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# STUDENT HANDBOOK

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*MS in Clinical Mental Health Counseling • MS in Industrial-Organizational Psychology • MS in School Psychology • Advanced Certificate Program in Behavior Analysis*



**TOURO COLLEGE**  
**SCHOOL OF HEALTH SCIENCES**  
Department of Behavioral Health Science

65 Broadway  
New York, NY 10006  
212-742-8770

## **IMPORTANT NOTICES**

### **Policy on Non-Discrimination**

Touro College treats all employees, students, and applicants without unlawful consideration or discrimination as to race, creed, color, national origin, sex, age, disability, marital status, genetic predisposition, sexual orientation or citizen status in all decisions, including but not limited to recruitment, the administration of its educational programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.

Inquiries or complaints concerning the non-discrimination policies should be sent to Elan Baram, 500 7th Avenue, 4th Floor, New York, NY 10018. [Elan.Baram@touro.edu](mailto:Elan.Baram@touro.edu) 646-565-6000, ext. 55636 or, alternatively, to the Chief Compliance Officer at [compliance@touro.edu](mailto:compliance@touro.edu) and 646-565-6000, ext. 55330.

### **Reservation of Rights Clause**

This Handbook represents the most up to date information with regard to the Department of Behavioral Science. It will be considered to be in effect until the publication of the next Handbook. However, the board of Trustees and Faculty of Touro College reserve the right to institute changes in Touro's programs and policies. Since information is updated constantly the student is advised to seek further clarification from appropriate administrative offices. Touro College reserves the right to change rules, policies, fees and curricula without advance notice. In the event of any inconsistency or incompatible terms or provisions, such inconsistency shall be resolved by giving precedence in the following order or importance: (a) any executed agreement between the parties, (b) the specific policy then existing, and (c) this handbook.

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## GENERAL STUDENT INFORMATION

### About Touro College

Touro is a system of Jewish-sponsored non-profit institutions of higher and professional education. Touro College was chartered in 1970 primarily to enrich the Jewish heritage, and to serve the larger American community. Approximately 19,000 students are currently enrolled in its various schools and divisions. Touro College has branch campuses, locations and instructional sites in the New York Area, as well as branch campuses and programs in Berlin, Jerusalem, Moscow, Paris, and Florida. Touro University California and its Nevada branch campus, as well as Touro College Los Angeles and Touro University Worldwide, are separately accredited institutions within the Touro College and University System. For further information on Touro College, please go to: [www.touro.edu](http://www.touro.edu)

### Accreditation

Touro College was chartered by the Board of Regents of the State of New York in June 1970.

Touro College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104 (Tel: 267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation.

This accreditation status covers Touro College and its branch campuses, locations and instructional sites in the New York area, as well as branch campuses and programs in Berlin, Paris, Jerusalem, Moscow, and Florida.

Touro University California and its Nevada branch campus, as well as Touro College Los Angeles and Touro University Worldwide, are separately accredited institutions within the Touro College and University System, accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Alameda CA 94501 (Tel: 510-748-9001).

### Department of Behavioral Science: Programs, Policies and Procedures

Welcome! We hope your experiences, as a student of the Department of Behavioral Science (DBS) at Touro College will be rewarding. You have embarked on a road that will lead you to a wonderful, fulfilling career.

The Department of Behavioral Science emphasizes the education and training of skilled psychological practitioners. Clinical skills, taught along with evidence-based practice can be applied towards improving the lives of individuals and enhancing the performance of organizations through clinical treatment, consultation and research.

The Department offers Master of Science programs in Clinical Mental Health Counseling, Industrial-Organizational Psychology, School Psychology, as well as an advanced Certificate Program in Behavior Analysis. This handbook provides you with information about DBS programs, policies, and procedures. The Handbook is updated periodically. It is important that you refer to it for policy and procedure clarification. While enrolled in one of the DBS programs you may receive updated and additional information and policies to review that should also be kept for future reference. It is also important that you use this handbook in conjunction with the *Touro College School of Health Sciences (SHS) Student Handbook*. In the event of an inconsistency between the *SHS Student Handbook* and this Handbook, the terms of the *SHS Student Handbook* will take precedence.

### Chain of Command

The chain of command begins with the Dean of the School of Health Sciences followed by the Associate Dean, the Department Chair, the Program Director, then faculty and staff. Open communication along the

chain of command in both directions is essential. Students are encouraged to first communicate any problematic issues with course instructors. If the matter is unable to be resolved the student may then go to the next step in the chain, their faculty advisors. If unresolved they may go to the Program Director and finally, if necessary, to the Department Chair. If the matter is still unresolved, students may contact the Associate Dean of the School of Health Sciences, and eventually the Dean of the School of Health Sciences.

### **Office of Student Affairs**

The Office of Student Affairs supports the academic mission of the College. It is located on the Bay Shore campus, and is managed by the Director of Student Affairs. Its chief role is student advocacy. It assists students through a number of support services, and a variety of organized student activities.

### **Registration-International Student**

The Registrar acts as a center for students from foreign countries; it is available to assist students with visa and immigration issues. However, students are always responsible to insure that they are in “status.” Any assistance afforded to students is as a courtesy and in no way imposes obligations on Touro College.

### **Emergency Closings**

In case of severe weather conditions or other emergencies, information about the closing of the school will be broadcast on Channel 12 and via TC alert. The announcement will be specific to TOURO COLLEGE – BROOKLYN AND MANHATTAN CAMPUSES. For all campuses, students can check Touro outgoing phone messages and the Touro website.

Information will also be sent via text, phone, and email by TC Alert to the contact information provided by the student on the Touro College Portal. It is essential that the students update the contact information in their portal account: go to [touroone.touro.edu](http://touroone.touro.edu) and click on the “First Time User” button to launch the account activation process. Read the instructions, and then follow the steps to activate your account. To modify contact information or other information click on “Manage account” and then follow the instructions. If at any time during the account activation process you require assistance, contact TouroOne Support Desk at 646-565-6552 or [help.touroone@touro.edu](mailto:help.touroone@touro.edu).

### **Medical Emergencies**

In case of a medical emergency, call 911 and/or the Touro Emergency Hotline Number 1-88-TOURO-911 and notify Security. Wait for emergency responders. Do not transport someone in a private vehicle to a hospital unless absolutely necessary. As soon as you are able, notify the office of the Associate Dean of the incident. Please see also the *Touro College SHS Student Handbook*.

### **Fire Safety**

#### **Fire Drills**

Federal, state, and city education laws, and Fire Department policy mandate fire drills in all educational facilities and residence halls. Drills are conducted unannounced and all building occupants are required to participate. **Failure to evacuate is a serious violation of Touro’s Code of Conduct and will subject the employee or student to disciplinary action including, but not limited to, suspension, expulsion or termination.**

**UNLESS YOU HAVE BEEN SPECIFICALLY NOTIFIED OTHERWISE BY YOUR FIRE WARDEN, THE FIRE ALARM SHOULD NEVER BE TREATED AS A FALSE ALARM.**

#### **Fire Incident Protocol**

The following procedures are intended to guide you in the event of a fire or other emergency which requires evacuation. However, there could be times when you will need to make a decision on the safest course to take, such as in the event primary exit is blocked. In that case, it is important to remember the acronym RED – React, Evaluate and Decide. Employees and students must take the time to “react” to their new



situation (i.e. the blocked exit); “evaluate” their options (i.e. location an alternative route); then “decide” on the best action to take (i.e. take the new route or shelter in place). One of the most important lessons in fire safety is to make sure you know two exits from your classroom or office. Never assume your usual exit route is the closest or safest one to use in an emergency.

**If you smell smoke**, contact your floor fire warden, advise the warden of your location and the location you smell the smoke. Your fire warden will investigate the situation and advise you of the next steps to take.

**If you see smoke or fire** pull the fire alarm, dial 911 and report the fire, then evacuate immediately.

### **Evacuating in an Emergency**

When an alarm sounds, follow these fire evacuation procedures:

1. Leave the building immediately upon activation of the fire alarm. Under normal conditions, you are expected to evacuate from any facility in less than 3 minutes.
2. If possible, bring your keys and ID card and dress for the weather (i.e. shoes and a coat). If you cannot access these items easily, LEAVE WITHOUT THEM!
3. When you leave your classroom/office, close the door.
4. If smoke is present, crawl low to the floor or say in your room (if you cannot leave your room, see #9 below).
5. Only use stairs; NEVER USE ELEVATOR.
6. On your way to the safest exit, if possible, warn fellow neighbors by knocking on doors. Follow the instructions of your fire warden and evacuate. Once outside, stay at least 500 feet from the building.
7. If you are a student/employee with a disability, report to the nearest stairwell. Remain in the stairwell until fire responders arrive and safely complete the evacuation.
8. Do not re-enter the building until instructed to do so by your fire warden, who will be in communication with emergency manager on the scene.
9. If you cannot leave your classroom/office due to a disability or any other reason:
  - block all openings (underneath the door, HVAC vents) with wet or dry towels (this includes paper towels), clothing or any other fabric;
  - call 911 or Touro Emergency Hotline at 1-88-TOURO911 and advise the dispatcher of your location;
  - stay close to a window holding a wet towel to your face if possible;
  - do not open the windows except to alert rescue personnel by hanging a white sheer or cloth out in the wind.

### **What You Can Do**

Fire safety and prevention is everyone’s responsibility. There are steps you can take to make yourself safer, thereby creating a safer Touro community.

1. Familiarize yourself with the location of your nearest exit and the fire wardens and searchers on your floor.
2. Locate all of the fire exit signs in the corridors on your floor.
3. Learn the emergency evacuation procedures described above.
4. Ensure your fire warden is made aware of any people with disabilities who may require assistance during an evacuation.

### **Policy for Exam Security during an Evacuation**

When the fire alarm sounds, it is imperative for the safety and security of Touro College faculty, staff, and students that everyone evacuate the building in an orderly manner as quickly as possible and as per the instructions of the fire wardens. If a class is taking an exam when the fire alarm sounds, the procedure to be followed is delineated below.

Upon hearing the alarm, the faculty member or proctor will ask students to hand in their exams and answer

sheets and line up at the assigned stairwell. The instructor/proctor will make note of the exam time already elapsed. From that point forward, students will be on an honor system. They will not talk about the exam with fellow students, nor will they use electronic devices to look up exam-related information. Upon exiting the building, students must find the instructor/proctor and wait together until it is safe to re-enter the building.

Depending on the amount of time remaining for the exam, and on the amount of time of evacuation of the building, and on the subsequent availability of the classroom, the instructor will determine:

- 1) If the exam will resume immediately upon re-entry, to be completed in the time remaining from the originally allocated time;
- 2) If the interrupted exam will be disqualified, and a new exam will be given at a later date;
- 3) If the interrupted exam can be scored as is, but on a pro-rated basis.

The instructor will expeditiously notify the students of the decision. At that point, the students will be released from the honor system.

Any student found exchanging information or procuring information about the exam during the period of evacuation will be considered to be in violation of the School of Health Sciences Academic Integrity Policy and will be subject to disciplinary action as described in the Policy. Please see the *Touro College SHS Student Handbook*.

### **Student Identification (IDs)**

Student Identification Cards are made available through Touro College. Dates and times for the taking of ID pictures are announced to all students. ID badges may be used on Fieldwork placements. The ID is also necessary for admittance to all Touro College campus locations.

### **Student Health Insurance**

Students are required to maintain active health coverage for the entirety of the program. Touro School of Health Sciences does not offer student health insurance. Students are encouraged to visit [www.healthcare.gov](http://www.healthcare.gov) to explore their options.

### **Reasonable Accommodations**

Touro College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Assistance is available for students who have physical or learning-related disabilities.

The College is committed to providing reasonable accommodations to students with documented disabilities. Policies and procedures must ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the College. Students with disabilities seeking reasonable accommodations should do so directly with the Office of Disabilities SHS Coordinator, the Associate Dean of Students and Innovation.

A student requesting accommodation for a documented disability under the ADA must meet with the Office of Disabilities SHS Coordinator and submit a Request for Accommodation of Disability Application (RADA). Verbal disclosure prior to or following admission to the program in itself is insufficient for obtaining documentation inasmuch as supporting documentation is required to substantiate a request, and verbal disclosure of a disability is not a substitute for required documentation. Students may apply for reasonable accommodations any time during their academic curriculum. Touro endeavors to implement accommodations within 14-days of receiving a completed application with sufficient accompanying documentations, and an interactive dialogue had taken place. Approved accommodations, when granted, are only provided on a prospective basis and are never retroactive.

To request reasonable accommodations you must:

- Complete the [Application for Accommodations & Services](#).
- Provide documentation as described in the [Guide to Documentation Requirements](#).
- Participate in an interactive dialogue with the [OSDS coordinator](#).

The details regarding students' disability information remain confidential. Once the process is complete, students are issued a Receipt for Accommodations, which lists the accommodations that are approved for the student, or in the alternative, the reason for the denial of a specific request. A student must sign the receipt form in order for the accommodations to be implemented. To obtain a copy of the Request for Accommodation of Disability Application or to discuss your needs further, please contact the Office of Disability Services SHS Coordinator, the Associate Dean of Students and Innovation.

### **Student Mental Health Referral Policy**

Student health and wellness are important for academic success. While Touro SHS does not offer on-campus mental health services, the SHS Wellness Coordinator is available to help students at all SHS campuses find affordable community treatment for personal, emotional, or substance abuse problems so that they may benefit fully from their academic experience. The Wellness Coordinator may be reached at [WellnessSHS@touro.edu](mailto:WellnessSHS@touro.edu). When contacting the Wellness Coordinator, be sure to use your Touro e-mail address.

### **Computer Laboratories**

The computer laboratory at our main Manhattan campus is located on the 2<sup>nd</sup> floor of 65 Broadway in Room 234. Additional computer laboratories in Manhattan can be found at the campus at 27 West 23<sup>rd</sup> Street, 6<sup>th</sup> floor. Both campuses have laboratory technicians available to provide assistance to beginning and advanced students.

The computer laboratories at the Borough Park campus are also available to students. Please contact the campus at 718-871-6187 for further details about accessing these laboratories.

### **Libraries**

There are two main libraries available to students: (1) The library on the lower level (Trinity Place Level) of our main campus at 65 Broadway and (2) the library on 43 West 23<sup>rd</sup> Street Manhattan campus. The librarians and staff manage these libraries and are available to assist students and faculty in their research. The librarians are also available to provide instruction to students on effective methods of library research and in obtaining books and articles from other area libraries. (Further information about the libraries may online [www.tourolib.org](http://www.tourolib.org)).

The library at the Borough Park location is available to students upon request. Please contact the campus at 718-871-6187 for further details about accessing this library.

### **Bookstores**

The Manhattan and Borough Park campuses do not have bookstores. Students usually choose to order their books online.

### **Facilities and Hours**

Department of Behavioral Science is a division of the School of Health Sciences. Our primary location is at 65 Broadway, New York, NY 10010. Please note that the Clinical Mental Health Counseling program maintains two educational locations: the Manhattan campus at 65 Broadway and the Borough Park campus at 1273 53<sup>rd</sup> Street, Brooklyn. You may refer to [shs.touro.edu/behavioral](http://shs.touro.edu/behavioral) for information specific our programs. If you would like more information regarding the School of Health Sciences, please refer to the website at [shs.touro.edu](http://shs.touro.edu) or to the *SHS Student Handbook* for hours, offices, and a listing of all programs offered within the School of Health Sciences.

For a current listing of scheduled holidays and school closings please see the semester schedule found on the Touro College portal, and the school calendar which can be found in the *Touro College SHS Student Handbook*.

### **Parking**

The Manhattan and Borough Park campuses are easily accessible using all forms of municipal transportation bus, train, car and taxicab. There are various paid parking garages located off of Rector and Greenwich Streets near the main Manhattan campus, while metered public parking is available on the streets surrounding the Borough Park campus. Identification badges must be shown when entering the buildings at all locations.

### **Important Notices**

This handbook contains only general guidelines and information. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the policies and procedures of Touro. Some of the subjects described in this handbook are covered in detail in official policy and procedure documents found online and elsewhere. You should refer to these documents for specific information, since this handbook only briefly summarizes those policies. For that reason, if you have any questions concerning a particular policy or procedure, you should address your specific questions to the Office of Institutional Compliance. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

## **ADMISSIONS**

### **Requirements for Admission to the Clinical Mental Health Counseling Program**

The following are admission requirements:

- 1) Completion of a Baccalaureate degree from an accredited academic institution.
- 2) A minimum undergraduate and graduate grade point average of 3.0 (on a 4.0 scale).
- 3) A minimum of 12 semester hours of psychology courses or related social science courses AND a course in statistics.
- 4) Completed Application for Admission.
- 5) Official undergraduate and graduate transcripts to be included unopened and sent in with your complete application packet.
- 6) An interview (individual or group) by faculty member(s). Each applicant will be asked to provide a brief spontaneous writing sample.
- 7) Two letters of reference from employers and/or professors. These letters should address the candidate's ability to succeed in graduate school.
- 8) A personal statement of the applicant's goals and objectives, including reasons for choosing the field of Clinical Mental Health Counseling and for applying to Touro.
- 9) Proof of immunization: MMR (Measles, Mumps and Rubella).

*A passing score on the GRE may be submitted in conjunction with an in-depth review of other supporting documents/qualifications for consideration in cases where a candidate is missing some of the academic requirements.*

### **Requirements for Admissions to the I-O Psychology Program**

The following are admission requirements:

- 1) Completion of a Baccalaureate degree from an accredited academic institution.
- 2) A minimum undergraduate and graduate grade point average of 3.0 (on a 4.0 scale)
- 3) A minimum of a B grade in undergraduate statistics.
- 4) Completed online Application for Admission

- 5) An interview (individual or group) by faculty member(s). Each applicant will be asked to provide a brief spontaneous writing sample.
- 6) Two letters of reference from employers and/or professors. These letters should address the candidate's ability to succeed in graduate I-O.
- 7) A personal statement of the applicant's goals and objectives, including reasons for choosing the field of I-O psychology and for applying to Touro.
- 8) Proof of immunization: MMR (Measles, Mumps and Rubella), meningitis immunization response.

### **Requirements for Admissions to the Advanced Certificate Program in Behavior Analysis**

The following are admission requirements:

- 1) Minimum of a master's degree in psychology, education, applied behavior analysis (ABA) or related field from an accredited institution (please note that a degree in speech therapy does not meet this requirement).
- 2) Minimum master's grade point average of 3.0 (on a 4.0 scale)
- 3) Completed online Application for Admission
- 4) An interview (individual or group) by faculty member(s). Each applicant will be asked to provide a brief spontaneous writing sample.
- 5) Two letters of reference from employers and/or professors.
- 6) A personal statement of the applicant's goals and objectives.
- 7) Proof of immunization: MMR (Measles, Mumps and Rubella), meningitis immunization response.

*NOTE: Students who are in the process of obtaining a graduate degree in school psychology at Touro's School of Health Sciences may be admitted to certificate courses at the discretion of the program director provided the student maintains a 3.0 grade point average. All students are required to have received the master's degree prior to or at the time they complete the advanced certificate.*

*Credits to be transferred must be submitted upon application to the Program Coordinator and will be evaluated on a case by case basis.*

### **Selection Process**

Applicants will be informed in writing of the Admissions Committee's decision. If offered a place in the program, a deposit will be required from the applicant to confirm his/her intention to attend.

Applicants who do not meet the minimum requirements for admissions may petition the Admissions Committee for consideration of special circumstances. The petition must be made in writing at the time of application and should be sent to the Graduate Office of Admissions. It must clearly explain extenuating circumstances that have prevented the applicant from meeting the requirements, and describe elements of the applicant's background that would indicate the potential for success in the program. Admission decisions regarding students who have not met established admissions requirements are based on the student's petition, application, interview and other supporting documents required as part of the application process.

### **Transfer Credit Policies**

Students who have taken relevant graduate level courses at other accredited institutions may apply to transfer up to 12 credits with written permission of Program Director or Department Chair, only upon successful completion of the student's first semester of study. All transfer credit requests must be approved by the Director, Chair, Dean and the registrar.

## ADMINISTRATIVE INFORMATION

### Student Records - Registrar

In order to register for classes, each student must have an updated Touro College Health Form documenting satisfactory up-to-date immunization to comply with New York State law. In addition, Bursar clearance is also required; registration will be blocked in the event of outstanding balances of any kind.

The functions of the Office of the Registrar include:

- Planning the registration process, including registration and subsequent add/drops;
- Preparing and distributing student transcripts each semester;
- Preparing official transcripts;
- Evaluating transfer credits for enrolled students;
- Handling matters pertaining to veterans;
- Verifying eligibility of students for graduation;
- Issuing diplomas;
- Collecting Change of Address or Name and Leave of Absence forms.

The Department of Behavioral Science also maintains a student file at each campus, which includes copies of the above-mentioned information, as well as student advisement sessions, preceptor's evaluation of student forms, copies of the students' liability insurance forms, and additional communication sent or received pertaining to the student and his/her course of academic and clinical studies. Student files are protected under FERPA.

### Enrollment Status

Enrollment status is based on the following credit requirements:

Status	Graduate Students
Full-Time	9 or more credits
Half-Time	6-8 credits
Less Than Half Time	3-5 credits

*Reminder: To be considered for most forms of aid, students must be enrolled full time.*

### Tuition and Fees

Tuition is subject to change each academic year. A current listing of tuition and fees is available from the Bursar's Office. The Touro College Board of Trustees reserves the right to change Tuition and Fee schedules without prior written notice. Please refer to the Department of Behavioral Science website [www.shs.edu/behavioral](http://www.shs.edu/behavioral) for additional information regarding tuition and fees.

Personal expenses for travel, books and other items will vary from individual to individual. Due to the great variation of cost factors in the Greater New York area, students are encouraged to plan their own personal expense budget. Students are responsible for expenses incurred for fingerprinting and background checks required by some fieldwork sites. Students will be informed by the Academic Fieldwork Coordinator if they must fulfill this requirement.

### Financial Aid

Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA), and submit it to the government once every academic year. The FAFSA must be completed online at [www.FAFSA.gov](http://www.FAFSA.gov). The Federal code for Touro College is 010142. Applications become available in January for the upcoming school year.

Financial aid policies are designed to help bridge the gap between the cost of attending school and the

student's available resources. Most awards are determined by need, but financial need has no bearing on admission decisions. Touro College participates in federal, state, and local sources of financial aid. For detailed information on available sources of financial aid, read the section on financial aid in the SHS bulletin and contact the Financial Aid office at your respective campus.

### **Bursar**

The Office of the Bursar maintains all financial records. Tuition and other financial settlements are made through the Bursar's Office. Tuition and fees are payable upon registration at the beginning of each semester. Students may pay by personal checks, bank checks, certified checks, money orders and Discover or Visa/Master Card. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such award at registration. Students without such documentation will be expected to pay the full tuition bill and will be refunded any excess once the award is received by the College.

### **Refund Policy**

#### **Tuition Liability for Withdrawal**

In the event you wish to drop any or all classes, please be sure to speak to your Bursar representative before doing so. In accordance with the withdrawal policy, dropping classes or non-attendance may result in a tuition liability and all or partial loss of Financial Aid.

