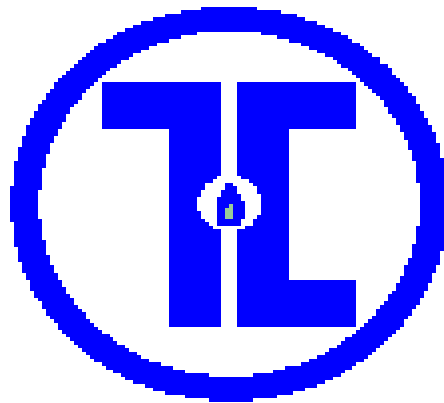


TOURO COLLEGE
GRADUATE SCHOOL OF
PSYCHOLOGY



MS PROGRAM
SCHOOL PSYCHOLOGY

STUDENT HANDBOOK

Effective June 1, 2009

Accreditation

Touro College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000, and is chartered by the Board of Regents of the State of New York. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation.

Reservation of Rights Clause

This Handbook represents the most up-to-date information with regard to the programs 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 descending order of importance: (a) any executed agreement between the parties, (b) the specific policy then existing, and (c) this Handbook.

The Office of the Dean and the Office of the Registrar provide current information concerning course offering, programs and regulations. Financial information is available from the Office of Financial Aid.

Policy of Non-Discrimination

Touro College does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation or any other characteristic protected by law in employment, or in its admission, treatment or access to its educational programs or activities.

For additional information, please contact the U.S. Department of Education Office for Civil Rights at: <http://wdcrocolp01.edgov/CFAPPS/OCR/contactus.cfm> or 800-421-3481

IMPORTANT NOTICE

Touro College may modify, supplement or revoke this Handbook, in whole or in part, at any time with or without notice. This Handbook is neither written nor meant to confer any rights or privileges on students, employees or faculty or impose any obligations on Touro College. As with all Touro College handbooks, rules, policies, fees and curricula, this Handbook is written for informational purposes only, may contain errors and may not be applicable to every situation or circumstance. Any dispute, claim or controversy arising out of or related to this Handbook, which is not resolved through Touro College's internal procedures (hereinafter, "Disputes"), shall be resolved exclusively through final and binding expedited arbitration conducted solely by 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 the Touro College campus where the student is (or was last) affiliated.

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History

The Graduate School of Psychology at Touro College was established in 2008. The program in School Psychology (approved in May 1995) was previously part of the Graduate Division of the School of Education and Psychology at Touro College. The GSEP was established in 1993 and was approved by New York State to register students beginning with the spring semester of 1995. The School of Psychology currently offers programs leading to Master of Science degrees in School Psychology and in Mental Health Counseling. It also offers an Advanced Certificate program in Bilingual School Psychology.

The Field of School Psychology

School psychologists play a variety of roles in school settings. They focus on the improvement of children's academic, social, behavioral and emotional functioning in the school context. A significant area of focus is psychoeducational assessment. School psychologists also devise and carry out educational and behavioral interventions. They are responsible for administrative duties related to the special education process, provide formal and informal counseling and crisis intervention, facilitate parent and teacher meetings, and serve as consultants on behavioral and educational issues.

Mission Statement

The mission of the Master of 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.

The School Psychology Program at Touro

The Master of Science program in School Psychology consists of 63 semester hours of required coursework in the areas of education and special education, assessment, diagnosis, intervention, report writing, counseling and consultation. As part of their training, students in the program are required to participate in fieldwork or other *in vivo* or simulated practicum assignments. For those students unable to take advantage of school placements, alternative College-based or simulated practicum assignments will be made available. The program may be completed in three years of full-time study or four or more years of part-time study. Some summer session course work may be required.

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. Students pursuing the bilingual extension must demonstrate proficiency in both English and a second language (state examination required).

A 1200-hour internship is required before students are eligible to apply for New York State School Psychology certification; this credential is required for practice as a school psychologist. Classes (except some practicum placements) are scheduled in the afternoons and evenings. Some courses are available on Sundays or online. This makes outside employment possible for many students.

School Psychology Practice Outside of New York State

Students who wish to engage in the practice of school psychology outside 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, 973-504-6470.

Connecticut: Connecticut State Department of Education, Bureau of Educator Preparation & Certification, PO Box 150471, Room 243, Hartford, CT 06115-0471, www.state.ct.us/sde, 860-713-6543 phone, 860-713-7017 fax.

Information on certification requirements in other states may be found on the NASP website at:

http://www.nasponline.org/certification/state_info_list.aspx

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/certification/becoming_NCSP.aspx

Admission to the School Psychology Program

The following are requirements for admission:

1. Completion of a baccalaureate degree or equivalent from an accredited academic institution.
2. A minimum undergraduate and graduate grade point average of 3.0 (on a 4-point scale).
3. A minimum of 12 semester hours of psychology courses. Students may choose from introductory psychology, general psychology, child development and abnormal psychology. Courses in both *tests and measurement* and *statistics* are required; prospective students must demonstrate proficiency on a quantitative methods competency examination administered at the time of the admissions interview. Candidates who fail to pass this examination may be admitted to the program on the condition of passing the Touro Graduate School of Psychology Intensive Course in Quantitative Methods in the summer before enrollment. Credits from this course may not be applied to the M.S. degree in School Psychology.
4. Application for admission to the Graduate School of Psychology.
5. Official undergraduate and graduate transcripts mailed directly to the School Psychology Program director by the issuing institutions.
6. An interview by a committee of the faculty. Each applicant will be asked to provide a brief spontaneous writing sample and to take a quantitative methods examination at the time of the interview.
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).
10. Students who have taken relevant graduate level courses at other accredited institutions may apply to transfer up to 15 credits with the written permission of the Touro program faculty review committee.

Plans of Study

The following are the courses of study required for completion of the M.S. in School Psychology at Touro College. Note that it is possible to complete the program as a Full-Time (3-year) student or by following the Part-Time (4-year) option:

Three-Year Recommended Plan of Study

SUMMER: To Be Announced (TBA)*	
<p style="text-align: center;"><u>FALL (Year 1)</u></p> <p>PSY 603 - School Psychology Proseminar PSY 604 - Statistics For School Psychologists * PSY 623 - Developmental Psychopathology: Childhood & Adolescence PSY 620 - Developmental Psychology (formerly EdPs 620 – Child Development)</p>	<p style="text-align: center;"><u>SPRING (Year 1)</u></p> <p>PSY 624 - Cognitive Assessment: School Age PSY 633 - Educational Assessment PSY 629 - Behavior Management and Evidence-Based Intervention Strategies in an Educational Setting * PSY 630 - Individual and Group Counseling</p>
SUMMER: TBA*	
<p style="text-align: center;"><u>FALL (Year 2)</u></p> <p>* PSY 601 - Biological Foundations of Learning PSY 612 – Psychometric Theory PSY 628 - Assessment of Social-Emotional Functioning PSY 622 - Cognitive Assessment: Infancy & Early Childhood</p>	<p style="text-align: center;"><u>SPRING (Year 2)</u></p> <p>* PSY 625 - Academic Functioning: Educational Interventions PSY 634 - Introduction to Childhood Neuropsychology: Theory and Practice PSY 660 - Consultation PSY 701 - Integrating Evaluation and Report Writing Skills</p>
SUMMER: TBA*	
<p style="text-align: center;"><u>FALL (Year 3)</u></p> <p>* PSY 632 - Multicultural Counseling PSY 663 - Case Conceptualization PSY 750 - Internship I</p>	<p style="text-align: center;"><u>SPRING (Year 3)</u></p> <p>PSY 645 - Research Design PSY 751- Internship II</p>

Completion of 21 courses (63 credits) leads to MS degree. In addition, 2 two-hour seminars, one in Child Abuse and one in School Violence Prevention are required for NY State Education Department School Psychology Certification.

Students not following this plan of study may not graduate in 3 years. Please contact your advisor with any questions.

Appendix J (page 99) is an advisement checklist designed to help students track their progress through the program.

* Courses that may be offered during the summer include: PSY 601, 620, 623, 625, 630 and 632.

Courses in boldface print should be taken concurrently.

Four-Year Recommended Plan of Study

SUMMER: TBA*	
<p style="text-align: center;"><u>FALL (Year 1)</u></p> <p>PSY 603 - School Psychology Proseminar PSY 604 - Statistics For School Psychologists * PSY 623 - Developmental Psychopathology: Childhood & Adolescent</p>	<p style="text-align: center;"><u>SPRING (Year 1)</u></p> <p>PSY 624 - Cognitive Assessment: School Age PSY 633 - Educational Assessment</p>
SUMMER: TBA*	
<p style="text-align: center;"><u>FALL (Year 2)</u></p> <p>* PSY 601 - Biological Foundations of Learning * PSY 620 – Developmental Psychology (formerly EdPs 620 – Child Development) PSY 628 - Assessment of Social-Emotional Functioning</p>	<p style="text-align: center;"><u>SPRING (Year 2)</u></p> <p>PSY 629 - Behavior Management and Evidence-Based Intervention Strategies in an Educational Setting * PSY 630 - Individual and Group Counseling * PSY 632 - Multicultural Counseling</p>
SUMMER: TBA*	
<p style="text-align: center;"><u>FALL (Year 3)</u></p> <p>PSY 612 - Psychometric Theory PSY 622 - Cognitive Assessment: Infancy & Early Childhood PSY 634 - Introduction to Childhood Neuropsychology : Theory and Practice</p>	<p style="text-align: center;"><u>SPRING (Year 3)</u></p> <p>* PSY 625 - Academic Functioning: Educational Interventions PSY 660 - Consultation PSY 701 - Integrating Evaluation and Report Writing Skills</p>
SUMMER: TBA*	
<p style="text-align: center;"><u>Fall (Year 4)</u></p> <p>PSY 663 - Case Conceptualization PSY 750 - Internship I</p>	<p style="text-align: center;"><u>SPRING (Year 4)</u></p> <p>PSY 645 - Research Design PSY 751- Internship II</p>

Completion of 21 courses (63 credits) leads to MS degree. In addition, 2 two-hour seminars in Child Abuse and School Violence Prevention are required for NY State Education Department School Psychology Certification requirements.

Students not following this plan of study may not graduate in 4 years. Please contact your advisor with any questions.

Appendix J (page 99) is an advisement checklist designed to help students track their progress through the program.

* Courses that may be offered during the summer include: PSY 601, 620, 623, 625, 630 and 632.

Courses in boldface print should be taken concurrently.

Course Descriptions

All courses carry 3 credits.

PSY 601 Biological Foundations

This course begins by reviewing the physiology of the systems for human sensation, perception and behavior which has provided the basis for psychological treatment and practice, then guides the student through an examination of the many current research findings which have illuminated and altered our understanding of human physiology in recent years. Students explore with the professor the ways in which new research findings can or should modify psychological treatment. The role of prescription of psychoactive drugs by psychologists in the treatment process is studied and evaluated.

PSY 603 School Psychology Proseminar

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.

PSY 604 Statistics for School Psychologists

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

PSY 612 Psychometric Theory

Introduces the student to basic and advanced concepts in psychometric theory, including technical principles of psychological testing, reliability, validity, and test item considerations. Emphasis 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. *Prerequisite: PSY 604.*

PSY 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 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.

PSY 622 Cognitive Assessment: Infancy and Early Childhood

Four major assessment tools are covered: the Stanford-Binet: Fifth Edition, the Wechsler Preschool & Primary Scale of Intelligence-III (WPPSI-III), the Vineland Adaptive Behavior Scales: Second Edition (Survey Form), and the Bayley Scales of Infant Development: Third Edition. The first three assessments are covered in depth and the goal is for students to learn how to administer these tests, score them accurately, interpret the results, and communicate these results to others. The course also surveys issues pertinent to the contemporary evaluation of infants and young children, including ethical guidelines, laws pertaining to children with and without disabilities, federal mandates regarding the assessment process, good professional practices regarding the assessment process, standardized administration and scoring techniques, clear report writing and effective sharing of results, linking assessment to recommendations for intervention, and the impact that other constructs (e.g., personality, adaptive skills, language abilities, motor skills, and family/cultural background) have on the final results. Combined lecture – practicum experience. *Prerequisites: PSY 620, 623, 624 and 633*

PSY 623 Developmental Psychopathology: Children and Adolescents

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.

