INTRODUCTION

The handbook is intended to be a guide to students, informing them of their rights and responsibilities as well as institutional policies and procedures. It does not constitute a contract and therefore the College reserves the right to make changes at any time without prior notice. This edition replaces and supersedes all prior editions.

Students are responsible for knowing and observing all regulations which may affect their status at the College. For this reason, they are expected to acquaint themselves with the contents of this Handbook and to read regularly the notices posted on the Touro website.

ABOUT TOURO COLLEGE

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

ACCREDITATION

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

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

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

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

RESERVATION OF RIGHTS CLAUSE

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

POLICY OF NONDISCRIMINATION

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

IMPORTANT NOTICE

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

This handbook is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.
Graduate Program in School Psychology

HISTORY AND INTRODUCTION

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 (GSEP). The Graduate School of Psychology currently offers programs leading to Master of Science degrees in School Psychology, Mental Health Counseling, School Counseling and Industrial/Organizational Psychology.

MISSION STATEMENT

The mission of the Master in Science in School Psychology Program is to develop competent school psychologists skilled in diagnosing problems and implementing successful, evidence-based solutions to support the academic, social, emotional and physical well-being of the children they serve.

DESCRIPTION, PHILOSOPHY AND GOALS

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

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, research, prevention, intervention, report writing, counseling and consultation and multicultural issues. As part of their training, students in the program are required to participate in fieldwork and related assignments. The program may be completed in three years of full time study or four or more years of part time study. Some summer session coursework may be included.

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 (EDPS 671; EDPS 672 and PSY 698). Students interested in pursuing the bilingual specialization should contact Pamela M. Heyward, the program assistant in the TESOL Program housed in the Graduate School of Education at pamela.heyward@touro.edu, 212-463-0400, x 5288 for additional information. Students pursuing the bilingual extension must demonstrate proficiency in both English and a second language (State examination is required).

The curriculum is sequenced with the first year focused on theory and skill development, followed by more field-based experiences in the later years. Coursework is designed to cover the 10 domains of School Psychology Training and Practice that are part of the NASP Standards for Training and Field Placement.
The program requires a 300 hour practicum experience (PSY 749) followed by completion of a 1200 hour internship (PSY 750 & PSY 751).

Students are not permitted to accrue internship or practicum hours unless they are concurrently enrolled in the appropriate supervised course at Touro College. The practicum and internship are required before students are eligible to apply for New York State School Certification; this credential is required to practice as a school psychologist. Of the 1200 hours of internship experience, at least 600 (or ½ must be completed in a school setting). Once students have met all program and field experience requirements they should contact Ms. Kimberly Felix (phone: 212-463-0400 x 5268, email: Kimberly.felix@touro.edu) who will assist each student through the NYS certification process.

Classes are scheduled in the evenings with some classes offered online making outside employment possible for several students. However, the practicum and internship experiences cannot be completed at the same site where you work; the practicum and internship experiences must be separate experiences in which you are supervised by a certified school psychologist or licensed psychologist with appropriate credentials.

Students must secure a practicum and/or internship site that meets program requirements. All sites must be approved by the field experience faculty coordinator(s) (Dr. Evie Falda or Dr Giuliana Losapio). Additionally all students must complete and submit a field placement contract which is provided in the field experience handbook. This contract must be signed by the student, site supervisor and field experience faculty coordinator. Additionally all students are required to purchase and carry student liability insurance through The National Association of School Psychologists (NASP) http://www.nasponline.org/students/insurance.aspx or a related agency while completing any field experience. Program graduates will have expertise in both theory and practice. Particular emphasis is given to serving the needs of children of diverse cultural and linguistic backgrounds. Our goal is to prepare graduates to function as competent school psychologists with the necessary knowledge base and skill set needed to carry out the complex duties demanded by our field.
PROGRAM OBJECTIVES

The objectives of the program are drawn upon the National Association of School Psychologists (NASP) 10 domains of School Psychology Training and Practice. For more information on NASP and the standards set please visit http://www.nasponline.org.

