



MS PROGRAM SCHOOL PSYCHOLOGY

STUDENT HANDBOOK

Effective: Fall 2016



TOURO COLLEGE
SCHOOL OF HEALTH SCIENCES
Department of Behavioral Science

65 Broadway
New York, NY 10006
212-742-8770 x 2457

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 646-565-6000, ext. 55636) or, alternatively, to the Chief Compliance Officer at 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 Masters in School Psychology program described. 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.

GENERAL INFORMATION

Welcome! We hope your experiences, as a student of the School Psychology Program at Touro College will be rewarding. You have embarked on a road that will lead you to a wonderful, fulfilling career.

This Handbook provides you with information on the Touro College School Psychology (SPS) program. The Handbook is updated periodically. It is important that you refer to it for policy and procedure clarification. While enrolled in the Touro College School Psychology Program, 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 2014-2016 Catalog* and the *Touro College School of Health Sciences (SHS) Student Handbook* as this School Psychology (SPS) Student Handbook supplements those documents. The terms of these documents are therefore incorporated herein by reference. Each will be helpful to you in your current and future academic and clinical endeavors. In the event of an inconsistency between *SHS 2014-2016 Catalog*, the *SHS Student Handbook* and this Handbook, the terms of *SHS 2014-2016 Catalog*, the *SHS Student Handbook* will take precedence in that order.

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GENERAL 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

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 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).

Facilities and Hours

The School Psychology Program is housed within the School of Health Sciences. The program is located at 65 Broadway, New York, NY 10010. You may refer to www.touro.edu/shs or to the *SHS 2014-2016 Catalog* and the *SHS Student Handbook* for hours, offices, and a listing of all programs offered within the School of Health Science.

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*.

Libraries

There are two main libraries that students of the school psychology program may take advantage of: (1) The library on the lower level (Trinity Place Level) of our main campus at 65 Broadway as well as (2) the library on 43 West 23rd Street Manhattan campus. The librarians and staff manage the library and are available to assist students and faculty in their research. The librarian also provides 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 be found in the *SHS 2014-2016 Catalog* and online at www.touro.edu/shs)

Computer Laboratories

Computer laboratory at our main campus is located on the 2nd floor of 65 Broadway in Room 234. Additional computer laboratories at the Manhattan campus are on the 6th floor at 27 West 23rd Street.

Both campuses have laboratory assistants available to provide assistance to beginning and advanced students. Further information can be found in the *SHS 2014-2016 Catalog*.

Office of Student Affairs

The chief role of the Director of Student Affairs is student advocacy. Students are assisted with special services and information and offered a variety of activities, through the office such as medical ethics talks and cultural lunches. Students in need of similar assistance at the Manhattan or Brooklyn campuses should consult their program director for guidance to the appropriate personnel on those campuses.

The Director of Student Affairs is available via email at jill.zucker2@touro.edu

Please see also the *SHS Student Handbook*.

Advisement

Each student within the School Psychology Program is assigned a faculty advisor who follows the student's academic progress and professional development throughout his or her academic program. Faculty Advisors provide advocacy for student rights and concerns. Students who need personal counseling or assistance with drug or alcohol problems should contact the office of the Associate Dean. See also the *SHS 2014-2016 Catalog*.

Registration-International Student

The Registrar acts as a center for students from other lands; 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.

Books

The Manhattan campus does not have a bookstore. Students usually choose to order their books online.

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 – BAY SHORE 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 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.

Medical Emergencies

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

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.

If you smell smoke contact your floor fire warden, advise them 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.

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.

Please see also the *Touro College SHS Student Handbook*.

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 also 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 to explore their options. Please see also the *SHS Student Handbook*.

Students with Disabilities

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 through their program office or the Office of Student Affairs. A "Handbook for Students and Applicants with Disabilities" can be obtained from this office or from the student's program office.

A student requesting accommodation for a documented disability under the ADA must meet with the Associate Dean for Student Affairs and Innovation of the School of Health Sciences and submit a Request for Accommodation of Disability Application (RADA). For additional information please contact Dr. Rivka Molinsky, Associate Dean for Student Affairs and Innovation at (212) 463-0400 x5518 or 631-665-1600 x 6318. The Associate Dean will contact the Department Chair to communicate the fact that this request has been made. Verbal disclosure prior to or following admission is not sufficient inasmuch as supporting documentation is required and verbal disclosure cannot substitute for required documentation. Students may apply for special accommodations any time during their academic curriculum, however, if granted, the accommodation is given prospectively (accommodations cannot be supplied retroactively) and only for the academic year in which it is requested. Students must reapply for accommodations each academic year. If the nature of the accommodations being requested is unchanged, the student will not be asked to provide updated supporting documentation; such documentation is required only if there is a change in the nature of accommodations being requested. For additional information please see the *SHS Student Handbook*.

Students seeking accommodation must have the following paperwork and documentation on file:

1. A Request for Accommodation of Disability application, filled out in its entirety.
2. Documentation from a physician, clinical psychologist, or other licensed individual of the specific disability, to include:
 - A cover letter from the physician, clinical psychologist, or other certified individual,
 - Appropriate and thorough diagnostic test results, conducted no more than five years prior to the request. Summarization of results, while helpful, by itself is not considered satisfactory. The detailed report should also clearly diagnose the disability, report the severity of the disability, offer implications of the disability for the student's program of study, and include a summary of what accommodations are

needed to assist in overcoming the disability. A cursory report suggesting that a disability exists and detailing a list of accommodations requested, without more, is unacceptable.