PSY 624 Cognitive Assessment: Elementary and Secondary Level Students

To introduce students to major cognitive 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. Combined lecture – practicum experience. *Prerequisites PSY 603 and 604*

PSY 625 Academic Functioning: Educational Interventions

Since most school psychologists work in schools, understanding teaching and learning is essential. Besides testing and counseling, school psychologists are expected to serve on pre-referral intervention teams and to consult with teachers. The course provides tools to perform those functions. Students

come to recognize how learning problems typically arise and require tools and strategies to prevent and/or remediate such problems. Certain aspects of assessment taught are dynamic in nature and are used directly in intervention planning. *Prerequisites: PSY 624 and 633.*

PSY 628 Assessment of Social-Emotional Functioning

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. The course will address theory and practice. Combined lecture – practicum experience. *Prerequisites: PSY 603, 604, 620 and 623*

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

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 on learning about assessment and intervention in an integrated manner. *Prerequisite: PSY 628.*

PSY 630 Individual and Group Counseling

Techniques of counseling children and adolescents in both individual and group formats. Students develop general 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. *Prerequisites: PSY 603, 620 and 623.*

PSY 632 Multicultural Counseling

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. *Prerequisites or co-requisites: PSY 603, 620 and 623.*

PSY 633 Educational Assessment

An introduction to major measures of academic achievement commonly used in school-based practice, 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. Combined lecture – practicum experience. *Prerequisites: PSY 603 and 604.*

PSY 634 Introduction to Child Neuropsychology

An introduction to the theory and practice of neuropsychological assessment. Students learn the administration and interpretation of neuropsychological test data as it relates to the presentation of neurological, metabolic and psychiatric disorders that manifest during infancy, childhood and adolescence. Data analysis and report preparation are emphasized in order to assist students in learning the professional responsibilities of psychologists administering neuropsychological assessments. Special focus is on the application of neuropsychological assessment within school environments. Students are also introduced to the role of the school psychologist as provider of neuropsychological services and as a member of interdisciplinary teams that include speech and language specialists, physical therapists, occupational therapists and other allied health professionals. A review of the specific practice domains of these professionals assists students in developing an integrated team approach to school based neuropsychological services. Combined lecture –practicum experience. *Prerequisites: PSY 601, 624, 628 and 633*

PSY 645 Research Design

Various approaches and techniques for conducting behavioral and social research with stronger emphasis on experimental methods. The course also includes a basic review of statistical methods used to analyze the data from these research studies. In applications, designs which explore differences in needs and outcomes for minority group members are highlighted. *Prerequisites: PSY 612, 620, 623 and 628*

PSY 660 Consultation

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 students with the theoretical and practical underpinnings of the skill of collaborative consultation. *Prerequisites: PSY 624, 625, 629, 630 and 634*

PSY 663 Case Conceptualization

Course registration is limited to students who have completed their assessment and diagnosis curricula and who have been placed or are actively involved in their internships. The focus of the course is to assist students in the development of critical thinking skills in the areas of assessment, diagnosis and remediation. The primary focus of this course is on students acquiring an analytic style that they can incorporate into their professional clinical responsibilities. Clinical data including developmental, medical and psychosocial histories, interviews, assessment data, behavioral observations, and parent and teacher reports are examined. Within a seminar setting, students will be required to present clinical cases and, under supervision, critically evaluate patterns of data in an effort to establish realistic profiles of their clients. Based on their analyses, diagnoses are offered

and prescriptions for potential remediation--including behavioral, psychosocial and cognitive-- are suggested. *Prerequisites: PSY 660 and 701.*

PSY 701 Integrating Evaluation and Report Writing Skills

This course focuses on students' achieving competence in interpreting full test batteries and presenting assessment results both orally and in comprehensive written psychoeducational 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. Combined lecture – practicum experience. *Prerequisites: PSY 612, 620, 623, 625, 629 and 634.*

PSY 750-751 Internship I, II

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. *Prerequisites: PSY 701 and approval of the Program Director.*

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, 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 least once per semester. 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 if necessary.*

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. Students will receive credit for the internship placement only if signed logs are submitted on time.

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. Interpersonal communication, collaboration and consultation
3. Effective instruction and development of cognitive/academic skills
4. Socialization and development of life competencies
5. Student diversity in development in learning
6. School and systems organization, structure and climate
7. Prevention, wellness promotion, crisis intervention and mental health
8. Home/school/community collaboration
9. Research and program evaluation
10. Legal, ethical school psychology practice, and professional development
11. Information technology

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.

Professional Conferences, Colloquia, and Other Academic Events

Students are expected to attend professional conferences off-campus if such attendance is required by course instructors. Attendance at all on-campus school psychology events is expected. Attendance at conferences during internship may be counted toward required internship hours. Students are required to notify their on-site supervisor of their conference attendance. Students who are employed are expected to make arrangements so that they can attend the conferences.

Course Attendance

Students are expected to attend all classes. It is the responsibility of the student to complete on time all work missed unless other arrangements are made with the instructor. Students must contact the instructor in advance of anticipated (non-emergency) absences, including contractual school night obligations for teachers and other work-related responsibilities. Absences for medical reasons *may* be excused with written documentation from health care providers. Such documentation is required if an exam is missed; the scheduling of any make-up exam will be contingent on the availability of a proctor. Any student who misses more than one class session will be required to complete an additional assignment. After 2 absences the student must meet with the instructor and faculty advisor to discuss the possibility of the grade of Incomplete or dropping the course. It is the responsibility of the student to initiate such a meeting. Failure to adhere to attendance policies may result in lowered course grades.

Cell Phones/Pagers

These devices are to be turned off in class except in emergency situations. If such an emergency should arise, it is the obligation of the student to inform the instructor of the possibility of an interruption.

Professional Behavior/Demeanor

Pursuant to the Touro College Code of Conduct (see p.34 in handbook), students are expected to behave in a manner that is harmonious with and supportive of the activities and functions of an educational institution. Furthermore, students are expected to present themselves in a professional manner. Interactions with colleagues, school personnel, parents and students should be professional and above reproach in the judgment of the program faculty and director. Standards of professional demeanor will be taught in the Psychology 601 course. This includes attendance at assigned practicum and internship placements. Professional attire is required at all practicum, fieldwork and internship placements. Students are responsible for contacting placement supervisors for guidance as to appropriate dress.

American Psychological Association Style for Papers

Students are required to use APA format [according to the *most current* publication manual] for all papers submitted in fulfillment of course or program requirements. Either the complete or the short (without explanations) version may be purchased through the American Psychological Association at www.apa.org

Academic Integrity (adapted from Dr. Tracy Dennis, Hunter College/CUNY, NY, NY)

In using articles and books for written assignments or oral presentations, students must cite the references used. Even if one is not directly quoting a source, but has paraphrased or summarized it, credit *MUST* be given to that source. *This also applies to unpublished material and material obtained from the Internet or the World Wide Web.* Students may have doubts about the need to acknowledge a source; it is always better to cite references too often than to omit a reference that should have been cited.

Any *direct quotation MUST* be indicated as such, either by using quotation marks or by indenting and single spacing it (*see APA style*), and the source must be cited immediately afterward. This is true even if the quotation is not an entire sentence, but only a part of a sentence or a phrase. Also, any assertions of fact *must* be supported by a cited reference for that information. In addition, a class paper must show evidence of a personal consideration of the topic. Students submitting assignments of any kind that show evidence of having been written by someone else or of having been written by the student for some other purpose (e.g., for another course, in the course of employment, etc.) *will receive a course grade of F and will be referred for disciplinary action.*

If students have questions about academic honesty in regard to a particular assignment, they are obligated to contact the course instructor to resolve those questions.

Note: Students who lend their papers to others and subsequently are plagiarized will be held responsible retroactively for the plagiarizing act as well.

For further essential information on Academic Integrity and Ethics, go to following websites:

<http://www.apa.org/ethics/code.html>

<http://www.nasponline.org/standards/ProfessionalCond.pdf>

Registrar's Office

The Registrar's Office for the Graduate School of Psychology is located on the 3rd floor of 43 West 23rd Street, in Manhattan (212-463-0400, ext 5206).

The Registrar's Office maintains students' academic records. The functions of this office include coordinating the semester course registration process and processing "Change of Name," "Leave of Absence," and other official forms. The Registrar's Office also provides the following services: prepares official transcripts, evaluates transfer credit requests, handles matters pertaining to veterans, verifies fulfillment of academic graduation requirements, processes certificates of full-time status for insurance or certification purposes, addresses all matters related to student visas, issues diplomas upon graduation, and processes applications for licenses.

The Registration Process

Students register for courses each semester by completing registration forms and obtaining the necessary approvals and signatures. Registration is not finalized until recorded in the College's computer system. Merely having a registration form is **NOT** the same as being registered.

It is the student's responsibility to ensure that he or she is properly registered. If in doubt, consult the registrar. Faculty is expected to send unregistered students to the registrar immediately. Students may not be re-admitted to class without written authorization from the registrar's office. Students who are not registered may **NOT** attend classes under any circumstances or for any reason.

Course Cancellations

The College does not guarantee that all published courses will be offered every semester. Insufficient enrollment or other circumstances may necessitate cancellations.

Adding or Dropping Courses

A student who wishes to change his or her program must fill out a Drop/Add form, available from the Office of the Registrar. These forms must be signed by the student's academic advisor and must be filed with the Office of the Registrar. Students may add courses to their program within either the first two weeks of the fall or spring semester or the first week of the summer semester. The policy for dropping classes is as follows:

- classes dropped through the second week of classes during the fall and spring semesters or first week during summer sessions will not appear on the student's official transcript;
- courses dropped from the third week through the eighth week of classes during the fall and spring semesters or the second week of the summer session are listed on the transcript with the grade of "W" (withdrawal, not calculated in the GPA);
- after the eighth week, students may withdraw from a course only for the most urgent reasons and only with the written permission of the appropriate program chair or dean.

The effective date of the program change is the day it is signed by the program official, providing it is filed promptly with the Office of the Registrar. Students who withdraw from a class after the start of the semester will have a partial or full tuition obligation for that course (see pp. 18-19). Withdrawal from a course may also affect the student's standing as a full-time student and eligibility for financial aid. Therefore, students should consult with the Office of Financial Aid prior to withdrawing from a course. Students who leave a class during the semester without filing a Drop/Add form will receive a failing grade for the course.

Maintenance of Matriculation

Students must enroll in at least two 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 completed Leave of Absence form. This may be extended annually for a maximum of three years.

Bursar's Office

The Graduate School of Psychology Bursar's Office is located on the 3rd floor of 43 West 23rd Street, Manhattan. Hours of operation are Monday through Thursday 9:00 a.m. to 5:30 p.m. and Friday 9:00 a.m. to 2:00 p.m.

The Bursar's Office maintains students' financial records. The functions of this office include issuing tuition bills, collecting and recording tuition payments and processing refunds. It is the policy of Touro College that transcripts and diplomas not be issued to students with outstanding tuition balances. Students requesting official transcripts or the release of their diplomas are advised to obtain verification that all tuition payments, fees and any other payments to Touro College have been satisfied before submitting such requests.

Withdrawals

Students wishing to withdraw from the College must contact the Office of the Registrar. On approved applications, and when withdrawing from ALL classes, the following withdrawal credit schedule will apply:

Fall and Spring Semesters

Before the beginning of the classes	100% of tuition
During the first week of classes	90% of tuition
During the second week of classes	75% of tuition
During the third week of classes	50% of tuition
During the fourth week of classes	25% of tuition
After the fourth week of classes	No Refund

Summer Sessions

Before the beginning of the classes	100% of tuition
During the first week of classes	60% of tuition
During the second week of classes	20% of tuition
After the second week of classes	No Refund

Please note that students in receipt of Title IV funds are subject to Federal Return of Title IV policies when withdrawing from ALL classes. Please contact the Financial Aid Office for further information.

Financial Aid

The Office of Financial Aid for the Graduate School of Psychology is located in Room 310, on the 3rd Floor of 43 West 23rd Street in Manhattan. The telephone number is 212-463-0400, ext. 5322 or 5324.

Application Procedure

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

Financial aid policies are designed to help bridge the gap between the cost of attending school and the student's available resources. Most awards are determined by need, but financial need has no bearing on admission decisions. Touro College participates in federal, state, and local sources, some of which may include:

- **Federal Family Educational Loans Program (Stafford Loans)**
- **Subsidized Federal Stafford Loan**

Students who borrow a need-based Federal Stafford Loan benefit from the federal government paying the interest while they are in school or in deferment. Need-based loans are called Subsidized Federal Stafford Loans because the government subsidizes these loans until repayment begins.

Unsubsidized Federal Stafford Loan

Students may also qualify for Unsubsidized Federal Stafford loans. The federal government does not pay interest on students' behalf on these loans. Students must pay all the interest that accrues on the loan during their period of enrollment, during the grace period, and during periods of repayment authorized for deferment. There are two ways to pay interest during these periods:

1. The students may make monthly or quarterly payments to their lender.
2. The student and lender may agree to add the interest to the principal of the loan, but no more often than quarterly (this is called capitalization). If the student does not make interest

payments on schedule while in school or authorized periods of deferment, the interest will be capitalized.

Loan amounts will be disbursed in multiple payments sent to the school and made co-payable to the student and to Touro College.

Borrowers are given a six-month grace period after they graduate, leave school or drop below half time. Subsidized loan borrowers do not have to pay principle or interest during that period. Unsubsidized loan borrowers will be responsible for the interest during the six months grace period. Borrowers will be notified of the date repayment begins but are responsible for beginning repayment on time regardless of notification.