Objectives of the program are to provide students with:

1) Knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs and measuring progress and outcomes. (DOMAIN 1- Data Based Decision Making and Accountability)

2) Ability to apply varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. (DOMAIN 2- Consultation and Collaboration)

3) An increased understanding of biological, cultural and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curricula and instructional strategies. (DOMAIN 3 - Interventions and Instructional Support to Develop Academic Skills)

4) Knowledge of biological, cultural, developmental and social influences on behavior and mental health behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health (DOMAIN 4: Interventions and Mental Health Services to Develop Social and Life Skills)

5) A greater understanding of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health (DOMAIN 5- School Wide Practices to Promote Learning)

6) Enhanced skills in research and principles related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention and evidence-based strategies for effective crisis response. (DOMAIN 6: Preventive and Responsive Services)

7) Increased knowledge of principles and research related to family systems, strengths, needs and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. (DOMAIN 7: Family-School Collaboration Services)

8) A deep understanding of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance service (DOMAIN 8: Diversity in Development and Learning)

9) Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings (DOMAIN 9: Research and Program Evaluation)

10) Understanding of the history and foundations of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice (DOMAIN 10: Legal and Professional Practice)
PROFESSIONAL CERTIFICATION

Upon successful completion of the 63 credit program (including the 300 hour practicum and 1,200 hour internship requirements), graduates will be eligible to apply for certification as a school psychologist in New York State. Application information for NYS candidates can be accessed online through The New York State Office of Teaching Initiatives at http://www.highered.nysed.gov/tcert/teach/home.html

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


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

REQUIREMENTS FOR ADMISSION TO THE SCHOOL PSYCHOLOGY PROGRAM

The following are admission requirements:

1) Completion of a Baccalaureate degree from an accredited academic institution.

2) A minimum undergraduate and graduate grade point average of 3.0 (on a 4.0 scale)

3) A minimum of 12 semester hours of psychology courses or related social science courses AND a course in statistics.

4) Application for admission to the Graduate School of Psychology

5) Official undergraduate and graduate transcripts to be included unopened and sent in with your complete application packet.

6) An interview (individual or group) by faculty member(s). Each applicant will be asked to provide a brief spontaneous writing sample.

7) Two letters of reference from employers and/or professors. These letters should address the candidate’s ability to succeed in graduate school.

8) A personal statement of the applicant’s goals and objectives, including reasons for choosing the field of school psychology and for applying to Touro.

9) Proof of immunization: MMR (Measles, Mumps and Rubella).
SELECTION PROCESS
Applicants will be informed in writing of the Masters in School Psychology Admissions Committee’s decision. If offered a place in the School Psychology program, a deposit will be required from the applicant to confirm his/her intention to attend.

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

TRANSFER CREDIT POLICIES
Students who have taken relevant graduate level courses at other accredited institutions may apply to transfer up to 12 credits with written permission of the School Psychology program director.

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

TUITION AND FEES 2014-2015 ACADEMIC YEAR
For details about tuition and fees of the programs, see instructions inside of each program's description.

<table>
<thead>
<tr>
<th>Tuition 2014-2015</th>
<th>$1750 per course (MS in School Psychology Program)</th>
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<tbody>
<tr>
<td>Application Fee</td>
<td>$50 (non-refundable)</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$100 per semester (non-refundable)</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50 per semester</td>
</tr>
<tr>
<td>Materials Fee</td>
<td>$175 for PSY 622, 624, 628, 633 and 701 courses only in School Psychology Program</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$10 per transcript</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$50 Fall &amp; Spring</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$200</td>
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<tr>
<td>Returned Check Fee</td>
<td>$40</td>
</tr>
</tbody>
</table>

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

TUITION REFUND SCHEDULE

WITHDRAWAL POLICY
In the event you wish to drop any or all classes, please be sure to speak to your Bursar representative before doing so. In accordance with the withdrawal policy, dropping classes or non-attendance may result in a tuition liability and all or partial loss of Financial Aid. Please contact Mr. Nelson Diaz (Phone: 212-463-0400 x 5751, email: nelson.diaz@touro.edu).