Decisions on RADAs are made by the Dean in consultation with Touro College's Office of Compliance. If the RADA is granted, the Executive Assistant to the Dean will notify the student and his or her instructors.

Please note that accommodations granted by the SHS Office of Student Affairs only extend to Touro coursework. Any request for accommodations for PRAXIS II testing (which is a requirement for graduation) must be processed through The Educational Testing Services (www.ets.org). Students with documented disabilities are encouraged to contact ETS early in their graduate program studies to find the specific procedures and documentation necessary to receive accommodations for the PRAXIS as they may vary based on each individual student circumstance.

GRADUATE SCHOOL PSYCHOLOGY PROGRAM

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.

Mission and Goals of the Graduate Program in School Psychology

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 area always seen from a should-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 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 may be completed in three years of full time study or four or more years of part time study.

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 Pamela M. Heyward, the program assistant in the TESOL Program housed in the Graduate School of Education at pamela.heyward@touro.edu, 212-463-0400, x 5288 for additional information. 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. 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 should contact Ms. Linette Ruiz Felix (phone: 212-463-0400 x 5283, email: linnette.ruiz@touro.edu) who will assist each student through the NYS certification process. **No student will be permitted to complete practicum or internship at a site at which they are employed.**

Classes are scheduled during the daytime and evenings Monday through Thursdays. 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. Additionally all students are required to purchase and carry student liability insurance through The National Association of School Psychologists (NASP) <http://www.nasponline.org/membership-and-community/professional-liability-insurance> or a related agency while completing any field experience. 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. It is possible to complete the program as a full time (3 year) student or by following the Part-Time (4 year option). 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. Please note that as previously referenced the program at the time of writing this handbook has submitted revisions that would require one additional course (66 total credits) to complete the program. 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 full time 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 (FULL TIME) PLAN OF STUDY

<p>FALL (YEAR 1) 12 CREDITS (4 COURSES)</p> <p>PSGN 603 SCHOOL PSYCHOLOGY PROSEMINAR</p> <p>PSGN 604 STATISTICS FOR THE BEHAVIORAL SCIENCES</p> <p>PSGN 620 DEVELOPMENTAL PSYCHOLOGY</p> <p>PSGN 624 PSYCHOEDUCATIONAL ASSESSMENT I</p>	<p>SPRING (YEAR 1) 12 CREDITS (4 COURSES)</p> <p>PSGN 612 PSYCHOMETRIC THEORY</p> <p>PSGN 630 INDIVIDUAL AND GROUP COUNSELING</p> <p>PSGN 629 BEHAVIOR MANAGEMENT AND EVIDENCE-BASED INTERVENTIONS IN AN EDUCATIONAL SETTING</p> <p>PSGN 633 PSYCHOEDUCATIONAL ASSESSMENT II</p>
<p>FALL (YEAR 2) 12 CREDITS (4 COURSES)</p> <p>PSGN 601 BIOLOGICAL FOUNDATIONS OF LEARNING AND DEVELOPMENT</p> <p>PSGN 623 DEVELOPMENTAL PSYCHOPATHOLOGY: CHILD AND ADOLESCENT</p> <p>PSGN 628 PSYCHOEDUCATIONAL ASSESSMENT III: SOCIAL-EMOTIONAL FUNCTIONING</p> <p>PSGN 749 SCHOOL PSYCHOLOGY PRACTICUM I</p>	<p>SPRING (YEAR 2) 12 CREDITS (4 COURSES)</p> <p>PSGN 625 EDUCATIONAL INTERVENTIONS FOR THE EXCEPTIONAL CHILD</p> <p>PSGN 660 SCHOOL CONSULTATION AND COLLABORATION</p> <p>PSGN 701 PSYCHOEDUCATIONAL ASSESSMENT IV: INTEGRATING EVALUATION & REPORT WRITING SKILLS</p> <p>PSGN 759: SCHOOL PSYCHOLOGY PRACTICUM II</p>
<p>FALL (YEAR 3) 9 CREDITS (3 COURSES)</p> <p>PSGN 720 EDUCATIONAL PSYCHOLOGY</p> <p>PSGN 632 MULTICULTURAL COUNSELING</p> <p>PSGN 750 SCHOOL PSYCHOLOGY INTERNSHIP I</p>	<p>SPRING (YEAR 3) 9 CREDITS (3 COURSES)</p> <p>PSGN 717 ADVANCED TOPICS IN ASSESSMENT AND INTERVENTION</p> <p>PSGN 645 RESEARCH DESIGN & PROGRAM EVALUATION IN THE SCHOOLS</p> <p>PSGN 751 SCHOOL PSYCHOLOGY INTERNSHIP II</p>