Aggregate Limits – Federal Stafford Loans have aggregate limits. The limits are as follows:

Graduate	\$65,500	\$138,500 No more than \$65,500 may be subsidized.
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- **Federal Grad Plus Loans**

Borrowers under this program must be enrolled in an approved Graduate level of study. Students' eligibility criteria are comparable to those for Stafford Loans. Borrowers must have good credit histories. The amounts borrowed in any year cannot exceed educational costs taking into account all other financial aid received. The borrower must sign a promissory note at the time the loan is taken agreeing to repay the loan. Repayment must begin sixty days after the loan is disbursed. Students may apply for deferments by contacting their lending institution.

Students should note that the School can refuse to certify a loan application, or can certify a loan for the amount less than the students would be eligible for, if the School documents its reason for the action and informs the students of the reason in writing. The School's decision in such cases is final and cannot be appealed to the U.S. Department of Education.

For detailed information regarding the rights and responsibilities of a borrower, deferments, or cancellations please consult with a financial aid administrator.

- **Federal Perkins Loan Program**

Touro College participates in the Federal Perkins Loan Program. The Federal Perkins Loan Program is a low interest (5%) educational loan offered to undergraduate and graduate students with exceptional financial need such as students with the lowest Expected Family Contribution (EFC).

As of October 1998, Federal regulations stipulate that undergraduate students may borrow up to \$5500 per year with an aggregate loan limit of \$27,500. Graduate or professional students may borrow up to \$8000 per year with an aggregate loan limit of \$60,000 (including undergraduate loans).

The amount of the loan is determined by the school based on the student's financial need and the availability of funds. Borrowers must sign a promissory note at the time the loan is taken agreeing to repay the loan and must attend an exit interview before leaving school.

At Touro, awards range up to \$2000 per academic year. No interest accrues while the student is in college. For Perkins Loan borrowers, repayment begins nine months after graduation or leaving school, or after a student drops below half-time status. An additional extension is permitted for low-income borrowers. Borrowers are allowed up to ten years to repay the loan depending on the amount borrowed.

All students are required to complete an Entrance and Exit Interview when receiving Federal Loans.

- **Federal College Work Study Program (CWS)**

The Federal College Work-Study Program provides both on- and off- campus jobs to eligible undergraduate and graduate students who wish to earn money to help cover their educational expenses. Students who work on campus are employed by the College. Students who receive off-campus placements will usually be employed by a private non-profit organization or a local, state or federal public agency. The work performed must be in the public interest. If the off-campus job is with a private-sector employer, then the job should be related to the student's course of study.

Participation in the program is determined by student eligibility, need, institutional funding and job availability. Preference is given to students who can demonstrate exceptional financial need. The College is responsible for selecting recipients and determining award amounts. Factors considered by the Financial Aid Office in determining whether and for how many hours the recipient may work under this program include: financial need, class schedule, academic progress, and the student's health status. The level of salary must be at least the minimum wage.

Students are currently permitted to work up to 25 hours per week when school is in session and up to 30 hours per week when school is not in session. Rates of pay vary depending on the student's level of study.

- **Veterans Administration (VA) Benefits**

Many programs of educational assistance benefits are available to those who have served in the active military, naval or air service and to their dependents. Detailed information on all veterans'

benefits and assistance in applying for benefits can be obtained from offices of the Veterans Administration.

Eligibility:

In order to be eligible for Federal aid a student must:

1. have financial need
2. have a high school diploma, a GED, or have the “ability to benefit”
3. be enrolled half-time or more as a matriculated student (must be full time for TAP)
4. be in good academic standing and making satisfactory progress
5. be a U.S. citizen or eligible non-citizen
6. not be in default on a Federal Perkins Loan (or National Direct Student Loan), Federal Stafford Loan (subsidized and/or unsubsidized) Guaranteed Student Loan.
7. not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), or State Student Incentive Grant (SSIG)
8. not be convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid. You will be ineligible for a period of time based on the type or number of convictions.
9. agree to use any federal student aid received solely for educational purposes
10. sign a statement of educational purpose/certification statement on refunds and defaults

Other Educational Loan Programs

- **Private Loans**

In addition to the above loans, a student may apply for a private loan. These loans are not need-based and require a credit check. Information regarding these loans is available at the Financial Aid Office.

New York State Programs

Tuition Assistance Program (Tap)

The Tuition Assistance Program is an entitlement program which means all eligible applicants will receive an award. Students can apply for Tap awards by applying for FAFSA online at www.FAFSA.ed.gov

Please note that HESC verifies income data with the NYS Department of Taxation and Finance for all applicants.

TAP Eligibility:

In order to be eligible for a TAP award, a student must be:

1. A U.S. citizen, permanent resident alien, a paroled refugee, or a conditional entrant to the United States;
2. A New York State resident for at least one year prior to the semester for which aid is sought;
3. Enrolled full-time and matriculated in an approved NYS post-secondary program;
4. In good academic standing;
5. Within the prescribed NYS income limits;
6. Not in default of a loan guaranteed by HESC.

Students who have received four semesters of the state funded financial aid must have achieved and must maintain a C average in order to continue to be eligible.

Alternate Sources Of Aid

Dean's Scholarships, Presidential Scholarships, and any other Touro awards are not automatically renewable. Each and every semester students require a new letter of approval. Students should contact the Financial Aid Office each semester to be certain they have the appropriate documentation. These awards are contingent on the availability of funds.

Employee Benefits/Tuition Remission

Touro College full-time employees who wish to attend classes at Touro College and take advantage of the Employee Benefits Tuition Remission policy must:

- Complete an Employee Benefits Tuition Remission form prior to the start of each semester they are planning to attend school;
- File a FAFSA and submit federal and state tax returns along with documentation of all other sources of income.

Once the financial aid office verifies eligibility, has the Pell and TAP awards on hand and can verify registration, the tuition remission amount will be entered. Tuition Remission is extended to full-time faculty and staff, their spouses and dependent children. Anyone in default of a student loan is excluded from receiving this benefit.

Students taking undergraduate classes will receive up to 100% tuition remission. Students taking classes at the graduate level will receive up to 25% tuition remission.

Financial Aid Terms

Default: failure to repay a student loan according to the terms agreed to at the time the promissory note was signed. The school, lender, State, and the Federal government may all take action against a defaulted student in order to recover the money.

Entrance Interview: A counseling session all first-time borrowers are required to attend at the time they apply for a Stafford loan, advising them of their obligations, rights, and responsibilities as borrowers.

Exit Interview: A counseling session borrowers must attend before leaving school. At this session, the school will give the borrower information on the amount owed, the amount of monthly repayment, and information regarding deferment, refinancing, and loan consolidation options.

Financial Need: The difference between the cost of education (tuition, fees, room, board, books and other related expenses) and the amount the student and his/her family can afford to pay, as determined by prescribed formulas used to calculate need from information reported on the aid application.

New Borrower: A term that applies to the Stafford Loan(s) and Parents Loan for Undergraduate Students (PLUS). A student is a “new borrower” under these programs if, upon the date the promissory note is signed, he/she had no outstanding Stafford Loans, PLUS, SLS, or consolidation loans, and if the loan was either disbursed on or after July 1, 1987, or was for a period of enrollment that began on or after July 1, 1987. Once a student qualifies as a new borrower, the loan conditions that apply to “new borrowers” automatically apply to any future Stafford or PLUS loan that a student receives.

Promissory Note: A legal document signed by a borrower at the time he/she gets a student loan. It lists the conditions under which the borrowing takes place and the terms under which the borrower agrees to pay back the loan.

Grading

Grades are assigned as follows:

A+	98 – 100	4.0 on a 4-point scale
A	94 - 97	4.0 on a 4-point scale
A-	90 - 93	3.667 on a 4-point scale
B+	87 - 89	3.333 on a 4-point scale
B	84 - 86	3.0 on a 4-point scale
B-	80 - 83	2.667 on a 4-point scale
C+	77 - 79	2.333 on a 4-point scale
C	74 - 76	2.0 on a 4-point scale
C-	70- 73	1.667 on a 4-point scale
D	65 - 69	1.0 on a 4-point scale
F	0 - 64	0 on a 4-point scale

Other 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 has officially withdrawn from a course (only appears on transcript after the second week of classes); "W" grades are not calculated in the student's GPA.

WU = Student stopped attending before the eighth week of class during a fall or spring semester, or the second week during summer sessions; calculated as a failing grade.

WNA = Student never attended class. Not included in calculating the student's grade-point average (GPA).

Grade Point Average (GPA)

The GPA is obtained by dividing the total number of quality points earned in Touro College Graduate School of Psychology courses by the total number of Touro College Graduate School of Psychology course credits attempted and not otherwise excluded from the GPA computation.

Example: A student receives the following grades during a semester of study:

GRADE IN ONE 3-CREDIT COURSE	NUMERIC VALUE OF GRADE	(GRADE MULTIPLIED BY 3 = # OF QUALITY POINTS)
A	4.000	12.000
A-	3.667	11.001
B	3.000	9.000
C+	2.333	6.999
		39.000

$$\text{GPA} = 39.000 \text{ quality points} \div 12 \text{ credits} = 3.250$$

Grading Policies

The following grading policies are in effect beginning with the Summer 2009 semester:

1. Grades of “B” and above are considered to meet generally accepted standards of successful graduate work. Students are required to maintain a cumulative Grade Point Average (GPA) of “B” (3.0) or better in order to remain in good academic standing.
2. Students must retake any Assessment course (PSY 622, 624, 628, 633, 634 and 701) or Intervention course (PSY 625 and 629) in which they earn a grade below “B.” *Students who earn less than a “B” in the retaken course may be dismissed from the program.* **Note:** Students may not register for PSY 634 or 701 until they have successfully completed Assessment courses PSY 622, 624, 628 and 633 with a grade of “B” or better.
3. Students must retake any other course (Psy 601, 603, 604, 612, 620, 623, 630, 632, 645, 660 and 663) for which they earn a grade below “C”. *Students who earn less than a “C” in the retaken course may be dismissed from the program.*
4. Students may repeat *no more than two courses* in the full program, and *no individual course may be repeated more than once.*
5. When passed courses (i.e., *courses with grades other than “F”*) are repeated, *only the second (repeat) grade is calculated into the student’s GPA.* The credit value for the course taken earlier is reduced to “0,” and the course remains on the student’s transcript.
6. 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 from 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.
 - 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. Students are allowed a maximum of one semester to complete coursework

related to grades of “INC.” After one semester, a grade of “INC” is automatically converted to an “F.”

- c. Students are not permitted to begin Practicum or Internship until a grade of “INC” is resolved.
- d. A student may carry no more than one active grades 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.

Grade Disputes

Students who believe their grades are incorrect or unfair should:

- Discuss their course work with the Instructor and review the grading policies for the course;
- If not satisfied, submit a *formal* written request for a grade appeal review to the instructor within 30 days of receiving the grade. Any grade not submitted for review within 30 days will be deemed accepted, and the student waives any protest after that time period. The instructor should respond to the written request for grade within 14 days of receiving it.
- If the instructor’s decision on the student’s grade review request is challenged by the student, the dispute should be referred to the Director of the program , who will either deny the request or grant it by remanding the matter back to the instructor with written instructions for reconsideration.
- An appeal of the resolution results from the program director may be made to the Dean of the Graduate School of Psychology. Such appeal must be in writing and must be received by the Dean within ten days of the program director’s determination. Any appeal not received by the dean with ten business days of the program director’s decision is deemed waived.

Satisfactory Academic Progress Policy

To remain enrolled in the Graduate School of Psychology 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 presently 63 credits in length and typically takes 6 semesters to complete on a full-time basis. 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 as calculated under the School’s grading system, described above.

SAP measurements are made at the end of every term. NOTE: Grades of Incomplete (“INC”) are not final. If a student receives one or more “INC” grades, in-term administrative dismissal and loss of financial aid eligibility may occur. Students uncertain of their status should consult with their faculty advisor and the financial aid office.

Academic Probation

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

1. Failure to maintain a 3.0 GPA
2. Earns a grade less than B in an Assessment or Intervention course
3. Earns a grade less than C in any course
4. Is carrying more than one grade of "INC" in their academic record at any one time

Academic Dismissal

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

1. Earns a grade lower than "B" when repeating an Assessment or Intervention course
2. Earns a grade of "D" or lower in any course
3. Needs to repeat more than two individual courses or take the same course for a third time
4. Is already on probation at the end of the first semester and fails to earn a 3.0 GPA by the end of the second semester
5. Is placed on probation following the second semester and fails to earn a 3.0 or higher GPA within two semesters or by the completion of the next 15 course credits, whichever comes first.

The Graduate Student Review Committee and the student's faculty advisor monitor academic performance and probationary or dismissal status. Students placed on academic probation may register for no more than 9 credits. The student's faculty advisor, however, will determine the specific number of credits allowable.

Since not all School Psychology courses are offered every semester, students on probation also may find themselves "out of sequence" in their progression through the program, an issue that should be discussed with their faculty advisors and/or department chairperson.

Appeal of Academic Dismissal

A student may appeal an academic dismissal by filing a written appeal with the Dean of the School within 14 calendar days of the date of the notice of dismissal. Any appeal not submitted within such period will be deemed conclusive acceptance of such dismissal by the student and a waiver of the student's right to appeal. An academic dismissal may be reversed if the student can demonstrate that the failure to maintain Satisfactory Academic Progress resulted from a significant mitigating hardship such as a major health issue affecting the student or his/her dependent, an unexpected military deployment, or other serious circumstances outside of the student's control.