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 tuition refund schedule will apply:

WITHDRAWING FROM ALL CLASSES: FALL & SPRING SEMESTERS

<table>
<thead>
<tr>
<th>Before the opening of class</th>
<th>100% of tuition</th>
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</thead>
<tbody>
<tr>
<td>No later than the first class session</td>
<td>90% of tuition</td>
</tr>
<tr>
<td>No later than the second class session</td>
<td>75% of tuition</td>
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<tr>
<td>No later than the third class session</td>
<td>50% of tuition</td>
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<tr>
<td>No later than the fourth class session</td>
<td>25% of tuition</td>
</tr>
<tr>
<td>After the fourth class session</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

WITHDRAWING FROM ALL CLASSES: SUMMER SEMESTER

<table>
<thead>
<tr>
<th>Before the opening of class</th>
<th>100% of tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>No later than the first class session</td>
<td>60% of tuition</td>
</tr>
<tr>
<td>No later than the second class session</td>
<td>20% of tuition</td>
</tr>
<tr>
<td>After the third class session</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

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

BURSAR OFFICE
Phone (212) 463-0400 x 5751
Email: nelson.diaz@touro.edu.

FINANCIAL AID

Matriculated students may also apply for a Stafford Loan. This loan is based on the amount requested and the student's financial need. The loan may be subsidized or unsubsidized or a combination of both. A free Application for Financial Aid (FAFSA) is required before applying for a Stafford Loan. A Financial Aid Transcript is also required from all post-secondary institutions that a student attended. This transcript is mandatory regardless of whether financial aid was received at the institution(s) attended or not.

For more information, please contact Naomie Ganthier through the Office of Financial Aid
Phone: 212-463-0400 x 5322
REQUIREMENTS FOR COMPLETION OF THE SCHOOL PSYCHOLOGY PROGRAM

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

B. Grade Point Average: Students must maintain a B (3.0) grade point average in order to remain matriculated in the program as well as this average being required to receive financial aid.

C. Student Advisement Meetings: All students will be required to meet with their assigned faculty advisor at least once per semester to ensure that all program requirements are being met successfully.

D. Seminars: New York State law mandates that all students provide documentation that they have completed seminars in (a) child abuse identification and reporting, (b) school violence prevention and intervention and (c) harassment, bullying, cyber bullying and discrimination before receiving certification. For further information and/or to register for these required seminars please contact Onika Oliver at: Onika.oliver@touro.edu

E. Culminating Experience-Professional Performance Based Portfolio – All students in their internship year will be required to prepare a Professional-Performance based Portfolio for submission to the faculty. Students must receive a minimum passing score of 80% on the portfolio to graduate. The requirements of the portfolio include:
   a) Table of Contents: Students should indicate to which NASP standard(s) each work sample and reflection corresponds to. See www.nasponline.org/certification/FinalStandards.pdf
   b) Personal Statement: current professional accomplishments and long term professional goals
   c) The student’s current resume or CV
   d) 2 work samples required in 10 separate sections to match each of the 10 NASP domains.
   e) A summary page should be included at the beginning and end of each section.

F. Sample portfolios and grading rubrics are available from the program office. PRAXIS EXAMINATION: All students graduating must complete the Praxis II (specialty exam) in school psychology NO later than March of the year they intend to graduate. Their scores must be reported to the program office and are required as part of national certification as a school psychologist. Registration information can be obtained from the Educational Testing Service (ETS) at 609-771-7395 or at www.ets.org/praxis. The test code is (0401) and is administered as a paper/pencil exam on Saturdays or an alternative day of the week if requested due to religious observance. For students who are admitted and/or re-enter the program as of Fall 2015 a passing score on the PRAXIS exam is required for graduation. Students may retake the exam if the passing score is not achieved on the first time but are required to submit a passing score no later than May 1st to be cleared for graduation.

G. Student Professional Behavior: Students must demonstrate professional academic and work characteristics including ethical and legal conduct. All students must follow the APA and NASP Ethical codes. Academic Integrity policies can be found at www.touro.edu/students/policies/academic-integrity/

H. Requirements to Advance to Practicum and Internship: Students must successfully complete all pre-requisite coursework needed to advance to practicum and internship. Most courses require a
minimum grade of B. It is possible to complete some courses with a grade of C; however, the cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section for more specific details. NOTE students may not begin their internship until they have successfully completed 300 practicum hours and the concurrent course (PSY 749 Practicum Experience).