FOUR YEAR (PART TIME) PLAN OF STUDY

<p>FALL (YEAR 1) 9 CREDITS (3 COURSES)</p> <p>PSGN 603 SCHOOL PSYCHOLOGY PROSEMINAR</p> <p>PSGN 604 STATISTICS FOR THE BEHAVIORAL SCIENCES</p> <p>PSGN 624 PSYCHOEDUCATIONAL ASSESSMENT I</p>	<p>SPRING (YEAR 1) 9 CREDITS (3 COURSES)</p> <p>PSGN 612 PSYCHOMETRIC THEORY</p> <p>PSGN 629 BEHAVIOR MANAGEMENT AND EVIDENCE-BASED INTERVENTIONS IN AN EDUCATIONAL SETTING</p> <p>PSGN 633 PSYCHOEDUCATIONAL ASSESSMENT II</p>
<p>FALL (YEAR 2) 9 CREDITS (3 COURSES)</p> <p>PSGN 620 DEVELOPMENTAL PSYCHOLOGY</p> <p>PSGN 623 DEVELOPMENTAL PSYCHOPATHOLOGY: CHILD & ADOLESCENT</p> <p>PSGN 628 PSYCHOEDUCATIONAL ASSESSMENT III: SOCIAL EMOTIONAL FUNCTIONING</p>	<p>SPRING (YEAR 2) 9 CREDITS (3 COURSES)</p> <p>PSGN 630 INDIVIDUAL AND GROUP COUNSELING</p> <p>PSGN 701 PSYCHOEDUCATIONAL ASSESSMENT IV: INTEGRATING EVALUATION & REPORT WRITING SKILLS</p> <p>PSGN 645 RESEARCH DESIGN & PROGRAM EVALUATION IN THE SCHOOLS</p>
<p>FALL (YEAR 3) 9 CREDITS (3 COURSES)</p> <p>PSGN 601 BIOLOGICAL FOUNDATIONS OF LEARNING AND DEVELOPMENT</p> <p>PSGN 749 SCHOOL PSYCHOLOGY PRACTICUM I</p> <p>PSGN 632 MULTICULTURAL COUNSELING</p>	<p>SPRING (YEAR 3) 9 CREDITS (3 COURSES)</p> <p>PSGN 660 SCHOOL CONSULTATION AND COLLABORATION</p> <p>PSGN 625 EDUCATIONAL INTERVENTIONS FOR THE EXCEPTIONAL CHILD</p> <p>PSGN 759: SCHOOL PSYCHOLOGY PRACTICUM II</p>
<p>FALL (YEAR 4) 6 CREDITS (2 COURSES)</p> <p>PSGN 720 EDUCATIONAL PSYCHOLOGY</p> <p>PSGN 750 SCHOOL PSYCHOLOGY INTERNSHIP I</p>	<p>SPRING (YEAR 4) 6 CREDITS (2 COURSES)</p> <p>PSGN 717 ADVANCED TOPICS IN ASSESSMENT AND INTERVENTION</p> <p>PSGN 751 SCHOOL PSYCHOLOGY INTERNSHIP II</p>

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.

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.

ADMISSIONS

Requirements for Admissions to the Touro School 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 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 school psychology and for applying to Touro.
9. Proof of immunization: MMR (Measles, Mumps and Rubella), meningitis immunization response.

Selection Process

Applicants will be informed in writing of the Masters in School Psychology Admissions Committee's decision. If offered a place in the School Psychology 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 School Psychology 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 the School Psychology program director only upon successful completion of the student's first semester of study. All transfer credit requests must be approved by the program director, dean and the registrar.

Tuition and Fees 2016-2017 Academic Year

For details about tuition and fees of the programs, see instructions inside of each program's description.

Tuition 2016-2017	\$2,100/3-credit course - incoming students
Tuition 2016-2017	\$1,920/3-credit course - returning students
Application Fee	\$60 (non-refundable)
Registration Fee	\$100 per semester (non-refundable)
Late Registration Fee	\$50 per semester
Materials Fee	\$175 for PSGN 624, 628, 633 and 701 courses
Malpractice Insurance Annual Fee	\$20
Transcript Fee	\$10 per transcript
Technology Fee	\$100 Fall & Spring
Graduation Fee	\$200
Returned Check Fee	\$40

Tuition and fees are set annually by the Board of Trustees and are subject to review and change without further notice.

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 School Psychology Program website 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.

Withdrawal Policy

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.

Please contact the bursar office at 646-565-6000, x 55751, 55379, 55242, email: bursar@touro.edu.

Students wishing to withdraw from the college must contact the office of the Registrar and file an application for withdrawal. On approved applications, and when withdrawing from ALL classes ONLY the following withdrawal credit schedule will apply:

Tuition Refund Schedule

WITHDRAWING FROM ALL CLASSES: FALL & SPRING SEMESTERS

Before the opening of class	100% of tuition
No later than the first class session	90% of tuition
No later than the second class session	75% of tuition
No later than the third class session	50% of tuition
No later than the fourth class session	25% of tuition
After the fourth class session	No Refund

WITHDRAWING FROM ALL CLASSES: SUMMER SEMESTER

Before the opening of class	100% of tuition
No later than the first class session	60% of tuition
No later than the second class session	20% of tuition
After the third class session	No Refund

Please contact the Bursar Office if you have any Bursar related questions.

OFFICE OF THE BURSAR

Phone: 646-565-6000, x 55751, 55379, 55242

Email: bursar@touro.edu.

Financial Aid

Matriculated students may apply for a Stafford Loan. This loan is based on the amount requested and the student's financial need. A free Application for Financial Aid (FAFSA) is required before applying for a Stafford Loan. A Financial Aid Transcript is also required from all post-secondary institutions that a student attended. This transcript is mandatory regardless of whether financial aid was received at the institution(s) attended or not. If a graduate student needs more funds than it is supplied by the Unsubsidized loan, he/she can apply for the Graduate Plus. However, this loans' eligibility is based on credit history.