In filing an appeal, the student should provide a detailed written explanation of the mitigating hardship, include appropriate documentation (e.g., doctor's affidavit, military orders), and indicate the prospects for its resolution.

A written response will be provided to the student within 30 days of receipt of the appeal and all documentation. If the dismissal is reversed, the response will include any conditions of re-enrollment. All determinations are final.

Evaluation of Students

In order for the program to meet the requirements of accrediting organizations and to ensure adequate student progress towards meeting professional training standards, students are periodically evaluated at the program level; these evaluations are in addition to course grades. Sample rating forms can be found in the Appendices. These forms are subject to revision.

Evaluation takes place in several formats and settings:

1. Students are evaluated by all course instructors.
2. Students develop a plan for Internship based on consultation with their field supervisor and college supervisor. All eleven domains of knowledge (as outlined by NASP) must be addressed.
3. The internship plan is reviewed during the internship year for the purposes of progress assessment and the revision of goals if necessary. As stated above, all students are required to maintain and submit logs of internship activities.
4. Students are required to prepare portfolios of their work. Portfolio requirements are detailed below. Students are also required to prepare *vitae* and professional statements. Guidelines for preparation of these documents are distributed during the first semester of enrollment. Annual evaluations completed by faculty members incorporate ratings on these items.
5. The program faculty evaluates students once during each academic year.
 - a. Evaluations will be conducted more frequently for students on academic probation.
 - b. Transcripts are monitored by the faculty advisor every semester; difficulties are addressed as appropriate.

School Psychology Portfolio

The portfolio is a collection of each student's work that demonstrates progress and achievement in specific domains. It is assessed in addition to the evaluation of course assignments completed by faculty members.

The portfolio is an ongoing project. Submissions are required at the completion of each assessment course and early in the second semester of the internship placement. The portfolio should be reorganized with each submission in order to demonstrate student progress. It should also contain student reflections on the development of skills in the various practice and knowledge domains. The completed portfolio may be used during the search for professional employment. *Submission dates will be provided to students during their first semester of enrollment in the program.*

The portfolio should contain the following:

- A professional statement,
- A resume (*vita*)
- Redacted examples of course work, such as test protocols, assessment reports, academic papers and class examinations.
 - All confidential information regarding clients must be removed. Except for test protocols, copies must be free of grading or comments. If grading or faculty comments on particular papers are relevant to the analysis of work, the marked copies may be included as well.
- Student self-evaluations and faculty evaluations become part of the portfolio. Forms and instructions for student self-evaluations are distributed at the completion of PSY 624 and PSY 633. Students are encouraged to consult with their advisors for help in the self-evaluation process.

Portfolio Organization

The final portfolio should be organized as follows:

- a. Table of Contents: Students should indicate to which NASP Standard(s) each work sample and reflection corresponds. See: www.nasponline.org/certification/FinalStandards.pdf
- b. Personal Statement: current professional accomplishments and long-term professional goals
- c. Vita: (resume) indicating relevant experience.

- d. If applicable, a summary describing how previous experiences led to the decision to consider school psychology training and how those experiences may now affect one's identity as a school psychologist.
- e. A summary page should be included at the beginning and end of each section.
- f. The rubrics used to evaluate portfolios are in the appendices of this handbook; in general the scoring criteria consider the completeness of the portfolio (i.e., are all forms included) and the quality of all samples and the corresponding reflections.

Academic Advising

Students are required to seek academic advisement prior to registering for courses through the Director of the M.S. in School Psychology and other faculty assigned to the program. The student bears the responsibility for meeting the requirements of the program. Students should plan their programs, including the number of courses taken in any given semester, in order to meet the requirements, including those set forth for international students or for those who are deferring student loan repayment.

School Psychology Program Handbook Versions

In order to prevent misunderstandings and to avoid changes in expectations once students are enrolled at Touro, each student is bound by the degree requirements and policies set forth in the Handbook or Bulletin version in effect at the time of his or her enrollment in the program, unless the student voluntarily chooses to meet the newer, more stringent requirements.

Please note: Students must complete *one integral set* of degree requirements.

Email, Blackboard & Word Processing

It is crucial that students provide the College with a primary email address that they check frequently in order to receive important program messages. If course instructors use the Blackboard format, students must check that site for messages, assignments, and other communications at regular intervals.

Students are expected to have access to and to be able to use Microsoft Word for completing course assignments. They must also be able to send and receive email attachments in Word 1997-2003 or later format.

Emergency Closings or Delayed Openings

Students are responsible for contacting the College at (212) 463-0400 for information regarding College closings related to weather or other conditions. Students should not contact individual faculty members; they do not have the authority to make such decisions.

Conferral of Degrees

Degrees are conferred in January, June and September of each year. Students must formally notify the Office of the Registrar of their intention to graduate by filing an Application for Graduation before the following approximate dates:

- For January graduation—November 15
- For June graduation—May 1
- For September graduation—July 15

Transcripts and Grade Reports

Students who wish to order official copies of their transcripts complete a form that can be obtained by visiting the Registrar's office or by downloading it from the Touro website as follows:

1. log onto www.touro.edu and click on "Student Services" at the top of the main page
2. choose "Transcript Requests" from the drop-down menu
3. read carefully the information and instructions that appear
4. scroll down to the link that reads "Click here to access a Transcript Request Form (PDF format to fill out)" and print the form

The completed form should then be submitted either in person, by mail, or by fax, according to the instructions. The fee for transcripts is \$10 per copy for the first five official copies in an order and \$5 per copy for any additional copies, payable by certified check, money order, or credit card (Visa or Mastercard). Students are also entitled to one unofficial copy per official copy ordered. Those individuals who submit their requests in person must first pay the fee to the Bursar and receive a clearance. (Note: If a request is denied by the Bursar because of an outstanding balance, the Registrar will inform the student in writing) The standard processing time is 7 to 10 business days from receipt in the Registrar's office, longer during peak periods. Students who would like Federal Express overnight delivery once their order is processed may pay the applicable fee. Touro College currently has no mechanism in place to provide rush processing or other special service.

Unofficial Transcripts or Grade Reports

Students who want only unofficial or "student" copies of their transcripts should use the quicker and easier alternative to submitting a transcript request: downloading an unofficial grade report from the Touro web- site. To access instructions for doing this on-line, simply click on the link under "Unofficial Transcripts" on the "Transcript Requests" web page (see step number 2 under "Transcripts" found on this page), or pick up a copy of the instruction sheet in the Registrar's office. This method is available to students 24 hours a day, 7 days a week.

Touro College Code of Conduct

Students are expected to behave in a manner that is harmonious with and supportive of the activities and functions of an educational institution. The following types of actions are considered violations of the Touro College Code of Conduct and will result in disciplinary sanction.

1. Theft of, or damage to, college records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any college property, including, but not limited to, its name, property, offices, premises, and equipment (such as computer equipment, telephones, fax machines, copying equipment and laboratories, and student ID cards);
3. Conduct which interferes with or obstructs any college functions or which physically obstructs or threatens to obstruct or restrain members of the college community;
4. The physical or sexual abuse or harassment of any member of the college community;
5. Threatening bodily injury, assault, sexual harassment or assault, or emotional trauma against students, faculty or staff of the college;
6. Disorderly, disruptive or abusive conduct in the classroom or on college premises;
7. Refusal to follow the directives of college officials acting in performance of their duties;
8. Impersonating college faculty, college officials, or college staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other college documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the college's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on college premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on college premises;
13. Gambling in any form on college premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on college premises;

15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro's premises;
17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the college community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the college community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the college community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);
19. Refusal to identify oneself to an official or security officer of the college or to present proper identification upon entering the college premises;
20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the college;
21. Aiding or abetting any conduct prohibited by this College Code;
22. Conviction of a felony crime while enrolled at the college;
23. Intentionally filing a false complaint under this College Code of Conduct.

Individuals who violate any of the provisions of the Code of Conduct are subject to disciplinary action at the discretion of Touro College. Student organizations violating the above regulations may be penalized by having their charter revoked. Furthermore, disciplinary sanctions may also be imposed against the officers and members of student organizations at the discretion of Touro College.

Standards of Classroom Behavior

The faculty has primary responsibility for managing the classroom. Students who create a disruption in the classroom may be directed by the professor to leave the class for the remainder of the class session. Behaviors defined as disruptive include persistently speaking without being recognized, using a cell phone in the class, eating, drinking, or smoking in the classroom, interfering with the class by entering or leaving the room without authorization, carrying on private conversations, and refusing to follow the directions of the course professor. Students are strictly forbidden to bring pets or other animals into any facilities of the college, unless they have obtained specific authorization in advance from the dean of their division/school.

Computer Use Policy

Touro College provides students with a computer user account that allows access to the university's computer system. It is expected that students will use this opportunity responsibly and for legitimate purposes, such as: obtaining one's class schedule or grade report, logging onto a personal e-mail account, reviewing course syllabi, and accessing the on-line computerized catalog of the Irwin Library.

Students are not permitted to use another person's User ID or password, circumvent or subvert security measures, use university systems for partisan political purposes, make illegal copies of copyrighted material, or use the e-mail to harass, intimidate and threaten any member of the College Community. The administration reserves the right to limit, restrict or remove computing privileges from any student who violates the College's Computer Policy, local state, or federal laws, as well as the applicable articles of the College's Code of Conduct.

Internet and E-mail Policy

The College's Internet and e-mail connections are intended solely for use in conducting the College's business and promoting its educational goals. User's conduct on the Internet and e-mail must conform to the College's Code of Conduct and must be in furtherance of legitimate College business. Users must not send, retrieve or download messages or information that may be considered offensive, including messages, images or information that are sexually oriented or that disparage others based on their race, gender, sexual orientation, national origin, age, disability or religious beliefs. Users must not originate or distribute chain letters via e-mail. Users must not use the College's Internet and e-mail connections for personal gain or profit. Users' accessing of sites and "chat rooms" that feature pornography, off color jokes, hate speech and the like is strictly prohibited. Violation of this policy may result in termination of Internet and e-mail access, and disciplinary action under the College's disciplinary policy.

Test and Library Materials

All test library materials must be signed out and in with the program chair or his/her designee. Tests should not be retained for more than 14 days without permission. Transcripts may be withheld if charges remain unpaid for missing or damaged materials.

Dress Code

While individual variations regarding dress code and personal grooming are accepted, appropriate professional appearance is expected.

Adjudication of College Code of Conduct Violations

Any member of the Graduate Division community may notify a member of the Academic, Disciplinary, and Human Rights Committee of a Code of Conduct infraction by submitting a written statement to the Dean describing the alleged infraction within ten (10) days from the time the charging individual learned of the alleged code violation. The Dean shall inform the individual charged with the infraction of the nature of the charges against him/her. The Dean will officially notify the Committee, and designate a time and place for a meeting. Absent exigent circumstances or a well-founded request for a short adjournment, this hearing must be scheduled within 14 school days of the receipt of the complainant's written statement. The members of the Academic, Disciplinary, and Human Rights Committee are:

- Dr. Nilda Soto Ruiz 212-463-0400, ext. 5293
- Prof. Joel Haravay (Brooklyn) 718-301-2028
- Prof. Lorli Dima-ala (Manhattan) 212-463-0400, ext. 5374

Protocols for Disciplinary Hearings

Hearings conducted by the Graduate Division Academic, Disciplinary, and Human Rights Committee will be governed by the following protocols:

- (a) All hearings are closed to the public.
- (b) At least three members of the committee, defined as 75% of the total membership, must be present.
- (c) Attorneys, except for Touro College's in-house attorney who may be present to insure that proper procedures are followed, are not allowed to be present at any hearings.
- (d) Students have the right to bring witnesses on their behalf, to present any evidence they deem relevant, to make openings and closing statements and to ask questions during the proceedings.
- (e) The rules of evidence will not strictly apply to the proceedings, though the preponderance-of-evidence rule will govern the decision-making process.
- (f) A written decision will be made by a majority of the participating committee members.
- (g) The committee deliberations will be *in camera*.

A continuum of consequences may include issuance of a warning, placement on probation, or dismissal from the program.

Students wishing to appeal a Committee decision should make a written request addressed to the Dean within five business days of the Committee's decision. All appeals will be reviewed thoroughly. The decision of the Dean is final.

Any Dispute, claim or controversy arising out of or related to a decision, which is not resolved through these internal procedures, shall be resolved exclusively through final and binding expedited arbitration conducted solely by the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA Rules then in effect. The costs of such arbitration shall be borne equally by the parties, with each party also bearing its own attorneys' fees and any costs associated with presenting its proof. Judgment upon the award rendered may be entered in any Court of competent jurisdiction. Student and Touro hereby waive trial by jury which waiver is independent of the agreement to arbitrate disputes.