I. Continuity of Study: Student leaves or a break in continuity requires a review by the faculty before candidates can return to the program and study is resumed. These reviews may result in having to repeat outdated coursework or additional requirements to ensure that the competencies are maintained. Students who have taken more than 2 semesters where they were not registered for any courses must formally reapply to the school psychology program and meet all requirements that are current of the present handbook (e.g., Passing Praxis score, etc)

J. Exit Interview: All students will be required to complete a short exit interview with one of the school psychology faculty members with the purpose of this interview being an assessment of the student’s overall program satisfaction as well as providing career guidance.

FIELD BASED EXPERIENCES: PRACTICUM AND INTERNSHIP

General Guidelines

All practicum and internship sites must be approved prior to the start of a student’s formal practicum and/or internship experience. While Touro will assist students in finding a placement, Touro College is not responsible for securing a placement for any individual student. For more details on field experience requirements, students should carefully read and understand the requirements of the field experience handbook which may be obtained from the following website: http://legacy.touro.edu/dgsp/psy/docs/FieldExperienceHandbook.pdf

Practicum Eligibility and Guidelines

Practicum requires a minimum of 300 hours which must be completed in a school based setting or a closely related agency under the supervision of a certified school psychologist or licensed psychologist. In order to be eligible to begin your practicum experience and register for the required seminar (PSY 749) all students must have completed the required prerequisites listed in the course description section with a grade of B or higher. NO EXCEPTIONS will be made to this policy. Students may not take practicum if they are “repeating a course” during the same semester that is a prerequisite to practicum. Students who wish to complete their practicum experience at a NYC Department of Education public school must consult with the program director to obtain the necessary paperwork required. Additionally, all students must purchase and carry student liability insurance through NASP. http://www.nasponline.org while completing any field based experience. Students must submit field placement contracts to the field experience coordinator which must be signed and approved by the site supervisor and Touro school psychology field placement faculty coordinator. Students who receive an unsatisfactory rating from their site supervisor will not receive credit for any practicum hours and will need to repeat both the course and field experience. Additionally, students who earn less than a C for the course (PSY 749) will also need to repeat BOTH the practicum course and the field based requirements prior to proceeding to internship.
Internship

Students are encouraged to begin applying for internships beginning approximately one year before the experience will commence. Students must have successfully completed their practicum requirements (300 hours with a satisfactory rating) and PSY 749 with a grade of C or higher to be eligible to begin their internship. Students must purchase and carry student liability insurance through NASP or a related agency. Any student who wishes to complete their internship MUST have their site secured and submit all required paperwork to the program director NO later than May 1st.

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

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

Each internship site is visited by program faculty at least once during the middle of the internship year. A faculty member also communicates with the internship site personnel during the school year. All interns are required to complete internship contracts and planning forms prior to the beginning of the internship placement. Each intern is evaluated in writing (using the Touro internship evaluation form) by the internship supervisor each semester. Three additional forms are completed by supervisors in accordance with NASP requirements. All internships start at the beginning of the academic year except by special permission. Internships conclude when the hourly requirements have been met, with the understanding that these dates must also be satisfactory to the school/agency. Interns are expected to continue at their placements during Touro’s semester breaks 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. Consultation and collaboration
3. Interventions and instructional support to develop academic skills
4. Interventions and mental health services to develop social and life skills
5. School-wide practices to promote learning
6. Preventive and responsive services
7. Family-school collaboration services
8. Diversity in development in learning
9. Research and program evaluation
10. Legal, ethical, and professional practice

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

**Internship Portfolio**

Finally, all students are required to submit a culminating internship portfolio that must include the following elements

a) Table of Contents  
b) Student’s current resume/CV  
c) Personal statement  
d) 3 work samples for each of the 10 NASP practice domains as well as a description of the course content taken in which they acquired the skills represented in each practice domain. Portfolios may be submitted in a paper (binder format) or online. Samples of each type of portfolio are available by request.