For more information, please contact Naomie Ganthier, Tel: 212-463-0400 x 5322, email:

naomie.ganthier@touro.edu or Katarina Zigray, Tel: 212-463-0400 x 5140, email:

Katarina.Zigray@touro.edu.

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. 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 1st 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/
- 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
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 | 4 year program |
| End of year 1 | End of year 2 |
| Following PSGN 749 (Jan) | Following PSGN 749 (Jan) |
| Following PSGN 759 (June) | 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.
- H. 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.

I. 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.)

J. 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.

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.

See Administrative and Faculty directory for Field Experience Coordinator Contact Information.

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. If a student wishes to use an alternative site then they 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 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):

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.

SCHOOL PSYCHOLOGY PROGRAM INFORMATION

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 School Psychologists. 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. Documented absences due to extenuating circumstances may not exceed 1/5 of a course. Undocumented absences from of a course are grounds for reduced professional conduct grade. Absences from more than 1/5 of a course is grounds for failure of the course.

An attendance sheet is provided to faculty on the first day of classes. This form is used for listing student attendance. Excessive absences may be grounds for dismissal from the program.

Classes will start on time. Faculty may bar entry or assign special seating for students who arrive late. Generally, faculty will allow a ten-minute break per hour. If a student must leave at other than break time he/she is to do so quietly and unobtrusively, and return promptly. If an emergency occurs and you are going to be late or will be unable to attend your classes you must notify the School Psychology Program.

Please refer to the SHS 2014-2016 Catalog and the SHS Student Handbook for policies and more information. Unless otherwise noted in the syllabus, students will be notified a minimum of one week before an exam is given. A student who knows he will be absent from an exam must notify the School Psychology Program Office in advance and present written documentation justifying/explaining the absence to the instructor.

The documentation will be placed in the student's file. Submitting documentation for the absence (i.e. bill for towing services, a doctor's note) should not be construed as having permission to miss the examination. Consequences for missing the examination will be determined by the course instructor and the School Psychology Program Director. The decision will be communicated to the student by the instructor and/or Program Director. It is up to course instructors' discretion to or not to give make-up assignments or examinations for absences, unless prior approval had been granted by the Department Chairperson/Program Director or by Touro College to accommodate religious practices, disability, or other extenuating conditions. Unless otherwise specified in the course outline, there will be no make-ups for failed examinations.

Grades will not be available from the School Psychology Program Office staff or via e-mail. However, grades may be posted by the instructor. Students may also receive their grades online by going to their TouroOne student account. You will be asked for your student ID number and password.

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

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.

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, family members may contact the program office during regular hours. The School Psychology Program office phone number is 212-742-8770, x 2457.
- No eating in the classroom - breaks are scheduled during the day for the students to eat. Water is allowed in the classroom. In the event you find food, food containers, or wrappers prior to or after your class, please notify the School Psychology Program office.
- Students are not permitted to use or remove any school psychology supplies/equipment that are not required for your class without the expressed/signed consent of the School Psychology Program Director.
- Students are responsible for cleaning up their area after class. If the classroom is untidy prior to class, please inform the School Psychology Program office.

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. Other reference materials are available in the library.

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 students 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 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 1/2 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 Associate Director or 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. Extension 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 for the professional school psychologist. 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.

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.

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 can 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.

Grading Mechanisms

Grade and Grade Point Average (GPA) Requirements

Please refer to the *SHS 2014-2016 Catalog* and 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 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.

Required minimum passing course grade	
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: PSY624, PSY633, PSY628, PSY701	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.

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+	97 and higher
A	93-96
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 and laboratory practical, 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 School Psychology Program 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 Department Chairperson/Director prior to implementation and must be included in the course syllabus.

Grading Policies

- 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 the program director to review their 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 while taking a course in which the course being repeated is a prerequisite for another course in the same semester. Students must first successfully repeat the course with an acceptable minimum grade and only then may they register and enroll in the next course in the sequence.
- 4) 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 and dean.
 - b) Students are expected to reach an agreement, in writing, on completion of required work with the instructor and to file a copy of that agreement with the program director. The Department Chairperson will determine the date by which completion must occur. **If work is not completed by the deadline date, the grade of "INC" becomes "F"**
 - c) Students are allowed a maximum of two semesters to complete the coursework related to grades of "INC". After two semesters, a grade of "INC" is automatically converted into an "F"
 - d) Students are not permitted to begin Practicum or Internship until a grade of "INC" is resolved.
 - e) A student may carry no more than one active grade of "INC" in his or her academic record at any one time. Students with two or more such grades are not permitted to register for subsequent semesters.

Adding/Dropping courses

The school psychology curriculum is designed as an integrated, developmental process; courses are offered once a year and must be taken in one of the two offered sequences (full time or part time). Therefore, 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. The student is responsible for determining any impact, including on finances or financial aid. To add or drop a course, a student must comply with the parameters specified in the *SHS 2014-2016 Catalog* and the *SHS Student Handbook*. A Drop/Add 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 instructor/program director does not constitute an official withdrawal.

