Program Director
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Applied Statistical Analysis – Advanced Graduate Certificate	Dr. Sunha Kim
Combined Counseling Psychology/School Psychology PhD	Dr. Wendy Guyker
Educational Data Science – Master of Science (MS)	Dr. Sunha Kim
Educational Data Science – Doctor of Philosophy (PhD)	Dr. Sunha Kim
Educational Psychology and Quantitative Methods – Master of Arts (MA)	Dr. Sunha Kim
Educational Psychology and Quantitative Methods PhD	Dr. Sunha Kim
Mental Health Counseling – Advanced Graduate Certificate	Dr. Amy Reynolds
Mental Health Counseling – Master of Science (MS)	Dr. Amy Reynolds
Rehabilitation Counseling – Advanced Certificate	Dr. Scott Sabella
Rehabilitation Counseling – Master of Science (MS)	Dr. Scott Sabella
School Counseling – Certificate of Advanced Study	Dr. Luis Tosado II
School Counseling – Master of Education (EdM)	Dr. Luis Tosado II
School Psychology – Master of Arts (MA) & Advanced Certificate	Dr. Rebecca Vujnovic

School Psychology Program (MAAC) Program

<https://ed.buffalo.edu/academics/masters/school-psych.html>

Program Personnel		
Rebecca Vujnovic, PhD	Program Director, Clinical Professor	261B Foster Hall (716) 645-1125 vujnovic@buffalo.edu
Catherine Cook Cottone, PhD	Professor	261D Foster Hall (716) 645-1128 cpcook@buffalo.edu
Myles Faith, PhD	Professor	261C Foster Hall (716) 645-1124 mfaith@buffalo.edu
Stephanie Fredrick, PhD	Associate Professor	161A Foster Hall (716) 645-1141 ssfredri@buffalo.edu
Amanda Nickerson, PhD	SUNY Distinguished Professor	161C Foster Hall (716) 645-3448 nickersa@buffalo.edu
Leigh Worral, PsyD	Clinical Coordinator	Touch Down Space (716) 645-2484 lcworral@buffalo.edu

Department Student Organizations

Graduate Student Association (GSA)

The Department's Graduate Student Association is a part of the University Graduate Student Association. Consequently, a prorated share of your fees is available to the Department Student Association. These fees are used for sponsoring colloquia, symposia, and other informal learning opportunities, for defraying costs of social events, and for securing needed educational materials for the use of students in the Department. The Department GSA operated based on a constitution, and officers are elected annually. One of the clubs assisted by the GSA is the CSEP-GSA (the department chapter). It is important to support this organization and get involved in its activities. With GSA support, CSEP students have many social and professional activities. In addition, CSEP-GSA usually conducts at least one professional or research program each year. Meetings of the organization are announced in classes, student listserv (email) or on the departmental bulletin board. In addition, the Department solicits from GSA nominations of students to serve on major committees in the Department in the Graduate School of Education. For example, a student sits in on all Departmental meetings, another serves on the GSE Executive Committee, and so on.

The Committee for Social Justice and Inclusion (CSJI)

The Committee for Social Justice and Inclusion (CSJI) is a CSEP student organization. The CSJI supports the CSEP department's mental health and school professionals in training to advocate for social justice and inclusion through education and outreach. Meetings in the form of workshops, training, and peer-to-peer discussions are offered monthly during fall and spring semesters. There are also opportunities for community service in the greater Buffalo community. In addition to providing support to peers, the CSJI also functions as a conduit for the expression of student concerns and feedback to faculty.

Alumni Association

GSE Alumni Association: <https://ed.buffalo.edu/alumni.html>

School Psychology Professional Organizations

National Association of School Psychologists (NASP)

NASPs mission is to empower school psychologists by advancing effective practices to improve students' learning, behavior, and mental health. For more information and to join NASP, please visit www.nasponline.org

New York Association of School Psychologists (NYASP)

NYASPs mission is to serve children, their families, and the school community by promoting psychological well-being, excellence in education, and sensitivity to diversity through best practices in school psychology. Join NYASP at <http://www.nyasp.org/>

Western New York Association of School Psychologists (WNYSAPA):

For more information go to: <http://wnyspa.net>

The School Psychology MAAC Degree

Program Goals and Objectives

The School Psychology MAAC program follows a practitioner-scientist model of training for the preparation of students who will practice as school psychologists. Congruent with the practitioner-scientist model, the program has identified four program goals and related objectives:

Goal 1: To train specialist-level school psychologists consistent with the practitioner-scientist model (i.e., to maintain a curriculum and training environment in which psychological science and service provision are integrated and firmly grounded on, and guided by, evidence-based practice).

Objectives:

- a. Students will be well-versed in the foundational psychological science knowledge areas including, but not limited to: (a) human development, (b) human learning, (c) principles of measurement, and (d) statistics.
- b. Students will demonstrate knowledge of, and competencies in, research-based methods and techniques of practice, and will understand the conceptual and research findings upon which such practices are based (i.e., evidence-based practice).
- c. Students will value and be capable of evaluation and conducting applied research such as, but not limited to, curriculum-based assessment, single subject design, responsiveness to intervention, ecological assessment, and functional-based assessment.

Goal 2: To provide students with in-depth training under supervised conditions in both the direct and indirect service models as articulated in the school psychology literature.

Objectives:

- a. Students will demonstrate conceptual understanding of the two predominant service models (indirect, direct) currently extant in school psychology.
- b. Students will demonstrate knowledge and appropriate application of theory and research pertinent to the direct service model in regard to (a) psychoeducational assessment, (b) behavioral interventions to address academic and social issues, and (c) individual and group counseling of school-age students.
- c. Students will demonstrate knowledge and appropriate application of theory and research pertinent to the indirect service model in regard to: (a) case- and consultee-centered consultation, (b) team-based support systems, and (c) systems-level consultation.
- d. Students will acquire and demonstrate competence in direct and indirect service provision via practica experiences that include close, individual supervision by Program faculty and on-site supervisors in the areas of (a) psychoeducational and behavioral assessment; (b) school-based consultation services; and (c) school-based individual and group interventions.

Goal 3: To train students to provide school psychological services in the context of a multicultural, pluralistic society such that inter-individual differences and differences in culture, ethnicity, gender, socioeconomic status and sexual orientation are understood and respected.

Objectives:

- a. Students will demonstrate knowledge of inter-individual differences (e.g., temperament, learning abilities, personality attributes, and disability status) and knowledge of the influences of social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors on students' development and learning.
- b. Students will apply knowledge of such differences in their assessment, consultation, counseling and other professional work in order to ensure effective, equitable, and respectful school psychological services to all of their clients and other service recipients.

Goal 4: To facilitate students' professional identity development as school psychologists and foster strong commitments to ethical guidelines regarding both professional practice and research.

Objectives:

- a. Students will demonstrate knowledge of school psychology in terms of its historical development, traditional and emerging roles and functions, and its scope of research and practice.
- b. Students will demonstrate professional identities as school psychologists through their membership and participation in national and state organizations, and through their expressed professional goals.

- c. Students will demonstrate knowledge of, and adherence to, ethical and legal guidelines in all aspects of their professional work.

NASP Graduate Training Program Standards

The NASP standards are domains of competency that have been identified as prerequisite to the success of a new practitioner. NASP specifies 10 standards.