Students wishing to withdraw from the College must contact the Office of the Registrar. For approved applications/withdrawals the following refund schedule will apply:

#### **Tuition Refund Schedule**

##### **Fall & Spring Semesters**

##### *When withdrawing from all courses*

Before the first day of the semester:	100% of tuition
During the add/drop period:	100% of tuition
During the week following the add/drop period:	50% of tuition
During the second week following the add/drop period:	20% of tuition
After the second week following the add/drop period:	No refund

##### *When withdrawing from a partial load*

Before the first week of the semester:	100% of tuition credit per course(s) dropped
During the add/drop period:	100% of tuition credit per course(s) dropped
During the week following the add/drop period:	50% of tuition credit per course(s) dropped
During the second week following the add/drop period:	20% of tuition credit per course(s) dropped
After the second week following the add/drop period:	No refund

##### **Summer Semester (Up to 8 weeks in length)**

Before the first day of the semester:	100% of tuition
During the add/drop period:	100% of tuition
During the week following the add/drop period:	50% of tuition
After the week following the add/drop period:	No refund

**For summer sessions running longer than 8 weeks, the tuition refund schedule will follow a regular Fall/Spring policy.**

Please note: when a student in receipt of Title IV funds withdraws from school, a Federal recalculation takes place. You may obtain a copy of these regulations from the Financial Aid office.

If a student has not paid full tuition and fees for the term in which the withdrawal takes place, s/he must pay the proportionate amount noted above before leaving the College. The withdrawal date is the date that the Registrar receives notification of withdrawal.

Should a student withdraw or be dismissed for any reason they will be liable to pay the full balance on their account immediately. The student's account will be updated to reflect the withdrawal rates as referenced above. In cases of academic dismissal, tuition paid in advance for the term immediately following the dismissal date will be 100% refundable.

If a student is given permission to repeat a semester, the student must pay the full balance for that semester. A student repeating a single course must fill out a form to get permission to retake the course and pay tuition per credit.

### **Advisement**

Each student is assigned a faculty advisor who follows the student's academic progress and professional development throughout his or her academic program. All professors post office hours for students. Office hours are generally included on the course syllabi given to students the first week of class. The main purpose of academic advisement is to help students achieve their educational goals. Specifically, academic advisors assist students with the following: monitoring academic progress and reviewing study habits, solving problems encountered in particular courses, and referral to other support services within the College and the Division of Health Sciences. Students are encouraged to provide feedback about the courses in the curriculum as well as the faculty teaching those courses.

Students should consult their course instructors if need for additional clarification or assistance exists. The faculty cannot personally tutor all students on a one on one basis, but can guide students with advice for study habits, test-taking strategies, and provide clarification for student questions regarding the course material. There are instances in which a student may need tutorials or guidance for making up work lost because of illness or extenuating circumstances. It is the student's responsibility to contact the faculty member. The DBS faculty stands ready to advise students regarding such problems.

Students who need personal counseling or assistance with drug or alcohol problems should contact the office of Associate Dean for Student Affairs and Innovation of the School of Health Sciences. Students with psychological or serious personal problems that interfere with their academic progress may ask to be referred to outside professionals for counseling. Students who feel they are in need of professional help should make an appointment with the program Director/Chair to meet with them for a confidential referral.

### **Writing Workshop**

Touro College offers a free non-credit writing workshop *EDDN 515 - Strengthening Writing and Reading Skills*. This 12-session course focuses on enhancing the writing and reading comprehension skills students need to successfully complete graduate-level coursework in degree-bearing programs in the Division of Graduate Studies. The philosophy of the course is that good writing requires good thinking; good writing requires good reading, and students will become better writers and readers through practice, practice, and more practice. With this in mind, an aim of the course is to help students refine their writing and reading at the graduate level through guided instruction, hands-on exercises, many chances to interact with course instructors and peers, and opportunities to practice a variety of approaches to writing and reading. Attention is also paid to the communication skills and strategies students can use when taking professional certification tests. Course learning topics and practice exercises and assignments are sequential. The course also provides students with materials on how to research topics for coursework and how to correctly apply APA style to research papers and reflection papers. Attendance at all 12 sessions is mandatory.



This course is offered in a friendly and supportive atmosphere. Classes meet weekly for two-and-a-half hours. Course instructors provide expert writing and reading help and are experienced in helping students write and read with greater ability and confidence.

Students are required to maintain a portfolio of their writing and reading assignments and exercises. Portfolios are established authentic assessment tools used to measure students' progress in writing skills development and critical reading and to indicate where extra help may be needed in these areas. Weekly written feedback from course instructors will be included in each student's portfolio. Summary progress reports will be provided to the students at the midpoint and final session of the course.

Graduate-level writing should be error free. With this in mind, students will be provided with materials on standard American English grammar, usage, capitalization, punctuation and spelling.

This course is graded on a Pass/Fail basis. Students must complete all writing and reading assignments and bring their portfolios to all sessions. All assignments must be completed on time. One late assignment is permitted as long as it is completed and submitted the next scheduled session. Students who fail to comply with these requirements will be dropped from the course.

### **Registration Process**

Students are responsible for being aware of and following the deadlines related to registration, tuition and fees payment, dropping and adding classes and withdrawal from either individual classes or all classes. All students must meet with their academic advisors and be cleared for registration prior to being able to register. Failure to register as advised may result in termination from the program.

### **Course Audit**

Students must complete the Course Audit Registration Request Form with the required approvals (Department Chair, Bursar, and the Dean) in order to be eligible to attend class. Audit registration requests will be processed on a space-available basis.

- Student will be charged a flat fee in amount \$350 per audit course.
- The audit option cannot be annulled because all audit registrations are final.
- Students are allowed to audit up to two courses per semester, and no more than two 3 credit courses.
- Auditing students are not obligated to attend classes regularly or to take examinations. The level of participation in classroom activities is at the discretion of the instructor.
- Students auditing a course are not eligible to receive Financial Aid for that course.
- An audit course status cannot be changed to credit bearing one.
- The audited course will appear on the student's record as '0' (zero) credit with a grade of 'AUD'.
- The audited course cannot be used to meet degree requirements. Audited course cannot be used for certification.

## **ACADEMIC INFORMATION**

### **Satisfactory Academic Progress Policy (SAP)**

Students must maintain Satisfactory Academic Progress (SAP) to be eligible for financial aid. A detailed description of this policy can be found at <http://www.touro.edu/students/>. The fundamental components of the School's SAP policy:

- 1) The Master's program in Clinical Mental Health Counseling is 60 credits in length and typically takes 6 to 8 semesters (including summers) to complete. Students must complete the program in no longer than 6 years of full and/or part time study.
- 2) The Master's program in I-O Psychology is 36 credits in length and typically takes 1.5 to 2 years to complete. Students must complete the program in no longer than 6 years of full and/or part time study.

- 3) The Master's program in School Psychology is 66 credits in length and typically takes 6 to 8 semesters to complete. Students must complete the program in no longer than 6 years of full and/or part time study.
- 4) Students must maintain a 3.0 cumulative GPA.

## **Student Status**

It is within the auspices of the Program Director and the Student Status Committee with approval of the Department Chair to change student status to “good standing”, “monitored standing”, “probationary standing” (academic or professional), or “dismissed”.

Note: The listed student statuses are not necessarily a sequential progression. A breach of academic or professional requirements of the School of Health Sciences, and the Department of Behavioral Science may be grounds for immediate dismissal or probation.

**Good Standing:** Student meets academic and professional requirements of the SHS, DBS and the Program. With departmental approval and within established procedures, a student in good academic standing is eligible for consideration for conditions, honors, privileges, and other which require the student be in good standing.

**Monitored standing (warning), Probationary Standing (Academic or Professional), or Dismissal:** A student who has not upheld academic requirements or professional requirements of the School of Health Sciences, or the Program may be placed on monitored status, probationary status, or be dismissed from the program in accordance with the DBS Student Handbook, and the Student Status Committee procedures. The status and the duration of the status must be specified. The duration of monitored standing and probationary standing must be specified as 1 semester, 1 academic year, or for the duration of attendance in the program.

A student may be on monitored standing only once in the duration of attending one of the DBS programs. A second charge of breach of academic or professional requirements is grounds for placement on probationary status or dismissal from the program.

For the duration of the Monitored or Probationary Status, the student is ineligible for consideration for conditions, honors, privileges, and other which require the student be in good standing. A student on Monitored or Probationary Status is required to initiate a meeting with the Academic Advisor on a regular basis a minimum of twice a semester.

Monitored or Good standing will be restored if there are no further breaches of academic and professional requirements for the duration of the probationary standing. A breach of academic or professional requirements of the program while on monitored or probationary status is grounds for immediate dismissal from the program.

Failure to uphold the academic requirements of the SHS, or the Program may result in a student being placed on monitored or academic probationary status without deliberation of the Student Status Committee in accordance with the DBS Student Handbook. The Committee may deliberate to modify student status if extenuating circumstances are presented.

Financial Aid may be affected by probationary status. The student is responsible for determining if there is any financial, financial aid, or other ramifications of probationary status.

A student who has been dismissed from the program is prohibited from reapplication to the program. Tuition and fees may still apply, financial aid will be affected. The student is responsible for determining the financial obligation and implications. A dismissed student may be escorted off campus by security if

deemed necessary.

**Suspension:** A student may be removed immediately from participation in school activities (i.e., didactic or fieldwork affiliations) and recommended for suspension if the student's continued participation appears to be detrimental to the best interests of clients serviced, peers, or the SHS.

The Program Director may suspend a student on the Program Director's own accord or on the recommendations of the program faculty, the student's peers, or satellite clinical site professionals who supervise the student, at any time for (i) serious academic deficiencies, (ii) a serious error in professional judgment on the part of the student, or (iii) a breach of professional ethics or general rules of conduct.

In such cases, the Director of the program will provide the student with a written statement of the grounds for the suspension, and the action to determine the student's status will be taken expeditiously. The suspension will remain in effect until the administrative process, as outlined below, has taken place and the student has been reinstated. See also the *SHS Student Handbook*.

### **Academic Probation**

A student may be placed on academic probation for the following reasons:

- 1) The student fails to maintain a 3.0 GPA.
- 2) The student receives a grade lower than B in any course.
- 3) The student is carrying more than one grade of INC on his or her academic record at any one time.

### **Academic Dismissal**

A student may be dismissed from the program for the following reasons:

- 1) The student receives a grade lower than B when repeating any course.
- 2) The student needs to repeat more than two individual courses.
- 3) The student is on probation at the end of the first semester and fails to achieve a 3.0 GPA by the end of the second semester.
- 4) The student is placed on probation following the second semester and fails to achieve a GPA of 3.0 or higher within the next two semesters or by the completion of the next 15 course credits, whichever comes first.

The Program Director and the student's faculty advisor will monitor the student's academic performance and status in the program. Students placed on Academic Probation may register for no more than 9 credits.

If a student has already repeated a maximum number of courses allowed for the program and receives a below-minimum grade for an additional course, the student is recommended for dismissal. If the student chooses to appeal the grade for the course, he or she must file an appeal (see Appeal Policies and Procedures Section).

### **Leave of Absence or Withdrawal**

Students should not assume that filing a LOA or Withdrawal Form automatically guarantees that the request has been granted. They must receive official notification of approval from the Office of Registrar obtained only after clearance by the Bursar.

Students who are on leave should request, in writing, readmission to their program at least six weeks prior to the start of the semester in which they wish to resume their studies. The Program Director will determine if permission will be granted for a student to return from a LOA. To return from a medical LOA, the student must also submit evidence, such as a letter from the student's physician or an evaluation by a responsible medical authority, that there is no medical impairment that would prevent the student from fully participating in all phases of the program. The student will also be required to re-fill out the Essential Functions form and indicate whether they can or cannot perform all functions and whether he/she will require reasonable accommodations. Also, students may be required to audit courses that preceded the

semester in which they requested the leave. See Registration Process section for more information.

### ***Leave of Absence***

A Leave Of Absence (LOA) may be granted for exceptional medical or personal reasons. A request for LOA cannot be given for reasons of academic difficulties. A student who wishes to request a LOA must petition the Program Director in writing, stating the reason for his/her request. A LOA is normally granted for a period of no more than one year. In addition, a student must complete the program within 150% of the time required for completion of the program. It is the policy of the Touro College Department of Behavioral Science that it is not permissible to take longer than 6 years to complete any of the master's level DBS programs. Therefore, a student that is unable to complete the program within a 6 year period from the date of entrance will not be permitted to complete the program. The student has a right to contest the program's decision by utilizing the program's internal appeal process, as described in Appeal Policies and Procedures section of this handbook.

Consultation with the Financial Aid Office and the Bursar's office prior to initiating a LOA is recommended. Questions regarding financial liability should be explored before a LOA request is submitted to the Program Director.

LOA from the College indicates that the student has been separated from active academic process. Students who receive a grade of "INC" before being granted a LOA may complete work independently to ensure that their "INC" does not turn into an "F". Please note that Registrar's deadlines still apply to any student on leave.

### ***Withdrawal***

A student in good standing who wishes to withdraw from Touro College must give official notification to the Program Director and to the Office of Registrar by completing the Withdrawal Form and submitting it to the Program Director. A student in good standing, who withdraws from the program and wants to be readmitted to the program, will be required to re-apply for admission to the program.

## **GRADING and ENROLLMENT**

Below is the general Grading and Enrollment information for the DBS. For program specific details please refer to program sections of this handbook. For information regarding Grade Appeals see Appeals Policies and Procedures section.

### **Grade and Grade Point Average (GPA) Requirements**

Please refer to the *SHS Student Handbook* for information on grade values for GPA purposes, Deans' List, tentative grades adding, dropping, or repeating courses, academic progress and standards.

The Department of Behavioral Science requires students to maintain minimum passing course grades and a minimum overall GPA of 3.0. Students who do not attain the minimum overall GPA will be placed on monitored status for a minimum of the equivalent of one full time semester in which time they must meet the GPA requirement or be at risk for probationary status or dismissal from the program.

If a student is experiencing academic difficulties in any course, at any time, it is the student's responsibility to seek out the course instructor and his/her advisor immediately to discuss this issue and/or any extenuating circumstances that may be the cause of poor performance. A plan for assistance/remediation should be agreed upon by the student, faculty and/or faculty advisor.

### **Submission of Grades**

The Department of Behavioral Science requires final grades to be submitted to TouroOne within ten (10) business days of the administration of a final exam or submission of a final paper. Final course grades are available within two weeks following completion of the last final examination. No final grades will be

available to students prior to completion of the last final examination of the semester. No grades will be posted or distributed individually.

## Grade Definitions

P = Passing

INC - Student did not complete all course assignments and received the instructor's permission to complete course requirements (see below for details) within a specified time period.

W - Student can officially drop the course up to midpoint of the class. Not included in calculating the student's GPA.

WU - Student stopped attending up to midpoint of the class. Included in calculating the student's GPA as a failing grade.

WNA - student never attended class. Not included in calculating the student's GPA.

Letter Grade Equivalents	
A	93 and higher
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
F	64 or below

The grading mechanism may vary between professors, especially in relation to the level and style of learning expected in the course. Faculty are encouraged to utilize a variety of testing techniques. When laboratories are included in classes, practical and written exams are developed in a way that test a student's skills and competencies.

The instructor for each course includes student evaluation methods related to specific knowledge, skills and attitudes, as well as for communication, behavior, and planning that provide evidence of student learning. Students' performance on written and oral assignments, as well as projects, practice and field placements and, contribute to determining the students' level of mastery. All course outlines include the grading mechanisms for that course.

Faculty may include class participation and professional development as part of course grades, as listed in their course syllabus.

The College and the Department of Behavioral Science utilizes the American Standard of grading. Any grading method utilized by an instructor that differs from the program's standard methods, must be approved by the Program Director/Chair prior to implementation and must be included in the course syllabus.

## Papers and Written Assignments

All papers are to be typed using APA style for citations and organization. The APA Style Guide is a required purchase for reference. Other reference materials are available in the library. Note: Touro College offers a free non-credit writing workshop (see Writing Workshop Section).

Papers must be checked for grammar, punctuation, typographical errors and spelling. Students who have more than an acceptable number of errors for an assigned paper will have it returned to them. The student may be permitted, at the discretion of the course instructor, to correct all errors and resubmit the paper within one week.

Student work is expected to be original and unique to the course for which it was assigned. Reference material must be cited accordingly and demonstrate the student's own integration and interpretation of the referenced work. The ideas of others, written or verbal, are to be cited appropriately, and exact wording and phrasing marked by quotations. Failure to do so is considered plagiarism, and is subject to disciplinary action. Students also may not reuse large portions of their own papers from one class to another. Papers may be written on related topics, and, where appropriate, information gathered for a course may also be used for the student's research project. Software to check for plagiarism is available and used by faculty.

Short assignments may be submitted hand-written in ink at the faculty member's discretion. In this case, too, work is to be neat, without cross-outs and overwriting, and proofread for spelling and grammar. Handwritten work may utilize forms provided by the instructor, or be on standard loose-leaf paper or legal pad paper (8 ½ x 11).

Papers are to be stapled or bound together according to the wishes of the faculty member. Some faculty members may request that you make copies of short assignments for all class members. It is also wise to keep a copy of any paper you submit, to assure that you can replace it should a paper be misplaced. Unless otherwise specified by the Program Director, students are not permitted to make copies in the department copy room.

Written work is due on the day and time assigned, even if you miss class. Late work may be penalized as the individual faculty member's class policy dictates. Extensions may be granted, in advance, for extenuating circumstances. Constant tardiness or crises will be discussed with the student's advisor.

Written communication is an essential skill. Students will be assisted to develop writing skills for a number of purposes. Faculty and clinical supervisor preferences may vary, but learning to adjust to the demands of the situation is also an essential professional skill. Students who have difficulty with written assignments should meet with their professors and/or advisors. The computer lab is equipped with thesaurus, spelling and grammar checking programs to enable you to check and correct your work before submission. It is also permissible to use an editor, although not a ghost-writer. Students with significant writing problems may be referred to other programs and sources for remedial writing course work, tutoring or assistance.

### **Incomplete "INC" Policy**

The grade of "Incomplete" "INC" is assigned only in unavoidable circumstances for students whose work is otherwise satisfactory in the course to date.

- a) A grade of "INC" must be requested to the instructor prior to the last meeting of the course or the due date of the final assignment, whichever comes first. Any such request beyond that point requires the approval of the Program Director/Department Chair.
- b) The granting of an "INC" requires that the instructor completes a contract with the student that specifies the work to be completed and the distal date for the completion. Copies of the contract must be signed by the student and the Program Director/Department Chair. The student will get a copy of the contract. **NOTE: An "INC" contract cannot be renegotiated for any additional time.**
- c) Students receiving the grade of "INC" for a course must complete all requirements within one semester after the end date of the course. Failure to resolve the "INC" will result in it being changed to a failing grade "F". **NOTE: Students who receive more than one grade of "INC" in a given semester may not be permitted to register for the following semester.**
- d) Students are not permitted to begin Practicum or Internship until a grade of "INC" is

resolved.

- e) A student may not carry more than one active “INC” in his or her academic record at any one time. Students with two or more such grades will not be permitted to register for subsequent semesters.

### **Adding/Dropping courses**

Students should be aware that withdrawing from courses could result in consequences such as delayed graduation, the inability to continue in the program, a loss of financial aid, as well as others. Please contact your academic program if you have any questions about adding/dropping courses.

Students may add or drop courses online during the official add/drop period established by their program as specified in its Academic Calendar. After the end of add/drop period, and up to semester’s midpoint, a course may be dropped by filling an Add/Drop form from the Office of the Registrar. An Add/Drop form must be filled out in its entirety and signed by both the student and his/her advisor. The official date of withdrawal from the course(s) is the date on which a completed Add/Drop form with required signatures is submitted and time stamped at the Office of the Registrar. Non-attendance, non-participation or notification to the course instructor/Program Director does not constitute an official withdrawal. The official date of withdrawal will determine students’ financial responsibility for the course(s) they withdrew from. Based on this date, the Offices of Financial Aid and Bursar will adjust students’ accounts accordingly.

## **STUDENT CONDUCT & PROFESSIONAL DEVELOPMENT**

### **Professional Conduct**

Students are expected to conduct themselves in a manner compatible with the functions of an institution of higher learning and to use the facilities of the college with care. They are required to abide by the highest standards of academic honesty and integrity in their examinations, papers and research reports.

Students are expected to demonstrate professional development capabilities during their education at Touro College, to support professional interactions among fellow students, between students and faculty, including clinical educators, and between students and clients/patients. It is expected that these skills will mature during the education experience to support successful professional capabilities.

Any activity which endangers the physical or mental well-being of students, faculty, staff, or those associated with Touro College constitutes misconduct and is hereby prohibited. Such prohibited activities include but are not limited to the following categories:

1. The purchase, sale, or consumption of alcohol or drugs on College grounds;
2. Initiation rites which entail reckless and harmful behavior;
3. Any action detrimental to the mental or physical welfare of students, faculty, or staff;
4. Possession of firearms, knives, explosives, weapons of any type, hazardous substances, etc. are prohibited on Touro College premises. Persons found to be in violation of this policy may be subject to dismissal and legal action.

All students are required to abide by the highest standards of academic honesty, ethical fitness, and professional conduct. Characteristics key to the development of a behavioral health professional include, but are not limited to:

1. ethical conduct and honesty;
2. integrity;
3. ability to recognize one’s limitations and accept constructive criticism;
4. concern for oneself, others, and the rights of privacy;
5. appropriate value judgment with respect to interpersonal relationships with peers, superiors, patients, and their families;
6. responsibility to duty;

7. professional appearance;
8. punctual attendance at all program-scheduled activities and adherence to deadlines set by the faculty and preceptors.
9. appropriate communication in written form as well as verbal and non-verbal, i.e. communication via technology (emails, etc.)

Conduct that tends to bring discredit upon the school, the student, or the profession, whether committed in class, at a clinical site, or off-campus, shall constitute a violation of this policy for which a student may be subject to disciplinary action. The most serious violations may result in immediate suspension or dismissal. However, whenever it is appropriate, the student who demonstrates unacceptable performance or misconduct will initially be notified by the Program Director/Department Chair and given a written warning regarding the persistence of such behavior or misconduct as soon as it becomes evident. The student shall be notified that continued misconduct or professional misbehavior will result in the student being placed on professional probation. The duration and condition of the probationary period will be determined on an individual basis and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond its normal term.

### **Professional Development**

Student professional development is supported by all faculty with an appreciation that professional growth develops throughout one's professional education. Professional development skills such as the ability to communicate effectively and the ability to take responsibility for one's behavior are necessary skills for a behavioral health professional. Faculty will facilitate development of professional skills, and work with academic advisors to help students self-evaluate their strengths and weaknesses. Toward this end, the DBS Faculty addresses aspects of professional development within all courses. Faculty may include class participation and professional development as part of course grades, as listed in their course syllabus.

Students whose moral, social or emotional behavior is disruptive or inappropriate for the professional environment will be brought to the attention of the Program Director/Department Chair. Conduct that violates this policy may lead to disciplinary action. Such conduct shall include, but is not limited to, cheating, plagiarism, stealing, falsifying or violating confidentiality of records, or other violations of the law.

Students who are unable to demonstrate adequate professional behavior in any of their courses will be considered at risk for monitored status or professional probation and will be counseled by their advisors about the severity of this determination. Students unable to demonstrate professional development skills necessary for fieldwork, despite counseling from their advisor and/or faculty member are at risk for dismissal from the academic program.

### **Attendance and Examinations**

Attendance policies are enforced to maintain the integrity of the learning objectives of the curriculum and to prepare students for the essential knowledge and skill to practice as competent professionals. Students are expected to attend all scheduled class sessions and fieldwork placements. Students are to arrive for all scheduled classes on time, and to stay through the entire class period.