Maintenance of Matriculation

Students must enroll in minimum of 2 courses (6 credits) for any fall or spring semester in order to remain in the program. Students may take a voluntary Leave of Absence in good standing from the program by submitting a request to the Program Director (see Medical/Personal Leave of Absence below). Approved Leave of Absence may be extended annually only under extenuating circumstances with the Dean's approval for a maximum one calendar year. Students must re-apply to the program if they did not take classes for one academic year. Additionally, students who are "readmitted" are responsible for adhering to and completing all of the revised program requirements (e.g., changes in courses, passing of PRAXIS, etc.).

Withdrawal from the Program

Students, who wish to withdraw from the program in good standing, should give written notification to the Department Chairperson/Director of the program and follow the procedures of the Office of the Registrar as outlined in the *SHS 2014-2016 Catalog*. 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.

Please refer to the *SHS Student Handbook* for timelines and financial ramifications of withdrawing from classes and/or the program.

Medical/Personal Leave of Absence

Students must be in good academic standing (GPA greater than or equal to a 2.66) and must have a compelling medical or personal reason to apply for a one time only Leave of Absence which cannot exceed one year. Once the leave of absence request is approved, the student has up to 12 months to submit for approval the criteria necessary for readmission (i.e.: Physician clearance, Letter of intent). Once the readmission paperwork is received and approved, the student will be considered for the next available seat in the program. Submission of reentry documentation after one year will result in forfeiture of the seat in the School Psychology Program and will require a student to reapply to the program. The student will be financially responsible for all outstanding tuition.

The above paperwork can be found in the School Psychology Program office upon request. All required documentation must be submitted to the Program Director. Failure to submit the appropriate paperwork will result in denial of the LOA. All leave of absences are subject to final review for approval by the Program Director and the Department Chair.

Note: Students should not assume that filing a Leave of Absence implies that the request has been granted. They must receive official notification of approval from the Office of the Registrar. Also, students may be required to audit courses that preceded the semester in which they requested the leave.

Consultation with the Financial Aid Office and the Bursar's office prior to initiating a leave of absence is recommended. Questions regarding financial liability should be explored before submitting paperwork to the School Psychology Program office. For more information please see the *SHS Student Handbook*.

Student Records

The Registrar's Office keeps student records on file. The School Psychology Program Office and/or the Fieldwork office also maintain a student file. The file includes student advisement sessions, letters of recommendation, student's fieldwork evaluation forms, emergency treatment forms, copies of the student's liability insurance forms, and additional communication sent or received pertaining to students and their course of academic and clinical studies. All files are kept in a locked cabinet when the offices are unsupervised or closed for the day. Students may have access to their own file by written request to the Chairperson/Program Director for permission to review the contents. 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. Supervised access to the student's own file will be granted within 45 days. Students are not permitted to remove or obtain copies of the documents within the file. See also the *SHS Student Handbook*.

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 and other vendors at discounted rates. All students must submit copies of their liability insurance prior to beginning any field placement.

ACADEMIC REGULATIONS

Satisfactory Academic Progress Policy (SAP)

To remain enrolled in the School Psychology program, students must maintain Satisfactory Academic Progress (SAP). The two fundamental components of the School's SAP policy:

- 1) The Master's program in School Psychology is 66 credits in length and typically takes 6 semesters to complete on a full time basis or 8 semesters on a part time basis. *The program will likely be revised to include 66 credits. An addendum to this handbook will be provided once changes are finalized.* Students must complete the program in no longer than 6 years of full and/or part time study.
- 2) Students must maintain a 3.0 cumulative GPA.

Student Status

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

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 School Psychology Program may be grounds for immediate dismissal or probation.

Good Standing: Student meets academic and professional requirements of the School of Health Sciences, and the School Psychology 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 School Psychology Program may be placed on monitored status, probationary status, or be dismissed from the SPS program in accordance with the SHS 2014-2016 Catalog, SHS Student Handbook, School Psychology Student Handbook, and the SPS 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 the SPS program. 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, 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 breeches 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 School of Health Sciences, or the School Psychology Program may result in a student being placed on monitored or academic probationary status without deliberation of the SPS Student Status Committee in accordance with the SPS 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 School of Health Sciences.

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 where there is (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 Program Director 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 2014-2016 Catalog* and the *SHS Student Handbook*.

Department of Behavioral Science Academic Standing Committee

Each program in the School of Health Sciences has established standards for academic performance. A student whose academic performance falls below the minimum acceptable standards may be placed on academic probation, conditional academic standing or dismissed from the program. If placed on conditional academic standing, the duration and conditions will be determined by the Department of Behavioral Science Academic Standing Committee and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the student's education in the program.

Appeal Process

Departmental Academic or Professional Appeal Process

A student has the right to contest a decision made for misconduct or unacceptable academic performance if there is good reason for the appeal through the programs internal appeal process. To appeal, the student must submit a letter, with supporting documentation, to the Department of Behavioral Science Student Status and Academic Standing Committee c/o the School Psychology Program Director. The appeal letter must be submitted within 10 days of notification of the student's academic standing. Department of Behavioral Science The student may consult with his/her faculty advisor for guidance in regards to his/her appeal. The letter of appeal 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

The Department of Behavioral Science Student Status and Academic Standing Committee will consist of at least three faculty members of the school psychology and/or faculty from closely related programs who have had no involvement in the decision that is under appeal. The School Psychology Program Director will notify the student and the committee members in writing of: (1) the date, time, and place of the hearing, and (2) a brief description of the basis for the appeal. Such notice, which may be by e-mail, will be given at least twenty-four hours prior to any hearing, unless waived by the parties involved.