NASP Training Standards

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that

2.1 Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results

2.2 Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with

2.3 Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services

2.5 School-Wide Practices to Promote Learning

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and

2.6 Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis

2.7 Family-School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context, and facilitate family and school partnership/interactions with community agencies for

2.8 Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10 Legal, Ethical and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and

Expectations for Student Psychology Students

Professional Ethics

The NASP Principles for Professional Ethics (NASP, 2020), is available on the UB:Learns Program page. This document outlines the standards for ethical conduct and professional behavior expected of school psychologists. These principles serve as a foundation for responsible and ethical practice within the field. All students are expected to engage in ethical behaviors in accordance with the NASP Principles for Professional Ethics.

https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf

Professional Behaviors

It is expected that school psychology student will demonstrate professional behaviors, including maturity, independence, conscientiousness, cooperation with others, interpersonal skills, integrity, ethical behavior, sensitivity to others' life circumstances and cultural differences, and the ability to control one's personal stress, emotional disorder or reactions that might interfere with functioning as a competent, entry-level professional in a training or internship setting. This aspect of student performance prior to and during practica, as well as during internship, as well as involvement in other relevant professional activities (including interactions with faculty and other students), will be evaluated regularly, and will contribute significant information to the assessment of each student's progress toward the successful completion of the program.

It is expected that students will demonstrate appropriate levels of performance in relation to clients, supervisors, and other professionals in their clinical placements that are acceptable to the agency professional personnel, and the Department faculty and staff.

Email and Communication Guidelines

Upon entering the program, all students are required to obtain and activate their UB email accounts (username@buffalo.edu). Email accounts are activated by acquiring your UB ID and following the instructions provided by Computing and Information Technology (CIT): <http://ubit.buffalo.edu/students/>. Specific information about your UB username and password will be sent by the GSE Admissions Office.

Students are expected to check their UB email regularly, as it is the primary method of communication for program announcements, deadlines, policy updates, internship and job opportunities, and other important information. In most cases, email will be the only method used for official communication. Additional announcements may occasionally be posted outside the CSEP Department Office (409 Baldy Hall).

Professional Communication Standards

All communication with faculty, staff, professionals, and peers must be respectful and professional. This includes appropriate tone, grammar, spelling, and addressing individuals formally. Allow sufficient time for responses.

Confidentiality Policy

Students are **not permitted** to use UB email or personal email accounts for **any** communication related to confidential practicum matters. All communication involving confidential, district-level, or student-level information **must comply with district policies** and be conducted using district-issued email accounts.

Student/Professional File

Each student is responsible for creating and maintaining a Personal Student/Professional File. This file is separate from the departmental file and is solely the student's responsibility.

Each student's personal file should include copies of transcripts, portfolio review letters, **all practicum and internship forms** (including hours and supervisors signatures), PRAXIS, and CITI scores, course syllabi, and any other relevant records. Faculty members are not responsible for making or providing these copies.

Please note that these documents are **TYPICALLY** required when students move and are seeking certification in other states, for proof of program, proof of internship in a school and to document eligibility of state level benefits/pay and are therefore, it is each student's responsibility to have in their **own personal files**.

The School Psychology Degree Requirements

Academic and Research Advisement

Each student studies under the *academic faculty advisement* of the School Psychology Program Director for the entirety of the program. Accordingly, all coursework, internship, and certification questions should be asked of the School Psychology Program Director. Each year, the student will be notified regarding the specific due date for the annual portfolio review. The School Psychology faculty assesses yearly progress during the portfolio review meeting. The School Psychology faculty will conduct a formal review of the Program Portfolio on that date (refer to the Program Portfolio section of this Handbook). Each student will receive a letter reporting annual progress following the faculty portfolio review.

Full-Time Study Expected

All students are required to be enrolled full-time, taking all the courses listed for each semester they are enrolled in the program in the exact sequence indicated in this handbook. There are no variations permitted unless done so under the auspices of a probation contract or other formal document. Please note, the semester workload is a full-time workload. Enrolling in the program is a marker of the student's commitment to the program and must be a student's first priority. If a student's responsibilities and distresses outside of the program interfere with academic or professional performance within program courses and duties, the program faculty may ask the student to request a leave of absence, or the student may be discontinued from the program. In addition, if a student feels that they can no longer commit to the program as a priority, they are required to request a meeting with the director of the program to formally arrange a leave of absence or to withdraw from the program.

Curriculum Plan

Consistent with the practitioner-scientist philosophy of training, the UB Program Goals and Objectives, and the NASP Standards, the required course sequence provides knowledge, educational opportunities, supervised experiences, and integrated practica/internship placements that result in training that is sequential, cumulative, and graded in complexity.

Program Schedule
Year 1 FALL: Semester 1 (12 credits)
CEP 590 Psychology Measurement and Intellectual Assessment (3) CEP 640 Perspectives in School Psychology (3) CEP 653 Foundations of Counseling Theories (3) CEP 656 Collaboration for School Safety (3)
YEAR 1 SPRING: Semester 2 (12 credits)
CEP 551 School-wide Practices for Diverse Learners (3) CEP 592 Psychological Assessment of Children and Adolescents (3) CEP 692 Specialized Counseling Techniques for Children & Adolescents (3) CEP 644 Counseling with Children and Adolescents (3)
SUMMER BETWEEN YEAR 1 & YEAR 2 (6 credits)
CEP 634 Multicultural Counseling (3) CEP 541 Human Growth & Development (3)
YEAR 2 FALL: Semester 3 (12 credits)
CEP 522 Statistical Methods I (3) CEP 593B Practicum in School Psychology (3) CEP 695 Psychopathology (3) CEP 650 Behavioral Therapy w/ Children and Adolescents (3)
YEAR 2 SPRING: Semester 4 (12 credits)
CEP 593B Practicum in School Psychology (3) CEP 664-SP Process of Consultation (3) CEP 694 Interventions to Develop Academic Skills (3) CEP 572 Research and Evaluation Applications in School Psychology
YEAR 3 FALL & SPRING: Semester 5 & 6 (6 credits total, 3 each semester)

CEP 699 Internship in School Psychology (3) & CEP 699 Internship in School Psychology (3)
Total credit hours - 60

Course Management System

Courses are supported through Brightspace, accessible via UB:Learns. Once your UB credentials are activated, you can access program information pages and courses (by 9am on the first day of the semester) at: <https://ublearns.buffalo.edu/index.html>

Assessment Class Fees

Please note that **assessment fees and test kits associated with this course are added to the UB tuition**. The School Psychology program maintains an extensive assessment library. Due to the high cost and security requirements of psychological and educational testing materials, **only the library coordinator and the assessment course instructor have direct access** to the library. As part of their training, students are required to sign out assessment kits. Once signed out, **students are fully responsible for the security, care, and return of the materials**. If a kit is damaged or any components are lost, **the student who signed it out is responsible for the full replacement cost**. Additionally, students have an **ethical obligation** to ensure that all test materials remain secure and are **not shared with non-professionals**. Any intentional breach of test security—including sharing manuals, test items, or responses—**will result in expulsion from the program**. This responsibility, along with proper handling procedures, will be discussed further during class.

As testing companies increasingly adopt technology for test administration, students may benefit from having access to iPads for practice administration. While the department has iPads available for student use, access will be limited to class time and scheduled assessment practice sessions.