All faculty will maintain a record of student attendance. Faculty may bar entry or assign special seating for students who arrive late. If a student must leave at other than break time he/she is to do so quietly and unobtrusively, and return promptly. Students must inform their instructors if they plan to be late or absent from class. Absence from class does not release the student from work assigned. Excessive absences may be grounds for dismissal from the program.

Documented absences due to extenuating circumstances may not exceed 1/5 of a course. Undocumented absences from a course are grounds for a reduced professional conduct grade in the class, resulting in an overall lower grade in the class. Absences from more than 1/5 of a course is grounds for failure of the



course and loss of financial aid.

Each class meets for a minimum of 12 weekly sessions. If the class includes a final examination, there will be a noted session for the examination. The examination will be given at the usual day and time of the class meeting and in the same room in which the class normally meets, unless otherwise specified by the instructor.

### **Classroom Behavior**

In order to ensure consistent professional behavior in the classroom that will facilitate student learning the following rules must be applied:

- No phone use – all phone ringers should be turned off. Checking for messages/return calls should be done during breaks from class. In cases of emergency, accommodations may be made by the faculty of the course in question.
- Classroom confidentiality – Students and faculty will frequently share personal and confidential information during course time. Students and faculty are expected to respect the ethical guidelines expected of a behavioral health professional, except in case of concern for well-being and safety. A breach of confidentiality will be considered a violation of professional conduct.
- At all times, students and faculty are expected to demonstrate respect towards each other, even when differing opinion are expressed. If concerns arise regarding respect within the classroom, students are encouraged to speak directly with the professor and/or the Program Director.
- Faculty may add additional classroom requirements that will be listed upon the official course syllabus.
- Students are responsible for all requirements listed upon the provided course syllabus.

### **Attire**

At all times we are to present a professional image to our community, visitors, students and the public. Acceptable personal appearance is an ongoing requirement of students at Touro College. Students are required to present themselves in appropriate attire for all classes, fieldwork, laboratories, and field trips. Appropriate attire should be worn on all school grounds both when classes are in session and during breaks.

Attire should not appear to be revealing or provocative. Some choices are inappropriate at any time, such as: bare midriffs, strapless shirts or dresses, short shorts (above fingertip length with arms at the side and hands open) and bare backs, see-through or camouflage clothing, short skirts and dresses above the knee, sundresses without a sweater or jacket, halter tops, tank tops, other. In addition to appearance, personal hygiene and good grooming are extremely important at all times. Students who are dressed inappropriately will be asked to change into proper attire. Failure to do so can result in disciplinary action.

Students attending classes at Touro's site in Borough Park, Brooklyn, are encouraged and expected to respect the local community's standards of attire.

### **Confidentiality**

Faculty as ethical professionals, are expected to respect students' and patients' right to confidentiality and share information with only those who need to know. It is also imperative that you, as students pursuing a professional career, understand the importance of confidentiality when participating in clinical placements and academic areas of the program. Fellow students personal information i.e. grades, concerns, and behaviors revealed in or out of class should not be openly shared with others. Patient information is regarded as confidential. Any reports completed for submission to class are not to divulge the patient's name. You must use only the first name, make up a name or use initials. Of course, this also pertains to any discussions you may have about the patient outside of the clinic and/or classroom. You may not copy or remove medical records on any client. This is a violation of HIPAA regulations. It is your responsibility as students to clearly ask for and to understand the facility's and professional rules and regulations regarding confidentiality.

## **Social Media**

All student interactions and communication via social media (Facebook, Twitter, LinkedIn, e-mail, texts, etc.) should be conducted with sound judgment due to the public nature. Any unprofessional or inappropriate interactions and communication via social media related to Touro College, Touro College administration, faculty, staff, students, or associates (including fieldwork) should be reported to the Program Director/Department Chair and are grounds for probation or dismissal from the program.

## **Student Behavior and Attire during Exams**

- No head coverings except for religious/medical purposes will be permitted
- Phones are to be left at the front of the room or in book bags and/or purses
- Book bags are to be left at the front of the class; only necessary items are to be placed on the desks
- Multiple versions of the exam should be administered
- Students should be dispersed throughout the classroom with space between seating
- If a student has a question, the student should raise his/her hand and the instructor should go to the student. The instructor should keep this to a minimum as to limit disruptions to other students
- Students are not permitted to leave the room until the instructor deems the examination finished
- No websites, e-mail, other electronic media, or printer should be accessed until the instructor deems the examination finished
- Students are required to immediately relinquish the exam to the instructor when the time allotted for exam has elapsed or upon request of the instructor

## **Non-Discrimination/Sexual Misconduct**

See the Touro College School of Health Sciences Student Handbook for the policy on non-discrimination.

## **Drug-free Environment**

See the Touro College School of Health Sciences Student Handbook regarding the policy for a drug-free environment.

# **ACADEMIC INTEGRITY POLICY**

## **Academic Integrity Statement**

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violations of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity. It is presented here in order to educate the faculty on the enforcement of the policy.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, requires that a student or researcher:

- Properly acknowledge and cite all ideas, results, or words originally produced by others;
- Properly acknowledge all contributors to any piece of work;
- Obtain all data or results using ethical means;
- Report researched data without concealing any results inconsistent with student's conclusions;
- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress;
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment;
- No student has an inappropriate advantage over others;
- The academic and ethical development of students is fostered;
- The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity and for establishing fair procedures to deal with allegations of violations of academic integrity.

### **Violations of Academic Integrity**

The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who commit one of the offenses listed below, or similar such offenses, or those who assist in the commission of such offenses, may be subject to sanctions (i.e. classed as A, B, or C, as described below in the section "Procedures in Response to Violations of Academic Integrity").

### **Plagiarism**

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement and the representation of them as one's own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

When using ideas/words from other sources, the student must clearly define the sources using standard methods of citation. Plagiarism can occur even when one does not use the exact words of another author. Paraphrasing written material by changing or rearranging words without the proper attribution is still considered plagiarism (even if it eludes identification by plagiarism detection software). It is therefore

critically important that students understand how to cite. If students have any questions about the proper use and citation of material from other sources, they should seek help from their professors.

### ***Intentional Plagiarism***

Plagiarism takes many forms. Flagrant forms, or intentional plagiarism, include, but are not limited to: purchasing a paper; commissioning another to draft a paper on one's behalf; intentionally copying a paper regardless of the source and whether or not that paper has been published; copying or cutting and pasting portions of others' work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution; and in the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination. Plagiarized sources may include, but are not limited to, print material, computer programs, CD-ROM video/audio sources, emails and material from social media sites and blogs, as well as assignments completed by other students at Touro College and University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one's own words the theories, opinions or ideas of another without proper citation.

Additionally, students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism, and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

### ***Unintentional Plagiarism***

Plagiarism is not only the failure to cite, but the failure to cite sources properly. If a source is cited but in an inadequate way, the student may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, indicate exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, the Touro College and University System will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional plagiarism). While both forms are violations of the Academic Integrity Policy, a student's first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

### **Cheating on Examinations and Other Class/Fieldwork Assignments**

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for "take home" examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time;
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express

written consent of the instructor;

- Copying from another individual's examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include:

- Giving or receiving assistance or information in any manner, including person-to-person, notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor;
- Using crib sheets or unauthorized notes (unless the instructor provides explicit permission);
- Copying from another individual's exam.

Failure to comply with any and all Touro College and University System test procedures will be considered a violation of the Academic Integrity Policy.

### **Research Misconduct and Other Unethical Conduct**

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators, based on the Public Health Service regulations dated May 17, 2005.

Research misconduct is defined in the USPHS Policy as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results."

These terms are defined as follows:

- (a) *fabrication* - making up data or results and recording or reporting them;
- (b) *falsification* - manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record;
- (c) *plagiarism* - the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Research misconduct does not include honest error or honest differences of opinion.

### **Misleading or Fraudulent Behavior**

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

### **Tampering**

Tampering is the unauthorized removal or alteration of College documents (e.g., library books, reference materials, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students' work. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

- Tearing out the pages of an article from a library journal;
- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student's or colleague's files, data, assignments, or reports.

### **Copyright Violations**

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of "fair use," may make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. Examples of copyright violations include:

- Making or distributing copies of a copyrighted article for a group (on paper or electronically)
- Disseminating an image or video of an artist's work without permission (such as a Netter® or Adam® anatomical drawing)
- Copying large sections of a book

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: <http://www.copyright.gov/fls/fl102.html>.

### **Sanctions**

The following sanctions may be imposed for violation of this Policy. Sanctions of one class may be accompanied by sanctions of a lesser or greater class. Except in the case of a student's expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct.

#### **Class A Sanctions:**

- Expulsion/dismissal
- Revocation of awarded degree in the event that the violation is identified after graduation

#### **Class B Sanctions:**

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro College and University System
- Indication of 'disciplinary action for academic integrity violation' on the permanent transcript

#### **Class C Sanctions:**

- Placement on Academic Probation
- Failure in the course, with consequences as determined by the individual program's rules and regulations
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship, or the entire course/clerkship with or without the option of redoing the work or the course/clerkship
- Requiring the student to redo the assignment

Repeat offenders may be subject to more stringent sanctions.

### **Procedures in Response to Violations of Academic Integrity**

This Touro College and University System Academic Integrity Policy applies to all Touro students. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the

student's school, which may not be less stringent than the requirements and standards set forth in this Policy Statement.

The Dean of each school shall designate a member of the administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President. The Provost shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

### **Reporting a Case of Suspected Plagiarism or Cheating**

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the Chair of the relevant department. The Chair will consult with the faculty member, and if a violation is identified the faculty member will inform the student. The Chair will also report all violations in writing (using the *Academic Integrity Violation Reporting Form*) to the CAI Officer. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

If an instructor strongly suspects cheating during an exam, the instructor should stop the student's exam and collect all evidence of cheating. The incident should be immediately reported to the Chair, who will investigate and report in writing to the CAI officer.

### **Resolution of Academic Integrity Violations**

Incidents of academic integrity violations are reported to the department Chairperson, and a report by the Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro College and University System's Standards of Academic Integrity are subject to the sanctions listed above.

Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the department Chair may remove such a student from a clinical assignment, not to exceed fourteen (14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing.

#### ***Informal Resolution***

After consulting with the department Chair (as per "Reporting a Case of Suspected Plagiarism or Cheating"), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution and the sanctions imposed to the department Chair for approval. The faculty member, in consultation with the department Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

The outcome of the informal resolution should be reported in writing by the department Chair to the CAI Officer, who will maintain the record for the duration of the student's academic career.

The informal resolution process is not available to individuals who have been previously reported.

#### ***Formal Resolution***

In the event that (1) the student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student has been accused and found guilty before, or (4) for any other reason for which informal resolution is not appropriate as determined by the department Chair or the CAI Officer, then the matter shall be submitted for formal resolution.

The Touro College and University System has developed the following formal method of resolution to deal with academic integrity allegations and complaints.

To institute formal resolution, the following procedures shall be followed:

- The Chief Academic Integrity Officer receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which will be sent both by e-mail and mail, will be given at least two business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the administration. The student may be granted a postponement if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a three-month period.
- The reported student and the person who reported the student will be afforded the following opportunities:
  - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
  - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference.
- All decisions shall be made by majority vote.
- The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other counsel is not permitted.
- Audio recordings of the Hearing are not permitted.
- The chair of the committee shall prepare an executive summary that includes a written record of the charges that were reviewed, evidence that was considered, the decision that was made, and any instructions for follow-up.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student's stance or position. The CAI Officer, his or her designee, or other members of the Administration may also meaningfully participate in this information exchange. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.



- The student, his/her accuser, the Committee, and/or Touro College and University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

*The Committee shall reach a decision using the following guidelines:*

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.
- The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the department Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom.

### **Academic Integrity Violations Appeal Process**

- Following a Formal Resolution Hearing and notification of the Committee decision, a student may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The student has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.
- The Appeals Dean may request to meet with the student.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

A copy of the Appeals Dean's final decision will be transmitted to the CAI Officer and the department Chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision to the respective Chief Academic Officer (CAO) (e.g., the Provost or Senior Provost) or his/her designee. The CAO may grant an appeal only on the basis of one of the following:

- Evidence of bias of one or more of the members of the Committee or of the Appeals Dean.
- New material documenting information that was not available to the Committee or the Appeals Dean at the time of the initial decision.
- Procedural error.

The CAO may conduct interviews and review materials, as appropriate. The CAO will notify the student, the CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

### **Status of Student Pending Action**

Pending resolution on charges, the status of the student will not be altered except in cases where the student may be considered a danger in a clinical setting. Such a student may be suspended only from the clinical aspect of their program pending the outcome of a formal resolution. If a student is suspended for any

reason, all as-yet-undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

### **Recordkeeping**

The CAI Officer of each school will maintain records of all violations and resolutions, both informal and formal. On an annual basis, the CAI Officer will submit data on academic integrity violations to the TCUS Academic Integrity Council.

Such records shall be kept in accordance with the Record Retention Policy as it relates to student records.

A student may see his/her file in accordance with Touro College and University System regulations concerning inspection of records as spelled out in *Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro College and University System*.

## **APPEAL POLICIES AND PROCEDURES**

### **DBS Appeal Procedure / DBS Committee on Academic Standing**

A student has the right to appeal a decision made for misconduct or unacceptable academic performance if there is good reason for the appeal. The student who is appealing a decision made for misconduct or unacceptable academic performance must first complete the DBS Appeals Procedure outlined below.

All written appeals must include the following:

- Student name, address, e-mail and phone number
- Touro ID number
- Course name and number under appeal
- The reason for the appeal
- Documentation to support the appeal
- Any information supporting the appeal that the student would like considered in the decision. Only information received in writing will be considered.
- A plan of action demonstrating how the current situation can be rectified without reoccurring

### **Grade Appeals**

Any student may dispute a grade by using the following protocol:

- a) The student must contact the instructor via email within a week after receiving the grade to discuss the grade and review the grading policies for the course.
- b) If the student is not satisfied with the instructor's response, then, within 14 calendar days after discussing the grade with the instructor, the student must submit to the instructor a written request for a formal grade review. If the student does not request a formal review of the grade within the 14-day period, the student will be deemed to have accepted the grade and will no longer be able to challenge it. The instructor will make every effort to respond to student's written request within 14 calendar days after receiving it.
- c) If student is not satisfied with the instructor's response, the student may refer the matter to the DBS Committee on Academic Standing. DBS Committee on Academic Standing will make the final determination.

### **Appeal of Academic or Professional Dismissal**

A student may appeal academic or professional dismissal by filing a written appeal with the Program Director/Chair within 14 calendar days after the date of the notice of dismissal. Any appeal not submitted

within such period will be deemed conclusive acceptance of such dismissal by the student and a waiver of the student's right to appeal. An academic dismissal may be reversed if the student can demonstrate that his or her poor academic standing in the program resulted from a significant extenuating circumstance such as a major health issue affecting the student, an unexpected military deployment, or other serious circumstances outside of the student's control.

### **Grounds for Significant Extenuating Circumstances**

Extenuating Circumstances are circumstances that are exceptional or 'unforeseen' and are over and above the course of everyday experience. They may include

- a) significant illness, accident or injury;
- b) the death or serious illness of a close family member or dependent;
- c) family crisis directly affecting the student;
- d) absence caused by jury service (deferral of which has been denied by the Court).

Circumstances that will not normally be considered as Extenuating Circumstances include:

- a) minor illnesses
- b) voluntarily deciding not to take medication for a known condition;
- c) minor computer problems or inadequate planning preventing completion or submission of coursework;
- d) stress and panic attacks caused by examinations that do not affect general life activities for which no prior application for reasonable accommodation has been made (the Department of Behavioral Science does not supply retroactive accommodations);
- e) assessments or examinations scheduled close together;
- f) non-religious holidays or travel arrangements; and
- g) consequences of paid employment.
- h) long-standing hardship which has been previously well managed and/or is not communicated to the program.

If a student chooses to miss school for any of the above reasons, he/she is responsible for keeping up with the school work. A failure that may be attributed to the scheduled event and/or the missed class work may not be considered as an extenuating circumstance. In addition, prolonged, chronic or long-term conditions (for which no reasonable accommodations have previously been sought) are not normally considered a basis for Extenuating Circumstances.

If a major life event is anticipated during the semester, it is the students' responsibility to meet with the instructor ahead of time to discuss how course requirements will be met.

Registered students who miss 1/3 or more of the course are encouraged to consider the possibility of taking a leave of absence (see Leave of Absence Section for more information).

All submissions for consideration of Extenuating Circumstances must be accompanied by contemporaneous, supporting documentation from a qualified third party which must confirm the existence of Significant Extenuating Circumstances and state how the reported circumstances have affected the student concerned.

Examples of acceptable supporting documentation include:

- a) Doctor/ Health Provider or Hospital report or letter;
- b) Death Certificate.

Any student requesting accommodations must contact the Office of Disability Services SHS Coordinator, the Associate Dean of Students and Innovation (see Reasonable Accommodations section for more information). Note: Touro College does not supply retroactive accommodations.

## **M.S. in CLINICAL MENTAL HEALTH COUNSELING**

### **Mission and Goals**

The Touro Master of Science in Clinical Mental Health Counseling (CMHC) Program provides a supportive, learner-centered environment for academic rigor and integrity driven by scholarship and enhanced practice. The goal is to strive for excellence in faculty and graduates who contribute to the profession and the promotion of wellness and mental health across diverse communities.

The mission of the Master of Science in Clinical Mental Health Counseling (CMHC) Program of Touro College is to help students develop into ethical and competent clinicians, skilled in the clinical assessment of problems and implementing successful, evidence-based interventions that support the mental health, social, emotional and physical well-being of the clients they serve. Coursework and fieldwork experiences provide students a combination of the necessary theoretical and applied approaches in developmental, cognitive, biological, social, and behavioral areas to promote their growth as professional and successful mental health counselors. Graduates of the program are well prepared to function as mental health professionals in multiple roles including treatment, assessment and consultative modalities with diverse populations with a wide range of mental health concerns.

### **Educational Philosophy**

The graduate program in Clinical Mental Health Counseling approaches counselor education through the integration of evidence-based practices, theory and applied skills in all courses. Additionally, these concepts and skills are further developed through supervised fieldwork experiences (practicum and internship). The primary goal of our program is to prepare Clinical Mental Health Counselors with the highest levels of ethical and professional standards so they are well prepared to provide appropriate mental health services within a variety of settings.

### **Curriculum Framework**

Mental Health Counselors are clinical professionals who are trained to work in a variety of settings that address the wellness and mental health of our diverse society. Consistent with the scientist-practitioner model of training the Clinical Mental Health Counseling Program at Touro College combines a strong theoretical basis with empirically based research and applied practice to prepare students for work in this multifaceted field.

The framework of this program combines current evidence-based practice with a dynamic understanding of established theory, abnormal psychology, human development, assessment and intervention techniques to provide a blueprint for guiding case formulation, decision making, and prevention and intervention design. Our emphasis on positive strength based approaches to helping diverse clients from culturally diverse backgrounds find wellness and mental health is pivotal. These concepts and skills are further developed through supervised fieldwork experiences (practicum and internships) in which student can ensure their readiness in supportive situations.

Upon graduation from our program, candidates will be competent critical thinkers and emerge as passionate proactive clinicians ready for professional practice and the pursuit of State-recognized licensure.

### **Curriculum Design**

The Touro Clinical Mental Health Counselor Program is committed to educating clinicians to take on evidence-based, client-centered practice that promotes the basic tenets of wellness, mental health and prevention. The program's curriculum is based upon educational standards set forth by the Council for the Accreditation of Counseling and Related Programs (CACREP) which are supported by the American Counseling Association (ACA) and American Mental Health Counselors Association (AMHCA), and are reflected in the educational requirements for licensure in New York State. The CMHC program focuses on

training ethical professionals to contribute to the psychological, emotional, behavioral and general well-being of the clients and communities with which they work. We accomplish this by educating students with a strong foundation of evidence-based knowledge that reflects the current and projected needs of the counseling profession. The coursework is integrated with practical and applied skills achieved during a 100-hour practicum and 600-hours of supervised fieldwork and the curriculum provides for student preparedness to provide counseling services in a multicultural and pluralistic society.

While the Touro Clinical Mental Health Counseling programs is **NOT** a CACREP-accredited program, our curriculum is built on eight (8) Core Competencies and six (6) competencies specific to the Mental Health Counselor and established by the 2016 CACREP standards.

The program has established the following goals and objectives which are borrowed directly from the 2016 CACREP standards.

### **Eight (8) Core Competencies**

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - Students will demonstrate an understanding of the following aspects of professional functioning:
  - a. history and philosophy of the counseling profession and its specialty areas
  - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
  - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
  - d. the role and process of the professional counselor advocating on behalf of the profession
  - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
  - f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
  - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
  - h. current labor market information relevant to opportunities for practice within the counseling profession
  - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
  - j. technology's impact on the counseling profession
  - k. strategies for personal and professional self-evaluation and implications for practice
  - l. self-care strategies appropriate to the counselor role
  - m. the role of counseling supervision in the profession
  
2. SOCIAL AND CULTURAL DIVERSITY - Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
  - a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
  - b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
  - c. multicultural counseling competencies
  - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
  - e. the effects of power and privilege for counselors and clients
  - f. help-seeking behaviors of diverse clients
  - g. the impact of spiritual beliefs on clients' and counselors' worldviews
  - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT - Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
  - a. theories of individual and family development across the lifespan
  - b. theories of learning
  - c. theories of normal and abnormal personality development
  - d. theories and etiology of addictions and addictive behaviors
  - e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
  - f. systemic and environmental factors that affect human development, functioning, and behavior
  - g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
  - h. a general framework for understanding differing abilities and strategies for differentiated interventions
  - i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
  
4. CAREER DEVELOPMENT— Students will demonstrate an understanding of career development and related life factors, including all of the following:
  - a. theories and models of career development, counseling, and decision making
  - b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
  - c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
  - d. approaches for assessing the conditions of the work environment on clients' life experiences
  - e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
  - f. strategies for career development program planning, organization, implementation, administration, and evaluation
  - g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
  - h. strategies for facilitating client skill development for career, educational, and life- work planning and management
  - i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
  - j. ethical and culturally relevant strategies for addressing career development
  
5. COUNSELING AND HELPING RELATIONSHIPS - Students will demonstrate an understanding of the counseling process in a multicultural society, including all of the following:
  - a. theories and models of counseling
  - b. a systems approach to conceptualizing clients
  - c. theories, models, and strategies for understanding and practicing consultation
  - d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
  - e. the impact of technology on the counseling process
  - f. counselor characteristics and behaviors that influence the counseling process
  - g. essential interviewing, counseling, and case conceptualization skills
  - h. developmentally relevant counseling treatment or intervention plans
  - i. development of measurable outcomes for clients
  - j. evidence-based counseling strategies and techniques for prevention and intervention
  - k. strategies to promote client understanding of and access to a variety of community- based resources

- l. suicide prevention models and strategies
  - m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid processes
6. GROUP COUNSELING AND GROUP WORK - Students will demonstrate both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
- a. theoretical foundations of group counseling and group work
  - b. dynamics associated with group process and development
  - c. therapeutic factors and how they contribute to group effectiveness
  - d. characteristics and functions of effective group leaders
  - e. approaches to group formation, including recruiting, screening, and selecting members
  - f. types of groups and other considerations that affect conducting groups in varied settings
  - g. ethical and culturally relevant strategies for designing and facilitating groups
  - h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
7. ASSESSMENT AND TESTING — Students will demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
  - b. methods of effectively preparing for and conducting initial assessment meetings
  - c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
  - d. procedures for identifying trauma and abuse and for reporting abuse
  - e. use of assessments for diagnostic and intervention planning purposes
  - f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
  - g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
  - h. reliability and validity in the use of assessments
  - i. use of assessments relevant to academic/educational, career, personal, and social development
  - j. use of environmental assessments and systematic behavioral observations
  - k. use of symptom checklists, and personality and psychological testing
  - l. use of assessment results to diagnose developmental, behavioral, and mental disorders
  - m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
8. RESEARCH AND PROGRAM EVALUATION Students will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
  - b. identification of evidence-based counseling practices
  - c. needs assessments
  - d. development of outcome measures for counseling programs
  - e. evaluation of counseling interventions and programs
  - f. qualitative, quantitative, and mixed research methods
  - g. designs used in research and program evaluation
  - h. statistical methods used in conducting research and program evaluation
  - i. analysis and use of data in counseling
  - j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

- k. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- l. self-care strategies appropriate to the counselor role;
- m. counseling supervision models, practices, and processes;
- n. professional organizations, including membership benefits, activities, services to members, and current issues;
- o. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- p. the role and process of the professional counselor advocating on behalf of the profession;
- q. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- r. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

### **Three (3) Clinical Mental Health Competencies**

1. **FOUNDATIONS** - Student will demonstrate knowledge and practical application of the:
  - a. history and development of Clinical Mental Health Counseling
  - b. theories and models related to Clinical Mental Health Counseling
  - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
  - d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
  - e. psychological tests and assessments specific to Clinical Mental Health Counseling
  
2. **CONTEXTUAL DIMENSIONS** - Student will demonstrate knowledge and practical application of the:
  - a. roles and settings of clinical mental health counselors
  - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
  - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the Clinical Mental Health Counseling services networks
  - d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
  - e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
  - f. impact of crisis and trauma on individuals with mental health diagnoses
  - g. impact of biological and neurological mechanisms on mental health
  - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
  - i. legislation and government policy relevant to Clinical Mental Health Counseling
  - j. cultural factors relevant to Clinical Mental Health Counseling
  - k. professional organizations, preparation standards, and credentials relevant to the practice of Clinical Mental Health Counseling
  - l. legal and ethical considerations specific to Clinical Mental Health Counseling
  - m. record keeping, third party reimbursement, and other practice and management issues in Clinical Mental Health Counseling
  
3. **PRACTICE** - student will demonstrate knowledge and competence with the:
  - a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
  - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
  - c. strategies for interfacing with the legal system regarding court-referred clients



- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

### **Program Structure**

The Master of Science in Clinical Mental Health Counseling consists of 60 semester hours of required coursework in the areas of assessment, diagnosis, research, prevention, intervention, report writing, counseling and consultation and multicultural issues. As part of their training, students in the CMHC program are required to participate in fieldwork and related assignments. The program may be completed in no less than three years of full-time study. Some summer session coursework is required.