Upon written request to the School Psychology Program Director, the student and faculty involved in the issue under appeal will be afforded the following opportunities:

- To review under supervision, 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 School Psychology Program Director. Committee hearing date will not be postponed for the purposes of review. The purpose of the review is for information gathering and not for approval or revision.
- To orally present fully all aspects of the issue that have also been put in writing before the Committee. Only information put in writing will be considered by the committee. The student and the faculty have 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 Committee hearing will be chaired by the School Psychology Program Director (ex-officio). The hearing is academic in nature and non-adversarial. Representation by an attorney is not permitted. The issue under appeal shall be stated by the School Psychology Program Director and confirmed by the student if present. All written information supporting the decision made for misconduct or unacceptable academic performance shall be presented first by the School Psychology Program Director or the faculty member, if present. Following this presentation, the letter of appeal and any written submissions to support the student's stance or position will be read by the School Psychology Program Director or by the student, if present. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.

The Committee will identify the issue under appeal and the points under consideration based on the letter of appeal and supporting documents from the student and the brief written description of the basis for the appeal from the School Psychology Program Director (or the Director's designee) and supporting documents. The Committee may consult College and Departmental Handbooks, bulletins, catalogues. Supporting documents including those within the SPS Department student file may be requested, viewed, and considered by the Committee. Each party may provide evidence in the form of written testimony from one or more witnesses in relation to the appeal. The hearing will be closed and there will be no transcript or recording of the proceedings.

The Committee may call and examine witnesses and invite the submission of additional evidence. If, in addition to written documents, further information is required by the committee to clarify aspects of the case, the student, faculty, or witnesses may be invited before the committee to answer specific questions posed by the committee members. If invited, the time for questions and answers will be limited to 10 minutes. All questions and answers are to be documented by the committee secretary.

All decisions shall be made by majority vote, the mechanism to be determined by Committee membership. The Department of Behavioral Science Student Status and Academic Standing Committee proceedings will not be discussed with others outside of the committee unless essential for purposes related to the students education. The disclosure of the information should be cleared with the School Psychology Program Director. If contacted by a Student's family, the faculty will not engage in the conversation due to FERPA regulations and will contact the Office of Compliance immediately.

It is the policy of the School of Health Sciences that appeals be handled expeditiously. Students will be notified in writing of the decision of the Department of Behavioral Science Student Status and Academic Standing Committee Decision by the School Psychology Program Director within 15 business days of the receipt of the letter of appeal from the student. A copy of the notice will be sent to the offices of the Dean and Associate Dean.

The School Psychology Student Status Committee and the Department of Behavioral Science Academic Standing Committee with the approval of the Department Chair make the final departmental decision regarding student status and academic standing, including but not limited to the following: student appeals of decisions made regarding academic or professional conduct and changes in student status in the department. Committee decisions may be appealed to the Touro College School of Health Sciences Academic Standing Committee by sending a letter to the chairperson of the committee within fourteen (14) days of receipt of the departmental committee decision and within the guidelines outlined in the *Touro College SHS Catalog* and *Touro College SHS Student Handbook*.

School of Health Sciences Appeal Process

If a student believes he or she has been treated unfairly, the student has a right to appeal the program's decisions by utilizing the Hearing and Appeal Procedures as outlined below:

To appeal a program decision, the student must send a written request to the Dean within fourteen (14) school days of receiving the program decision. This request must include the basis for the appeal. An appeal will be granted only if there is reason to believe that the student may have been treated unfairly, the decision was capricious, or there were extenuating circumstances that were not given adequate consideration. If the Dean cannot resolve the matter and determines that there may be justification for the appeal, the Dean will present the appeal request to the SHS Committee on Academic Standing. If the SHS Committee on Academic Standing determines that a hearing is justified by the request, it will appoint a Faculty Committee to hear the appeal. ***See the SHS 2014-2016 Catalog or the SHS Student Handbook for further information on the SHS appeal process.***

Either party may file a written appeal of the SHS Committee on Academic Standing decision with the Dean of the School of Health Sciences. This appeal must include a statement of the reasons for the appeal, and it must be made within fourteen (14) school days of receiving notice of the decision of the Faculty Committee. The Dean may conduct a further investigation after which he/she will notify the Committee on Academic Standing, Program Director, and the student of the decision to support or reject the appeal.

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. Students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition on which our university system was founded, students and faculty are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic honesty supports our shared intellectual culture and our ability to trust one another. Students must avoid all acts of dishonesty, including, but not limited to:

- cheating
- plagiarizing (presenting the work or ideas of others as your own)
- fabricating (making up information, data, or research results)
- tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students' work)
- lying
- working with others when assignments or exams require individual work
- making unauthorized copies of copyrighted material
- facilitating or tolerating the dishonesty of others

Academic dishonesty lowers scholastic quality and adversely affects those who will eventually depend on the knowledge and integrity of our graduates. Failure to uphold the principles of academic integrity negatively impacts the reputation of Touro, the value of each and every degree awarded by the institution, and the future success of our graduates.

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

The complete Touro College and University System Academic Integrity Policy can be found in the SHS 2014-2016 Catalog and the SHS Student Handbook.

Reporting a case of suspected plagiarism or cheating

Faculty members or other members of the Touro community who encounter cases of plagiarism or cheating will **contact the Chair of the relevant department**, and inform the offending student of such. The Chair will report the incident, in writing, to the Dean. The Chair will provide faculty with advice specific to the individual incident. No grade may be entered onto the student's record for the course in question before the issue is resolved, either informally or formally.