Assessment Materials and Test Security

Assessment kits contain standardized psychological and educational assessment materials that may be protected by publisher copyright, professional standards, test-security requirements, and/or other restrictions on reproduction or disclosure.

Students are responsible for maintaining the security and confidentiality of assessment materials. Students are not permitted to:

- Photocopy, photograph, scan, reproduce, distribute, post, upload, or otherwise disseminate secure test materials, protocols, stimulus materials, scoring materials, or other restricted

assessment content except when specifically authorized for educational or professional purposes.

- Share assessment protocols, test questions, stimulus materials, scoring keys, manuals, or other secure materials with individuals who are not authorized to access them.
- Upload secure assessment materials to personal cloud storage, social media, public websites, generative artificial intelligence tools, or other unauthorized platforms.
- Use assessment materials for purposes other than those authorized by the course

Additionally, students must follow all additional test-security procedures established by the assessment publisher.

Account Security and Technology Use

Department-issued iPads and associated University accounts are University resources. Students must comply with applicable UB UBIT policies and security requirements when using these devices. UB's minimum security standards apply to University-owned desktops, laptops, mobile devices, and other endpoint devices and are intended to protect University data and systems.

Privacy and Monitoring

Students should not have an expectation of privacy when using University-owned technology or University information systems. University systems and devices may be subject to monitoring, logging, security controls, and other administrative or technical measures consistent with applicable University policies, law, and legitimate University purposes.

UB's endpoint security standards specifically provide that University-owned systems may include a notice that user activity may be monitored and that users should have no expectation of privacy.

This provision does not authorize CSEP faculty or staff to access or disclose information outside the scope permitted by University policy, applicable law, or legitimate University responsibilities. Students should use University technology with the understanding that information created, accessed, transmitted, or stored through University systems may be subject to applicable University records, security, legal, and disclosure requirements.

Checkout, Return, and Inspection of Materials

Assessment kits and department-issued iPads must be checked out and returned according to procedures established by CSEP.

A CSEP faculty or staff member must complete or oversee the check-in of assessment materials and technology. At the time of return, CSEP may verify that:

- The assessment kit and all materials have been returned.
- The iPad and associated accessories have been returned.
- Equipment is in substantially the same condition as when issued, allowing for normal wear and tear.
- No assessment materials, accessories, or other department property are missing.
- The device has been returned in accordance with applicable security and data-protection requirements.

Loss, Theft, or Damage

Students are responsible for taking reasonable precautions to protect department-issued assessment materials and technology from loss, theft, or damage.

Any loss, theft, damage, or suspected unauthorized access must be reported to CSEP as soon as possible. Depending on the circumstances, students may be responsible for costs associated with loss or damage to University property, consistent with applicable University policies and procedures.

Violations and Consequences

Failure to comply with this policy may result in one or more of the following, as appropriate:

- Loss or restriction of access to assessment kits or department-issued technology.
- Requirement to return equipment or assessment materials immediately.
- Remediation, retraining, or other educational requirements.
- Referral through the University's student conduct process.
- Academic or other consequences consistent with applicable University policies and procedures.
- Financial responsibility for University property when applicable under University policy.
- Referral to University Police or other appropriate authorities when conduct may violate applicable law.

Violations of University policies may be addressed through the University's established procedures. The UB Student Code of Conduct outlines students' rights and responsibilities and the standards of behavior expected of UB students.

Acknowledgment

By accepting an assessment kit or department-issued iPad, the student acknowledges responsibility for understanding and complying with this policy and with all applicable University at Buffalo and SUNY policies governing University property, technology, information security, confidentiality, and student conduct.

Students are encouraged to ask CSEP faculty or staff for clarification before using assessment materials or University technology in a manner that may be inconsistent with this policy.

Transferring and Waiving Credits

If a student would like previous *graduate* work at another institution to be considered for transfer credits, they must contact the instructor/professor teaching the class for which they would like the transfer credits to be considered. They must provide that instructor/professor with a syllabus from the course they completed at the previous institution. If the instructor/professor at University at Buffalo approves the course, they will write a memo to the director of the SP program indicating the approval. The student must then provide the director with a copy of the syllabus and the approval memo. The director will then review the student's transcript to be sure that the student received a grade of a full B or better. If a waiver is approved, the director will save a note to the student's file. If a transfer is supported, formal transfer paperwork can be completed and submitted to the Graduate School with the assistance of the CSEP Academic Advisor. Note, graduate credit for the course must have been earned within 10 years of the start of your program or a Historical Coursework Petition is also required. Please note, given the rigor of the coursework required for the program, approval does not frequently occur. Transfer forms can be found at: <http://grad.buffalo.edu/content/dam/grad/study/pet-transfer.pdf>.

Some students may have taken the course content covered by a particular course (e.g., CEP 522: Statistical Methods Inference I). It is important to note that for both transfer and waived credits, no more than 30% of a master's program may be comprised of credits from another graduate program (see Graduate School of Education: Policies and Procedures). For example, the policy states that if you are in a 60-credit hour program you may only transfer up to 18-credits into the program of study. Students must get permission from the instructor (in writing) for the potentially waived or transferred course. To do this, the student must:

1. Send an email request to the instructor of the course with the syllabus of the course believed to cover the course content.
 - i. The instructor of the course reviews the syllabus.
 - ii. The course instructor may wish to conduct additional evaluation of student skills to assure mastery of course material. This is particularly relevant to the courses in the assessment sequence.
 - iii. The instructor may or may not approve the course.

2. If the instructor deems the course appropriate, the student must then forward (a) the instructor's approval email, (b) the syllabus, and (c) a transcript showing a passing grade of B or better to the program director.
3. If the course is approved, the program director will place a memo in the student eFile with the approval documents attached.
4. The credits hour for waived must be made up through additional coursework (see options below). Failure to do this may result in compromised eligibility for graduation or an extension of coursework to correct appropriate credit hour load.
5. If the course is not approved, the student must register and take the required program coursework.

Additional Coursework

Students interested in taking additional coursework are encouraged to do that during the summer. The coursework sequence required for the SP MA/AC program of study is complete and includes all that is required to be an effective school psychologist.

School Psychology Degree Completion (Milestones)

General Degree Requirements

The various degree programs in GSE involve a number of general requirements of which the student should be aware. More specific requirements are listed in the section of this Handbook dealing with the degree the student is pursuing. Students in the program must abide by the Graduate School policies found at: <http://grad.buffalo.edu/succeed/current-students/policy-library.html>.

Continuous Registration

All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters prior to graduation) in order to retain their status in a degree program. Students who have a valid reason for not registering for a given semester must apply for a leave of absence by submitted a petition to the Graduate School signed by the student, faculty advisor, and Department Chair. Contact the Counseling, School and Educational Psychology Academic Advisor for assistance with the petition. This petition must be submitted and approved prior to the end of the semester the student is taking the leave of absence. The leave of absence is only valid for the period of time specified, and normally granted for a maximum of one year, unless there are extenuating

circumstances. Students who fail to maintain continuous registration without a valid leave of absence approved by the Graduate School will be automatically discontinued from the School Psychology MA/AC Program and will need to petition to the program if they wish to resume working toward the degree. If the student is approved to return, there will be a \$350.00 reactivation fee required to be paid by the student before the student is able to enroll for courses. Former students who have not been enrolled in the program for five or more years will need to reapply.

Course Completion

Students must satisfactorily complete all courses required for the degree on which they are working.