The curriculum is sequenced with all of the knowledge-based coursework and knowledge-based examination to be completed prior to the internship stages and the skill-based learning to be completed through practices throughout the program. Students may not register for courses out-of-sequence without written approval from the Program Director, Administrative Director or Associate Dean. Our CMHC program is New York State accredited as per the Office of the Professions of the New York State Department of Education. While our CMHC program is not accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP), programmatic goals are aligned with the guidelines established by CACREP. For more information on the New York State and CACREP guidelines please visit the following links:

- <http://www.op.nysed.gov/prof/mhp/section52-32.htm>
- [www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf](http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf)

The program provides classroom and field-based experiences that prepare future mental health counselors to be ready and able to meet the challenges of achieving state-mandated standards. The program requires a 100 hour practicum experience (MNHN 702) followed by completion of a 600 hour internship (MNHN 770 and MNHN 771).

Classes are primarily scheduled in the evenings, and in our Brooklyn location also on Sundays, making outside employment possible for students. In the internship experiences, the student must be supervised by a licensed Mental Health Counselor (LMHC) for the Clinical Mental Health Counseling program (a licensed Clinical Social Worker or a licensed psychologist is also acceptable).

Students are required to complete 3 fieldwork courses (12-credits). The first fieldwork course is taken in conjunction with MNHN 702 - Case Conceptualization, Documentation and Practicum, and requires that students complete 100-hours of practicum fieldwork within one semester. The two internship courses (MNHN 770 and MNHN 771) are taken during the fall and spring semesters of the final year of study. Students are required to complete a minimum of 600-hours of fieldwork during the two internship courses. For more information see Field-Based Experiences section below.

### **Plans of Study**

The following are the courses of study required for completion of the M.S. in Clinical Mental Health Counseling (MHC) at Touro College. This program offers three study tracks: Fall Admission Standard sequence (3- year, 8-semester course of study) and Fall Admission Extended Study Sequence (4-years, 10-semester course of study). In addition, students who took MNHN 600 as Touro undergraduates, may be admitted for the Spring Admission Full-time sequence (3-year, 7-semester course of study).

Completion of 19 courses (60 credits) and a required and documented seminar in Child Abuse Identification and Reporting is required to be awarded the M.S. degree. Courses must be taken in the sequence listed below. Full course descriptions are located at the end of this handbook.

**STUDENTS MAY NOT TAKE FEWER THAN THE NUMBER OF CREDITS AS OUTLINED IN THE PLANS OF STUDY. FAILURE TO TAKE THE REQUIRED COURSES/NUMBER OF CREDITS PER SEMESTER MAY RESULT IN ADMINISTRATIVE DISMISSAL FROM THE PROGRAM.**

### Deviation from Plan of Study

Deviations from the approved plan of study will only be granted in exceptional circumstances. Any deviation from approved plan of study will require approval by the CMHC program Director and the Department Chair.

<b>FALL ADMISSION: FULL TIME (2-year) SEQUENCE</b>	
<b>Fall I</b>	<b>Credits</b>
<b>MNHN 600:</b> Foundations of Mental Health Counseling & Consultation	3
<b>MNHN 611:</b> Essentials of Measurement, Evaluation & Research Analysis	3
<b>MNHN 630:</b> Counseling I: Theories and Practices - Cognitive and Behavioral Approaches	3
<b>MNHN 691:</b> Counseling the Culturally Diverse: Theory & Practice	3
<b>Spring I</b>	<b>Credits</b>
<b>MNHN 620:</b> Developmental Psychology	3
<b>MNHN 632:</b> Counseling II: Theories and Practices - Psychodynamic, Existential and related approaches	3
<b>MNHN 681:</b> Psychopathology	3
<b>MNHN 702:</b> Case Conceptualization, Documentation and Practicum	3
<b>COMPREHENSIVE EXAM #1</b>	
<b>Summer I</b>	<b>Credits</b>
<b>MNHN 640:</b> Legal, Ethical and Professional Orientation in Mental Health Counseling	3
<b>MNHN 638:</b> Principles of Addiction Counseling	3
<b>Fall II</b>	<b>Credits</b>
<b>MNHN 693:</b> Trauma and Crisis Intervention: Theory Response Models, and Techniques	3
<b>MNHN 683:</b> Assessment and Appraisal of Individuals, Couples, Families and Groups	3
<b>MNHN 706:</b> Advanced Counseling Skills and Techniques	3
<b>MNHN 770:</b> Internship I	4.5
<b>Spring II</b>	
<b>MNHN 692:</b> Group Psychotherapy & Counseling	3
<b>MNHN 705:</b> Advanced Addiction Counseling and Techniques	3
<b>MNHN 771:</b> Internship II	4.5
<b>COMPREHENSIVE EXAM #2</b>	
<b>Summer II</b>	<b>Credits</b>
<b>PSGN 678:</b> Life Style and Career Development	3
<b>MNHN 694:</b> Contemporary Issues in Couples & Family Therapy	3

<b>FALL ADMISSION: FULL TIME (3-year) SEQUENCE</b>	
<b>Fall I</b>	<b>Credits</b>
<b>MNHN 600:</b> Foundations of Mental Health Counseling & Consultation	3
<b>MNHN 611:</b> Essentials of Measurement, Evaluation & Research Analysis	3
<b>MNHN 630:</b> Counseling I: Theories and Practices - Cognitive and Behavioral Approaches	3
<b>Spring I</b>	<b>Credits</b>
<b>MNHN 620:</b> Developmental Psychology	3
<b>MNHN 681:</b> Psychopathology	3
<b>MNHN 632:</b> Counseling II: Theories and Practices - Psychodynamic, Existential and related approaches	3
<b>COMPREHENSIVE EXAM #1</b>	
<b>Summer I</b>	<b>Credits</b>
<b>MNHN 640:</b> Legal, Ethical and Professional Orientation in Mental Health Counseling	3
<b>MNHN 638:</b> Principles of Addiction Counseling	3
<b>Fall II</b>	<b>Credits</b>
<b>MNHN 693:</b> Trauma and Crisis Intervention: Theory Response Models, and Techniques	3
<b>MNHN 683:</b> Assessment and Appraisal of Individuals, Couples, Families and Groups	3
<b>MNHN 691:</b> Counseling the Culturally Diverse: Theory & Practice	3
<b>Spring II</b>	
<b>MNHN 692:</b> Group Psychotherapy & Counseling	3
<b>MNHN 702:</b> Case Conceptualization, Documentation and Practicum	3
<b>MNHN 705:</b> Advanced Addiction Counseling and Techniques	3
<b>COMPREHENSIVE EXAM #2</b>	
<b>Summer II</b>	<b>Credits</b>
<b>PSGN 678:</b> Life Style and Career Development	3
<b>MNHN 694:</b> Contemporary Issues in Couples & Family Therapy	3
<b>Fall III</b>	<b>Credits</b>
<b>MNHN 770:</b> Internship I	4.5
<b>MNHN 706:</b> Advanced Counseling Skills and Techniques	3
<b>Spring III</b>	<b>Credits</b>
<b>MNHN 771:</b> Internship II	4.5

<b>FALL ADMISSION: EXTENDED (4-year) SEQUENCE</b>	
<b>Fall I</b>	<b>Credits</b>
MNHN 600: Foundations of Mental Health Counseling & Consultation	3
MNHN 630: Counseling I: Theories and Practices - Cognitive and Behavioral Approaches	3
<b>Spring I</b>	<b>Credits</b>
MNHN 620: Developmental Psychology	3
MNHN 632: Counseling II: Theories and Practices - Psychodynamic, Existential and related approaches	3
<b>Summer I</b>	<b>Credits</b>
MNHN 640: Legal, Ethical and Professional Orientation in Mental Health Counseling	3
MNHN 638: Principles of Addiction Counseling	3
<b>Fall II</b>	<b>Credits</b>
MNHN 693: Trauma and Crisis Intervention: Theory Response Models, and Techniques	3
MNHN 611: Essentials of Measurement, Evaluation & Research Analysis	3
<b>Spring II</b>	
MNHN 681: Psychopathology	3
MNHN 692: Group Psychotherapy & Counseling	3
<b>COMPREHENSIVE EXAM #1</b>	
<b>Summer II</b>	<b>Credits</b>
PSGN 678: Life Style and Career Development	3
MNHN 694: Contemporary Issues in Couples & Family Therapy	3
<b>Fall III</b>	<b>Credits</b>
MNHN 683: Assessment and Appraisal of Individuals, Couples, Families and Groups	3
MNHN 691: Counseling the Culturally Diverse: Theory & Practice	3
<b>Spring III</b>	<b>Credits</b>
MNHN 702: Case Conceptualization, Documentation and Practicum	3
MNHN 705: Advanced Addiction Counseling and Techniques	3
<b>COMPREHENSIVE EXAM #2</b>	
<b>Fall IV</b>	<b>Credits</b>
MNHN 770: Internship I	4.5
MNHN 706: Advanced Counseling Skills and Techniques	3
<b>Spring IV</b>	<b>Credits</b>
MNHN 771: Internship II	4.5

<b>SPRING ADMISSION: FULL TIME (3-year) SEQUENCE</b>	
<b>Fall I (prior to admission)</b>	<b>Credits</b>
<b>MNHN 600:</b> Foundations of Mental Health Counseling & Consultation	3
<b>Spring I</b>	<b>Credits</b>
<b>MNHN 620:</b> Developmental Psychology	3
<b>MNHN 681:</b> Psychopathology	3
<b>MNHN 632:</b> Counseling II: Theories and Practices - Psychodynamic, Existential and related approaches	3
<b>COMPREHENSIVE EXAM #1</b>	
<b>Summer I</b>	<b>Credits</b>
<b>MNHN 640:</b> Legal, Ethical and Professional Orientation in Mental Health Counseling	3
<b>MNHN 638:</b> Principles of Addiction Counseling	3
<b>Fall II</b>	<b>Credits</b>
<b>MNHN 611:</b> Essentials of Measurement, Evaluation & Research Analysis	3
<b>MNHN 630:</b> Counseling I: Theories and Practices - Cognitive and Behavioral Approaches	3
<b>MNHN 683:</b> Assessment and Appraisal of Individuals, Couples, Families and Groups	3
<b>MNHN 691:</b> Counseling the Culturally Diverse: Theory & Practice	4
<b>Spring II</b>	
<b>MNHN 692:</b> Group Psychotherapy & Counseling	3
<b>MNHN 702:</b> Case Conceptualization, Documentation and Practicum	3
<b>MNHN 705:</b> Advanced Addiction Counseling and Techniques	3
<b>COMPREHENSIVE EXAM #2</b>	
<b>Summer II</b>	<b>Credits</b>
<b>PSGN 678:</b> Life Style and Career Development	3
<b>MNHN 694:</b> Contemporary Issues in Couples & Family Therapy	3
<b>Fall III</b>	<b>Credits</b>
<b>MNHN 770:</b> Internship I	4.5
<b>MNHN 706:</b> Advanced Counseling Skills and Techniques	3
<b>MNHN 693:</b> Trauma and Crisis Intervention: Theory Response Models, and Techniques	3
<b>Spring III</b>	<b>Credits</b>
<b>MNHN 771:</b> Internship II	4.5

### Professional Certification/Licensure

M.S. Program in Clinical Mental Health Counseling: Upon successful completion of this 60-credit program, students will be eligible to apply for the New York States Mental Health Counselor Limited Permit. With this permit students in New York State may begin the process of completing the post-master's requirements to become a Licensed Mental Health Counselor; completion of 3,000 post- Master's hours of supervised practice and passage of the National Clinical Mental Health Counseling Examination (NCMHCE).

Students who wish to engage in the practice of Clinical Mental Health Counseling outside of New York State should familiarize themselves with the requirements of those venues. Some states may require additional coursework and may impose alternative or additional requirements or testing. Please also visit the National Board of Certified Counselors ([www.nbcc.org](http://www.nbcc.org)) for information on different national counselor education certification options.

### Program Specific Grading Policies: CMHC Program

- 1) When passed courses (e.g., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student's GPA. The credit value for the course taken earlier is reduced to "0", and the course remains on the student's transcript. Failure to do so will result in automatic dismissal from the program.
- 2) When a course must be repeated, the student must meet with Program Director to review his or her plan of study, as it will likely extend the time it will take to complete the program as most courses are only offered once a year (e.g., in spring or fall semesters, but not both).
- 3) Students may NOT repeat a course in the same semester as taking a course for which the repeated course is a prerequisite. Only after the repeated course is completed with a minimum acceptable grade may the student register and enroll in the next course in the sequence.

### Required minimum passing course grade

Type of course	Minimum passing grade
A) Key Foundation Courses MNHN 600, MNHN 630, MNHN 632, MNHN 640, MNHN 681	B (no lower than an 83)
B) Additional Foundation/Knowledge Courses MNHN 620, MNHN 638, MNHN 693, MNHN 691, MNHN 678, MNHN 694	Only one grade of C is permitted for the entire program
C) Research/ Assessment Courses MNHN 611, MNHN 683	Only one grade of C is permitted for the entire program
D) Applied Skill/Intervention Courses MNHN 692, MNHN 705, MNHN 706	Only one grade of C is permitted for the entire program
E) Field Based Courses MNHN 702, MNHN 770, MNHN 771	B (no lower than an 83)

\*Only one grade of C is permitted for the entire program

A student who receives below the minimum passing course grade must successfully repeat and pass the course on the second attempt to remain in the program. Courses may be retaken one time only.

A student who receives below the minimum passing course grade in up to two (2) courses will be placed on monitored status, and the student will be permitted to re-take the failed course(s) with the requirement to pass the course(s) on the second attempt. In the event that a failed course is not passed on the second attempt, the student shall be dismissed from the Clinical Mental Health Counseling program.

In the event of receipt of more than one grade below the minimum passing course grade OR more than one grade below a B, the student shall be dismissed from the program. Students, who receive a grade below the minimum passing standard, may repeat 1 course only. No student can repeat more than 1 course throughout the program. Additionally, a course can only be repeated one time.

It should be understood that failure to pass any course results in an alteration in the student's program of study/curriculum including fieldwork, graduation date, and may impact financial aid eligibility. Upon notification of a failing grade, the student must meet with the Director of the CMHC program and Academic Advisor to determine the new course sequence the student is to follow. A student must successfully complete ALL Clinical Mental Health Counseling curriculum specified prerequisite and co-requisite courses prior to being permitted to register for courses and for each field based placement. It is the student's responsibility to determine the impact of failure or alteration in curriculum on financial aid.

A student unable to pass the course(s) or who does not meet the requirements of probation within the specified timeframe may be dismissed from the program. Unless approved by the Chairperson/Director for extenuating circumstances, students are required to complete the entire curriculum within a maximum of 6 years.

*Note: Courses consist of both the traditional classroom courses and clinical fieldwork.*

### **Malpractice/Liability Insurance**

All Clinical Mental Health Counseling students will be covered by a group liability insurance plan provided through Touro throughout their enrollment in the program. The cost of this coverage will be incurred by the student at the beginning of every year. Due to the nature of the mental health field, opting out of this coverage is not an option.

### **Field-Based Experiences: Practicum and Internship**

#### **General Guidelines**

All practicum and internship sites must be approved prior to the start of a student's formal practicum and/or internship experience. While Touro will assist students in finding a placement, Touro College is not responsible for securing a placement for any individual student. Internship sites are filled quickly. Students are encouraged to begin seeking practicum placement opportunities during their first semester and internship placement during their second year of enrollment. For more details on field experience requirements, students should carefully read and understand the requirements of the field experience handbook which may be obtained on the program's website.

Students are responsible for completing any paperwork and other requirements that a practicum/internship site may have, at their own expense.

Students are not permitted to accrue internship or practicum hours unless they are concurrently enrolled in the appropriate supervised course at Touro College and have secured documented site approval from program administration.

#### **Practicum Eligibility and Guidelines**

Practicum requires a minimum of 100 hours which must be completed in a setting that provides supervised

mental health services. Students will be provided lists of potential site and will have access to the support of the Field Placement Coordinator to secure placements. In order to be eligible to begin practicum experience and register for the required seminar (MNHN 702) all students must have completed the required prerequisites listed in the course description section with a grade of B or higher. **NO EXCEPTIONS** will be made to this policy. Students may not take practicum during the same semester that they are “repeating a course” that is a prerequisite to practicum. Students must submit field placement contracts to the field experience coordinator which must be signed and approved by the site supervisor and Touro Clinical Mental Health Counseling field placement faculty. Students who receive an unsatisfactory rating from their site supervisor will not receive credit for any practicum hours and will need to repeat both the course and field experience. Additionally, students who earn less than a B for the course (MNHN 702) will also need to repeat **BOTH** the practicum course and the field-based requirements prior to proceeding to internship.

### **Supervision**

On site supervision is required for all practicum and internship placements. Supervision may only be provided by a licensed clinical professional, as outlined by the CACREP and New York State standards. Approved licenses include: LMHC, LCSW, Licensed Psychologist, MD, and NPP. Please contact Field Experience Coordinator with any questions regarding Practicum and Internship.

### **Internship**

Internship placements are competitive and often require application 6-9 months before the start of their placement. Students are encouraged to be proactive in seeking a placement that will further their professional goals.

Students must have successfully completed their practicum requirements (100 hours) with a satisfactory rating and MNHN 702 with a grade of B or higher to be eligible to begin their internship. Additionally, students must receive a satisfactory score on Comprehensive Exam #1 to proceed to Internship.

Any student who wishes to complete their internship **MUST**:

- Be a student in good standing
- Submit their application to complete internship to the field coordinator and/or the Director of the CMHC program for approval of readiness to proceed.
- Have their site secured and submit all required paperwork to the placement coordinator **NO later than 1-week before the start of the semester.**

***Please note that ALL students must also achieve a passing score on the 2<sup>nd</sup> year comprehensive exam no later than August 1<sup>st</sup> in order to be eligible to progress to internship.***

Interns are required to have two hours of weekly face-to-face supervision; this may be one hour of individual onsite supervision and one hour of group supervision. If an intern misses hours for any reason, he or she must make up those hours in a manner arranged with his/her supervisor. If absences are deemed to be excessive in the judgment of the supervisor and a Director of the CMHC program, the student may be required to extend the internship through the summer or beyond.

Each internship site is visited by program faculty at the minimum of one time during the internship year. A faculty member also communicates with the internship site personnel during the school year. All interns are required to complete internship contracts and planning forms prior to the beginning of the internship placement. Each intern is evaluated in writing (using the Touro internship evaluation form) by the internship supervisor each semester. All internships start at the beginning of the academic year except by special permission. Internships conclude when the hourly requirements have been met, with the understanding that these dates must also be satisfactory to the placement site. *Interns are expected to continue at their*



*placements during Touro's semester breaks.*

Interns are required to maintain logs documenting days and hours spent and a summary of responsibilities at the internship site. Students are responsible for these logs, which must be signed by supervisors and submitted to the course instructor on a monthly basis. Electronic logs are acceptable provided they are sent from the supervisor's e-mail address or in pdf format when signed by the supervisor. Students will receive credit for the internship placement only if signed logs are submitted on time.

At least once during each semester, a core faculty member will visit each internship site. The visit involves consultation with the intern, the internship supervisor, and possibly other staff members who have had professional contact with the intern. These meetings provide an opportunity to evaluate the progress of the intern and also to evaluate the quality of the internship. Each semester the intern's supervisor forwards a report to the Director of the CMHC program regarding the progress of the intern. As deemed necessary, the number of site visits and involvement of the faculty field coordinator may be increased. Students on internship will attend seminars on a bi-weekly basis through the courses (MNHN 770 and MNHN 771) in which all students on internship are required to be registered.

In addition to making interns participate in experiences at the internship agency and allowing them to observe administrative procedures, each internship opportunity must address training that is equivalent with the expected professional activities of a professional mental health counselor.

During the internship experience, students continue to receive college-based supervision and are introduced to new materials. Students interview for internships *during the academic year prior* to the internship; the requirements of different sites and the application deadlines vary. There are a limited number of highly competitive internships available in the New York City area and students are encouraged to be prepared to begin seeking placement early. Additional details on internships and the application process are available through the Director of the program or the Field Experience Coordinator.