Policy on Bias, Harassment, Discrimination, and Hate Crimes

Touro College is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment — an environment that supports, nurtures, and rewards career and educational advancement on the basis of ability and performance. Discrimination or harassment based upon race, gender, color, national origin, religion or religious practice, age, ethnicity, disability, sexual orientation, marital or parental status, citizenship status, or any other legally protected basis is prohibited by law and undermines the character and purpose of Touro College. Such discrimination and harassment are illegal and against Touro College policy, and will not be tolerated. Any student who believes that he or she is being harassed by another student, teacher, supervisor or other staff member should contact the Academic, Disciplinary, and Human Rights Committee, which has the responsibility of reviewing and investigating complaints in an expedient and confidential manner.

Bias and Discrimination

Any member of the Touro College community who engages in an act of intolerance directed at an individual, or a group of individuals, on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion or religious practice, age, disability, sexual orientation, or marital or parental status, or citizenship status of the person(s) will be held accountable for violating the social integrity of the Touro College community and the specific policies that underscore those values. Bias-related conduct is prohibited not only by Touro College policies but also by laws that include, but are not limited to, Title VI of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Title VII of the Civil Rights Act of 1964; the Americans With Disabilities Act of 1990; Section 504 of the Rehabilitation Act of 1973; the Civil Rights Restoration Act of 1987; and the New York State and New York City Human Rights Laws. In addition, certain activities motivated by

bias or hatred based on such criteria may constitute hate crimes pursuant to the New York Penal Law §.§ 485, et seq. and subject to criminal prosecution with the full force of the legal system.

As part of Touro College's compliance with Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance, and Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race color or national origin in programs that receive federal financial assistance, the School of Education and Psychology Graduate Division has designated members of the Academic, Disciplinary, and Human Rights Committee as its Title IX/Title VI coordinators, either of whom is available to address all related matters. Complaints may also be referred to Rosie Kahan, Director of Human Resources, at 212-463-0400, ext. 5706.

Sexual Harassment and Sexual Offenses Prevention

Touro College will not condone or tolerate any forms of sexual harassment involving students, faculty or staff of the college. The college deems such coercive behavior as a violation of the civil rights of its students and employees. Any member of the Touro College community who violates this policy will be subject to disciplinary action, as outlined in the College Code of Conduct., which may include suspension, expulsion or dismissal.

Sexual harassment is defined as any unwelcome sexual advances, request for sexual favors or other verbal, nonverbal, or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's status as a student or employee;
- is used as a basis for educational or employment decisions affecting an individual;
- interferes with an individual's learning or work;
- creates a hostile or offensive learning or work environment.

Any student who believes that he or she is being sexually harassed by another student, teacher, supervisor or other staff member should contact the Academic, Disciplinary, and Human Rights Committee, which has the responsibility of reviewing and investigating complaints in an expedient and confidential manner. During the investigation, the persons involved will be given an opportunity to present evidence and witnesses to support their version of the facts. The parties involved will be given notice of the outcome of the investigation, to the extent permitted by law. If allegations of sexual harassment are substantiated, the matter will be referred to the Office of Human Resources for appropriate disciplinary action.

The Academic, Disciplinary, and Human Rights Committee can help you if you feel that you have been a victim of sexual harassment or if you want more information about how to deal with it. The committee treats all consultations and complaints with seriousness and in a confidential manner. Feel free to contact any member of the committee to talk about a problem. As part of the Graduate School community it is important that you promptly notify the administration or committee if you are subject to harassment or have a complaint.

Policy on Plagiarism and Academic Integrity

A professional psychology degree should represent genuine learning and readiness to undertake responsibilities that include adhering to the Code of Ethics. The degree's integrity must be carefully safeguarded. All the usual academic norms addressing honesty in academic performance, such as following all of the rules involving examinations of any kind, must be scrupulously followed. Failure to do so can result in dismissal from the program.

A student's responsibilities include the following:

1. A duty to respect the efforts of others by submitting his or her own academic work and case recordings.
2. A duty to acknowledge properly the efforts of others.
3. A duty to safeguard and respect the property and rights of others.

Definition of Plagiarism:

- Plagiarism constitutes both academic misconduct and a breach of professional trust.
- Plagiarism is presenting someone else's work, either academic or field related, as though it were your own.
- More specifically, plagiarism is to present as your own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; facts or ideas gathered, organized and reported by someone else, orally and/or in writing, without attribution.
- Even where there is no conscious intent to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

Ways to Avoid Plagiarism

1. When taking notes from any written material (published or not) summarize, don't paraphrase. If you are not sure about this, check with your instructor.
2. When someone else has said something so well that you want to include it in your work, be sure to copy it exactly and indicate the copied portion(s).

3. A student is fully responsible for any work he or she submits. If the work is typed by a typist, the student must read the finished work to be sure that no references or quotation marks have been omitted.
4. Understand that your reader will want to know the sources you used in your research/writing and may be concerned about phrasing that is not like your usual writing style. On-line material must be clearly referenced as well.
5. If you allow another student to copy your work (including computer programs and research data) and submit it his/her own, or if you submit a copy of someone else's work and claim it as your own, you have plagiarized.

False Statements

Complaints of harassment cannot always be substantiated. Lack of corroborating evidence should not discourage individuals from complaining. However, charges found to have been intentionally dishonest will subject complainants to disciplinary action in accordance with the Touro College Code of Conduct.

Touro College Sexual Assault Prevention Policies (prepared in compliance with New York State law)

The administration of Touro College is concerned with the physical safety and security of the students of the college. Sexual offenses of all types directed against students by their peers, professors and/or employees of the college on the premises of Touro College constitute criminal acts and violate the Touro College Code of Conduct. Under New York law, sexual offenses include: sexual abuse, rape, sodomy, sexual misconduct, public lewdness and stalking. All of these acts are punishable by imprisonment in New York State. Touro College also will hold perpetrators accountable for their behavior. A student found to have committed a sexual offense will be subject to disciplinary sanctions, up to and including expulsion.

Reporting Sexual Offenses to the College and Police

To report sexual offense crimes call immediately the Touro College Command Security Post at the Manhattan Main Campus, which is staffed 24 hours a day, at 212-463-04000, ext. 5782. To report the crime to the police, dial 911. For rape assault and sexual violence you may call the Sex Crime Hotline at 212-267-7273. Victims of sexual assault seeking counseling may wish to contact The Crime Victim Center, 50 Court Street, 8th Floor, Brooklyn, NY 11201; telephone: 374-328-8110.

Filing Charges for Incidents of Sexual Assault

To officially file charges for an act of sexual assault or rape, please contact the Office of the Dean of Students. If the alleged perpetrator is a student, you can initiate disciplinary action against this

individual. All incidents must be reported within six months of their occurrence. If the alleged perpetrator is a faculty member of the college, the Office of the Dean of Students will refer the charges to the Dean of Faculties. Allegations against non-teaching employees of the college will be referred to the Director of Personnel. In all such instances, student victims will be guided and assisted by a staff member of the Office of the Dean of Students.

Hate Crimes

Touro College is committed to safeguarding the rights of its students and to provide an environment free of bias and prejudice. Criminal activity motivated by bias and hatred toward another person or group based upon a belief or perception concerning race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation is illegal and punishable not only for the underlying crime, but, additionally, as a hate crime pursuant to the New York Penal Law §§ 485, et. seq. Specifically, Penal Law §§ 485.05 provides that:

"A person commits a hate crime when he or she commits a specified offense and either

- (a) intentionally selects the person against whom the offense is committed or intended to be committed in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct, or
- (b) intentionally commits the act or acts constituting the offense in whole or in substantial part because of a belief or perception regarding race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct."

The specified offenses that are the predicates for a hate crime are:

Assault (First, Second, and Third Degree)
Aggravated Assault on a person less than 11 years old
Menacing (First, Second and Third Degree)
Reckless Endangerment (First, Second and Third Degree)
Manslaughter (Second Degree)
Stalking (First, Second and Third Degree)
Criminal Sexual Acts ((First Degree)
Sexual Abuse (First Degree)
Aggravated Sexual Abuse (First and Second Degree)

Unlawful Imprisonment (First and Second Degree)
Kidnapping (First and Second Degree)
Coercion (First and Second Degree)
Burglary (First, Second and Third Degree)
Criminal Mischief (First, Second, Third and Fourth Degree)
Arson (First, Second, Third and Fourth Degree)
Petit Larceny
Grand Larceny (First, Second, Third and Fourth Degree)
Robbery (First, Second and Third Degree)
Aggravated Harassment

In addition, any attempt or conspiracy to commit any of these crimes is also punishable as a hate crime. A person convicted of a hate crime will be subject to certain sentencing guidelines for felonies that impose a more severe penalty than similar but non-hate crime offenses. Penal Law § 485.10: A hate crime conviction may also subject the offender to monetary penalties pursuant to the New York Civil Rights Law § 4 hate crime should be reported in writing to: Alan Schoor, Senior Vice President and Chief Administrative Officer of the college. The office address is 27-33 West 23rd Street New York, NY 10010-4202; fax # (212) 627-9047; the office may be reached by phone at (212) 463-0400 ext. 5700. Reported incidence of hate crime and attempts to commit hate crime will be referred to the New York City Police Department for further investigation and legal action. Touro College treats all hate crimes as serious offenses that need to be prosecuted with the full force of the legal system.

Student Grievances and Rights

Touro College is committed to safeguarding the rights of all students. Students are entitled to be treated with equity, fairness and respect. The college does not condone unfair treatment of students by administration, faculty and staff, or violation of policies regarding student programs based on race, creed, color, national origin, religion, age, gender, sexual preference or disability.

Students who believe they have been aggrieved by the college may seek redress through the grievance procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint. Student grievances relating to discrimination are also handled through the grievance procedures outlined in this section.

Discrimination, Bias, and Harassment Complaints

If a student claims discrimination, bias or harassment, he or she has the option to grieve the alleged misconduct by filing a complaint with either Dr. Steven Phillips, Chair of the Academic, Disciplinary, and Human Rights Committee (212-242-4668, ext.6040), or Ms. Rosie Kahan (212-463-0400, ext. 5706) to discuss their complaints. The complaint will be investigated and all appropriate parties including the appropriate department chairperson where academic issues are involved will be contacted. A report will be issued within 20 days after the discrimination incident is reported. If it is determined that a violation has occurred, the matter may be resolved informally through prompt remedial action. If the matter cannot be resolved informally, it will be referred for adjudication to the Graduate Division Academic, Discipline, and Human Rights Committee.

Issues of Student Behavior

If the complaint concerns student behavior and constitutes a potential violation of the Student Code of Conduct, the complaint should follow the procedures regarding the Student Code of Conduct described in this handbook (see pp. 38-39).

Retaliation

Touro College will take every step necessary to protect the complainant and any witnesses against retaliation for reporting the harassment or for participating in the investigation of a complaint.

Any employee, faculty member, or student who retaliates against an individual who complains of harassment, or participates in the investigation of a harassment complaint violates Touro College policy and may be subject to sanctions. Complaints of retaliation should be reported as violations of this policy.

If a student feels he or she has been discriminated against because of a disability by college faculty or other personnel, she or she has a right to request an investigation into such a matter through the grievance policies and procedures that follow.

Administrative Grievances

When a grievance concerns an administrative function of the college, including but not limited to tuition refund, student financial assistance and issues of discrimination, a student may request that the college-wide director or supervisor of the administrative unit in question, or his designee mediate the grievance and attempt to resolve the matter informally.

Procedures for Adjudicating Grievances

If a student wishes to file a formal grievance and appeal the determination of the Academic, Disciplinary, and Human Rights Committee, he or she may request a formal hearing to review and

adjudicate the complaint. The request for a hearing must be in writing to the Office of the Dean of Students of Touro College, not more than 90 days after the Academic, Disciplinary, and Human Rights Committee has made a final determination. A date for a hearing will be set no later than 30 days following the receipt of the request.

Hearings will be heard by a five-person grievance panel composed of:

- The Dean of Students or his designated representative, who will serve as chair;
- The Dean of Faculties or his designated representative;
- Two college faculty or staff members designated by the President of Touro College; and
- A student representative appointed by the Dean of Students or his designated representative.

The Office of the Dean of Students will serve as staff to the Grievance Panel. Protocols for conducting hearings are as follows:

- Each party may make an opening and closing statement.
- Each party has the right to bring witnesses and present evidence.
- Each party has the right to bring one person as an advisor to assist in presentation; the advisor may be a professor, classmate, friend or colleague. Since the hearings are not conducted as formal judicial proceedings, a lawyer may not be present as an advocate or advisor for either side.
- The complainant will make the first presentation.
- Each party may question all witnesses.
- The burden of proof shall rest on the individual filing the complaint.
- The Grievance Panel shall base its finding(s) on the preponderance of the evidence presented.
- The Grievance Panel will conduct its deliberations in camera following the conclusion of the hearing.
- The Office of the Dean of Students will send to both parties a written notification, within 10 working days of the hearing, setting for the panel's findings and recommendations.
- The Grievance Panel's findings are final within the college.