Time Limit to Complete Degree

MA students are required to complete their degree within four years from date of matriculation. A petition must be submitted to the Graduate School if an extension to the time limit to complete the degree is needed. Such requests, if granted, usually come with additional requirements. The petition is found at: <https://grad.buffalo.edu/content/dam/grad/study/pet-extension.pdf>.

Graduation Requirements

In order to graduate, the following must be complete and in appropriate offices by specified deadlines: <https://grad.buffalo.edu/succeed/graduate/requirements.html>.

- The student must apply for graduation in HUB by specified Graduate School deadlines: Spring graduation (June 1) deadline is February 22; Summer graduation (August 31) deadline is July 15; and Fall graduation (February 1) deadline is October 15. The department deadline is at least one week in advance of the deadline.
- All milestones for the program must be complete in the student's academic advising report (AAR).
- Original transcripts from undergraduate and graduate universities other than UB must be received by the GSE Admissions Office.

Academic Review/Probation

Academic Standing, Probation, and Dismissal Policy

Any graduate student who receives a grade of ‘U,’ ‘F,’ ‘D,’ or ‘C’ in any course, falls below the minimum academic requirements, or demonstrates insufficient clinical progress will undergo an immediate academic review. Clinical concerns may include, but are not limited to:

- A rating below **3** on any item of the practicum or internship evaluation form completed by a school-based supervisor
- Supervisor comments indicating concern about the student’s ability to fulfill the responsibilities of a school psychologist

Following this review, the program faculty will collaborate to determine appropriate next steps. Initial underperformance typically results in a Performance Improvement Plan (PIP). Failure to demonstrate sufficient progress on the PIP may lead to academic probation.

Academic Probation

GSE policy states that “all student grades are reviewed at the end of each fall and spring semester. If a student fails one or more classes in a specific semester and/or if their cumulative GPA falls below a 3.0, the student may be placed on academic probation.

Students on academic probation will receive a letter from the department outlining the terms of the probation and the requirements going forward. They will be required to meet with the Associate Chair and achieve a specific GPA during their next term. Additional requirements may be made specific to each student's case.

At the end of the subsequent semester, the students record will be reviewed again, and it will be determined if the student has met the terms of their probation letter. If they have, the student will be either taken off academic probation or the probation will continue until the student achieves a cumulative GPA of 3.0 or higher.

If the student does not meet the terms of their probation letter, the student may be academically dismissed from their graduate program. This determination will be done by the Chair.”

Academic Dismissal

Graduate students not meeting the written terms of their academic probation may be academically dismissed from the program by the director of graduate studies, chair of the department or graduate program director. Such dismissals shall be done in a timely fashion but no later than three weeks after the completion of the term. The Graduate School will be notified in writing of all such academic dismissals.

Graduate students who are dismissed for academic reasons from a graduate program will have a "GRD" (Graduate School) service indicator placed on their academic record to prevent future registration.

Additional can be found on the GSE website → Policies, Procedures, & Resources:
<https://ed.buffalo.edu/policies.graduate.html>

Program Specific Milestones

School Based Placement Experiences

All practica and internship placements are carefully monitored to ensure that sites are committed to high-quality training, provide adequate and appropriate supervision, and offer a broad range of educational experiences aligned with the UB Program Goals and Objectives and the NASP Standards. The School Psychology Clinical Coordinator is responsible for selecting and overseeing both sites and supervisors to maintain quality and uphold a best-practices training model.

Transportation

Students are responsible for securing their own transportation to practicum and internship sites. The program does not make placement decisions based on individual transportation needs. Instead, placements are arranged to support training goals and to accommodate the needs of partnering professionals and school districts. Field placements will be located within a 90-minute commute from UB, unless otherwise arranged in consultation with the student.

Eligibility Requirements

To begin a school-based practicum or internship, students must have successfully completed all prior coursework. Students with any outstanding **incompletes** will not be eligible to begin these placements. Completion of coursework provides assurance to faculty that the student is adequately prepared to meet the demands of school-based professional experiences.

NYS Reporting Procedures Related to Safety

University at Buffalo requires that all UB Practicum/Interns follow NYS guidance, in collaboration with school supervisors and personnel, for suicide prevention for school personnel. Per NYS Guidelines: "All school districts should have clear policies and protocols for what steps to take if a student verbalizes

suicidal ideation or attempts suicide. Schools should consider the need for trained school-employed mental health professionals and school crisis teams. Parents/guardians must always be contacted when signs of suicidal thinking and behavior are observed, and anytime a suicide risk assessment is conducted. However, child protective services should be contacted when child abuse or neglect are suspected, or the parent/guardian refuses to take the necessary actions to keep the child safe. All notifications must be documented. Parents/guardians can provide critical information in determining level of risk.” (NYSED, 2022, p.8). <https://www.nysed.gov/sites/default/files/programs/student-support-services/guide-for-suicide-prevention-for-school-personnel.pdf>

NYS guidance recommends, if possible, a risk assessment should be done by two team members (NYSED, 2022, p. 15). As such, UB students are required to complete risk assessments with a member of the school district personnel (i.e., supervising school psychologist, social worker, school counselor, or another member of the staff trained in risk assessment procedures) and students are required to document procedures using NYS Guidance. UB students are required to list a minimum of 2 personnel as those responsible for completing risk assessment and documentation. Parents/guardians must always be contacted when signs of suicidal thinking and behavior are observed, and anytime a suicide risk assessment is conducted. De-identified documentation of a threat assessment will be provided to UB, in addition to the school supervisor, for record-keeping and tracking purposes.

Should a student be completing fieldwork outside of NYS, they are advised to follow comparable state procedures but must still document a de-identified account of their interactions per best practices in the state of their future certification.

(1) Practica: Per NASP, practica is a the “completion of a sequence of supervised experiences that occurred prior to and exclusive of the internship is required. These experiences are typically conducted in laboratory or field-based settings and provide for the application of knowledge and specific skills” (NASP, 2024).

As students progress through the program, hands-on and fieldwork experiences are designed to provide increasing levels of responsibility and challenge. In the first year, fieldwork experiences are closely integrated with CEP 640 Perspectives in School Psychology, giving students the opportunity to gain practical experience working with students with assessment instruments.

In the second year, students are placed in two distinct school-based sites—one per semester—to ensure exposure to a variety of settings and student populations (e.g., a suburban elementary school in the fall

and an urban high school in the spring). Sites are selected to reflect diversity in age, geography, and ethnicity. Each placement must include a certified school psychologist as the on-site supervisor, who is responsible for providing a minimum of **two hours of individual supervision per week**. During the second-year practicum sequence, students are expected to complete **10–15 hours per week**, totaling approximately **200 clock hours per semester and a minimum of 400 hours across the year**. **Please note that students are expected to complete a minimum of 200 hours per semester and are not permitted to complete more hours in one semester to reduce the number of required hours in another semester.** Of these hours, at least **150 must involve direct service**, and **75 must involve formally scheduled supervision** (approximately two hours per week). All practicum hours must be logged and signed by both the on-site supervisor and the program director.

Supervision from UB faculty is provided through enrollment in **CEP 593: Practicum in School Psychology**. In addition, the UB Clinical Coordinator arranges placements and conducts **at least one on-site visit per semester** with both the student and the supervisor. Copies of all forms are provided via UB:Learns and several forms (i.e., contract and evaluations) will be completed using online systems.