### **Requirements for Completion of the CMHC Program**

- A. Program:** The program may be completed within 6 to 8 semesters (including summers). Students requesting to complete the program in more than 5 years must obtain written permission from the program Director of the CMHC program. The program must be completed in the sequences outlined on the respective plans of study (see Plans of Study section).
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average (GPA) in order to remain matriculated in the program and being eligible to receive financial aid. Students who fall below this GPA, will be placed on probation and must meet with their faculty advisor and the program administration to develop a plan to improve their GPA. Students will have 1-semester to demonstrate an improvement in their GPA. Students who fail to demonstrate improvement will be dismissed from the program. Please review the ACADEMIC REGULATIONS & PROGRAM INFORMATION section below for further information on the probationary process.
- C. Student Advisement Meetings:** All students will be required to meet with their assigned faculty advisor at least once per semester to ensure that all program requirements are being met successfully.
- D. Seminars:** Students will be required to document attendance to a New York State approved child abuse identification and reporting seminar. The Clinical Mental Health Counseling program faculty will provide opportunities for student to enroll in this seminar.
- E. Requirements to Advance to Practicum and Internship:** Students must successfully complete all pre-requisite coursework and relevant comprehensive exams needed to advance to practicum and internship. Eight courses require a minimum grade of B. Refer to the table on page 45 for the specific

courses. Note that students are only permitted to get less than a B in one course (that does not require a B minimum grade). Students who receive more than one grade that is less than a B will have one opportunity to retake the class. However, the cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section for more specific details. NOTE: students may not begin their internship until they have successfully completed 100 practicum hours and the concurrent course. Students will also be required to successfully pass the Comprehensive #2 prior to being cleared to begin internship. Details of the comprehensive exam are outlined below.

- F. Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. All students must follow the ACA Ethical Code found at: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>. The Touro College and University System Academic Integrity policies can be found in greater detail in the Student Conduct and Professional Development section and at [www.touro.edu/students/policies/academic-integrity/](http://www.touro.edu/students/policies/academic-integrity/)
- G. Comprehensive Exams:** Two comprehensive exams are required for completion of the Clinical Mental Health Counseling program (see Comprehensive Exams section below).
- H. Portfolio Projects:** Students will complete various activities throughout their program that will become a part of their permanent program portfolio. These activities will include (but are not limited to) a formal biopsychosocial report completed in MNHN 702, a comprehensive case conceptualization write-up completed during MNHN 770, a personal curriculum vitae completed during MNHN 771 and a personal statement of the nature of Clinical Mental Health Counseling completed throughout MNHN 770 and MNHN 771. These projects will demonstrate the skills and comprehensive clinical development of students and their investment in the profession. Each student's portfolio will be reviewed by faculty members and graded based upon relevant rubrics related to the Core and CMHC specific program goals. Students must earn a grade of 80% for these projects for graduation.
- I. Continuity of Study:** Student leave or a break in continuity requires a review and approval by the program's administration before candidates can return to the program and resume study. These reviews may result in having to repeat outdated coursework or additional requirements to ensure that the competencies are maintained. Students who have more than 2 semesters where they were not registered for any courses must formally reapply to the Clinical Mental Health Counseling program and meet all requirements that are current in the present handbook. This is outlined further below.
- J. Exit Interview:** All students will be required to complete a short exit interview and portfolio review with one of the Clinical Mental Health Counseling faculty members with the purpose of this interview being an assessment of the student's overall program satisfaction as well as providing career guidance.

### Comprehensive Exams

Students must satisfactorily pass the two comprehensive exams to enter into the various levels of fieldwork and graduate from the program: Comps #1 and Comps #2.

The first exam will be taken in June following the completion of full-time students' first year of study or Extended Study students' second year of study. This first comprehensive exam will present a clinical case and a set of questions that require students to integrate their learning from previous courses.

The second comprehensive exam will be taken by students during their last semester of study. This exam will consist of a multiple choice section that covers the content knowledge outlined in the Eight (8) Core

Program Competencies, and a case conceptualization component that requires the integration of knowledge and practice in a comprehensive clinical manner.

A passing grade on each comprehensive exam is 80% and a passing grade on Comprehensive exam #2 is required for entering internship. The exam will be scored using faculty-developed rubrics based on the identified program competencies listed above. Students who fail segments of either comprehensive exam will be afforded two additional opportunities to succeed. Students must achieve a minimum passing score in order to be eligible for internship. A remediation plan that may include readings and school-based projects will be developed for the student. Should the student not pass the exam by the third time, he or she may be dismissed from the program.

### **Student and Professional Organizations**

Students play an important part in helping our profession stay current and progressive. The student and professional Associations provide a basis for student's professional growth through the offering of various in-services, meetings, conferences, and publications that are made available at reduced rates to Association members.

Applications for student membership in the American Counseling Association (ACA), New York Mental Health Counselors Association (NYMHCA), and the American Mental Health Counselors Association (AMHCA), are made available to students. Students are encouraged to join and participate in the Student Clinical Mental Health Counseling Association at Touro College as well as to keep abreast of the happenings in the student organizations sponsored by ACA, AMHCA, NYMHCA (and its Metro chapter), and other related professional organizations.

The Clinical Mental Health Counseling Program and the SHS encourage students to participate in professional conferences and leadership events. Each year students are provided with the opportunity to be nominated as the Touro Clinical Mental Health Counseling representative of NYMHCA and the ACA to help communicate important information about the field/profession to peers.

## **M.S. in INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY**

### **Mission and Goals**

I-O Psychology is an area of specialization within Psychology that involves the application of methods, facts, and principles of psychology to understanding behavior in the workplace. This sub-field of psychology studies factors that affect the way people act and interact in the workplace and in organizations (SIOP, 2014).

The mission of the Master of Science program in Industrial-Organizational Psychology is to provide students with the education and professional training needed to become ethical and competent I-O Psychology practitioners. Students will be prepared to provide a wide range of professional human capital and HR services like: job analysis, competency modeling, performance appraisal, training and development, data analysis, critical problem solving through research, consulting, and advocacy within a variety of settings.

The I-O Psychology program is rooted in professional-based HR and business strategy needs, with a focus on research-based psychological strategies. Additionally, these concepts and skills are further developed through supervised fieldwork experiences (internships) in order to promote positive educational and

behavioral environments for students to learn how I-O Psychology knowledge applies to the professional world. The primary goal of our I-O Psychology program is to provide students with classroom and field-based experiences that will make them ready and able to meet the challenges of achieving state-mandated standards while recognizing that people of all ages learn and develop in differing ways.

### **Curriculum Design**

The I-O Psychology program consists of 36 semester credit hours of required coursework in the areas of: Statistics; Research Design; Psychometrics; Leadership; Social Psychology; I-O in Global Companies; Motivation; Performance Appraisal; Organizational Design; Use of Self; Training & Development. As part of their training, students in the I-O Psychology program are required to participate in fieldwork and related assignments. The program typically takes 1.5 to 2 years to complete. Some summer session coursework may be required.

The curriculum is sequenced so that no student can take an internship until they have completed at least nine credits of the degree. Courses are designed to fully comply with the guidelines established by the Office of the Professions of the New York State Education Department. The program provides classroom and field-based experiences that prepare future practitioners to be ready and able to meet the challenges of achieving SIOP (Society of Industrial Organizational Psychologists) standards.

Classes are scheduled in the evenings and some classes are offered online, making outside employment possible for students.

Students must secure an internship site that meets the program requirements. All sites must be approved in advance by the field experience faculty coordinator. Additionally, each student must complete and submit a field placement contract and/or affiliation agreement, which are provided in the field experience handbooks. These documents must be signed by the student, site supervisor and field experience faculty coordinator.

### **Programmatic Goals**

The programmatic goals for the I-O Psychology program are drawn from the Society of Industrial and Organizational Psychology (SIOP). For more information on these domains please visit: <http://www.siop.org/guidelines.aspx>

Upon completion of the I-O program students will be competent in the “outcomes of training, and on the knowledge, skills, behavior, and capabilities necessary to function as a master's level I-O practitioner.” (SIOP, 2014)

#### **Goal 1 - The graduate of the I-O Psychology program will demonstrate competency in the area of Data Collection and Analysis Skills**

- 1a. The graduate will demonstrate skills in statistical software SPSS.
- 1b. The graduate will demonstrate the ability to understand concepts, run and interpret data Analysis for inferential statistics including: correlation; t-tests; ANOVA; chi-square; linear regression; multiple regression
- 1c. The graduate will design research proposals with a clear aim of solving organizational challenges. Research design proposals will be measured against the student’s ability to control all scientific methodological threats to: i. Internal Validity ii. Construct Validity iii. Statistical Conclusion Validity iv. External Validity

1d. The graduate will demonstrate the ability to use university online research library databases to source research literature in the domains studied throughout the program.

1e. The graduate will demonstrate the ability to recognize psychometric concepts and be able to interpret reliability

and validity survey item estimates such as: factor analysis; classical test theory; item response theory

Goal 2 - The graduate of the I-O Psychology program will demonstrate competency in the area of Ethical Practice & Learning in the Workplace

2a. The graduate will demonstrate the ability to apply and adhere to ethical and legal standards in I-O Psychology.

2b. The graduate will advocate for organization policies, programs, and services that enhance a positive work climate and are equitable and responsive to multicultural work environments.

2c. The graduate will engage peers, subordinates and management to promote the academic, career, and development of I-O practice in the workplace.

Goal 3 - The graduate of the I-O Psychology program will demonstrate competency in the area of Communication

3a. The graduate will select appropriate computer-based tools including PowerPoint, Excel, SPSS, and online resources to present assignments and research findings.

3b. The graduate will show competence in oral presentation skills both on their own in front of their class, and within a group setting.

3c. The graduate will show competence in using different technology to present data and project work. This includes: web-based presentations i.e. Gotomeeting.com or Webex.com; in-class projector presentations; handouts and open-table discussions

3d. The graduate will show competence in teaching and mentoring others to be able to present data and project work at a professional level.

Goal 4 - The graduate of the I-O Psychology program will demonstrate competency in the Core Industrial-Organizational Domains

4a. The graduate will develop measurable knowledge, skills behaviors and capabilities in “I” skills including: Job Analysis, Competency Modeling, & Performance Appraisal.

4b. The graduate will develop measurable knowledge, skills behaviors and capabilities in “O” knowledge including: Motivation, Training and Development, & Leadership.

4c. The graduate will develop measurable knowledge, skills behaviors and capabilities in OD including: Group Dynamics, Use of Self, & Organizational Behavior.

4d. The graduate will gain internship experience in an organizational setting whilst applying knowledge from coursework, and overseen by an academic advisor

Goal 5 - The graduate of the I-O Psychology program will demonstrate competency in the area of Academic Development

5a. The graduate will implement strategies and activities to prepare themselves for applications to

PhD programs and post-graduate education opportunities.

- 5b. The graduate will implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote I-O Psychology.

Goal 6 - The graduate of the I-O Psychology program will demonstrate competency in the area of Professional Development

- 6a. The graduate will know history, philosophy, and trends in I-O Psychology.  
 6b. The graduate will know roles, functions, settings, and professional identity of the I-O practitioner in relation to the roles of other professional and support personnel in the workplace.  
 6c. The graduate will know professional organizations, preparation standards, and credentials that are relevant to the practice of I-O Psychology.  
 6d. The graduate will understand current practices of I-O Psychology programs (e.g., listed by the Society of Industrial Organizational Psychology - SIOP) and their integral relationship to the community of I-O psychologists, I-O practitioners, and other I-O graduate programs.

### Plans of Study

The following are the courses of study required for completion of the M.S. in I-O Psychology at Touro College. Completion of 12 courses (36 credits) leads to the M.S. degree. Full course descriptions are located at the end of this handbook. Core classes will be offered in the spring and fall semesters with elective courses being available in the summer.

#### OPTION I – 3 COURSES PER SEMESTER

<b>FALL - YEAR 1</b>	
<b>Core</b>	*PSGN 604 STATISTICS FOR THE BEHAVIORAL SCIENCES *PSGN 645 RESEARCH DESIGN APPLIED TO ORGANIZATIONS
<b>Electives</b>	PSGN 655 JOB ANALYSIS, PERFORMANCE APPRAISAL, & COMPETENCY MODELING <b>OR</b> PSGN 644 PERSONNEL SELECTION & ASSESSMENT
<b>SPRING - YEAR 1</b>	
<b>Core</b>	*PSGN 617 I-O PSYCHOLOGY IN GLOBAL ORGANIZATIONS *PSGN 613 SOCIAL PSYCHOLOGY IN MULTICULTURAL ORGANIZATIONS
<b>Electives</b>	PSGN 643 MOTIVATION <b>OR</b> PSGN 680 GROUP DYNAMICS
<b>SUMMER - YEAR 1</b> <i>CHOOSE 2 ELECTIVE COURSES + INTERNSHIP</i>	
<b>Core</b>	*PSGN 740 PRACTICUM IN I-O PSYCHOLOGY
<b>Electives</b>	PSGN 639 THEORIES OF LEADERSHIP PSGN 656 TRAINING AND DEVELOPMENT <b>OR</b> PSGN 614 ORGANIZATIONAL BEHAVIOR

**FALL - YEAR 2**

**\*PSGN 682 FACILITATION, PROCESS CONSULTATION, HIGH PERFORMANCE COACHING:  
USE OF SELF**

**\*PSGN 612 PSYCHOMETRICS**

**PSGN 655 JOB ANALYSIS, PERFORMANCE APPRAISAL, & COMPETENCY MODELING  
OR**

**PSGN 644 PERSONNEL SELECTION & ASSESSMENT**

**OPTION II – 2 COURSES PER SEMESTER**

*REQUIRES TWO (2) ADDITIONAL SEMESTERS*

**Program Specific Grading Policies: I-O Psychology Program**

- 1) When passed courses (e.g., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student's GPA. The credit value for the course taken earlier is reduced to "0", and the course remains on the student's transcript. (Note that students may only repeat one course during the program and may not receive more than 1 grade below a B). Failure to do so will result in automatic dismissal from the program.
- 2) When a course must be repeated, the student must meet with Program Director to review his or her plan of study, as it will likely extend the time it will take to complete the program as most courses are only offered once a year (e.g., in spring or fall semesters, but not both).
- 3) Students may NOT repeat a course in the same semester as taking a course for which the repeated course is a prerequisite. Only after the repeated course is completed with a minimum acceptable grade may the student register and enroll in the next course in the sequence.
- 4) Grades of "B" and above are considered to meet generally accepted standards of successful graduate work. Students are required to maintain a cumulative GPA of B (3.0) or better in order to remain in good academic standing. Having a GPA below 3.0 at the end of the semester will automatically put the student onto academic probation. Students that do not remove themselves from academic probation by the end of the following semester may be removed from the program.
- 5) Students MUST achieve a minimum of a **B grade in PSGN 604 (Statistics for Behavioral Sciences) & PSGN 645 (Research Design)**, since they are fundamental to success in I-O Psychology. Any grade below B in either of these subjects will require retaking and repaying for the class. Students who earn less than a B in the retaken course may be dismissed from the program.
- 6) Students MUST complete 9 course credits in the I-O Psychology programs before being allowed to take the internship.
- 7) Students are **allowed one C grade** throughout their program (excluding PSGN 604 & PSGN 645), but all courses with grades of **C- or below must be retaken**.
- 8) Students may repeat **NO MORE** than two (2) courses in the full program, and no course may be repeated more than once.
- 9) When passed courses (i.e., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student's GPA. The original grade remains on the student's transcript, but the credit value for the earlier course is reduced to 0.

## Requirements for Completion of the I-O Psychology Program

**A. Program:** The program may be completed on a full-time, 2 year schedule. Students requesting to complete the program in more than 2 years must obtain written permission from the Program Director. The program must be completed in the sequences outlined on the respective plans of study (on the next pages).

**B. Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program as well as to continue receiving financial aid.

**C. Culminating Experience-Professional Performance-Based Portfolio:** All students in their internship year will be required to prepare a Professional Performance-Based Portfolio for submission to the faculty. The requirements of the portfolio include:

- a) Table of Contents, indicating which standard(s) each work sample and reflection corresponds (see Programmatic Goals).
- b) Personal Statement, including description of current professional accomplishments, explanation of how they correspond to programmatic Goals, and statement of long term professional goals.
- c) The student's current resume or CV.
- d) A summary page at the beginning and end of each section.

**D. Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. The Touro College and University System Academic Integrity Policy can be found at: <https://www.touro.edu/students/policies/academic-integrity/>.

**E. Requirements to Advance to Internship(s):** Students must successfully complete a minimum of 9 course credits prior to starting the internship. All courses require a minimum grade of B. The cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section for more specific details.

**F. Continuity of Study:** Students wishing to return to the program after a leave of absence or other break in continuity must first obtain the written approval of the Program Director. The student may be required to repeat outdated coursework or meet additional requirements to ensure that the student's competencies are maintained.

### Student and Professional Organizations

Students play an important part in helping our profession stay current and progressive. The student and professional Associations provide a basis for student's professional growth through the offering of various in-services, meetings, conferences, and publications that are made available at reduced rates to Association members.

Students are encouraged to join and participate in the Student I-O Psychology Association at Touro College (TIOPSS) as well as to keep abreast of the happenings in the national Society of Industrial-Organizational Psychology (SIOP). The I-O Psychology Program and the SHS encourage students to participate in professional conferences and leadership events.



## **M.S. in School Psychology**

### **Mission and Goals**

The Touro School Psychology (SPS) program provides a supportive, learner centered environment for academic rigor and integrity driven by scholarship and enhanced practice. The goal is to strive for excellence in faculty and graduates who contribute to the profession and the well-being of children, families and clients serviced within educational settings.

The mission of the Master in Science in School Psychology Program is to develop competent school psychologists skilled in diagnosing problems and implementing successful, evidence-based solutions to support the academic, social, emotional and physical well-being of the children they serve. Coursework and fieldwork experiences provide a combination of the necessary theoretical and applied approaches in developmental, cognitive, biological, social, and behavioral areas. Graduates of the program are well prepared to function as school psychologists in multiple roles including treatment, assessment and consultative modalities with diverse populations.

### **Educational Philosophy**

The Graduate program in school psychology is rooted in the scientist-practitioner model, which looks to integrate theory and applied skills in all courses. Additionally, these concepts and skills are further developed through supervised fieldwork experiences (practicum and internship) in order to promote positive educational and behavioral environments for youth and those who work with them in educational settings. The primary goal of our program is to prepare school psychologists with the highest levels of ethical and professional standards that are well prepared to provide appropriate psychological services within school and applied education based settings.

Additionally, Touro's adherence to Jewish principles both complements and reinforces our profession's beliefs about humans as school psychologists but as valuable contributors to humankind. Embedded in Judaic teachings are a tradition of spirituality and a view of well-being grounded in an intense and passionate engagement with a well-balanced life. Health and the capacity to fulfill one's life responsibilities are always seen from a mind-body linkage and each person for the health of self and community, is expected to participate in striving to achieve and maintain well-being. Interventions of the school psychologist must meet ethical standards, they cannot be overly experimental or speculative (e.g., they must be grounded in reliable, legitimate practices that can elicit a cooperative relationship from the receiver services. It is the combined belief system of both our professors and our heritage that shapes the education of a Touro school psychology student and serves to define the strengths and contributions of our graduates (Dorf, 1998).

The adult learner is most successful with learning incorporating self-direction. The learner achieves best when able to be proactive, carry responsibility for his or her own learning and is able to engage in challenges that are supportive of further growth and development. The educator utilizes behaviorally-based strategies to facilitate this process by following a model that involves diagnosing the learner's needs, identifying appropriate resources, selecting and implementing meaningful learning strategies, and facilitating the identified learning outcomes. The Touro School Psychology program curriculum design organizes the learning experience in levels that will best facilitate adult learning that embrace Knowles's ideas. Students are highly participatory in collaborative learning, allowing them to develop and expand their self-perceptions of their life roles, and the task skills needed to fulfill them (Knowles, 1980).

### **Curriculum Framework**

School Psychologists are educational professionals who are trained to work in a school setting. Consistent with the scientist practitioner model of training the School Psychology Program at Touro College combines

a strong theoretical basis with empirically based research engage school psychologists in data based decision making when working with children and families.

The framework combines systems level thinking and a dynamic understanding of child development, biological psychology, educational psychology, abnormal psychology to provide a blueprint for guiding case formulation, decision making, and prevention and intervention design. Our emphasis on positive strength based approaches to helping diverse learners from culturally diverse backgrounds succeed is pivotal.

Upon graduation from our program candidates will be competent critical thinkers and emerge as passionate proactive role models for children and families they serve.

The curriculum is designed to foster the development of this approach and bolster the skills necessary for application within a school setting.

### **Curriculum Design**

The Touro School Psychology Program is committed to the scientist-practitioner model and is aimed at training professionals to contribute to the psychological, behavioral and educational well-being of children, adolescents and the families/communities they work with. The dual emphasis of the scientist-practitioner model is extremely important as the role of the school psychologist is continuously evolving. The scientist-practitioner role has been a longstanding tradition within psychology (Boulder Conference, 1948). Our curriculum and training model follows the principles of the National Association of School Psychologists' (NASP) publication, *School Psychology: A Blueprint for Training and Practice III* (Ysseldyke et al., 2006) by educating students with a solid foundation of knowledge in psychological and educational principles and the application of collaborative data-based decision making. The program components including research experiences and requirements, courses and fieldwork enable students to embody the scientist-practitioner model.

Our curriculum is built on six (6) primary overarching goals that reflect a commitment to a model of training and are consistent with the program's philosophy and the key areas of professional school psychology.

The program has established the following goals and objectives which are also in line with the 2010 National Association of School Psychologists Domains of Practice and Ethical Standards <http://www.nasponline.org/standards/2010standards.aspx> as well as with the ethical principles and code of conduct of The American Psychological Association (APA) <http://www.apa.org/ethics/code/>.

**GOAL 1: FOUNDATIONAL KNOWLEDGE OF PSYCHOLOGICAL AND EDUCATIONAL PRINCIPLES:** Students will be prepared with a sound foundational understanding of broad psychological and educational principles. Students will demonstrate this by meeting the following objectives

- a. Objective 1A: Students will acquire knowledge of social, emotional, developmental , behavioral and cognitive instructional aspects of human behavior
- b. Objective 1B: Students will be able to integrate multiple perspectives into their knowledge base to begin to think critically when analyzing applied school psychologist situations.
- c. Objective 1C: Students will integrate principles of diversity into their knowledge base and how they pertain different traditional perspectives/models of human behavior.

**GOAL 2: ASSESSMENT AND APPLIED INTERVENTIONS:** Students will acquire the knowledge and skills to conduct evidence-supported, valid and reliable psychoeducational assessments with individuals from diverse backgrounds. Students will demonstrate this by meeting the following objectives:

- a. Objective 2A: Students will implement a problem-solving data-gathering process to identify individual strengths and needs using multiple assessment strategies

- b. Objective 2B: Students will be able to interpret assessment results, make inferences about assessment data, and communicate results effectively
- c. Objective 2C: Students will demonstrate competency in this area by applying these skills through both their initial coursework as well as in their fieldwork (practicum, internships)

**GOAL 3: CONSULTATION AND COLLABORATION:** To prepare graduates to engage in culturally-responsive consultation and collaborative problem-solving to enhance the mental health and learning competencies of children, adolescents and families. Students will demonstrate mastery of this by meeting the following objectives:

- a. Objective 3A: Students will demonstrate appropriate communication and relationship skills when consulting with others (e.g., school professionals, parents, community stakeholders, and district leaders)
- b. Objective 3B: Students will show evidence of ability to participate in general consultation activities by acquiring knowledge to apply the major consultation evidenced based models (e.g., Mental Health Consultation, Instructional Consultation, and Behavioral Consultation) to practice.
- c. Objective 3C: Students will learn to consult with a variety of stakeholders (e.g., parents, teachers and/or other professionals)
- d. Objective 3D: Students will successfully apply these consultation models and collaboration strategies by utilizing them effectively in their fieldwork.