Touro College Drug and Alcohol Abuse Policy

The United States Department of Education has issued regulations implementing the provisions of THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989 (PUBLIC LAW 101-226). In accordance with these regulations, Touro College is publicizing the following policy statements, rules and regulations pertaining to substance abuse and alcohol consumption. Touro College seeks to safeguard the health and well-being of all members of the college community — students, faculty, and staff employees. All members of the college community are accountable to the law and to the regulations of the college. Students, faculty, and employees who distribute or use illegal drugs or illicitly use legal drugs, including alcohol, on the campus locations and facilities of Touro College are violating Federal Laws, New York State Law, and the regulations of Touro College.

Touro College is committed to educating and informing students and staff about the dangers and effects of drug use. Touro College recognizes that drug addiction and alcoholism are illnesses that are not easily resolved and may require professional assistance and treatment. The college will provide confidential counseling and referral services to faculty, staff and students with drug and/or alcohol problems. The services are available through the Office of the Dean of Students. All inquiries and requests for assistance will be handled with strict confidentiality.

Touro College Disciplinary Standards for Students Possessing, Using, Distributing, and/or Selling Drugs and Controlled Substances

It is the policy of Touro College that unlawful use, possession, distribution, or manufacture of drugs and controlled substances on College property is strictly prohibited. Individuals who possess, use, distribute or manufacture drugs or controlled substances are subject to College disciplinary action as well as possible criminal prosecution. Students found in violation of these policies will have their cases adjudicated in accordance with the guidelines specified in Campus Security and Drug and Alcohol Abuse Policies 2006-2007.

Security Force

Touro College has contracted with Security Guard Services for private guards to maintain and monitor security at its campuses and sites. Electronic means, such as closed circuit television, are used to monitor activities at several College centers.

Although the guards have no power to make arrests, they may detain individuals who engage in illegal and criminal actions until New York City police personnel arrive. The Touro guards are empowered to routinely turn over lawbreakers to the police.

Reporting Crimes

If you wish to report a crime, contact any of the following personnel

- Touro security guards at your location
- Dean, Director, or Site Coordinator
- Alan Schoor, Senior Vice President and Chief Administrative Officer 212-463-0400, ext. 5700, West 23rd Street Campus
- Office of the Dean of Students
- Dean Robert Goldschmidt
- 27 West 23rd Street Campus 212-463-0400, ext. 5419/5420
- Flatbush Campus: 718-252-7800, ext. 234

If there is no guard present at your location, you are to report crime incidents immediately to the central guard post at the Manhattan Main Campus, 212-463-0400, ext. 5782. The guard will notify the police and the Senior Vice President of Administration and Operations. For your protection, this security post is covered 24 hours a day.

Annual statistics on the incidence of crime at Touro College campuses and sites is published in the Touro College Campus Security and Drug and Alcohol Abuse Policies 2006-2007 information brochure.

Confidentiality of Student Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, grants all eligible students the right of access to their own educational records as defined in the law. The law prohibits access to or release of personally identifiable information without the prior written consent of the student except under certain limited circumstances. Touro College policy does not permit access to or release of student records to any party except as authorized by this law. It should be noted, however, that this legislation concerning privacy is affected by Section 510 of the Veterans Education and Employment Act of 1976, which provides that, P.L. 93-568 notwithstanding, records and accounts pertaining to veterans, as well as those of other students, shall be available for examination by government representatives. It is also affected by Sections 507 and 508 of the Patriot Act of 2001, which provides that officials designated by the U.S. Attorney General may petition the court to examine records deemed relevant to certain authorized investigations or prosecutions. If a student wishes to inspect or review his or her records, he or she may contact the office concerned. Complete information concerning this policy is available in the Office of the Registrar.

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA), was designed to protect the privacy of education records. Education records include records, files, documents, or other materials in hard copy or in electronic format, maintained by Touro College or a party acting on behalf of Touro College, which contain information directly related to a student. FERPA specifies some limited exceptions including certain personal memory aids and certain employment records.

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed.
2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide signed and dated written consent before the College discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate

educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory information is information that is generally not considered harmful or an invasion of privacy if released.

The following is considered "Directory Information" at Touro College and may be made available to the general public unless the student notifies the Office of the Registrar in writing before the last day to add classes in a semester:

- Name
- Address
- E-mail address
- Telephone Listing
- Date and Place of birth
- College
- Major
- Honors and Awards
- Photo
- Classification
- Dates of enrollment
- Status
- Degrees conferred
- Dates of conferral
- Graduation distinctions

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

APPENDIX A

Touro Website Information (www.touro.edu)

The following is a summary of the information which can be found on the website:

Categories (Subject Headings Menu on the home page, www.touro.edu):

I. **ACADEMICS**

a. Graduate:

→ Click on Graduate School of Education and Psychology

→ Click on School Psychology Program

(http://www.touro.edu/edgrad/psy/prog_psy.asp)

• The menu here consists of information about:

i. The program

ii. Admissions

iii. Registration

iv. Schedules

v. Graduation

vi. Internship

vii. Transcripts

b. College Bulletins

→ Click on Graduate School of Education and Psychology

• Please note that our handbook contains updated information, as the College Bulletin was printed in 2007.

II. **LIBRARIES**

a. Virtual Library

• The menu here consists of information about the library, allows you to access your account (using the barcode on the back of your Touro ID), and allows you to find resources, such as books and articles in journal databases.

• For database entry from your home computer, you need to enter the college's ID and Password for library access.

b. Library Directory

• The menu here consists of information about the different library locations, hours of operation, telephone and fax numbers, and staff directory.

III. **STUDENT SERVICES**

- a. Academic Calendars
 - Click on Graduate School of Education and Psychology (GSEP)
 - Also check the dates on the schedule.
- b. Computer Labs
 - Consists of information on lab schedules and phone numbers for the various lab locations.
 - The 43 W23rd Street lab opens at 4pm, Monday through Thursday.
- c. Office of the Registrar
 - Consists of information regarding:
 - i. Registration
 - ii. Course changes
 - iii. Adding or dropping classes
 - iv. Transfer credit evaluation
 - v. Grades and transcripts
 - vi. Graduation and diplomas
 - vii. Immunization requirements
 - You can also contact the Registrar or the School Psychology Office with regard to Change of Name or Address forms.
- d. Office of the Bursar: Please contact Elena Sandalova at (212) 463-0400, ext. 5297, or come in to Room 307 at 43 W23rd Street
- e. TCWeb - Web-based Student Services: Allows you to view your grades and schedule for any semester, as well as search the current semester's course offerings.
- f. Transcript Requests: Consists of information on how to request an Official Transcript or how to obtain an unofficial transcript.

IV. **DIRECTORY**

- a. New York Locations: Consists of addresses, phone, and fax numbers of all Touro College locations.
- b. Faculty Directory: Allows you to search for Faculty contact information by name or department.
- c. Staff Directory: Allows you to search for Staff and Faculty contact information by name, site, or department.

V. **WEB COURSES - Blackboard**

- Click on Touro College (New York/ Israel/ Miami)
- Click on User Login
- Click on Login and Password under Students, for information regarding the Username and Password.

VI. **NEWS**

→ Click on News Center

- Archives: [Press Releases](#), [Touro in the News](#), [Internal Publications](#), [Statements](#)
- Touro Background: [History](#), [Mission](#), [Leadership](#), [Accreditation](#), [Touro-at-a-Glance](#), [Milestones](#)
- Interact with Touro: [Join Our Media List](#), [Feedback](#), [Contact Us](#)

PLEASE GO TO THE TOURO WEBSITE AND FAMILIARIZE YOURSELF WITH ALL OF THE ABOVE CATEGORIES.

APPENDIX B

Touro College
Graduate School of Psychology
M.S. Program in School Psychology

ANNUAL ADVISOR'S EVALUATION

Student _____

Person Completing Form (please check)

Date of Evaluation _____

Self _____

Teacher _____

School Psychologist _____

Directions: Please rate the performance of the school psychology student named above on the characteristics stated below. Your ratings should be based upon your observations of the student as s/he performed the instructional and other tasks that you required this past year. Rate each category independently on the following scale:

- 1- Student performance is **very poor**; student is in need of further training and/or additional growth, maturation, and change in order for him/her to be effective in this specific skill area. At present level, student should not be allowed to function independently.
- 2- Student performance is **below average** but, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required.
- 3- Student performance is at an **average but minimal level necessary** for appropriate professional functioning with moderate supervision required.
- 4- Student performance is **above average**; student should be able to function independently with a normal amount of periodic supervision.
- 5- Student performance is **excellent**; student should be able to function independently with little or no supervision required.

No Data – Insufficient data to make rating at this time.

	No Data	Very Poor	Below Average	Average	Above Average	Excellent
1. Courses						
Data-based decision making and Accountability	N/D	1	2	3	4	5
Consultation & Collaboration	N/D	1	2	3	4	5
Effective instruction & development of cognitive/academic skills	N/D	1	2	3	4	5
Socialization and development of life skills	N/D	1	2	3	4	5
Student diversity in development and learning	N/D	1	2	3	4	5
School/Systems organization, policy development and climate	N/D	1	2	3	4	5
Prevention, crisis intervent. & mental health	N/D	1	2	3	4	5

	No Data	Very Poor	Below Average	Average	Above Average	Excellent
Home/school/community collaboration	N/D	1	2	3	4	5
Research and program evaluation	N/D	1	2	3	4	5
School psychology practice and development	N/D	1	2	3	4	5
Information technology	N/D	1	2	3	4	5

2. Professional Habits

Data-based decision making and Accountability	N/D	1	2	3	4	5
Consultation & Collaboration	N/D	1	2	3	4	5
Effective instruction & development of cognitive/academic skills	N/D	1	2	3	4	5

	No Data	Very Poor	Below Average	Average	Above Average	Excellent
Socialization and development of life skills	N/D	1	2	3	4	5
Student diversity in development and learning	N/D	1	2	3	4	5
School/Systems organization, policy development , climate	N/D	1	2	3	4	5
Prevention, crisis intervention and mental health	N/D	1	2	3	4	5
Home/school/community collaboration	N/D	1	2	3	4	5
Research and program evaluation	N/D	1	2	3	4	5
School psychology practice and development	N/D	1	2	3	4	5
Information technology	N/D	1	2	3	4	5

	No Data	Very Poor	Below Average	Average	Above Average	Excellent
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3. Portfolio

Data-based decision making and Accountability	N/D	1	2	3	4	5
---	-----	---	---	---	---	---

Consultation & Collaboration	N/D	1	2	3	4	5
------------------------------	-----	---	---	---	---	---

Effective instruction & development of cognitive/academic skills	N/D	1	2	3	4	5
--	-----	---	---	---	---	---

Socialization and development of life skills	N/D	1	2	3	4	5
--	-----	---	---	---	---	---

Student diversity in development and learning	N/D	1	2	3	4	5
---	-----	---	---	---	---	---

School/Systems organization, policy development and climate	N/D	1	2	3	4	5
---	-----	---	---	---	---	---

Prevention, crisis intervention and mental health	N/D	1	2	3	4	5
---	-----	---	---	---	---	---

	No Data	Very Poor	Below Average	Average	Above Average	Excellent
Home/school/community collaboration	N/D	1	2	3	4	5
Research and program evaluation	N/D	1	2	3	4	5
School psychology practice and development	N/D	1	2	3	4	5
Information technology	N/D	1	2	3	4	5

COMMENTS *(attach additional sheets if necessary)*

APPENDIX C

Touro College
Graduate School of Psychology
M.S. Program in School Psychology

FACULTY REVIEW OF STUDENT*

*adapted from Adelphi University

Student Name _____

Semester _____ Course # (s) _____

Faculty Member _____

Directions: Please rate the student on the following characteristics by marking the appropriate box.
Ratings below average are to be documented with specific details.

Item	Out-standing	Above average	Average	Below average	Poor	NA
Completes work in a timely manner						
Punctuality and attendance						
Follows course and program routines						
Ability to work with colleagues						
Ability to benefit from feedback or own mistakes						
Ability to apply classroom learning						
Estimated potential for success in further study						
Commitment to field of school psychology						
Overall quality of work						
Quality of written work						
Socialization as a professional psychologist						
Adherence to NASP and APA ethics code						

Item	Out-standing	Above average	Average	Below average	Poor	NA
Maturity						

Additional comments (optional):

Negative ratings will be discussed with the student by an advisor, so as to provide an opportunity for growth. Faculty members are otherwise encouraged to discuss the ratings with the student.

Signature of Evaluating Faculty Member:

Date _____

Phone _____

E-mail _____

Evaluation discussed with student by/date

Student Signature/Date

Student comments (optional):

APPENDIX D

Touro College
Graduate School of Psychology
M.S. Program in School Psychology

FEEDBACK ON STUDENT PROGRESS*

*adapted from Adelphi University

The critique of the portfolio, based on the rubric provided, takes into consideration the knowledge, skills, and activities necessary for proficiency in the field. Grades, faculty ratings and supervisor ratings are also considered in developing the overall evaluation. The purpose is to provide comprehensive and constructive feedback.