Practicum Supervisors will all have access to the PRACTICA Handbook and video orientation. Please note: **practicum placements are educational experiences** and are not financially compensated.

(2) Internship: Per NASP, internship required the “successful completion of a 1,200-hour internship in school psychology, of which at least 600 hours must be in a school setting. The internship must be recognized through institutional (transcript) documentation” (NASP, 2024).

In alignment with these standards, students are expected to complete **35–40 hours per week**, accumulating **1,200 clock hours** of school-based internship experience over the course of the third year. A certified school psychologist must serve as the on-site supervisor and provide a minimum of **two hours per week of formally scheduled individual supervision**.

Throughout the internship, students will also receive university-based supervision through enrollment in **CEP 699: Internship in School Psychology**. The UB Clinical Coordinator conducts **at least one on-site or virtual meeting per semester** with each intern and their on-site supervisor (virtual meetings are arranged for interns placed outside the Western New York area).

All internship hours must be carefully documented in the student’s log and signed by both the on-site supervisor and the program director. Internship-related forms and documents are available via **UB:Learns**.

Internship Registration and Full-Time Status

Students must register for CEP 699 for 3 credit hours during each semester of the third year. Students who will need to be certified for full-time status, must complete a Certification of Full-Time Student Status form found at: <https://grad.buffalo.edu/content/dam/grad/study/cert-fts-masters.pdf>. This form allows students to be considered full-time at UB while being registered for less than 12 credit hours. This form can be used for loan application, loan deferral, immigration status and/or health insurance. If a student does not need this form for loan application, loan deferral, immigration status and/or health insurance, then the form is not required. It is important to note that the Certification of Full Time Status Form cannot be processed without the student and faculty advisor signature. Work with the CSEP Academic Advisor to complete and submit this form.

Practicum & Internship Evaluations

To be eligible for progression to the next school-based practicum (spring placement), internship placement, or graduation, students must demonstrate successful completion of their current practicum or internship experience in the preceding semester. **Successful completion** is defined as (1) completing all required hours; and (2) earning a rating of **3 or higher on all evaluation items** completed by the school-based supervisor. Students who do not receive a rating of 3 or higher on every item may not be permitted to advance to the next placement or complete the program. If any ratings below 3 are given, the program will contact the supervisor to gather additional information regarding the student's performance. This information will be reviewed by program faculty. Ratings below 3 will result in the development of a **Performance Improvement Plan (PIP)** to address areas of concern and support the student's progress. Failure to demonstrate progress in the subsequent semester school-based experience or new areas of concern identified under 3, will result in **academic probation**.

Applying to Doctoral Programs

In the late fall and early spring of the second year, some students may consider applying to doctoral programs—either at UB or at other institutions. The doctoral application cycle typically begins on **December 1st** and continues through **April 15th**, by which time all applicants must be notified of admission decisions. This timeline overlaps with the internship application process for the MAAC program. It is essential to understand the ethical responsibilities involved in accepting an internship placement. Once you verbally accept and then sign a contract for a MAAC internship, you have made a **significant professional commitment** to a school district—and the district, in turn, has committed to you. **It is unethical to accept or hold an internship placement while awaiting admission decisions from doctoral programs.** Doing so undermines trust between the program and partnering districts and

may negatively affect opportunities for future students. Therefore, **students applying to doctoral programs are not permitted to apply for MAAC internships** during the same cycle. This policy ensures fairness and maintains the integrity of our professional partnerships. Should you ultimately decide to remain enrolled in the MAAC program following the doctoral application cycle, contact the Clinical Coordinator for assistance in securing an internship.

Additional School Psychology Program Requirements

1. Student Portfolio

During Years 2 and 3 of the program, students are required to create and maintain a cumulative portfolio that documents their progress toward program completion. This portfolio must include a collection of artifacts demonstrating the competencies expected at the end of each respective academic year.

Portfolios must include professional documents, certifications, and evidence of learning aligned with the practice of school psychology. As part of this requirement, students are expected to collect and report outcome data that demonstrate their impact on student learning. These data must be submitted to UB as part of the portfolio evaluation.

Portfolio projects include the following key components:

- Psychoeducational Report
- Counseling Case Report
- Functional Behavior Assessment and Behavioral Intervention Plan (FBA/BIP)
- Academic Intervention Report

A satisfactory portfolio must be submitted by the designated due date, which will be communicated in advance and scheduled during finals week of the spring semester. To be considered satisfactory, all portfolio artifacts must receive scores of **3 or higher**. Failure to meet this standard by the due date will result in **academic probation**.

- **Year 2:** All second-year students must submit and pass their portfolio projects by **June 1** to be eligible for placement in the next academic year.
- **Year 3:** All third-year students must successfully complete their portfolio to be eligible for program completion and degree conferral.

2. School Psychology Praxis Exam

All students must successfully pass the Praxis exam, prior to graduation as part of their program requirements. It is strongly recommended that students take the exam in the summer following their second year. Per NASP, “The Praxis School Psychologist exam #5403 measures whether entry-level school psychologists have minimum acceptable competency (knowledge) for professional practice. The Praxis School Psychologist exam is required by numerous state education agencies to work as a school psychologist. This exam was first available in September, 2022. This version of the exam was designed to align with the NASP 2020 Professional Standards. On this version of the exam, NCSP applicants must achieve a *passing score of 155*” (NASP, 2024). Praxis information from NASP can be found here: <https://www.nasponline.org/standards-and-certification/national-certification/ncsp-eligibility>

Successful completion of the PRAXIS exam, with a passing score, is required for graduation, per our program and NASP. This multiple-choice exam assesses both content knowledge and applied skills across five categories:

- (a) Diagnosis and Fact Finding
- (b) Prevention and Intervention
- (c) Applied Psychological Foundations
- (d) Applied Educational Foundations
- (e) Ethical and Legal Considerations

For detailed information about the exam, including test dates and locations, please visit www.ets.org/praxis. When registering, be sure to use our school code: #2022.

3. CSE Chairperson Training

All students must complete CSE Chairperson Training prior to graduation as part of their program requirements. This training builds on foundational coursework in the CSE process, assessment, and IEP planning, and thoroughly prepares students for internship and professional practice.

CSE Chairperson Training is offered free of charge through BOCES, either in person or virtually. Trainings are provided regionally by each BOCES/RIC, and information about each region's program can be found here: <https://www.boces.org/>

Erie 1 BOCES Trainings are found here: <https://www.e1b.org/en/about-us/about-us.aspx#:~:text=The%20Western%20New%20York%20Regional,and%20Greater%20Southern%20Tier%20BOCES> and here: <https://www.e1b.org/en/instructional-support/workshops.aspx>

Overview of School Psychology Certifications

Internship Certification

(Required for all UB Students): To be eligible for an internship, all students (including those with out of state placements) will be required to complete the internship certificate process through NYSED. The Certification Application materials should be completed in the spring of the second year, prior to the start of their internship.

More information can be found at:

<https://www.highered.nysed.gov/tcert/certificate/typesofcerts/int.html>

Initial New York State Certification

(Optional for UB Students, intended for Students who anticipate SP employment in NYS): Upon successful completion of all program requirements and graduation from the program, students are eligible for NYS School Psychologist Initial Certification. The Certification Application materials should be completed in the spring of the third year, prior to the start of employment.