**GOAL 4: PREVENTION AND INTERVENTION:** To provide students with the knowledge and skills to implement evidence-based preventative strategies and interventions which promote the academic, behavioral, and social well-being of children and adolescents of diverse backgrounds. By the time of graduation, students will achieve the following objectives:

- a. Objective 4A: Students will develop and implement prevention and intervention strategies based on empirical data and well-established theories, and tailored to specific cases and issues
- b. Objective 4B: Students will effectively evaluate interventions through summative/cumulative evaluations of specific prevention/intervention programs
- c. Objective 4C: Students will consult with supervisors and colleagues to revise prevention/intervention plans in collaboration with teachers, parents, administrators and all other “stakeholders”
- d. Objective 4D: Students will execute these skills effectively through data based decision making models learned which will guide them to development and implementation of strategies which have a direct positive impact on the clients serviced in the field.

**GOAL 5: SCHOOL PSYCHOLOGY PROFESSIONAL/ETHICAL PRACTICE:** Students will consistently demonstrate behavior that adheres to the ethical, legal and professional standards set forth by the relevant professional organizations, including NASP and APA. By the time of graduation, students will have achieved the following objectives

- a. Objective 5A: Students will adhere to established legal and ethical standards of professional school psychology practice
- b. Objective 5B: Students will demonstrate knowledge of and sensitivity to cultural diversity and individual differences, and recognize how their own biases, individual differences, and cultural backgrounds may affect their professional behaviors.
- c. Objective 5C: Students will model professional and ethically responsible behavior both within their coursework, fieldwork as well as working school psychologists.

- d. Objective 5D: Students will learn to practice as socially competent professionals who are effective communicators, collaborators and lifelong learners committed to professional development as the role/function of a school psychologist evolves.

**GOAL 6: RESEARCH AND PROGRAM EVALUATION:** To prepare students to be competent in analyzing and conducting research. By the time of graduation, students will have achieved the following objectives

- a. Objective 6A: Students will demonstrate competence in research design, statistical analysis, and the ability to critically review and evaluate the psychological and educational research literature relevant to school psychology practice.
- b. Objective 6B: Students will generate original research and scholarship
- c. Objective 6C: Students will use data-driven research to critically evaluate the efficacy of individualized and systemic intervention programs within school settings.

### **Program Structure**

The Master of Science program in School Psychology consists of 66 semester hours of required coursework in the areas of education and special education, assessment, diagnosis, research, prevention, intervention, report writing, counseling and consultation and multicultural issues. As part of their training, students in the program are required to participate in fieldwork and related assignments. The program typically takes 6 to 8 semesters to complete.

Students with bilingual proficiency may complete a school psychologist bilingual specialization leading to a certificate with a bilingual extension. The School Psychologist Bilingual Specialization requires an additional nine credits. (EPDN 671; EPDN 672 and PSGN 698). **Students interested in pursuing the bilingual specialization should contact TESOL Program Office housed in the Graduate School of Education. Students pursuing the bilingual extension must demonstrate proficiency in both English and a second language (State examination is required).**

The curriculum is sequenced with the first year focused on theory and skill development, followed by more field-based experiences in the later years. Coursework is designed to cover the 10 domains of School Psychology Training and Practice that are part of the NASP Standards for Training and Field Placement. The program requires a 400 hour practicum experience (PSGN 749 & PSGN 759) followed by completion of a 1200 hour internship (PSGN 750 & PSGN 751).

Students are not permitted to accrue internship or practicum hours unless they are concurrently enrolled in the appropriate supervised course at Touro College. The practicum and internship are required before students are eligible to apply for New York State School Certification; this credential is required to practice as a school psychologist. **Students are not permitted to complete practicum or internship at a site at which they are employed.** Of the 1200 hours of internship experience, at least 600 (or ½ must be completed in a school setting).

Once students have met all program and field experience requirements they can apply for Certification by visiting NYS TEACH Online Services website <http://www.highered.nysed.gov/tcert/teach/home.html>

Classes are scheduled during the daytime and evenings Monday through Thursday. This makes outside employment possible for some students. However, the practicum and internship experiences cannot be completed at the same site where you work; the practicum and internship experiences must be separate experiences in which you are supervised by a certified school psychologist or licensed psychologist with appropriate credentials.

The ultimate selection of the training site is the student's responsibility, however student's should first

consult with their faculty adviser to contact sites that have been previously successful FIRST before trying to contact sites that have not been used. Students are required to work off of the Touro Practicum and Internship list, and only if they are unable to secure a placement with one of the sites on the list with proper documentation indicating that concerted efforts were made to contact/secure a placement with preapproved sites will a new site be considered for approval. All NEW sites must be approved before the student is permitted to go on an interview and/or accept a placement at that site.

ALL STUDENTS ARE REQUIRED TO SUBMIT PAPERWORK (i.e. SIGNED CONTRACTS, LIABILITY INSURANCE, etc. BY FEBRUARY OF THE YEAR PRECEDING THEIR INTERNSHIP). This early deadline is to ensure that students are competitive in seeking a placement early as sites fill up quickly.

Practicum and/or internship sites must program requirements. All sites must be approved by the field experience faculty coordinator. Additionally all students must complete and submit a field placement contract which is provided in the field experience handbook. This contract must be signed by the student, site supervisor and field experience faculty coordinator.

Program graduates will have expertise in both theory and practice. Particular emphasis is given to serving the needs of children of diverse cultural and linguistic backgrounds. Our goal is to prepare graduates to function as competent school psychologists with the necessary knowledge base and skill set needed to carry out the complex duties demanded by our field.

### **Plans of Study**

The following are the courses of study required for completion of the M.S. in School Psychology at Touro College. The program can be completed within 6 to 8 semesters. Completion of 21 courses (66 credits) leads to the MS degree. In addition 3 seminars in child abuse, school violence prevention and DASA (Dignity for All Students Act) are required for NY State Department School Psychology Certification. Full course descriptions are located at the end of this handbook. In order for students to remain in good academic standing all students must take the courses prescribed in the plan of study.

STUDENTS MAY NOT TAKE FEWER THAN THE NUMBER OF CREDITS AS OUTLINED IN THE PLANS OF STUDY. FAILURE TO TAKE THE REQUIRED COURSES/NUMBER OF CREDITS PER SEMESTER MAY RESULT IN ADMINISTRATIVE DISMISSAL FROM THE PROGRAM.

### **IMPORTANT NOTES:**

- Students wishing to pursue the bilingual extension certificate need to take an additional 3 courses offered through the TESOL division within the Graduate School of Education (EPDN 671; EPDN 672 and PSGN 698).
- Students may switch from the 3 year plan of study to the 4 year plan of study however a student is under no circumstances permitted to start with the 4 year plan of study and then switch to the 3 year plan during any point in the program.

## **THREE YEAR PLAN OF STUDY**

### **FALL (YEAR 1) 12 CREDITS (4 COURSES)**

**PSGN 603** SCHOOL PSYCHOLOGY PROSEMINAR  
**PSGN 604** STATISTICS FOR THE BEHAVIORAL SCIENCES  
**PSGN 620** DEVELOPMENTAL PSYCHOLOGY  
**PSGN 624** PSYCHOEDUCATIONAL ASSESSMENT I

### **SPRING (YEAR 1) 12 CREDITS (4 COURSES)**

**PSGN 612** PSYCHOMETRIC THEORY  
**PSGN 630** INDIVIDUAL AND GROUP COUNSELING  
**PSGN 629** BEHAVIOR MANAGEMENT AND EVIDENCE-BASED INTERVENTIONS IN AN EDUCATIONAL SETTING  
**PSGN 633** PSYCHOEDUCATIONAL ASSESSMENT II

### **FALL (YEAR 2) 12 CREDITS (4 COURSES)**

**PSGN 601** BIOLOGICAL FOUNDATIONS OF LEARNING AND DEVELOPMENT  
**PSGN 623** DEVELOPMENTAL PSYCHOPATHOLOGY: CHILD AND ADOLESCENT  
**PSGN 628** PSYCHOEDUCATIONAL ASSESSMENT III: SOCIAL-EMOTIONAL FUNCTIONING  
**PSGN 749** SCHOOL PSYCHOLOGY PRACTICUM I

### **SPRING (YEAR 2) 12 CREDITS (4 COURSES)**

**PSGN 625** EDUCATIONAL INTERVENTIONS FOR THE EXCEPTIONAL CHILD  
**PSGN 660** SCHOOL CONSULTATION AND COLLABORATION  
**PSGN 701** PSYCHOEDUCATIONAL ASSESSMENT IV: INTEGRATING EVALUATION & REPORT WRITING SKILLS  
**PSGN 759:** SCHOOL PSYCHOLOGY PRACTICUM II

### **FALL (YEAR 3) 9 CREDITS (3 COURSES)**

**PSGN 720** EDUCATIONAL PSYCHOLOGY  
**PSGN 632** MULTICULTURAL COUNSELING  
**PSGN 750** SCHOOL PSYCHOLOGY INTERNSHIP I

### **SPRING (YEAR 3) 9 CREDITS ( 3 COURSES)**

**PSGN 717** ADVANCED TOPICS IN ASSESSMENT AND INTERVENTION  
**PSGN 645** RESEARCH DESIGN & PROGRAM EVALUATION IN THE SCHOOLS  
**PSGN 751** SCHOOL PSYCHOLOGY INTERNSHIP II

## FOUR YEAR PLAN OF STUDY

**FALL (YEAR 1)**  
**9 CREDITS (3 COURSES)**

**PSGN 603** SCHOOL PSYCHOLOGY PROSEMINAR  
**PSGN 604** STATISTICS FOR THE BEHAVIORAL SCIENCES  
**PSGN 624** PSYCHOEDUCATIONAL ASSESSMENT I

**SPRING (YEAR 1)**  
**9 CREDITS (3 COURSES)**

**PSGN 612** PSYCHOMETRIC THEORY  
**PSGN 629** BEHAVIOR MANAGEMENT AND EVIDENCE- BASED INTERVENTIONS IN AN EDUCATIONAL SETTING  
**PSGN 633** PSYCHOEDUCATIONAL ASSESSMENT II

**FALL (YEAR 2)**  
**9 CREDITS (3 COURSES)**

**PSGN 620** DEVELOPMENTAL PSYCHOLOGY  
**PSGN 623** DEVELOPMENTAL PSYCHOPATHOLOGY: CHILD & ADOLESCENT  
**PSGN 628** PSYCHOEDUCATIONAL ASSESSMENT III: SOCIAL EMOTIONAL FUNCTIONING

**SPRING (YEAR 2)**  
**9 CREDITS (3 COURSES)**

**PSGN 630** INDIVIDUAL AND GROUP COUNSELING  
**PSGN 701** PSYCHOEDUCATIONAL ASSESSMENT IV: INTEGRATING EVALUATION & REPORT WRITING SKILLS  
**PSGN 645** RESEARCH DESIGN & PROGRAM EVALUATION IN THE SCHOOLS

**FALL (YEAR 3)**  
**9 CREDITS (3 COURSES)**

**PSGN 601** BIOLOGICAL FOUNDATIONS OF LEARNING AND DEVELOPMENT  
**PSGN 749** SCHOOL PSYCHOLOGY PRACTICUM I  
**PSGN 632** MULTICULTURAL COUNSELING

**SPRING (YEAR 3)**  
**9 CREDITS ( 3 COURSES)**

**PSGN 660** SCHOOL CONSULTATION AND COLLABORATION  
**PSGN 625** EDUCATIONAL INTERVENTIONS FOR THE EXCEPTIONAL CHILD  
**PSGN 759** SCHOOL PSYCHOLOGY PRACTICUM II

**FALL (YEAR 4)**  
**6 CREDITS (2 COURSES)**

**PSGN 720** EDUCATIONAL PSYCHOLOGY  
**PSGN 750** SCHOOL PSYCHOLOGY INTERNSHIP I

**SPRING (YEAR 4)**  
**6 CREDITS (2 COURSES)**

**PSGN 717** ADVANCED TOPICS IN ASSESSMENT AND INTERVENTION  
**PSGN 751** SCHOOL PSYCHOLOGY INTERNSHIP II

### **Deviation from Plan of Study**

Deviations from the approved plan of study will only be granted in exceptional circumstances. Any deviation from approved plan of study will require approval by both the Program Director and the Dean.

### **Malpractice/Liability Insurance**

All School Psychology students who are completing any field based experience (e.g., practicum or internship) are required to carry student malpractice/professional liability insurance. The student may purchase liability insurance through NASP at [www.nasponline.org/membership-and-community/professional-liability-insurance](http://www.nasponline.org/membership-and-community/professional-liability-insurance) and other vendors at discounted rates. All students must submit copies of their liability insurance prior to beginning any field placement.

In addition, all School Psychology students will be covered by a group liability insurance plan provided through Touro throughout their enrollment in the program. The cost of this coverage will be incurred by the student at the beginning of every year. Opting out of this coverage is not an option.

### **Field Based Experiences: Practicum and Internship**

#### **General Guidelines**

All practicum and internship sites must be approved prior to the start of a student's formal practicum and/or internship experience. While Touro will assist students in finding a placement, Touro College is not responsible for securing a placement for any individual student. For more details on field experience requirements, students should carefully read and understand the requirements of the Field Experience Handbook.

Students are responsible for completing any paperwork and any other requirements that a practicum/internship site may have at their own expense.

#### **Practicum Eligibility and Guidelines**

Practicum requires a minimum of 400 hours which must be completed in a school based setting or a closely related agency under the supervision of a certified school psychologist or licensed psychologist. Students will be given a list of preapproved sites in the early fall semester preceding their practicum. Students are required to use only sites that are on the preapproved list. A student who wishes to use an alternative site must receive written approval from the program director. The practicum must be completed on 2 separate days in the approved settings. In order to be eligible to begin your practicum experience and register for the required seminar (PSGN 749 & PSGN 759) all students must have completed the required prerequisites listed in the course description section with a grade of B or higher. NO EXCEPTIONS will be made to this policy. Students may not take practicum if they are "repeating a course" during the same semester that is a prerequisite to practicum. Students who wish to complete their practicum experience at a NYC Department of Education public school must consult with the program director to obtain the necessary paperwork required. Additionally, all students must purchase and carry student liability insurance through NASP [www.nasponline.org/membership-and-community/professional-liability-insurance](http://www.nasponline.org/membership-and-community/professional-liability-insurance) while completing any field based experience. Students must submit field placement contracts to the field experience coordinator which must be signed and approved by the site supervisor and Touro school psychology field placement faculty coordinator. Students who receive an unsatisfactory rating from their site supervisor will not receive credit for any practicum hours and will need to repeat both the course and field experience. Additionally, students who earn less than a B for the course (PSGN 749 & PSGN 759) will also need to repeat BOTH the practicum course and the field based requirements prior to proceeding to internship.



## Internship

Students are encouraged to begin applying for internships beginning approximately one year before the experience will commence. Students must have successfully completed their practicum requirements (300 hours with a satisfactory rating) and PSGN 749 and PSGN 759 with a grade of B or higher to be eligible to begin their internship. Students must purchase and carry student liability insurance through NASP or a related agency. Any student who wishes to complete their internship **MUST** have their site secured and submit all required paperwork to the program director **NO** later than February. Please note that **ALL** students must also achieve a passing score on the 2nd year comprehensive exam no later than August 1st in order to be eligible to progress to internship.

Please note that due to New York City Department of Education (DOE) regulations, **NO STUDENT IS PERMITTED TO COMPLETE THEIR INTERNSHIP WITHIN A NYC PUBLIC SCHOOL AFFILIATED WITH THE DOE** unless they are selected for an internship through the New York City Psychologists in Training Program (PIT) which is open to bilingual students who have also completed the bilingual extension requirement courses and have successfully passed a state language proficiency exam. While the languages selected may vary, Spanish is the primary language that is accepted for this internship program. Please note that completion of the bilingual extension coursework and/or proficiency in a second language **DOES NOT** guarantee all students acceptance into the PIT program. Students interested in the PIT program should contact the program director to obtain additional information and should also apply to alternative placements as not all bilingual students will be accepted. All students may complete their internships in public school districts outside of NYC (e.g., Westchester, New Jersey, Long Island, etc.) or in private school settings (in NYC or outside of NYC).

Interns are required to have two hours of weekly face-to-face supervision; this may be one hour of individual supervision and one hour of group supervision. **The National Association of School Psychologists (NASP)**, which sets program accreditation standards, requires that the specialist-level internship be a 1200- hour experience, with at least 600 hours in a public school setting. (Any internship solely in a clinic or private school would therefore be considered part-time). If an intern misses hours for any reason, he or she must make up those hours in a manner arranged with his/her supervisor. If absences are deemed to be excessive in the judgment of the supervisor and the program director, the student may be required to extend the internship through the summer or beyond.

Each internship site is visited by program faculty at the minimum of one time during the internship year. A faculty member also communicates with the internship site personnel during the school year. All interns are required to complete internship contracts and planning forms prior to the beginning of the internship placement. Each intern is evaluated in writing (using the Touro internship evaluation form) by the internship supervisor each semester. Three additional forms are completed by supervisors in accordance with NASP requirements. All internships start at the beginning of the academic year except by special permission. Internships conclude when the hourly requirements have been met, with the understanding that these dates must also be satisfactory to the school/agency. Interns are expected to continue at their placements during Touro's semester breaks.

Interns are required to maintain logs documenting days and hours spent and a summary of responsibilities at the internship site. Students are responsible for these logs, which must be signed by supervisors and submitted to the course instructor on a monthly basis. Electronic logs are acceptable provided they are sent from the supervisor's e-mail address or in pdf format when signed by the supervisor. Students will receive credit for the internship placement only if signed logs are submitted on time.

At least once during each semester, a core faculty member will visit each internship site. The visit involves consultation with the intern, the internship supervisor, and possibly other school staff members who have had professional contact with the intern. These meetings provide an opportunity to evaluate the progress

of the intern and also to evaluate the quality of the internship. Each semester the intern supervisor forwards a report to the program director regarding the progress of the intern. As deemed necessary, the number of site visits and involvement of the faculty field coordinator may be increased. Students on internship will attend seminars on a bi-weekly basis through the courses (PSGN 750 and PSGN 751) which all students on internship are required to be registered for.

In addition to making interns participants in experiences at the internship agency and allowing them to observe administrative procedures, each internship opportunity must address training with the goal of novice-level competency in the following eleven domains of practice that constitute the current training standards outlined by the National Association of School Psychologists ([www.nasponline.org](http://www.nasponline.org)):

1. Data-based decision making and accountability
2. Consultation and collaboration
3. Interventions and instructional support to develop academic skills
4. Interventions and mental health services to develop social and life skills
5. School-wide practices to promote learning
6. Preventive and responsive services
7. Family-school collaboration services
8. Diversity in development in learning
9. Research and program evaluation
10. Legal, ethical, and professional practice

During the internship experience, students continue to receive college-based supervision and be introduced to new materials. Students interview for internships during the academic year prior to the internship; the requirements of different sites and the application deadlines vary. There are a limited number of highly competitive internships available with the New York City Department of Education. Additional details on internships and the application process are available through the program director.

## Requirements for Completion of the School Psychology Program

### Overview

**Program:** The program may be completed on a full time (3 year) or part time (4 year) schedule. Students requesting to complete the program in more than 5 years must obtain written permission from the program director. The program must be completed in the sequences outlined on the plans of study.

- A. **Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program and being eligible to receive financial aid.
- B. **Student Advisement Meetings:** All students will be required to meet with their assigned faculty advisor at least once per semester to ensure that all program requirements are being met successfully.
- C. **Seminars:** New York State law mandates that all students provide documentation that they have completed seminars in (a) child abuse identification and reporting, (b) school violence prevention and intervention and (c) harassment, bullying, cyber bullying and discrimination before receiving certification. To register for these required seminars, please use your TouroOne student account.
- D. **PRAXIS EXAMINATION:** All students graduating must achieve a passing the Praxis II (specialty exam) score as set by the National Association of School Psychologists (NASP) which is currently= 147. All scores must be reported to the program office and are required as part of national certification as a school psychologist. Registration information can be obtained from the Educational Testing Service (ETS) at 609- 771-7395 or at [www.ets.org/praxis](http://www.ets.org/praxis). The test is administered on a computer version only. **For students who are admitted and/or re-enter the program as of fall 2015 a passing score on the PRAXIS exam is required for graduation.**

**Students may retake the exam if the passing score is not achieved on the first time but are required to submit a passing score no later than May 1<sup>st</sup> to be cleared for graduation.**

- E. **Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and legal conduct. All students must follow the APA and NASP Ethical codes. Academic Integrity policies can be found at: [www.touro.edu/students/policies/academic-integrity/](http://www.touro.edu/students/policies/academic-integrity/)
- F. **Requirements to Advance to Practicum and Internship:** Students must successfully complete all pre-requisite coursework needed to advance to practicum and internship. Most courses require a minimum grade of B. Note that students are only permitted to get less than a B in one course (that does not require a B minimum grade). Students who receive more than 1 grade that is less than a B will be dismissed from the program, regardless of the semester in which the sub-par grade is low. However, the cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section for more specific details. NOTE students may not begin their internship until they have successfully completed 300 practicum hours and the concurrent course (PSGN 749 Practicum in School Psychology). Students will also be required to successfully pass the Comprehensive 2nd year exam prior to being cleared to begin internship. Details of the comprehensive exam are outlined in the next bullet point. (H)
- G. **Comprehensive Exam:** The comprehensive examination will be completed in parts. The exam
- H. The exam will consist of applied essay questions and a multiple choice exam. The exam will be completed in segments according to the following timeline:

**3 year program**

**End of year 1**

Following PSGN 749 (Jan)

Following PSGN 759 (June)

**4 year program**

**End of year 2**

Following PSGN 749 (Jan)

Following PSGN 759 (June)

A passing grade on each part of the exam is 80%; the exam is required for graduation. The exam will be scored using faculty developed rubrics based on the NASP standards. Students who fail segments of the comprehensive exam will be afforded one additional opportunity to succeed. Students must achieve a minimum passing score in order to be eligible for Internship. A remediation plan that may include readings and school-based projects will be developed for the student. Should the student not pass the exam by the second time then they will be referred to the Program Director/Department Chair and may be dismissed from the program.

- I. **Intervention-Based Projects:** Students will complete two intervention-based projects at their placements. One will focus on academic skills, the other on behavioral/affective skills. The project must demonstrate the effectiveness of the student's skills, and will involve progress monitoring. One must be completed during practicum, the other during internship. The project will be graded by the faculty member teaching the course using a faculty developed rubric based on the NASP standards. Students must earn a grade of 80% on each project. Successful completion of these projects is required for graduation.
- J. **Continuity of Study:** Student leaves or a break in continuity requires a review by the faculty before candidates can return to the program and study is resumed. These reviews may result in having to repeat outdated coursework or additional requirements to ensure that the competencies are maintained. Students who have taken more than 2 semesters where they were not registered for any courses must formally reapply to the school psychology program and meet all requirements that are current of the present handbook (e.g., Passing Praxis score, etc.)
- K. **Exit Interview:** All students will be required to complete a short exit interview with one of the school psychology faculty members with the purpose of this interview being an assessment of the student's overall program satisfaction as well as providing career guidance.

## Graduation Criteria

Students are recommended for graduation upon satisfactory completion of all required academic and fieldwork (practicum and internship) and after submission of passing PRAXIS scores and RTI projects. An overall GPA of 3.0 is required for coursework completed during the graduate year.