Student _____ Date _____

Faculty Evaluator _____

Areas of strength:

Areas to improve prior to the next evaluation:

Specific suggestions for addressing these areas:

Student questions:

Suggestions for program improvement:

This evaluation has been discussed with the student

Date: _____

Student signature: _____

Faculty signature: _____

APPENDIX E

Touro College
Graduate School of Psychology
M.S. Program in School Psychology

INTERN EVALUATION

Intern: _____ Date: _____

Supervisor: _____ District: _____

Performance Area

Data-Based Decision-Making & Accountability (NASP standard 2.1)

Systematically collects information to identify the problem and determine strengths & needs	1 2 3 4 No Data
Makes good use of assessment information to plan services & make decisions	1 2 3 4 No Data
Evaluates the outcome of services using data	1 2 3 4 No Data
Demonstrates mastery of the problem-solving process	1 2 3 4 No Data

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

School and Systems Organization, Policy Development, & Climate (NASP standard 2.6)

Is knowledgeable in the areas of general education, special education, and other educational and related services	1 2 3 4 No Data
Applies theory to promote learning, prevent problems, & create effective learning environments	1 2 3 4 No Data
Participates in the development, implementation &/or evaluation of programs that promote safe schools	1 2 3 4 No Data

Key: 1 – Beginning; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

Prevention, Crisis Intervention, & Mental Health (NASP standard 2.7)

Is knowledgeable about current theory & research about child/ adolescent development, psychopathology, societal stressors, crises in schools	1 2 3 4 No Data
Is able to effectively collaborate with school personnel, parents, & community in the aftermath of crises	1 2 3 4 No Data
Displays initiative & resourcefulness to meet mental health needs	1 2 3 4 No Data

Key: 1 – Beginning; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

Student Diversity in Development & Learning (NASP standard 2.5)

Assists in the integration of all students into instructional programs	1 2 3 4 No Data
Keeps families' cultures, backgrounds & individual learning characteristics in mind when developing interventions	1 2 3 4 No Data

Key: 1 – Beginning; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments

Consultation & Collaboration (NASP standards 2.2, 2.8)

Establishes collaborative relationships	1 2 3 4 No Data
Communicates effectively with school personnel	1 2 3 4 No Data
Communicates effectively with families	1 2 3 4 No Data
Communicates effectively with children & youth	1 2 3 4 No Data
Communicates effectively with community professionals	1 2 3 4 No Data

Shows concern respect, & sensitivity to others	1 2 3 4 No Data
Appropriately mediates & resolves conflicts	1 2 3 4 No Data
Facilitates home-school communication & collaboration	1 2 3 4 No Data

Key: 1 – Beginning; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

Effective Instruction & Development of Cognitive/Academic Skills (NASP standard 2.3)

Utilizes appropriate assessment strategies to assess learning difficulties	1 2 3 4 No Data
Properly administers assessment strategies	1 2 3 4 No Data
Accurately analyzes & interprets assessment data	1 2 3 4 No Data
Connects assessment data to development of instructional interventions	1 2 3 4 No Data
Utilizes empirically-demonstrated instructional methods/ interventions	1 2 3 4 No Data
Assesses acceptability of intervention ideas	1 2 3 4 No Data

Appropriately evaluates outcomes of interventions	1 2 3 4 No Data
Uses intervention data to guide instructional decisions	1 2 3 4 No Data
Assesses treatment integrity of interventions	1 2 3 4 No Data

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

Socialization & Development of Life Skills (NASP standard 2.4)

Uses appropriate assessment strategies to assess behavioral, social, affective, & adaptive domains	1 2 3 4 No Data
Properly administers assessments	1 2 3 4 No Data
Appropriately analyzes & interprets assessment data	1 2 3 4 No Data
Links assessment data to the development of interventions	1 2 3 4 No Data
Utilizes ecological & behavioral approaches when developing behavior change programs	1 2 3 4 No Data
Assesses acceptability of intervention ideas	1 2 3 4 No Data

Appropriately evaluates outcomes of interventions	1 2 3 4 No Data
Uses intervention data to guide instructional decisions	1 2 3 4 No Data
Assesses treatment integrity of interventions	1 2 3 4 No Data

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

Research & Program Evaluation (NASP standard 2.9)

Employs principles of measurement & psychometric standards in the selection and use of assessment techniques	1 2 3 4 No Data
Critically evaluates the professional literature in the selection of assessment and intervention strategies	1 2 3 4 No Data
Uses single-subject designs in the evaluation of interventions	1 2 3 4 No Data

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

Written Communication & Technology (NASP standard 2.11)

Maintains thorough, organized case notes	1 2 3 4 No Data
Presents information manner that is clear and useful for intended audience	1 2 3 4 No Data
Offers relevant recommendations	1 2 3 4 No Data
Has adequate writing skills	1 2 3 4 No Data
Incorporates supervisor feedback into reports	1 2 3 4 No Data
Uses various sources of information resources & technology	1 2 3 4 No Data

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

Personal Behaviors & Professional Responsibilities (NASP standard 2.10)

Presents appropriate personal demeanor	1 2 3 4 No Data
Demonstrates dependability (punctual; follow through on tasks)	1 2 3 4 No Data
Interacts with others in a professional manner	1 2 3 4 No Data
Presents information to stakeholders in a clear manner	1 2 3 4 No Data
Responds appropriately to feedback from others	1 2 3 4 No Data
Is flexible and open to suggestions	1 2 3 4 No Data
Exhibits of comfort and ease with other professionals	1 2 3 4 No Data
Shows evidence of continued self-evaluation	1 2 3 4 No Data
Adheres to ethical and legal standards for service delivery	1 2 3 4 No Data

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

APPENDIX F

Touro College
Graduate School of Psychology
M.S. Program in School Psychology

INTERNSHIP PLANNING FORM

To the Supervisor: Please complete this form with the student and return it to the office. In order to meet program accreditation requirements set forth by the National Association of School Psychologist (NASP), experience must be obtained in eleven domains of practice. Please indicate the activities that the student will be permitted to engage in to meet these requirements. Evaluation forms will be sent at a later date. This is not intended to be a contract as such, but a guide to structure the internship experience. Attention to diversity issues is important. Thank you for your cooperation. If additional space is needed, please continue on the back of the form. NASP requirements are that the internship MUST be 1200 clock hours. (Note: This form is an adaptation of the form used by Tufts University)

Domain 1: Data based decision making and accountability

The intern demonstrates knowledge of data based decision making and accountability by competently and effectively applying the scientific problem solving model across a range of situations at the individual, group, and systems levels. Using knowledge of varied models and methods of assessment (e.g., formal and informal test administration, systematic observation, behavioral assessment, curriculum-based measurement, interviews, and ecological/environmental assessment), the intern is able to clarify and analyze problems arising with individual children, in classrooms, and in the larger school community. From preliminary baseline data collected, the intern generates and then tests hypotheses and formulates goals directly linking assessment results with a planned intervention. Data is collected as the intervention is implemented to refine its effectiveness. Outcome measures are assessed to evaluate the intervention and disseminate the results to all concerned stakeholders.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Domain 2: Interpersonal communication, collaboration, and consultation

The intern engages in consultation and collaboration employing behavioral, mental health, and other approaches as needed. As a scientific problem solver, the intern is committed to promoting change at the individual, classroom, building, and district levels. In professional interactions, the intern exhibits positive interpersonal skills and the capacity to listen, adapt, address ambiguity, and show patience in difficult situations, and with people of diverse backgrounds. Using the problem solving process, the intern is able to gather information and clearly present and disseminate data based finding to all key constituencies such as parents, teachers, and administrators.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Domain 3: Effective instruction and development of cognitive/academic skills

The intern uses knowledge of human learning processes and their application to the development of effective instructional strategies to promote student learning. The intern develops cognitive and academic goals for students, implements plans to assist students in achieving these goals, and monitors student progress toward behaviors to support effective learning, such as study skills, self-monitoring, planning/organization, and time management. The intern employs a variety of assessment techniques and instructional methods to enhance learning of students at the individual, group, and systems level. The intern links assessment data to the development of instructional strategies to meet the individual learning needs of children with diverse learning styles, abilities, disabilities, and backgrounds.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Domain 4: Socialization and development of life competencies

The intern has knowledge of the social and emotional development of children with different abilities, disabilities, strengths, and needs. Using this knowledge, the intern develops appropriate behavioral, social, and emotional goals for students, and formulates direct and indirect intervention strategies for use with children from diverse backgrounds and experiences to achieve these goals. As a scientific problem solver, the intern collects data to evaluate the effectiveness of such interventions, which may include consultation, behavioral management, and counseling. The intern takes an applied, developmental, ecological perspective in developing and implementing behavior change programs at the individual, group, and systems levels.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Domain 5: Student diversity in development and learning

The intern understands the effects of individual differences, abilities, and disabilities and the potential influences of biological, social, cultural, ethnic, experiential, racial, socioeconomic, gender-related, and linguistic factors in children’s development and learning. The intern uses this knowledge when planning and implementing interventions to achieve learning and social/behavioral outcomes. The intern recognizes that such interventions are most successful when adapted to the individual needs and characteristics of each student and that student’s respective family constellation, culture, background, and individual learning style. The intern is aware of the subtle racial, class, gender, cultural, and other biases brought to their work, and the way these biases influence decision making, instruction, behavior, and long-term outcomes for students.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Domain 6: School and systems organization, structure, and climate

The intern understands schools and communities as systems, and works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children. The intern has knowledge of general education, special education, and other educational related services, and uses a scientific problem solving approach to assist in designing, implementing, and evaluating policies and practices in areas such as discipline, violence prevention, instructional support, staff training, program evaluation, transition plans, grading, retention, and home-school partnerships.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Domain 7: Prevention, wellness promotion, crisis intervention, and mental health

The intern has knowledge of child and adolescent development, and psychopathology with its possible biological, psychological, cultural, and social components. These factors are applied to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties. The intern employs effective prevention strategies based on the recognition of these precursors that may lead to severe learning and behavior problems. The intern participates in crisis intervention as needed by collaborating with school personnel, parents, and the community in the aftermath of crises. The intern collaborates with other health care professionals to promote mental health in schools and behaviors that lead to good health for children. Hence, the intern is able to address diverse health and mental health issues such as diet, eating disorders, teenage pregnancy, violence, substance abuse, and AIDS prevention, among others.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Domain 8: Home/school/community collaboration

The intern has knowledge of family systems, including:

- family and community strengths;
- influences on student development, learning, and behavior;
- methods to promote home/school/community partnerships that improve outcomes for children;
- cultural issues that impact home/school collaboration;
- Other family, home, and community factors that work to support learning and achievement in school.

The intern applies this knowledge to enhance academic and behavioral goals for students. The intern is knowledgeable about school and community resources and helps to create linkages between schools, families, and community agencies, and to coordinate services when programming for children includes multiple agencies.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Domain 9: Research and program evaluation

The intern has knowledge of the basic principles of research design, statistics, evaluation methods, and measurement principles in sufficient depth to evaluate published research, to differentiate good from inadequate research, and to plan and conduct their own investigation. The intern maintains a professional knowledge base of research findings, professional literature, and other relevant information. The intern's practice is based on sound research and the translating of new research into service delivery improvements.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Domain 10: Legal, ethical school psychology practice, and professional development

The intern has knowledge of the models and methods of the profession, including the history and foundations of school psychology, and of all appropriate ethical, professional, and legal standards and practices in schools. The intern uses this knowledge of professional and legal standards to advocate for the rights and welfare knowledge of professional and legal standards to advocate for the rights and welfare of children and families. The intern practices in a manner consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Domain 11: Information technology

The intern has knowledge of technology sufficient to gather information, acquire current research findings, and pursue continuing professional development. Further, the intern is knowledgeable about computer resources which promote effective and efficient professional functioning, and methods and standards for using information technology to enhance services. The intern uses current knowledge about technology resources for children when designing, implementing, and evaluating instructional programs or interventions for children.