See also the SHS 2014-2016 Catalog and the SHS Student Handbook.

Resolution of Academic Integrity Violations

Informal resolution: The Chair of the department, the Dean, and the faculty member are involved in this process. The informal resolution 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 is a repeat offender, or (4) for any other reason for which informal resolution is not appropriate as determined by the Chair or the Dean, then the matter shall be submitted for formal resolution. For detailed information regarding formal resolution, please refer to the SHS Student Handbook.

Academic appeal process: Detailed information is available in the SHS Student Handbook.

Sanctions: Sanctions may be imposed by the faculty, the Dean or the Committee. Sanctions may include the following or combinations thereof: Sanction A – Sanction E. Detailed information regarding different types of sanctions is available in the SHS Student Handbook.

Arbitration of Disputes Policy

Touro College students, faculty and staff are expected to abide by all Touro College policies and regulations, including those set forth on the Touro College website, and including the policies and procedures set forth in the School of Health Sciences 2014-2016 Catalog.

Touro College's arbitration policy was created with the intention of providing a program for the quick, fair, accessible, and inexpensive resolution of Disputes (see definition below) between Touro College and Touro College's current and former students (as well as applicants) related to or arising out of a current, former, or potential academic relationship with Touro College. The policy is intended to provide an exclusive mechanism for the final and binding resolution of all Disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described elsewhere in the SHS 2014-2016 Catalog. It is not intended either to curtail or extend substantive rights available under applicable law, except to limit Touro College's damages awardable to students in any and all events, and to limit the amount of time an aggrieved student has to file for arbitration. The policy should be interpreted in accordance with these purposes. See the *SHS Student Handbook* for more information.

STUDENT CONDUCT & PROFESSIONAL DEVELOPMENT

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 school psychologists. 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 School Psychology Department Faculty addresses aspects of professional development within all SPS designated courses. Faculty may include class participation and professional development as part of course grades, as listed in their course syllabus.

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 practice on fieldwork as school psychology students despite counseling from their advisor and/or faculty member are at risk for dismissal from the School Psychology Program.

Professional behaviors are listed in the *SHS 2014-2016 Catalog* and, the *SHS Student Handbook* and should be followed while on campus as well as on fieldwork placements. Violations may result in dismissal from the program.

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.

Students are expected to conduct themselves in a manner consistent with the function of an institution of higher learning and with their role as future health care professionals. Students are required to abide by the highest standards of academic honesty, ethical fitness, and professional conduct. Characteristics key to the development of a school psychologist, 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. Communication: Use appropriate communication verbally and non-verbally, 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 and given a 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.

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.

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 School Psychology Program Director and/or Department Chairperson and are grounds for probation or dismissal from the program. All communication between Touro College faculty (full time, part time, and adjunct faculty), staff, and students must be through medium (email, phone, etc.) assigned to the individual by Touro College. *See also the SHS 2014-2016 Catalog.*

Appropriate use of equipment and supplies

Students and faculty are responsible for appropriate use of equipment and supplies for all educational activities. All students are required to handle testing supplies (e.g., assessment kits) with the highest degree of care. Additionally, should students fail to return an assessment kit after the duration of the course is over or prior to any other deadline they will be charged in full for the missing/unreturned kit. STUDENTS WILL NOT BE ELIGIBLE TO GRADUATE IF TESTING MATERIALS ARE NOT RETURNED AND/OR THE STUDENT HAS LOST/DAMAGED AN ASSESSMENT KIT AN HAS AN OUTSTANDING BALANCE FOR THE MATERIALS.

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, and other professional activities (e.g., field based assignments, interviews with internship sites, professional conferences, etc. 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 above the knee, sundresses without a sweater or jacket, halter tops and tank tops. 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. See also the *SHS 2014-2016 Catalog*.

Non-Discrimination/Sexual Misconduct

See the *SHS Student Handbook* for the policy on non-discrimination.

Drug-free Environment

See the *SHS Student Handbook* for the policy of drugs and controlled substances.

Student Advisement

The School Psychology Program will assign all students to a faculty member as their academic advisor. Students are required to meet with their advisor a minimum of one time per semester. When necessary, due to grades or professional behavior, students may be required to meet with their advisor on a more frequent basis. An advisement form must be completed and signed by the student and the academic advisor during the advisement session. These forms become part of the student's file kept in the School Psychology Program office.

Students should speak to their academic advisor about individual issues impacting academic performance. When possible, students are encouraged to first speak to the instructor of the course if having an issue with a particular course. If there is an issue that is experienced by the class as a whole, students should speak to the student class representative who will address the issue with the Associate Director on behalf of the class.

Students identified by faculty as having difficulty with academics, clinical skills or professional behaviors by faculty are brought to the attention of the student's academic advisor, the Program Director, the Department Chairperson, and any other personnel who need to know to take appropriate action.

Instructor/Faculty office hours will be posted for students. Hours are generally included on the course outline which is given to students during the first week of class.

Students may request a transfer to a different advisor with a written request to the School Psychology Program /Director.

Neither faculty nor advisor is to provide counseling for emotional problems of students. Advisors who assess that a student is in need of professional counseling and/or special services, i.e. testing for learning disabilities, must make this concern known to the Program Director and/or Department Chairperson immediately. The Program Director and/or Chairperson will then take the appropriate action to make appropriate recommendations and referrals to appropriate sources available. You may also wish to refer to the *SHS 2014-2016 Catalog*.