Students are NOT eligible for graduation or recommended for state certification as a school psychologist if any one of the following exists:

- A grade of C- or lower on any part of your transcript
- Unanticipated problems in the last field placement (e.g., School Psychology Internship II)
- Any outstanding fees, fines, books, materials, unpaid tuition
- Insufficient grade point average
- All courses in the School Psychology curriculum are not completed within the required time frame established by the School Psychology (SPS) department

Students expecting to graduate must complete graduation forms and pay the graduation fee within the time frames provided by the program and the Office of the Registrar. Currently the deadline is May 1st for spring graduation. Forms such as the Application for Graduation may be obtained through the School Psychology Program office. Official papers cannot be released from the Program office unless all fees including the graduation fee has been paid.

## Program Specific Grading Policies: School Psychology Program

- 1) When passed courses (e.g., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student's GPA. The credit value for the course taken earlier is reduced to "0", and the course remains on the student's transcript. (Note that students may only repeat one course during the program and may not receive more than 1 grade below a B). Failure to do so will result in automatic dismissal from the program.
- 2) When a course must be repeated, the student must meet with Program Director to review his or her plan of study, as it will likely extend the time it will take to complete the program as most courses are only offered once a year (e.g., in spring or fall semesters, but not both).
- 3) Students may NOT repeat a course in the same semester as taking a course for which the repeated course is a prerequisite. Only after the repeated course is completed with a minimum acceptable grade may the student register and enroll in the next course in the sequence.

The School Psychology Program requires students to maintain minimum passing course grades and a minimum overall GPA of 3.0. Students who do not attain the minimum overall GPA will be placed on monitored status for a minimum of the equivalent of 1 full time semester\* in which time they must meet the GPA requirement or be at risk for probationary status or dismissal from the program.

If a student is experiencing academic difficulties in any course, at any time, it is the student's responsibility to seek out the teacher and his/her advisor immediately to discuss this issue and/or any extenuating circumstances that may be the cause of poor performance. A plan for assistance/remediation should be agreed upon by the student/faculty and/or faculty advisor.

Type of Course	Minimum Passing Grade
A) Foundation/Knowledge Courses: PSGN 603, 620, 601, 604, 612, 623, 645	C (no lower than a 73) *Only one grade of C is permitted for the entire program

B) Assessment Skill Courses: PSGN 624, 633, 628, 701	B (no lower than an 83)
C) Applied Skill/Intervention Courses: PSGN 629, 630, 625, 660, 632	B (no lower than an 83)
D) Field Based Courses: PSGN 749, 759, 750, 51	B (no lower than an 83)

A student who receives below the minimum passing course grade must successfully repeat and pass the course on the second attempt to remain in the program. Courses may be retaken one time only.

A student who receives below the minimum passing course grade in up to two (2) courses will be placed on monitored status, and the student will be permitted to re-take the failed course(s) with the requirement to pass the course(s) on the second attempt. In the event that a failed course is not passed on the second attempt, the student shall be dismissed from the School Psychology program.

In the event of receipt of more than one grade below the minimum passing course grade OR more than one grade below a B, the student shall be dismissed from the Program. Students, who receive a grade below the minimum passing standard, may repeat 1 course only. No student can repeat more than 1 course throughout the program. Additionally, a course can only be repeated one time.

It should be understood that failure to pass any course results in an alteration in the student's program of study/curriculum including fieldwork, graduation date, and may impact financial aid eligibility. Upon notification of a failing grade, the student must see the Program Director and Academic Advisor to determine the new course sequence the student is to follow. A student must successfully complete ALL school psychology curriculum specified prerequisite and co-requisite courses prior to being permitted to register for courses and for each field based placement. It is the student's responsibility to determine the impact of failure or alteration in curriculum on financial aid.

A student unable to pass the course(s) or who does not meet the requirements of probation within the specified timeframe may be dismissed from the program. Unless approved by the Chairperson/Director for extenuating circumstances, students are required to complete the entire curriculum within a maximum of 6 years.

Note: Courses consist of both the traditional classroom courses and clinical fieldwork.

### **Evaluation of Student Learning**

Ongoing evaluation of student learning takes place at several levels - daily, in the classroom as the result of tests and graded assignments, and during fieldwork experiences. The evaluation process is a key component of teaching and learning.

In keeping with the concept that students are individuals with individual styles of learning and communication, the faculty are strongly encouraged to assess student performance in classes using multiple methods; papers, assignments, class participation, case studies, class presentations, objective and essay written exams, and oral examinations are examples of those methods. For classes where skills are taught, the instructors are expected to measure student performance of these skills through competency exams. Assignments semester to semester, as well as between courses, are also varied, and structured to allow students with differing strengths to excel in different areas of performance.

The expectations and evaluation methods are discussed and reviewed with students prior to their beginning any fieldwork placements. All students receive two evaluations during each field placement (e.g., two times a semester during each practicum and once per semester for each internship). Students are evaluated based on their ability to demonstrate the competencies related to the 2010 ten (10) NASP practice domains. Students have an opportunity to offer feedback about their grading concerns, their opinions about the fieldwork site and their experiences in verbal form and written form using evaluations in the student field placement handbook.

### **Student and Professional Organizations**

Students play an important part in helping our profession stay current and progressive. The student and professional Associations provide a basis for student's professional growth through the offering of various in-services, meetings, conferences, and publications that are made available at reduced rates to Association members.

Applications for student membership in the New York State Association of School Psychologists (NYASP), and The National Association of School Psychologists (NASP) are made available to students. Students are encouraged to join and participate in the Student School Psychology Association at Touro College as well as to keep abreast of the happenings in the student organization sponsored by NYASP, NASP and other related professional organizations.

The School Psychology Program and the SHS encourage students to participate in professional conferences and leadership events. Every year a student is given the opportunity to be nominated as the Touro College School Psychology Ted Bernstein Award sponsored by NYASP and is honored at their annual fall convention. Additionally, each year students are provided with the opportunity to be nominated as the Touro School Psychology representative of NYASP and NASP respectively to help communicate important information about the field/profession to peers.

### **Professional Certification**

Upon successful completion of the 66 credit program (including the 400 hour practicum and 1,200 hour internship requirements), graduates will be eligible to apply for certification as a school psychologist in New York State. Application information for NYS candidates can be accessed online through The New York State Office of Teaching Initiatives at [www.highered.nysed.gov/tcert/teach/home.html](http://www.highered.nysed.gov/tcert/teach/home.html)

Students who wish to engage in the practice of school psychology outside of New York State should familiarize themselves with the requirements of those venues. Some states may require additional coursework and may have alternative or additional requirements in other areas. Below are New Jersey and Connecticut addresses for further information:

New Jersey: NJ Department of Education, Office of Licensure and Credentials, PO Box 500, Trenton, NJ, 08625-0500, [www.state.nj.us/education](http://www.state.nj.us/education). Phone: 973-504-6470.

Connecticut: Connecticut State Department of Education, Bureau of Educator Preparation & Certification, PO Box, 150471, Room 243, Hartford, CT 06115-0471, <http://sdeportal.ct.gov/cecscreateuser>. Phone: 860-713-6969.

### **National Certification (NCSP)**

Students interested in pursuing the Nationally Certified School Psychologist credential through NASP should investigate the requirements for that credential early in their graduate school careers. Complete information is available at: <http://www.nasponline.org/standards-and-certification/national-certification>

Memberships in professional organizations such as the National Association of School Psychologists and New York State Association of School Psychologists provide many valuable opportunities for professional

growth such as opportunities for networking, mentoring, advocacy, continuous competencies programs, and professional fellowship. Often, professional organizations offer a student membership rate in addition to the professional membership rate. For information on current membership fees for students and or professionals, please refer to the organizations' websites: [www.nasponline.org](http://www.nasponline.org) and [www.nyasp.org](http://www.nyasp.org).

## **Advanced Certificate Program in Behavior Analysis**

### **Mission and Goals**

Behavior Analysts provide individualized, intensive therapy using positive reinforcement to improve learning. The focus is on increasing desired behaviors while decreasing undesired behaviors. Services may be either center-based or provided within the individual's most familiar environment, typically the home. While behavior analysis is used to improve academic learning in children, it can also be used with adolescents and adults to improve life skills. Therapists customize interventions to meet each individual's needs, at home, in the community and/or in school. Long and short-term objectives are designed to teach skills in academic areas, communication, socialization, self-care, play and motor skills. The behavior analyst ensures that goals are broken down into manageable steps and assesses them through ongoing progress measurement. Behavior Analysis is a data driven field which uses empirically supported methods to help individuals on the autism spectrum.

Our 27-credit Advanced Certificate program in Behavior Analysis is among the first programs to meet the academic requirements for licensure as a Behavior Analyst in accordance with Subpart 79-17 of the New York State Commissioner's Regulations.

### **Curriculum**

We have designed a comprehensive curriculum that provides theory, training, and supervision in behavior analysis as it relates to individuals with autism spectrum disorder (or related disorders). Our faculty members include Board Certified Behavior Analysts, Licensed Behavior Analysts, and practitioners in related disciplines. They bring their experiences in the field into the classroom.

The curriculum is sequenced so that Courses are designed to fully comply with the guidelines established by the Office of the Professions of the New York State Education Department for licensure as a behavior analyst. You must hold a master's degree to earn this certificate. Students are eligible to sit for the Board Certified Behavior Analyst (BCBA) examination if they meet the Behavior Analyst Certification Board (BACB) requirements.

Classes are scheduled in the evenings, to accommodate the working student.

### **Plans of Study**

The following are the courses of study required for completion of the advanced certificate in Behavior Analysis at Touro College. Completion of 10 courses (27 credits) leads to the advanced certificate. Full course descriptions are located at the end of this handbook. Courses will be offered Fall, Spring, and Summer semesters.

#### **Term 1 (9 credits)**

PSGN 621 - Ethical Considerations in Applied Behavior Analysis (3 cr)

PSGN 629 - Behavior Management and Evidence Based Intervention Strategies (3 cr)

PSGN 723 - Functional Behavioral Assessment, Functional Analysis and Direct Observation (3 cr)

### **Term 2 (9 credits)**

PSGN 704 - Assessment and Intervention in Applied Behavior Analysis (3 cr)

PSGN 705 - Research Methods, Measurement and Experimental Evaluation in Applied Behavior Analysis (3 cr)

PSGN 722 - Issues of Cultural and Ethnic Diversity in Behavior Analysis (3 cr)

### **Term 3 (10 credits)**

PSGN 708 - Specific Procedures and Populations in Behavior Analysis (3 cr)

PSGN 706 - Topics in Applied Behavior Analysis: Focus on Autism (3 cr)

PSGN 709 - Practicum in Behavior Analysis (1 cr)

PSGN 721 - Maintenance of Client Records in Behavior Analysis (2 cr)

## **Program Specific Grading Policies: Advanced Certificate Program in Behavior Analysis**

- 1) When passed courses (e.g., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student's GPA. The credit value for the course taken earlier is reduced to "0", and the course remains on the student's transcript. (Note that students may only repeat one course during the program and may not receive more than 1 grade below a B). Failure to do so will result in automatic dismissal from the program.
- 2) Students may NOT repeat a course in the same semester as taking a course for which the repeated course is a prerequisite. Only after the repeated course is completed with a minimum acceptable grade may the student register and enroll in the next course in the sequence.
- 3) Grades of "B" and above are considered to meet generally accepted standards of successful graduate work. Students are required to maintain a cumulative GPA of B (3.0) or better in order to remain in good academic standing. Having a GPA below 3.0 at the end of the semester will automatically put the student onto academic probation. Students that do not remove themselves from academic probation by the end of the following semester may be removed from the program.

## **Requirements for Completion of the Behavior Analysis Program**

**Program:** The program may be completed on a full-time, 1 year schedule (Fall, Spring, and Summer). The program must be completed in the sequences outlined on the respective plan of study.

**Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program.

**Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. The Touro College and University System Academic Integrity Policy can be found at:

<https://www.touro.edu/students/policies/academic-integrity/>.

### **Malpractice/Liability Insurance**

All Behavior Analysis students will be covered by a group liability insurance plan provided through Touro throughout their enrollment in the program. The cost of this coverage will be incurred by the student at the beginning of every year. Opting out of this coverage is not an option.

### **Student and Professional Organizations**

Students are encouraged to join and participate in the New York State Association for Behavior Analysis



(NYSABA) to stay current on legislature and professional development. In addition, students should consider joining the Association for Behavior Analysis International (ABAI) and Association of Professional Behavior Analysts (APBA).

# COURSE DESCRIPTIONS

## Clinical Mental Health Counseling

**IMPORTANT NOTE:** *ALL coursework must be taken in accordance with the plan of study, unless otherwise approved by the Director of the CMHC program. Please note that not every course is offered every semester, so it is important that students work to earn the required minimum grades necessary to progress to subsequent courses. Failure to do this may result in not being able to start field experiences (e.g., internship) in a timely manner and/or graduate on time.*

### **MNHN 600: Foundations of Clinical Mental Health Counseling and Consultation**

This course is designed to provide a comprehensive overview of the foundations of Clinical Mental Health Counseling, the history of the profession, the scope of practice, licensing requirements, ethical concerns, and an introduction to Clinical Mental Health Counseling and Consultation approaches. Students will learn about accessing community resources, the role of case management in treatment, various certification options, the role of counselor in various settings, and the role of supervision in client and counselor care. The resources and care of various special and diverse populations will also be addressed; including (but not limited to): addiction, trauma, diversity of culture and/or faith, chronic illness, forensic considerations, and disability

### **MNHN 611: Essentials of Measurement, Evaluation and Research Analysis**

Introduction to principles of research methods and their application to the field of counseling. Designed to increase student awareness of the role of research in counseling, especially as it relates to evidence-based practice. Discussion includes empirical methodologies, reliability and validity, ethics, quantitative and qualitative methodologies, understanding of basic descriptive and inferential statistical measures and critical analysis of scholarly research reports. Also includes application of research methods to program evaluation.

### **MNHN 620: Developmental Psychology**

This course focuses on the theories of human development across the lifespan, how those theories stand up to the latest research and their application to real world, culturally diverse settings. It lays the foundation for how the individual develops from conception through old age and gives insight to what the developmental factors are in normal and abnormal development with relation to socialization, cognition and physical development. The course introduces the student to theories of learning, personality development, etiology of addictions and addictive behaviors, and provides a general framework for understanding differing abilities and strategies for differentiated interventions. There is a focus on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

### **MNHN 630: Counseling I: Theories and Practice**

This course covers evidence based cognitive and behavioral counseling theories and techniques as they relate to assessment, case conceptualization and treatment approaches. At a minimum, students will be introduced to Behavioral Therapy, Cognitive-Behavioral Therapy, Dialectical Behavior Therapy, and Motivational Interviewing. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Students will participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering high risk factors. Students will develop an understanding of utilizing

these theories and approaches among special client populations, including clients with histories of trauma, addiction and chronic health complications.

This course partners with *Counseling II: Theories & Practice*, which cover psychodynamic approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide students with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice.

### **MNHN 632: Counseling II: Theories and Practice**

This course will focus on psychodynamic techniques which remain widely used in private and institutional practice, especially in outpatient settings. A thorough understanding of these techniques and the underlying theories is an essential component of graduate training. At a minimum, the course would cover Psychoanalytic, Psychodynamic, Existential, Gestalt, and short-term psychodynamic approaches. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Students will participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering high risk factors. Students will develop an understanding of utilizing these theories and approaches among special client populations, including clients with histories of trauma, addiction and chronic health complications.

This course partners with *Counseling I: Theories & Practice*, which covers cognitive and behavioral approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide students with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice.

### **MNHN 638: Principles of Addiction Counseling**

This course will provide students with a broad understanding of the field of addiction and addiction counseling, and its history. The etiology, diagnosis, and variety of treatment interventions for addictions and co-occurring disorders will be explored, as well as various assessment and treatment tools. Students will gain an understanding of the connection between addiction and psychopathology, the role of psychopharmacology, the scope of addiction, role of biology, substance classes, and the relative impact of these on the psycho-social well-being of the individual.

### **MNHN 640: Professional, Legal & Ethical Issues in Counseling**

This course provides an overview of the major legislative decisions that have influenced the practices of psychology and counseling, a review of the federal and state laws regulating the practice of counseling, and an introduction to the principles of professional ethical conduct as outlined by the American Counseling Association, CASAC Canon of Ethics and other related professional organizations. Additionally, students will address contemporary professional and practice issues, emphasizing the rules and regulations pertaining to professional conduct and the scope of practice for counselors. Legal and ethical responsibilities of counselors are examined as they apply to such topics as: diverse populations, risk management, addictions, crisis intervention and chronic medical conditions. The role of clinical supervision, ethical decision making, technology, counselor violations, and integrating with community resources will be discussed.

### **PSGN 678: Lifestyle and Career Development**

This course provides a comprehensive overview of theoretical and practical aspects of career development across the life-span. Major career development theories will be presented as well as treatment implications for counseling and psych-educational interventions. Particular attention will be directed to a review of current theories of career development, the implications of existing counseling theories in career development and exploration, integration of career counseling into practice and career counseling for

diverse and multicultural populations. The use of career assessments and technology will also be addressed.

**MNHN 681: Psychopathology**

This course will provide an in-depth review of a broad spectrum of the psychopathological conditions defined in the DSM-5. This review will include the etiology of the disorder, prevalence, signs and symptoms, and criteria for diagnosis. Specific attention will be directed to the process of assessing a client for diagnostic criteria, intake interviewing, and appropriate/ethical documentation of diagnostic determinations, impact of substances and medical condition, and trauma. All levels of the DSM-5 documentation system will be reviewed and practiced as well as a strong emphasis on the differential diagnosis process, particularly as it applies to substances, medical, addition, social and cultural factors. As applicable, empirical literature will be introduced and discussed as it applies to our current understanding of psychopathology and best practices. This class will consist of lecture presentations of basic concepts, class discussions, and practice activities. Every attempt will be made to ensure that this course is both informative and practical for professional applications.

**MNHN 683: Assessment and Appraisal of Individuals, Couples, Families and Groups**

This unique course integrates different perspectives in individual and group assessment while providing an overview of the complex dynamics involved in the assessment and appraisal of individuals, couples, families and groups. Students focus on the different processes involved in assessing the needs of these individuals/groups as well as the provision of counseling and the different counseling techniques. Special attention given via practical and lecture activities to address special issues such as: intake screening, substance abuse, addictive behaviors, high risk behaviors, readiness for change and additional referral needs.

**MNHN 691: Counseling the Culturally Diverse: Theory and Practice**

This course is designed to provide an overview of the history, theories, and issues related to multiculturalism in our society, especially with regards to the provision of counseling services. Students will be introduced to a wide variety of cultural perspectives and experiences, as well as explore the unique responses of these communities to various psychosocial stressors, including addiction, trauma, and chronic medical conditions. Students will develop skills in cross cultural communication, self-awareness and worldview, knowledge of differences as they impact the counseling process, and management of cross-cultural ethical conflicts. Students will also be introduced to various referral sources, assessment consideration and case management services.

**MNHN 692: Group Psychotherapy and Counseling**

This course provides an overview of Group Psychotherapy and Counseling. Students will explore various psychotherapeutic group techniques, and learn to integrate them with decision making, problem solving, and conflict resolution when working with groups of people of all ages. Students will develop knowledge of group theories, group developmental stages, group dynamics and intervention techniques, particularly for topic specific and diverse populations. Specific discussion will be directed to support groups and addiction focused group therapies.

**MNHN 693: Trauma and Crisis Intervention: Theory, Response Models and Techniques**

This course covers the theory, response models and techniques used in assessing and treating trauma and crisis-response issues among diverse people of all ages. Students will learn skills of identification, intervention, and treatment of people experiencing traumatic stress, through the use of individual and group work. Special issues that impact vulnerability (e.g.: addictions, social supports, chronic illness, culture) are also reviewed. This course will also explore the impact of trauma on the counselor, issues of compassion fatigue, secondary trauma, and counselor wellness and self-care.

**MNHN 694: Contemporary Issues in Family and Couples Therapy**

This course introduces family and couple counseling theories, and explores their history and use in the clinical setting. The impact of family and individual culture, psychosocial stressors, socio/economic status, addiction, trauma, illness and disability is explored as it relates to counseling services, assessment, and treatment planning. Students will build skills in conceptualizing the family as an integrative process encompassing multiple systems and how to apply various counseling techniques, such as genograms, to the treatment of couples and families. The role of the family in supporting wellbeing and relapse prevention, as well as the course of mental illness, is incorporated in the course learning. Students will also develop an understanding and awareness of how one's own family-of-origin and current family experience impact one's life both personally and professionally.

**MNHN 702: Case Conceptualization, Documentation and Practicum**

This course integrates basic intake and information gathering techniques, documentation and case conceptualization with a practical fieldwork experience. Within the classroom setting, students will learn the skills of intake interviewing, psychosocial screenings, documentation writing (biopsychosocial, treatment planning and progress notes), referral needs, and case management. Students will integrate addiction and other specialty screenings, mental status exams, medical data and client history to form treatment plans and biopsychosocial reports. Added into every class session is 1.5 hours of group supervision.

In the field, students will participate in a placement experience of a minimum of 100 hours of counselor-related experiences. This will include 75 clock hours of on-site experience, comprising at least 40 hours of direct client contact, 15 hours of on-site individual or dyadic supervision, and 20 hours of indirect client contact opportunities. An additional 25 hours of in-class group supervision is required.

**MNHN 705: Advanced Addiction Counseling and Techniques**

This course will examine advanced substance abuse counseling and techniques, with focus on the application of various evidence based intervention techniques within various treatment venues. Students will explore the impact of addiction on the family, medical wellbeing, mental health, and engagement of clients. Issues of toxicity, medication interventions, various treatment modalities, assessments and screenings, treatment planning and outcome measurement will be addressed. The course learning activities will include observational activities, demonstrations and role playing of advanced counseling skills.

**MNHN 706: Advanced Counseling Skills and Techniques**

This course is designed to offer a balance between theory and practice. In addition to mastering the material presented through the readings, lectures and discussions, students will be actively engaged in the learning process through simulated clinical experiences. Students will be introduced to a variety of techniques through the observation and critique of videotapes of master clinicians, in-class role plays, taping and transcription of interviews, and in-class demonstrations. The student's own personal growth, self-insight, and self-awareness will be an integral component to this course.

**MNHN 770 Internship I**

Students complete 20 to 25 hours per week (300 hours total) of clinical practice in a community placement while continuing to come to class for support, consultation, and further training. Interns receive a minimum of one hour per week of individual supervision by a licensed mental health professional. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Clinical Mental Health Counseling program and the approval of the chair.

**MNHN 771 Internship II**

Students complete an additional 350 hours as outlined in MNHN 770 Internship I.

# Industrial-Organizational Psychology

**IMPORTANT NOTE:** ALL coursework must be taken in accordance with the plans of study, unless otherwise approved by the director. **Please note that not every course is offered every semester, so it is important that students work to earn the required minimum grades necessary to progress to subsequent courses. Failure to do this may result in not being able to start field experiences (e.g., internship) in a timely manner and/or graduate on time.**

**All courses carry 3 credits**

## **PSGN 604: Statistics for the Behavioral Sciences (and SPSS)**

This course covers general statistical concepts related to behavioral science. Students work on basic statistical analysis using various numeric and algebraic techniques. Students learn the advantages and disadvantages of the various tools used in inferential statistics and how and when to apply those methods. Topics to be covered include: descriptive statistics, basic inferential statistics, analysis of variance methods and nonparametric statistics for categorical data.