Domain will be addressed by (include knowledge, skills, and activities necessary for proficiency):

Competence will be assessed by (performance based criteria which will determine proficiency):

Internship Supervisor

Date

Intern

Date

APPENDIX G

Touro College
 Graduate School of Psychology
 M.S. Program in School Psychology

INTERNSHIP PERFORMANCE EVALUATION RUBRIC*

*This rubric is a modified version of Charlotte Danielson’s (1996) Frameworks for Teaching and the ETS, 2001 Pathwise rubric

Student Name _____

Internship Supervisor _____

Domain 1: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating Knowledge of Content & Practice of School psychological Services	Intern displays little understanding of the subject or structure of the discipline, or of content-related.	Intern’s content and practice knowledge represents basic understanding but does not extend to connections with other disciplines.	Intern demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Intern’s practices reflect current knowledge.	Intern’s knowledge of the content and practice are extensive, showing evidence of a continuing search for improved practice. Intern actively builds on knowledge and history when developing intervention or attempting to explain student difficulties.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1b: Demonstrating Knowledge of Students (clients)	Intern makes little or no attempt to acquire knowledge of students' backgrounds, skills, information in planning	Intern demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in school psychological service planning.	Intern demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan school psychological services.	Intern demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan school psychological services.
1c: Identifying Goals	Intern's goals represent minor goals, are unsuitable for the student, or are stated only as suggestions, and they do not permit viable methods of Assessment.	Intern's goals are of moderate value or suitability for stakeholders consisting of a combination of goals and activities, some of which permit viable methods of assessment. If pertinent to the situation, the intern is aware of state and national standards.	Intern's goals are appropriate and suitable for the stakeholders; they reflect for integration of school psychological practice strategies and permit viable methods of assessment. If pertinent to the situation, the intern is able to base goals and strategies on institutional, state and national standards	Intern's goals reflect high-level school psychological practice. If pertinent to the situation, they reflect institutional, state and national standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: Demonstrating Knowledge of Resources	Intern is unaware of school or district resources available either for teaching or for students who need them.	Intern displays limited knowledge of school or district resources available either for their assistance or for students who need them.	Intern is fully aware of school and district resources available for their assistance, and knows how to gain access to school and district resources for students who need them.	Intern seeks out resources for practice in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
1e: Designing assessment/interventions	The referral question is not supported by the elements of school psychological practice. There is no evidence of planning.	Some of the elements of school psychological practice support the referral question, while others do not. Intern's work has a rudimentary plan.	Most of the elements of the school psychological service design support the referral question. Intern's work has a clear plan.	All of the elements of the school psychological practice support the referral question and show evidence of collaboration among stakeholders. Intern's school psychological practice is highly coherent and has a clear plan.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1f: Assessing Progress	Intern's approach to assessing progress contains no clear criteria or standards, and lacks congruence with the planned school psychological practice. Intern has no plans to use learned information in designing further intervention.	Intern's plan for assessing progress is partially aligned with the planned school psychological practice. It is partially understood by the stakeholders. Intern begins to use the learned information to plan for further intervention.	Intern's plan for assessing progress is aligned with the planned school psychological practice. It is understood by the stakeholders. The criteria for the assessment of effectiveness have been communicated to stakeholders. Intern uses the learned information to plan for further intervention.	Intern's plan for assessing progress is fully aligned with the planned school psychological, containing clear evaluation criteria that are understood by stakeholders, showing evidence of collaboration in their development. Intern's monitor their own progress.

Domain 2: THE SCHOOL PSYCHOLOGICAL SERVICE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an Environment of Respect and Rapport	Intern displays little understanding of the subject or structure of the discipline, or of content-related school psychological practice.	Interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2b: Establishing a Culture for Change	A culture for change is not established and is characterized by low Intern commitment, low expectations for progress, and little satisfaction with success.	A minimal culture for change, with only modest or inconsistent expectations for progress, little Intern commitment to the intervention, and little stakeholder pride in work. Both Intern and stakeholders are performing at a minimal level.	A genuine culture for change is evidenced, with commitment to the intervention on the part of both Intern and stakeholders, high expectations for progress, and stakeholder pride.	Stakeholders assume much of the responsibility for establishing a culture for change by taking pride in their progress, initiating improvements and maintaining high standards. Intern demonstrates a passionate commitment to the work.
2c: Managing Classroom Procedures	Not applicable	Not applicable	Not applicable	Not applicable

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Managing School Psychological Practice Activity	Expectations are unclear; there is no response to not following the plan.	Expectations are partially clear; there is minimal response to not following the plan. Intern makes an effort to establish standards, but these efforts are not always successful.	Expectations are clear; there is a response to not following the plan. Correction/clarification is given. Intern has established standards.	Expectations are implicit clear; there is an expectable response to not following the plan. Stakeholders attempt to self-correct.
2e: Organizing Physical Space	Intern makes poor use of the physical environment to facilitate rapport and provide a safe and accessible environment.	Intern's environment is safe and accessible, but the furniture arrangement only partially supports establishing rapport.	Intern's environment is safe and accessible. Intern uses physical resources well and ensures that the arrangement of furniture supports establishing rapport.	Intern's environment is safe and accessible. The physical environment supports the establishment and maintaining of rapport.

Domain 3: SCHOOL PSYCHOLOGY PRACTICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Communicating Clearly and Accurately	Intern's oral and written communication contains errors or is unclear or inappropriate to stakeholders.	Intern's oral/written communication contains no errors, but may not be completely appropriate or may require further explanations.	Intern communicates clearly and accurately to stakeholders, both orally and in writing.	Intern's oral and written communication is clear and expressive, anticipating possible stakeholder misconception.
3b: Using Questioning Techniques	Intern makes poor use of questioning techniques, with low-level questions, limited stakeholder participation, and little true interaction.	Intern's use of questioning techniques is uneven, with some high-level questions, attempts at true interaction, and moderate stakeholder participation.	Intern's use of questioning techniques reflects high-level questions, true interaction, and full participation by all stakeholders.	Stakeholders formulate many of the high-level questions and assume responsibility for the participation of all stakeholders.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3c: Engaging Stakeholders in Change	Stakeholders are not at all engaged in significant change, as a result of inappropriate school psychological practice plans and strategies.	Stakeholders are engaged only partially, resulting from school psychological practice plans and strategies of uneven quality, or expectations for change.	Stakeholders are intellectually engaged throughout the intervention, with appropriate school psychological practice plans and strategies. Expectations for change are clear, and re-examined, if needed.	Stakeholders are highly engaged throughout the intervention and make contributions to it. The school psychological practice plans and strategies are appropriate. Expectations for change are clear, and re-examined and revised. Opportunity for stakeholder for reflection and closure is provided.
3d: Providing Feedback to Stakeholders	Intern's feedback to stakeholders is of poor quality and is not given in a timely manner.	Intern's feedback to stakeholders is uneven, and its timeliness is inconsistent.	Intern's feedback to stakeholders is timely and of consistently high quality.	Intern's feedback to stakeholders is timely and of consistently high quality, and stakeholders make use of the feedback in their change.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3e: Demonstrating Flexibility and Responsiveness	Intern adheres to the intervention in spite of evidence of poor stakeholder understanding or lack of interest. Fails to respond to stakeholders' questions; Intern assumes no responsibility for stakeholders' failure to understand.	Intern demonstrates moderate flexibility and responsiveness to stakeholders' needs and interests during the intervention a school psychological service, and seeks to ensure the success of all stakeholders.	Intern seeks ways to ensure successful change for all stakeholders, making adjustments as needed to interventions and responding to stakeholder interests and questions.	Intern is highly responsive to stakeholders' interests and questions, making major adjustments to the intervention if necessary, and persists in ensuring the success of all stakeholders.

Domain 4: PROFESSIONAL RESPONSIBILITY

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on the Effects of School Psychological Services	Intern does not reflect accurately on the school psychological service, on progress/outcomes, or propose ideas as to how they might be improved.	Intern’s reflection on the school psychological service is generally accurate, and Intern makes global suggestions as to how it might be improved. Intern is aware of how to use data to support reflection and provide some evidence of progress, but little data is given	Intern reflects accurately on the school psychological service, citing general characteristics. Intern makes some specific suggestions about how it might be improved. Intern uses appropriate data to support most conclusions and to base alternative strategies	Intern’s reflection on the school psychological service is highly accurate and perceptive, citing specific examples and is based on data/evidence appropriate for the learning goals. Intern draws on an extensive repertoire to suggest alternative strategies.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4b: Maintaining Accurate Records	Intern has no system for maintaining accurate records, resulting in errors and confusion.	Intern's system for maintaining accurate records is rudimentary and only partially effective. Records may reflect some, but not all dimensions expected of a proficient intern.	Intern's system for maintaining accurate records is efficient and effective. Records reflect plans, alignment with institutional, state and national standards, actual school psychological service implementation , and the effects on progress.	Intern's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance. Well organized and thorough, the records reflect plans, alignment with institutional, state and national standards, actual school psychological service implementation , and the effects on progress.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4c: Communicating with Families	Intern appears to have little or no awareness of the importance of partnering with families and makes no attempt to engage them in the school psychological service program.	Intern complies with school procedures for communicating with families and makes an effort to engage families in the school psychological service program.	Intern communicates frequently with families and successfully engages them in the school psychological service program.	Intern communicates frequently and sensitively with families and successfully engages them in the school psychological service program; students participate in communicating with families.
4d: Contributing to the School and District	Intern's relationships with colleagues are negative or self-serving, and Intern avoids being involved in school and district projects.	Intern's relationships with colleagues are cordial, and Intern participates in school and district events and projects when specifically requested.	Intern participates actively in school and district projects, and maintains positive relationships with colleagues.	Intern makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4e: Growing and Developing Professionally	Intern does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Intern's participation in professional development activities is limited to those that are convenient.	Intern participates actively in professional development activities and contributes to the profession.	Intern makes a substantial contribution to the profession through such activities as action research and mentoring new Interns, and actively pursues professional development.
4f: Showing Professionalism/Adherence to and Application of Ethics Codes	Intern's sense of professionalism is low, and Intern contributes to practices that are self-serving or harmful to students. Adherence to/ Application of ethics code is poor.	Intern's attempts to serve students based on the best information are genuine but inconsistent. Adherence to /Application of ethics code is inconsistent.	Intern makes genuine and successful efforts to ensure that all students are well served by the school. Adherence to /Application of ethics code is good.	Intern assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Adherence to/ Application of ethics code is exemplary.

APPENDIX H

Touro College
Graduate School of Psychology
M.S. Program in School Psychology

PORTFOLIO RUBRIC*

*This form is adapted from the University of North Carolina, at Chapel Hill

Area	<u>Rating Criteria</u>			
	Poor	Basic	Adequate	Proficient
Topic Index (20%)	Index is complete, clear and helpful with exceptionally strong features	Index is complete, clear and helpful.	Index is incomplete, unclear and/or not helpful in 1 or two respects	Index is incomplete, unclear and/or not helpful in three or more respects, or topic elements are missing.
Forms and Documents (20%)	Forms and documents are present, completed, and in good order	All except 1 Form and documents are present, completed, updated and in good order	All except 2 Forms and documents are present, completed, updated and in good order	Three of more Forms or documents are not present, incomplete, not current, or problematic.
Sections for individual courses (20%)	Each course section is correctly and clearly identified.	Every course except one has a section that is correctly and clearly identified.	Two courses have sections that are incorrect or unclearly identified.	Three or more courses are lacking sections.

Work Samples (20%)	Every section has an appropriate work sample and two or more are exemplary	Every section has a work sample that is appropriate	Some sections have weak work samples	Three or more sections have weak work samples
Reflections (20%)	All reflections show an exemplary degree of: a) objective and critical self judgment, b) a plan for growth and development, c) acceptable evidence compliance with professional and/or practice standards.	All reflections show an adequate degree of: a) objective and critical self judgment, b) a plan for growth and development, and c) acceptable evidence compliance with professional and/or practice standards	Some reflections show an inadequate degree of: a) objective and critical self judgment, b) a plan for growth and development, and c) acceptable evidence of compliance with professional and/or practice standards	Three or more reflections do not adequately demonstrate: a) objective and critical self judgment, b) a plan for growth and development, and c) acceptable evidence compliance with professional and/or practice standards

APPENDIX I

Touro College
Graduate School of Psychology
M.S. Program in School Psychology

TEACHER SATISFACTION SURVEY/ASSESSMENT OF INTERN IMPACT*

*adapted from Adelphi University

Intern name _____

Teacher Name _____

School _____

Date _____

Teacher Signature _____

APPENDIX J

Touro College
Graduate School of Psychology
M.S. Program in School Psychology

ADVISEMENT CHECKLIST

#	Course	Credits	Semester Taken	Semester to be Taken
1	PSY 601 – Biological Foundations of Learning and Development	3		
2	PSY 603 – School Psychology Proseminar	3		
3	PSY 604 – Statistics for School Psychologists	3		
4	PSY 612 – Psychometric Theory	3		
5	PSY 620 - Developmental Psychology (formerly EDPS 620 – Child Development)	3		
6	PSY 622 – Cognitive Assessment: Infancy and Early Childhood	3		
7	PSY 623 – Developmental Psychopathology: Child and Adolescent	3		
8	PSY 624 – Cognitive Assessment : School Age	3		
9	PSY 625 – Academic Functioning: Educational Interventions	3		
10	PSY 628 – Assessment of Social – Emotional Functioning	3		
11	PSY 629 – Behavior Management and Evidence-Based Intervention Strategies in an Educational Setting	3		
12	PSY 630 – Individual and Group Counseling	3		

13	PSY 632 – Multicultural Counseling	3		
14	PSY 633 – Educational Assessment	3		
15	PSY 634 – Introduction to Childhood Neuropsychology: Theory and Practice	3		
16	PSY 645 – Research Design	3		
17	PSY 660 – Consultation	3		
18	PSY 663 – Case Conceptualization	3		
19	PSY 701 – Integrating Evaluation and Report Writing Skills	3		
20	PSY 750 – Internship I (600 hours)	3		
21	PSY 751 – Internship II (600 hours)	3		

Required for State Certification (*not* for graduation):

- **EDU 511 (0 credits) - Seminar in Child Abuse Identification & Reporting**
- **EDU 513 (0 credits) - Seminar in School Violence Prevention & Intervention**