Letters of Recommendation from Faculty

Students must ask permission from the faculty to list them as a reference. If faculty agree to serve as a reference, the next step is to provide the faculty with the name of the agency, address, the reason the reference is needed (i.e. scholarship, school psychology internship or job position), who will be contacting the faculty for the reference, or where the letter of reference should be sent.

CERTIFICATION

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

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. 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>

Professional Membership Fees

Student and professional membership 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 and www.nyasp.org.

Felon Statement

The certification of school psychologists is a process designed to protect the public. State certification and/or certification boards (for example, The New York State Education Department) may require a background check as part of the application process for certification. In addition, most public and private schools (for field experiences and employment) require a background check. A history of a criminal background may prohibit a student from participating in field experiences, which are required for successful completion of the program and obtaining a degree.

A student cannot successfully complete the program without fulfilling the field placement requirements (e.g., practicum and internship). In the event that a student's background check findings limit or prevent acceptance at practicum/internship sites, the student may be unable to successfully complete the fieldwork education requirements and thus be unable to graduate. Therefore, a student with a criminal background who opts to enroll in the program does so at their own risk. Touro College is not responsible for a student whose criminal background check findings render him/her ineligible to complete the fieldwork required by the program.

In addition, a criminal history may prohibit certification. Each credentialing body has its own policies and procedures related to use and evaluation of background checks. It is the responsibility of each student to determine if, after successful completion of a Touro College School of Health Sciences program, he/she will be eligible for certification.

Code of Ethics

As a School Psychology student, it is very important to be aware of the values and the Code of Ethics of your chosen profession. The Code of Ethics (NASP, 2010; APA, 2002; 2010) is an important reference for SPS students and practitioners alike. This code stresses the professional responsibilities of school psychology students and practitioners and provides guidance to ensure ethical behavior. The ethical rules and principles espoused include: beneficence, non-maleficence, autonomy, confidentiality, duty, procedural justice, veracity, and fidelity. These principles provide guidelines for professional behavior and interactions with patients, peers, students, supervisors, supervisees, other health professionals, and faculty.

The National Association of School Psychologists (NASP) [2010] complete code of ethics can be found at: <http://www.nasponline.org/standards-and-certification/professional-ethics>

The American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct (2002) including the 2010 Amendments can be found at: www.apa.org/ethics/code

Important Notices

This Student 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. You should refer and defer to those 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 Program Director/Chairperson of the Department. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

This Handbook is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro. The Handbook is not a contract. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.

This Handbook is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. We will attempt to inform you of any changes as they occur. However, it is your responsibility to keep current on all College policies, procedures and practices. It is your responsibility to review College policies and procedures in detail and to request any clarification needed from the Chairperson of the Department. Violation of College policies or procedures may result in disciplinary action, including dismissal from the program. Action may be taken against a student notwithstanding his or her failure to appear or otherwise participate in disciplinary or grievance proceedings.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal and career needs. Thus, Touro disclaims any liability for promises, assurances, representations, warranties or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, warranties or other statements concerning a student's academic success. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by the Touro School or program in which the student is enrolled. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled.

Registration and matriculation at Touro after the issuance of this Handbook is consideration for and constitutes a student's knowing acceptance of the binding Alternative Dispute Resolution ("ADR") mechanisms (including binding arbitration) contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from Touro and/or this Handbook, which is not resolved through Touro's ADR mechanisms shall be resolved exclusively through final and binding expedited arbitration conducted solely before the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated.

COURSE DESCRIPTIONS

***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 Proseminar

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, PSY, 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

ADMINISTRATIVE AND FACULTY DIRECTORY

Faculty

Arthur Freeman, E.D., Sc.D., ABPP
Department of Behavioral Science, Professor and Chair
School Psychology Program, Director
Office Location: 65 Broadway: Room 116
Phone: 212-742-8770 x 2450 email:

Rosemary Flanagan, Ph.D., ABPP, Professor
Office Location: 65 Broadway: Room 119
Phone: 212-742-8770 x 2473 email: Rosemary.Flanagan@touro.edu

Victoria A. Comerchero, Ph.D., NCSP, Assistant Professor
Office: 65 Broadway, Room 110
Phone: 212-742-8770 x 7484 email: Victoria.Comerchero@touro.edu

Giuliana Losapio, Psy.D., Assistant Professor
Office Location: 65 Broadway, Room 120
Phone: 212-742-8770 x 2474 email: Giuliana.Losapio@touro.edu

Arthur Sullivan, Ph.D., Professor
Office Location: 65 Broadway, Room 111
Phone: 212-742-8770 x 2454 email: Arthur.Sullivan@touro.edu

Richard Waxman, Ph.D., Associate Professor
Office location: 65 Broadway, Room 106
Phone: 212-742-8770, x 2458 email: Richard.Waxman@touro.edu

Support Staff

Roza Tolsen, Program Assistant
Office Location: 65 Broadway, Room 107
Phone: 212-742-8770 x 2457 email: Roza.Tolsen@touro.edu

Field Experience Coordinator

Giuliana Losapio, Psy.D., Assistant Professor
Phone: 212-742-8770 x 2474 email: Giuliana.Losapio@touro.edu

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