National Certification for School Psychologists

(NCSP, Optional for UB Students, Strongly Encouraged): The Nationally Certified School Psychologist (NCSP) is the only professional credential acknowledging school psychologists who meet rigorous, nationally recognized standards of training and continuing professional development. Certification is awarded and renewed through the National School Psychology Certification System (NSPCS) of NASP. The UB School Psychology Program meets all NCSP certification requirements (i.e., coursework, 1200 clock-hour internship, and passing score on the PRAXIS exam).

Please go to this link <https://www.nasponline.org/standards-and-certification/national-certification>

- General Information: Access certification applications, learn about qualification standards, and see certification requirements.

University Policy and Procedures

Academic Integrity

UB's **Office of Academic Integrity** and the **Office of Student Advocacy** serve as primary resources for both faculty and students in matters related to alleged academic misconduct. These offices provide guidance and support, ensuring a clear and streamlined appeals process for students. For more information, visit the Office of Academic Integrity: <https://www.buffalo.edu/academic-integrity.html>

- Common Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at: <https://www.buffalo.edu/academic-integrity/about/violations.html>
- Academic Integrity Process: <https://www.buffalo.edu/academic-integrity/about/process.html>
- Student Resources can be found here: <https://www.buffalo.edu/academic-integrity/resources.html>

Policy Regarding the Use of AI for Capstone Portfolio

Artificial intelligence (AI) tools may be used **only as limited editorial supports**. They may not be used for thinking, learning, clinical reasoning, diagnostic formulation, synthesis, or scholarly judgment. Doctoral-level work requires independent intellectual engagement, disciplinary expertise, ethical decision-making, and original professional voice. Any use of AI that substitutes for these expectations constitutes a violation of academic integrity.

Permitted AI Use (Editorial Only)

Students may use AI tools *solely* for surface-level editing after the substantive work is complete. AI may function as an advanced copyeditor, not a collaborator or co-author.

Permitted uses include:

- Spelling correction
- Grammar and punctuation correction
- Minor sentence-level clarity edits that do *not* alter meaning, structure, or content
- Formatting assistance (e.g., APA 7th edition style, headings, spacing)
- Review of tone, flow, or academic writing conventions
- Accessibility-related formatting (e.g., headings, readability adjustments)

AI must not introduce new language that reflects analysis, interpretation, synthesis, or conceptual framing.

Prohibited AI Use (Academic Integrity Violation)

Use of AI for any of the following is *strictly prohibited* and will be treated as academic dishonesty:

- Generating ideas, arguments, hypotheses, or thesis statements
- Outlining or structuring responses to case studies or exam prompts
- Rewriting, paraphrasing, or substantively editing student-generated content
- Summarizing readings, theories, IDEA/NYS Part 200 eligibility criteria, or source materials
- Conducting or assisting with literature reviews
- Clinical conceptualization, eligibility decisions, or case formulation
- Developing interpretations, interventions or recommendations
- Ethical analysis or decision-making
- Statistical interpretation, scoring, or coding responses
- Generating examples, narratives, scripts, or clinical language
- Creating or fabricating citations, references, or quotations
- Any use that substitutes for student reasoning, synthesis, judgment, or scholarly voice

If AI contributes to the intellectual content of the response in any way, the work is not considered the student's own.

AI Use Disclosure Requirement (Mandatory)

Students must include an *AI Use Disclosure Statement* at the end of the written response (before references, if applicable).

Required disclosure language (verbatim):

AI Disclosure: I used [Tool name and version] solely for grammar, spelling, punctuation, and clarity editing. No AI tool was used to generate ideas, content, paraphrasing, analysis, interpretation, or citations. All intellectual work, synthesis, clinical reasoning, and scholarly judgment are my own. *Failure to include this statement will be treated as undisclosed AI use.*

AI Usage Log (Required)

Any AI use, however minimal, must be documented. AI use without a usage log constitutes academic dishonesty.

Students must submit an appendix or separate document including the following:

Date	Tool Used	Purpose	Sections Edited	Notes	Prompt Used

11/10/26	Example Grammarly / ChatGPT (GPT-5)	Grammar & punctuation only	Introduction	Corrected tense and commas only	“Please check this paragraph for grammar and clarity only. Do not change ideas, sentence structure, or meaning.”
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Citation of AI Tools (If Used)

If AI tools are used for permitted editorial purposes, they should be cited **only in the appendix**, not in the reference list, following APA guidance for non-generative assistance.

Example:

ChatGPT (GPT-5). (2025). Editing and grammar assistance for final draft [Large language model]. OpenAI. Violations and Consequences

Violations include, but are not limited to:

- Content generation or rewriting
- Paraphrasing or restructuring substantive text
- Fabricated or AI-generated citations
- Undisclosed or hidden AI use
- Missing, incomplete, or inaccurate AI usage logs

Consequences may include grade reduction, assignment failure, required remediation, or formal academic integrity action. ***In cases of unauthorized AI use, we required, as faculty, to report the incident to the Academic Integrity Office.***

Grievance Procedures

According to GSE policy, the [Academic Grievance Preamble](#) states that “it is an objective of the University at Buffalo and its Graduate School to encourage the prompt consultative resolution of grievances of graduate students as they arise and to provide orderly procedures for the formal consideration and resolution of complaints that cannot be resolved through consultation.

This set of procedures is designed to provide a well-defined, yet appropriately flexible structure that recognizes and reflects the issues unique to graduate education as well as academic areas common to all faculty-student or administrator-student relationships.

The following procedures provide a sequence of steps for the orderly and expeditious resolution of grievances initiated by graduate students. While recognizing and affirming the established principle that

academic judgments and determinations are to be reached solely by academic professionals, it is the Graduate School's intention to secure, to the maximum extent feasible, equitable treatment of every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural integrity, but also to considerations of substantive fairness.”

Grievance definitions and limits, Academic grievance consultative resolution, and Academic grievance formal resolution processes can be found on the GSE website → Policies, Procedures, & Resources
→ Academic Grievance: <https://ed.buffalo.edu/policies.graduate.html>

UB Discrimination & Harassment

Equity, Diversity and Inclusion: The Office of Equity, Diversity and Inclusion (EDI) ensures UB's compliance with policies covering discrimination, harassment, accommodations, equal opportunity and child protection.

UB's Discrimination & Harassment Policy states: “The University at Buffalo (UB, university) is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, veteran status, military status, domestic violence victim status, reproductive healthcare choices, or criminal conviction status. This includes, but is not limited to, recruitment, the application process, examination and testing, hiring, training, grading, disciplinary actions, rates of pay or other compensation, advancement, classification, transfer and reassignment, discharge, and all other terms and conditions of employment, educational status, and access to university programs and activities. Employees, students, applicants, or other members of the university community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

The university will provide accommodations to ensure the full participation of individuals in university programs, when such accommodations are reasonable and necessary due to an individual's disability, religion, pregnancy, maternity, breastfeeding, transgender status, or sexual violence victim status. The university will provide accommodations to individuals with disabilities in accordance with its *Reasonable Accommodation Policy*. Religious accommodations will be provided in accordance with the university's *Religious Accommodation and Expression Policy*.

Retaliation against anyone who reports discrimination, participates or assists in an investigation, or opposes a discriminatory act, practice, or policy is unlawful and is prohibited by this policy. Retaliation will not be tolerated and may result in a referral to the university's disciplinary process.