## **PSGN 612: Psychometric Theory**

Introduces the student to basic and advanced concepts in psychometric theory, including technical principles of psychological testing, reliability, validity, and test item considerations. Emphasis is placed on the application of psychometric theory to measurement problems in applied settings. Statistical concepts related to test theory, such as correlation and regression, are also reviewed. Prerequisite: PSGN 604.

## **PSGN 613: Social Psychology in Multicultural Organizations**

Examines psychological theories and social influences associated with individual thought and behavior in organizations around the world. Students analyze foundation social psychological models and interactive processes including conformity, creation of attitudes, organizational citizenship behavior, counterproductive work behaviors, social exchange teaming, persuasion, agency, and team dynamics from a global business perspective. Emphasis is placed on evaluating the impact of theories, models, and processes on diversity, inclusion, and teaming relative to culture formation and organizational productivity.

## **PSGN 614: Organizational Design and Behavior**

The course develops knowledge of High Performance Systems; Collaboration; Inter-Organizational Design; Team-Based Organizations and other Lateral Designs; Self-Forming and Planned Networks; Organizing for Knowledge Leadership; Global Designs; Customer Focused Designs; and Designs for Agility and Sustainability

## **PSGN 617: I-O Psychology in Global Organizations**

This course is an introduction to I-O Psychology at a graduate level. The course uses a broad I-O textbook to introduce students to 12 topic areas including motivation, research, teams, leadership, job analysis and others. Students are expected to discuss & summarize chapters weekly.

## **PSGN 639: Theories of Leadership**

The psychology of leadership in its rational, emotive, and behavioral dimensions. Learners explore the psychology of leadership through the cognitive-behavioral work of Dr. Albert Ellis. Evaluates the influence of rationality, emotion, and behavior on leaders as they attempt to make informed decisions concerning the roles of human capital management, organizational design, and organizational strategy relative to business, organizational, and cultural goals.

**PSGN 643: Motivation**

Understanding what motivates an organization's employees is central to the study of I-O psychology. Motivation is a person's internal disposition to approach positive incentives and avoid negative incentives. While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals and must often be combined with ability and environmental factors to actually influence behavior and performance. This course reviews the models of motivation and theories used within the workplace.

**PSGN 644: Personnel Selection and Assessment: Assessment-Interviewing-Succession**

This course builds on students understanding of competency modeling and job analysis. Students will learn different methods of assessment and how to apply these methods to selection, development and succession. PSGN 645: Research Design explores various approaches and techniques for conducting behavioral and social research with an emphasis on experimental methods. Also includes a basic review of statistical methods used to analyze data from research. Designs that explore need and outcome differences for minority group members are highlighted.

**PSGN 655: Job Analysis and Performance Appraisal: Competency Modeling**

An overview of techniques used to measure employee performance. Topics include: Job analysis methods and use of results, criterion development, performance appraisal methods, job evaluation, rater training, bias and accuracy in performance appraisal, organizational and contextual issues. The course reviews current research, rating formats in relation to criteria relevance and legal considerations, and distinctions between subjective ratings and objective measures of performance. This course also reviews research and practice of competency modeling in the workplace.

**PSGN 656: Training and Development**

Students learn how to develop and deliver a training program related to performance and employee development in the work environment. The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program. To get to this objective, students review the field of training and development, as well as the broader area of human resource development (HRD). Topics include: motivation and learning theory, needs assessment, and the evaluation of training.

**PSGN 682: Facilitation, Process Consultation, High Performance Coaching: Use of Self (OD)**

The course is designed to increase behavioral understanding at the individual, group, intergroup and organizational level. Methods of instruction include: semi-structured experiential exercises and assignments, focused observation, self-disclosure, targeted readings and short lectures. Strong emphasis is placed on attendance, participation and reflection. The course is rooted in the belief that increased awareness improves leadership and followership and that to work most effectively within organizations, one must have an awareness of the self and the self within the system. One important note about this course - we will be discussing difficult topics that are often not explicitly raised in organizational settings. These include conversations about group identities such as race, gender, ethnicity, religious affiliation and etc. Maintaining respect for all class members, including the instructor, is paramount.

PSGN 680 Group Dynamics is the more practical second part of this course.

**PSGN 680: Group Dynamics**

The course builds on theories introduced in the PSGN 682 Use of Self course and applies these theories to diagnosing key challenges in organizations. Students learn to use a consultative approach to affect change. Case studies are employed as a primary method of instruction. PSGN 682 is a prerequisite for this course.

**PSGN 740: Internship Industrial-Organizational Psychology**

This is a three month internship (paid or unpaid) within Manhattan and the surrounding boroughs. You will apply the theories and skills learned in the program in a supervised internship relevant to I-O Psychology

or Organizational Development. Internship is monitored by the program director, and must be completed in order to graduate. Internship placements must be approved by the program director, and require on-site internship supervisor signature to be completed.

## School Psychology

**\*IMPORTANT NOTES ABOUT PREREQUISITES AND CO-REQUISITES:** ALL prerequisite courses must have been completed with no less than the minimum required grade for the prerequisite course (e.g., B or higher; C or higher). You will NOT be permitted to enroll in any course in which you did not take and successfully complete one or more of the prerequisites listed with the minimum grade achieved; there are NO exceptions to this policy. YOU are NOT permitted to take a course if you are repeating a prerequisite course (e.g., one in which you earned a grade less than the minimum required that is a prerequisite) during that same semester. Co-requisites are courses that must be completed during the same semester you are enrolled in the specific course. Please refer to grading procedures section for more detailed information pertaining to grading policies and necessary minimum grades for specific courses.

**Please note that not every course is offered every semester, and thus it is important that students work to earn the required minimum grades necessary to progress to subsequent courses. Failure to do this may result in not being able to complete field experiences (e.g., practicum, internship) in a timely manner and/or graduate on time.**

### **PSGN 601 Biological Foundations of Learning and Development** *Prerequisite: PSGN 620*

The goal of this course is to present an overview of the biological foundations of learning and behavior as it pertains to the role of the school psychologist. Students will learn the structure and functioning of the brain and its relationship to learning and behavior in children as well as the implications of neuro-biological theory to classroom functioning in school-aged individuals. In addition, the basics of psychopharmacology pertaining to treatment of childhood disorders and the school psychologist's role re medication usage as well as the neuropsychological foundations of childhood disorders/conditions (such as Seizure disorders, Traumatic Brain Injury, environmental toxin exposure) will be covered. 3 credits

### **PSGN 603 School Psychology Pro-seminar**

This introductory course provides theoretical and practical understanding about the field of school psychology. School Psychology students learn the importance of and roles of school psychologists. The course focuses on historical influences upon the field of school psychology, ethical considerations, and a school psychologist's roles in the areas of assessment, diagnostics, consultation, counseling, and interventions. 3 credits

### **PSGN 604 Statistics for Behavioral Sciences**

The purpose of this course is to review basic statistical techniques and theory for behavioral sciences research and practice. Topics include z-scores, linear transformations, sample probability, hypothesis testing, analysis of variance, power and effect size, and chi-square. 3 credits

### **PSGN 612 Psychometric Theory** *Prerequisite: PSGN 604*

The course introduces the student to basic and advanced concepts in psychometric theory, including technical principles of psychological testing, reliability, validity, and test item considerations. Emphasis will be placed on the application of psychometric theory to measurement problems in applied settings. Statistical concepts related to test theory, such as correlation and regression, are also reviewed. Students are expected to have a basic background in the fundamentals of descriptive and inferential statistics. 3 credits



**PSGN 620 Developmental Psychology**

Focuses on the nature of physical, cognitive, emotional, social, and moral development from birth through adolescence, with implications for learning and teaching; major perspectives on the study of child development, including Piaget's cognitive developmental theory, Vygotsky's socio-cultural theory of child development and learning; periods of child development from birth through adolescence, seen in cultural context, with implications for learning and teaching; integration of theory and research findings from the fields of developmental and educational psychology; and multicultural contexts for growth, development, and learning with diverse student populations. 3 credits

**PSGN 623 Developmental Psychopathology: Child & Adolescent** *Prerequisites: PSGN 603, PSGN 620*

The course focuses on the diagnostic criteria and prevailing best practices in assessment, intervention and service provision for children with special needs. Instruction concentrates on development of students' knowledge base of childhood disorders and their diagnostic criteria. Students develop an understanding of differential diagnosis and work with both the educational classification system and psychological diagnostic system. The school psychologist's role as educational and mental health professional in the school system and as consultant to administrators, teachers and parents is discussed. The overall model represented focuses on ecological/contextual contributions to development of interventions for children with special needs, in both special and general education settings. 3 credits

**PSGN 624 Psychoeducational Assessment I**

This course provides an introduction to major measures of cognitive functioning and academic achievement commonly used in school-based practice. This first assessment course in a 4 course sequence familiarizes students with assessment techniques on an individual and classroom level. Topics will include questions and issues related to standardized and naturalistic approaches to assessment. Students are trained to administer, score, interpret, and report on these measures, and to integrate the data with information already available. The course addresses both theory and practice. 3 credits

**PSGN 625 Educational Interventions for the Exceptional Child** *Prerequisites: PSGN 624; 633: both completed with a grade of B or higher; Co-requisite: PSGN 660*

Students in this course will learn to apply various primary, secondary, and tertiary academic interventions designed to prevent school failure and/or learning challenges. Strategies such as effective classroom management, curriculum based assessments and response to intervention will be emphasized. This course will give school psychology students the opportunity to deepen their knowledge of different types of exceptionalities and to learn the different assessment skills and intervention strategies appropriate to these populations. School psychology students will learn to develop appropriate data driven assessments and interventions. Emphasis on ensuring decisions and interventions are creating positive change for students from a wide variety of socioeconomic cultural and language backgrounds. 3 credits

**PSGN 628 Psychoeducational Assessment III: Social-Emotional Functioning** *Prerequisites: PSGN 624; 633: both completed with a grade of B or higher*

This course introduces students to major personality measures that are commonly used in school-based practice, and trains students to administer, score, interpret, and report on these measures. Measures covered will include questionnaires, rating scales, and performance-based measures (aka projectives). The course covers theory and practice. Students will be required to administer, score and interpret social-emotional assessments. 3 credits

**PSGN 629 Behavior Management and Evidence-Based Interventions in an Educational Setting**

Content covered presents basic theory and practice in the applications of behavioral principles to school psychology practice. Students are introduced to evidence-based practice and begin to learn to apply the material learned to typical situations encountered by the school psychologist. Emphasis is on learning about

assessment and intervention in an integrated manner. A variety of assessment techniques are covered including observation, interviewing, rating scales and functional behavior assessment. 3 credits

### **PSGN 630 Individual and Group Counseling**

Techniques of counseling children and adolescents in both individual and group formats are emphasized. Students develop general interviewing and counseling skills (i.e. active listening, empathy, open-ended questioning) as well as skills more specific to common issues children face (i.e. aggression, depression, ADHD). Advantages and disadvantages of individual vs. group counseling are considered, and how/when to employ the different modes. The course also covers methods of parent trainings, both individually and in groups. 3 credits

### **PSGN 632 Multicultural Counseling** *Prerequisite: PSGN 630*

To effectively function in a multicultural society with clients from diverse backgrounds, students develop the knowledge, tools and skills to become responsive counselors to different ethnic minority and cultural groups. Students become aware of their assumptions about human behavior, values, biases, preconceived notions, personal limitations and attempt to understand the worldview of culturally different clients in the process of developing and practicing culturally appropriate skills in working with culturally diverse clients. 3 credits

### **PSGN 633 Psychoeducational Assessment II** *Prerequisite: PSGN 624 with a grade of B or higher*

To introduce students to major cognitive and achievement measures that are commonly used in school-based practice and to train students to administer, score, interpret and report on these measures. The course will address theory and practice. Students will be required to administer, score and interpret assessments. This course focuses on integrating data from multiple assessment sources. 3 credits

### **PSGN 645 Research Design and Program Evaluation in the Schools** *Prerequisites: PSGN 604, PSGN 612*

Primary focus is on data collection and analysis skills. Applied research techniques for evidence-based practice and the evaluation of such programs in the schools as well as small N and single subject designs will be covered. Ethical issues in research practice will be addressed. 3 credits

### **PSGN 660 School Consultation and Collaboration**

Consultation is the indirect delivery of services designed to help students. Teachers, administrators, and parents are the consultees in this model. The goal of the course is to familiarize school psychology graduate students with knowledge of varied models and strategies of consultation, collaboration and communication applicable to individuals, families, groups and systems as well as methods to promote the successful implementation of this indirect service delivery model. Furthermore, students will acquire knowledge about the school as an organization and the factors that impact organizational change. Family systems will be emphasized as they relate to involvement of families in the education system and the consultative process. Students will be required to apply these skills in practicum and/or other field based experience. 3 credits

### **PSGN 701 Psychoeducational Assessment IV: Integrating Evaluation and Report Writing Skills** *Prerequisites: PSGN 624, PSGN 633, PSGN 628 all completed with a grade of B or higher*

This course focuses on students' achieving competence in interpreting full test batteries and presenting assessment results both orally and in comprehensive written psycho-educational reports. Report-writing format and the interpretation of test results is discussed and practiced. Test protocols for cognitive, visual-perceptual-motor, personality and achievement tests are reviewed and interpretations analyzed. Analyses are applied to case studies of diverse, handicapped student populations and integrated into full reports, first with guidance and then independently. 3 credits

**PSGN 717 Advanced Topics in Assessment and Intervention** *Prerequisites: PSGN 601, PSGN 624, PSGN 633, PSGN 628, PSGN 701*

Advanced topics in school psychology assessment and intervention may include: neuropsychological assessment; early childhood assessment; crisis intervention as well as other current topics in the field. 3 credits

**PSGN 720 Educational Psychology**

The course provides a detailed analysis of modern learning theories and practices as they relate to the k-12 environment. The course investigates the major research in educational psychology focusing on cognition and further explores emotional and behavioral perspectives. Curriculum development and planning for students with special needs will be emphasized. 3 credits

**PSGN 749 School Psychology Practicum I** *Prerequisites: Grade of B or higher in ALL of the following courses- PSGN 624, PSGN 633, PSGN 629; PSGN 630. Additionally students must obtain Program Director permission to complete practicum hours through an approved site.*

This three-credit course requires students to complete supervised field-based assessment, clinical, and consultation experiences prior to internship. The course includes a weekly seminar in which students present applied and behavioral interventions, review assessment results, and work as a team to develop data-based intervention strategies. Course content will cover advanced counseling topics including crisis prevention and intervention. A minimum of 200 hours must be completed in a school setting and/or a closely related agency approved by the field experience faculty coordinator. Students are required to receive successful evaluations from their site supervisors in order to obtain credit for this course/practicum hours. 3 credits

**PSGN 750-751 School Psychology Internship I, II** *Prerequisites: Grade of B or higher in ALL of the following courses- PSGN 624, PSGN 633, PSGN 628, PSGN 629; PSGN 630; PSGN 660; PSGN 625; 701. Successful completion of School Psychology Practicum I and School Psychology Practicum II. Additionally students must obtain Program Director permission to complete internship hours through an approved site.*

During the internship, advanced school psychology students refine their skills in assessment, intervention and consultation under the supervision of certified school psychologists. They may be called upon to devise behavior modification plans and to address learning issues. Since school psychologists may be asked to address the needs of a wide variety of children, they benefit from diverse training experiences in the diagnosis and treatment of the wide range of childhood behavioral and learning disorders. A minimum of 1200 hours must be completed with successful evaluations from the site supervisors. At least 600 of the 1200 hours (1/2) must be completed in a school setting. 3 credits each semester (e.g., PSGN 750-3 credits; PSGN 751- 3 credits). 3 credits

**PSGN 759 School Psychology Practicum II** *Prerequisites: PSGN 624, PSGN 633, PSGN 628, PSGN 629; PSGN 630; PSGN 749. Co-requisites: PSGN 660, PSGN 625.*

This three-credit course requires students to complete supervised field-based assessment, clinical, and consultation experiences prior to internship. The course includes a weekly seminar in which students present consultation, review assessment results, and work as a team to develop data-based academic intervention strategies. Course content will include a review of best practices in curriculum development, effective instruction and classroom management for diverse learners and those with learning differences/exceptionalities. A minimum of 200 hours must be completed in a school setting and/or a closely related agency approved by the field experience faculty coordinator. Students are required to receive successful evaluations from their site supervisors in order to obtain credit for this course/practicum hours. 3 credits

## **Advanced Certificate Program in Behavior Analysis**

### **PSGN 706 - Topics in Applied Behavior Analysis: Focus on Autism**

This course will address various topics in behavior analysis with a specific focus on working with individuals with Autistic Spectrum Disorders (ASD). Students will review applicable ethics, principles, processes and concepts of behavior analysis, behavioral assessment and selection of intervention strategies as they apply to individuals with Autism. Also reviewed and elaborated on will be measurement procedures and methods for the display and interpretation of collected data, behavior change procedures and systems support. Additionally, this course will focus on the history and culture of autism along with specific assessment tools and interventions for use with children, adolescents and adults with varying severity of ASD. Students will become familiar with procedures for establishing, organizing and implementing Applied Behavior Analysis (ABA) programs. This course is one in a series of courses designed to prepare students who wish to apply for the Board Certified Behavior Analyst Exam.

### **PSGN 629 - Behavior Management and Evidence Based Intervention Strategies**

This course is designed to introduce students to basic theory and practice in the applications of behavioral principles. Students will be introduced to evidence-based practice and will begin to learn to apply the material learned. Students will be required to think about the issues throughout the course and learn to think about assessment and intervention in an integrated manner. Students will gain theoretical and practical knowledge about the evaluation approaches concerning overt behavior manifestations, assessment methods, identification of behavioral disturbances through behavioral assessment tools, and determination of appropriate evidence-based intervention techniques. This course will train students to perform appropriate analyses based on behavioral manifestations, examine which assessment tools to employ for various disorders and behavior functions, and consider appropriate research-based intervention procedures following functional behavior assessment.

This course is one in a series of courses designed to prepare students who wish to apply for the Board Certified Behavior Analyst Exam.

### **PSGN 723 - Functional Behavioral Assessment, Functional Analysis and Direct Observation**

This course will provide the student with intensive instruction in functional assessment procedures and direct observation methods to be used by the behavior analyst in service delivery mechanisms in mental health and education settings. The following terms will be defined, described, compared, and contrasted: functional assessment, functional analysis, functional behavior assessment, descriptive assessment, and descriptive analysis. Direct observation methods, observer reactivity, and appropriate selection and implementation of time sampling techniques will be described. Examples of their appropriate and inappropriate use will be analyzed. Assessment procedures to identify generalization and maintenance of behavior change will be identified, described, and analyzed.

### **PSGN 708 - Specific Procedures and Populations in Behavior Analysis**

This course will address specific procedures in behavior analysis including Respondent Conditioning, Operant Contingencies, Stimulus Control and Generalization, Designing Instructional Programming for Early Reading Skills, Teaching Verbal Behavior, and Interventions for Increasing Desirable Behavior and Decreasing Problem Behavior. Additionally, subspecialties such as Behavioral Approaches to Education, Treatment of Autism, Teaching Safety Skills, Pediatrics, Treatment of Drug Addiction, and Gerontology. Finally this course will address specific behavior change procedures such as matching to sample procedures, errorless learning procedures, and pairing procedures. This course is one in a series of courses designed to prepare students who wish to apply for the Board Certified Behavior Analyst Exam.

### **PSGN 704 - Assessment and Intervention in Applied Behavior Analysis**

This course will focus on assessment methods used for behavioral assessment and interventions in the

application of behavior analysis. Students will learn how to conduct their own assessments and develop interventions based on those assessments. These will include preference assessments, reinforcer assessments, and indirect and descriptive assessments. Collecting, graphing, and interpreting data will be addressed. Students will learn to complete comprehensive Functional Behavior Assessments and Functional Behavior Analyses and learn the difference between the two. This course is one in a series of courses designed to prepare students who wish to apply for the Board Certified Behavior Analyst Exam.

### **PSGN 705 - Research Methods, Measurement and Experimental Evaluation in Applied Behavior Analysis**

The purpose of this course is to introduce students to the use of the scientific method in evaluating assessment and intervention techniques in behavior analysis. Topics include measurement techniques, single subject experimental design, selection of dependent and independent variables, graphical presentation and evaluation of results and ethics pertaining to working with human subjects. Principles and procedures involved in the experimental analysis of reinforcement schedules, stimulus control, and stimulus equivalence are included. Additionally by the end of this course students will gain comfort in presenting their work in both poster and research report for publication format. These principles will be enforced by requiring all students to complete an individualized research project which incorporates techniques in ABA and involves measurement and evaluation of the intervention used with one human participant who provides consent to participating in this project.

### **PSGN 621 - Ethical Considerations in Applied Behavior Analysis**

The purpose of this course is to introduce students to the ethical issues of Applied Behavior Analysis. Ethical issues covered include: professional certification standards, guidelines for responsible conduct for behavior analysts. Specifically, students will learn to practice within ethical guidelines established by the Behavior Analyst Certification Board (BCAB) and American Psychological Association (APA) by analyzing cases that address: a) responsibility to clients (e.g., confidentiality and informed consent), b) self-monitoring of own professional behavior (e.g., practicing within boundaries of competence, professional development and avoiding conflict of interest), c) conducting assessments and developing behavior change programs that are based on behavior analytic principles (e.g., use of least restrictive procedures, ongoing data collection, and termination of services), d) teaching and supervision (e.g., providing objectives, feedback, and utilizing principles of behavior analysis in supervision), (e) promoting the general welfare of society through the application of the principles of behavior (e.g., presenting a behavioral alternative to other procedures or methods). The student will also learn to incorporate The Health Insurance Portability and Accountability Act (HIPAA) privacy and security rules in their practice as behavior analysts.

### **PSGN 721 - Maintenance of Client Records in Behavior Analysis**

This course focuses on maintenance of client records as it applies to the behavior analyst. A specific emphasis is placed on privacy rights of clients and related laws. NYS laws as well as HIPAA, FERPA, APA record keeping guidelines and NYSED Office of Professions record keeping guidelines will be discussed. Maintenance and privacy related to electronic records will be addressed along with related practitioner responsibilities in ensuring client rights are not violated.

### **PSGN 722 - Issues of Cultural and Ethnic Diversity in Behavior Analysis**

This course focuses on issues of cultural differences and ethnic diversity within the realm of applied behavior analysis. Students will learn about cultural differences and the application of ABA with culturally and ethnically diverse children and families. Topics include cross-cultural provision of services, understanding racism and prejudice, culturally sensitive treatment, bias in service delivery, and working with various linguistically and culturally diverse populations. There will be a focus on working with Latino, Asian American, African American, Muslim, and White ethnic clients.

**PSGN 709 - Practicum in Behavior Analysis**

This course focuses on students working toward practice competence in areas outlined by the New York State Education Department. The Practicum in Behavior Analysis provides students with opportunities to learn and practice the various roles of a behavior analyst and demonstrate competence as a beginning Behavior Analyst. It is designed to provide prospective clinicians with the opportunity to apply theoretical knowledge, and gain experience under the supervision of a licensed behavior analyst or authorized health care practitioner who currently diagnoses, prescribes, or orders treatment involving applied behavior analysis in his or her professional practice. The main objective is to prepare students to design, deliver, and evaluate individualized behavioral intervention independently. This course will integrate the practicum experiences with didactic course work to provide a meaningful repertoire of behavior analytic skills and to help prepare professionals for the New York State licensing exam in Behavior Analysis.

Students will work closely with an assigned university supervisor and a mentoring professional from their placement sites. The practicum requires on-site supervision and observations. The accompanying practicum seminar allows students to share experiences and knowledge gained in placement sites.

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