Discrimination Reporting

Equity, Diversity and Inclusion (EDI) is the campus office designated to manage reports of discrimination. EDI will receive reports of discrimination, conduct necessary investigations, report findings, and make recommendations in accordance with the process outlined below.

The discrimination reporting process provides a mechanism through which the university may identify, respond to, prevent, and eliminate incidents of illegal discrimination. It may be used by any person who believes they have been the subject of discrimination in connection with UB. If a claim of discrimination or harassment involves a non-UB entity such as a contractor, vendor, or affiliated hospital, UB will coordinate as necessary to ensure that an appropriate investigation is conducted and that discriminatory or harassing behaviors are addressed.”

Information related to the EDI Office can be found here: <https://www.buffalo.edu/equity.html>

Please note that the Discrimination and Harassment Policy states that supervisors, managers and instructors should report instances of discrimination and harassment to EDI. Therefore, if a student reports experiencing discrimination or harassment, the faculty member may be required to contact EDI for consultation.

Students can be assured that EDI will keep the matter private and will not take action without consulting with them.

Guidelines for Reporting Bias-Related Confrontations and Incidents

UB is committed to a safe and inclusive environment. As such, UB has specific guidelines and procedures in place to respond to bias-related confrontations and incidents. Bias-related incidents are prompted by intolerant behaviors and illegal discrimination based on issues of: Race, Color, National origin, Sex, Religion, Age, Disability, Gender, Pregnancy, Gender identity, Gender expression, Gender Identity, Gender Expression, Predisposing genetic characteristics, Marital status, Familial status, Veteran status, Military status, Domestic violence victim status, Ex-offender status

More information about reporting Bias-Related Confrontations and Incidents can be found here: <https://www.buffalo.edu/studentlife/who-we-are/departments/conduct/reporting-bias-related-confrontations-and-incidents.html>

Student Code of Conduct

The Student Code of Conduct outlines what is expected from you as a UB student. Here, you will find information about student rights and responsibilities, standards of behavior and an overview of student-related University policies.

During the first semester at UB you will be prompted to read and affirm the Student Code of Conduct.

More information can be found here: <https://www.buffalo.edu/studentlife/life-on-campus/community/rules.html>

Obstruction or Disruption in the Classroom

Each student's behavior in the classroom affects others. We encourage all students to arrive on time, pay attention to the instructors and focus on class materials during that time. While major obstructions or disruptions in class are rare, students should still understand the expectations for classroom behavior, as well as the consequences for inappropriate actions. Instructors are encouraged to review and enforce policies for addressing obstruction or disruption in the classroom.

Photography and Video

Photographs and videos of members of the University community are taken regularly, and are subsequently used for a variety of informational and promotional purposes. If you do not want your image to be used in this manner, it is your responsibility to advise the photographer/videographer accordingly. Should you choose to have any media asset in which you are depicted removed from the University's media repository, please contact University Communications at ub-ucom@buffalo.edu.

Additional Rules, Regulations and Guidelines can be found here

<https://ed.buffalo.edu/policies.html>

Additional Campus Resources and Services

International Students Information

International Student Services	http://www.buffalo.edu/international-student-services.html	210 Talbert Hall Buffalo, New York 14260-1604 (716) 645-2258 isss@buffalo.edu
Immigration Services	http://www.buffalo.edu/immigration-services.html	1 Capen Hall Buffalo, New York 14260-1604 (716) 645-2355 immgsvc@buffalo.edu

Student Lounge

The Gilbert D. Moore Room (415 Baldy) is used as a classroom but may be open for other student-related use such as meetings, receptions, and the like. Additionally, the Robert Rossburg Memorial Lounge (adjacent to 415 Baldy) was constructed with funds donated from the estate of Dr. Rossburg. It is open during business hours and accessible by combination lock after hours. This lounge provides students with a comfortable study and social environment and is equipped with couch, recliner, table & chairs, computer, telephone, refrigerator, and microwave. Use of the Rossburg Lounge is a privilege that requires conforming to the use guidelines that are posted in the lounge. The Department reserves the right to control who has access to the lounge and use privileges may be revoked for disruptive or abusive behaviors.

Photocopying

There are photocopying/scanning machines located in the various libraries and elsewhere on campus. Departmental copiers cannot be used except by department staff for department business.

Financial Information

The CSEP Department offers a limited number of assistantships for doctoral students. These are awarded on a competitive basis. Students are limited to no more than two years of support from this source, although other sources of support may be available for third- and fourth-year students. The

award carries with it a tuition scholarship for up to a maximum of 9 credit hours. The awardee is expected to work 20 hours per week, usually as a research assistant for two or more professors, or for a campus laboratory or project. The stipends attached to these assistantships change annually, but start at \$23,690, effective fall 2025.

There are also possibilities for securing research and administrative assistantships in other sectors of the University. These opportunities are posted throughout the year on Bullseye through Career Services: <http://www.buffalo.edu/career/bullseye.html>. Students in need of such assistance should check frequently.

Likewise, student assistant positions (hourly on campus employment), work study positions (must have a work study award as part of your Financial Aid package to be eligible) and part-time community-based jobs are also posted on Bullseye (powered by Handshake) through Career Services (link above).

The State of New York provides several types of assistance to residents. Federally sponsored assistance programs, ranging from low-interest, deferred payment loans to work/study are also available. Because the number, types, and conditions of these programs change so frequently, they are not described here. Students are urged to become a resident of New York State as soon as possible, and to contact the New York State Higher Education Services Corporation (HESC) for further information on these programs.

<https://www.hesc.ny.gov/find-aid/nys-grants-scholarships>

Important University Resources

CSEP Department Office	(716) 645-2484
Campus Police	(716) 645-2222
Parking and Transportation	(716) 645-3943
Accessibility Resources	(716) 645-2608
UB Counseling Services	(716) 645-2720
Lockwood Library	(716) 645-2814
Health Sciences Library	(716) 829-3900

Library Services

UB students have access to the University Libraries as part of the SUNY “world-class” library system. Consult the [University Libraries Student Support link](#) for more information concerning library services for students. All [University Libraries](#) provide specialized service and assistance for students, faculty, and

staff with disabilities. Librarians have been specifically designated to each library unit. A Special Services Resource Room is available in Lockwood Library on the Amherst Campus for students with disabilities and study carrels are available in many libraries. You can call the Lockwood Library at 645-2815 or -2817 for more information.

The University Libraries designates an Education Librarian, Molly Poremski, who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Molly Poremski, 423 Lockwood Library, (716) 645-7750, poremski@buffalo.edu.

Editorial Assistance Program

Editorial Assistance and Tutorial Support is provided by the Graduate Student Association's (GSA's) Graduate Writing Center located in 310 Student Union. For further information, go to: <https://gsa.buffalo.edu/gsa-editing-services/>. If you have waived the GSA fee, you are not eligible for services.

Center for Excellence in Writing

There is also a Center for Excellence in Writing, located on the 2nd floor of Baldy Hall (209 Baldy). The Center offers 45-minute consultations on writing. In-person and virtual. To make an appointment visit: <http://www.buffalo.edu/writing/make-an-appointment.html>

Accessibility Resources

The University is committed to creating and maintaining a campus that is accessible to all students. The Office of Accessibility Resources (formerly the Office of Disability Services) is the University's coordinating center on behalf of people with disabilities. If you need any assistance or information during your educational experience at the University, you can contact the Office of Accessibility Resources, 60 Capen Hall (North Campus) or 1 Diefendorf Hall (South Campus), (716) 645-2608 (TTY 645-2616). Further information is available here: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.

Accessibility Resources assists students with a wide variety of problems they may encounter as they pursue careers or educational goals at the University at Buffalo. If you need advice, information, counseling, adjustments in class scheduling or worksite, help with on-campus transportation, study aids, placement help, adapted housing, campus orientation and mobility instruction, or other services

that you cannot resolve yourself, you should contact Accessibility Resources. Requests for accommodations do not automatically carry over for each semester. Students who are in need of assistance should alert each instructor during each semester a need is present.

Additional Resources

A list of all additional resources is posted on the UBLearns Program Page → Resources for Students → New Student Welcome Packet

These include:

Technology, UB library, Academic Support, Career Services, Conference Funding, Startup & Innovations, Workshop Sources, Mentoring, Health & Wellness, Food Support & Emergency, Faith, Child Care & NYS Supports and more

Appendix A: Mandatory Professional Licensure Disclosure

New York State prides itself in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if the goal is to practice in another state, this disclosure will help you check to see what that state requires.

Per U.S. Federal Regulations, §668.43 (2019 Rule), and in compliance with the State Authorization Reciprocity Agreements (SARA) Manual version 19.2, SUNY BUFFALO provides the following disclosure related to the educational requirements for professional licensure and certification.¹

This Disclosure is strictly limited to the SUNY BUFFALO's determination of whether its educational program, *Masters of Arts in School Psychology, with an advanced certificate (MA/AC)* that if successfully completed, would be sufficient to meet the educational licensure or certification requirements in a State for practice as a School Psychologist.² SUNY BUFFALO cannot provide verification of an individual's ability to meet licensure or certification requirements unrelated to its educational programming. Such individual determinations are made by state licensing boards and are fact-specific determinations.

This disclosure does **not** provide any guarantee that any particular state licensure or certification entity will approve or deny your application. Furthermore, this disclosure does **not** account for changes in state law or regulation that may affect your application for licensure and occur after this disclosure has been made. **Enrolled students and prospective students are strongly encouraged to contact their State's licensure entity using the links provided to review all licensure and certification requirements imposed by their state(s) of choice.**

The University at Buffalo has designed an educational program curriculum for a Master of Arts (MA) and Certificate of Advanced Study (CAS) in School Psychology- that if successfully completed **is sufficient to**

meet the licensure and certification requirements for an advanced practice license in the following states³:

STATE	Department of Education Certification Contact
New York	http://eservices.nysed.gov/teach/certhelp/BaseExtReqSet.do?certCredential=69&WIN_TYPE=null

SUNY BUFFALO has designed an educational program curriculum for *Masters of Arts in School Psychology, with an advanced certificate (MA/AC)*, and currently has made no determination that the curriculum is **insufficient to meet** the licensure and certification requirements for practice as a school psychologist in any of the 50 states and territories.

After making all reasonable efforts, SUNY BUFFALO **cannot determine** whether its educational program curriculum for a *Masters of Education in School Psychology, with an advanced certificate (MA/AC)* that if successfully completed, is sufficient to meet the licensure and certification requirements for practice as a school psychologist in the following states⁴:

Students may wish to visit the National Association of School Psychologist's State Certification page, found at:

<https://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>

STATE	School Psychology Certification or Licensure Contact
Alabama	https://www.alsde.edu/ https://www.alsde.edu/sec/ec/Pages/home.aspx

³ If the State does not regulate/license School Psychology, SUNY Buffalo's program has been determined to be sufficient for these purposes.

⁴ This does not mean the educational program will not ultimately be approved by the state entity, or that licensure could not result from attending this program.

Alaska	https://education.alaska.gov/teachercertification/certification#master
American Samoa	https://www.doe.as/
Arizona	https://www.azed.gov/educator-certification/forms-and-information/certificates/
Arkansas	http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/educator-licensure
California	https://www.ctc.ca.gov/credentials/req-credentials
Colorado	http://www.cde.state.co.us/cdeprof
Connecticut	https://portal.ct.gov/SDE/Certification/Bureau-of-Certification
Delaware	https://deeds.doe.k12.de.us/certificate/deeds_ia_instruct.aspx
District of Columbia	https://osse.dc.gov/page/licensure-and-certification-educators
Florida	http://www.fldoe.org/teaching/certification/certificate-subjects/administrative-rules/6a-4-0311.stml
Georgia	https://www.gapsc.com/Certification/Home.aspx
Guam	https://www.gdoe.net/

Hawaii	http://www.hawaiipublicschools.org/ConnectWithUs/Employment/LicensureAndCertification/Pages/home.aspx
Idaho	https://www.sde.idaho.gov/cert-psc/
Illinois	https://www.isbe.net/Pages/Licensure.aspx
Indiana	https://www.doe.in.gov/licensing
Iowa	https://www.boee.iowa.gov/#f
Kansas	https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation
Kentucky	https://education.ky.gov/teachers/NxGenProf/Pages/Certification.aspx
Louisiana	https://ldoe.force.com/s/
Maine	https://www.maine.gov/doe/cert/initial/index.html
Maryland	http://www.marylandpublicschools.org/about/Pages/DEE/Certification/index.aspx
Massachusetts	http://www.doe.mass.edu/licensure/advance-extend-renew-license.html
Michigan	https://www.michigan.gov/mde/0,4615,7-140-5683_57223---,00.html

Minnesota	https://www.revisor.mn.gov/rules/8710.6200/
Mississippi	https://www.mdek12.org/OEL
Missouri	https://dese.mo.gov/educator-quality/certification
Montana	http://opi.mt.gov/Educators
Nebraska	https://www.education.ne.gov/tcert/
Nevada	http://www.doe.nv.gov/Educator_Licensure/School_Psychologist_License/
New Hampshire	https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing
New Jersey	https://nj.gov/education/license/
New Mexico	https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/2500-2/
North Carolina	https://ec.ncpublicschools.gov/recruitment-retention/licensure/school-psychology-licensure-parameters-materials
North Dakota	https://www.nd.gov/espb/licensure

Commonwealth of Northern Mariana Islands	
Ohio	http://education.ohio.gov/Topics/Teaching/Licensure
Oklahoma	https://sde.ok.gov/traditional-path-oklahoma-teacher-certification
Oregon	https://www.oregon.gov/tspc/Pages/index.aspx
Pennsylvania	https://www.education.pa.gov/Educators/Certification/Pages/default.aspx
Commonwealth of Puerto Rico	https://de.pr.gov/
Rhode Island	https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx
South Carolina	https://ed.sc.gov/educators/certification/
South Dakota	https://doe.sd.gov/certification/
Tennessee	https://www.tn.gov/education/licensing.html
Texas	https://tea.texas.gov/texas-educators/certification
Utah	https://www.schools.utah.gov/curr/licensing
Vermont	https://education.vermont.gov/educator-licensure

Virginia	http://www.doe.virginia.gov/teaching/licensure/
Virgin Islands	http://www.vide.vi/
Washington	https://www.k12.wa.us/certification
West Virginia	https://www.doh.wa.gov/AboutUs/ProgramsandServices/HealthSystemsQualityAssurance/professions/psychology
Wisconsin	https://dpi.wi.gov/licensing
Wyoming	http://wyomingptsb.com/