Students who submit portfolios that do not meet or exceed the minimum standard (80% or higher) by the required deadline will be ineligible to graduate on time. Thus it is essential that the preparation of the portfolio is organized and completed in a timely fashion. The deadline for submitting internship portfolios is announced in the fall semester of a student’s graduation year. It is encouraged BUT not required that you complete your portfolio using an online/web based format. Please contact the program director for both written and online samples.
PLANS OF STUDY

The following are the courses of study required for completion of the M.S. in School Psychology at Touro College. It is possible to complete the program as a full time (3 year) student or by following the Part-Time (4 year option). Completion of 21 courses (63 credits) leads to the MS degree. In addition, 2 seminars in child abuse and school violence prevention are required for NY State Department School Psychology Certification. Full course descriptions are located at the end of this handbook.

**TREE YEAR FULL TIME PLAN OF STUDY**

<table>
<thead>
<tr>
<th>Fall (Year 1)</th>
<th>Spring (Year 1)</th>
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</thead>
<tbody>
<tr>
<td>PSY 603- School Psychology Proseminar</td>
<td>PSY 612 Psychometric Theory</td>
</tr>
<tr>
<td>PSY 604- Statistics for School Psychologists</td>
<td>PSY 629 Behavior Management and Evidence-Based Interventions</td>
</tr>
<tr>
<td>PSY 620- Developmental Psychology</td>
<td>PSY 630- Individual and Group Counseling</td>
</tr>
<tr>
<td>PSY 624- Cognitive Assessment: School Age</td>
<td>PSY 633- Educational Assessment</td>
</tr>
<tr>
<td>Fall (Year 2)</td>
<td>Spring (Year 2)</td>
</tr>
<tr>
<td>PSY 623 Developmental Psychopathology</td>
<td>PSY 660 Consultation</td>
</tr>
<tr>
<td>PSY 632 Multicultural Counseling</td>
<td>PSY 625 Educational Intervention Strategies</td>
</tr>
<tr>
<td>PSY 628 Assessment of Social and Emotional Functioning</td>
<td>PSY 701- Integrating Evaluation and Report Writing Skills</td>
</tr>
<tr>
<td>PSY 622 Cognitive Assessment: Infancy and Early Childhood</td>
<td>PSY 749 Practicum Experience</td>
</tr>
<tr>
<td>Fall (Year 3)</td>
<td>Spring (Year 3)</td>
</tr>
<tr>
<td>PSY 601 Biological Foundations of Learning</td>
<td>PSY 634 Introduction to Child Neuropsychology</td>
</tr>
<tr>
<td>PSY 750 Internship I</td>
<td>PSY 751 Internship II</td>
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<td></td>
<td>PSY 645 Research Design</td>
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**FOUR YEAR (PART TIME) PLAN OF STUDY**

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<tr>
<th>Fall (Year 1)</th>
<th>Spring (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 603- School Psychology Proseminan</td>
<td>PSY 612 Psychometric Theory</td>
</tr>
<tr>
<td>PSY 604- Statistics for School Psychologists</td>
<td>PSY 629 Behavior Management and Evidence-Based Interventions</td>
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<tr>
<td>PSY 624- Cognitive Assessment: School Age</td>
<td>PSY 630- Individual and Group Counseling</td>
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<tr>
<td>PSY 633- Educational Assessment</td>
<td>PSY 633- Educational Assessment</td>
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<tr>
<td>Fall (Year 2)</td>
<td>Spring (Year 2)</td>
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<tr>
<td>PSY 620 Developmental Psychology</td>
<td>PSY 660 Consultation</td>
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<td>PSY 623 Developmental Psychopathology</td>
<td>PSY 625 Educational Intervention Strategies</td>
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<tr>
<td>PSY 628 Assessment of Social and Emotional Functioning</td>
<td>PSY 630 Individual and Group Counseling</td>
</tr>
<tr>
<td>PSY 622 Cognitive Assessment: Infancy and Early Childhood</td>
<td>PSY 628 Assessment of Social and Emotional Functioning</td>
</tr>
<tr>
<td>Fall (Year 3)</td>
<td>Spring (Year 3)</td>
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<tr>
<td>PSY 622 Cognitive Assessment: Infancy and Early Childhood</td>
<td>PSY 701 Integrating Evaluation and Report Writing Skills</td>
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<td>PSY 632- Multicultural Counseling</td>
<td>PSY 749 Practicum Experience</td>
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<td>Fall (Year 4)</td>
<td>Spring (Year 4)</td>
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<tr>
<td>PSY 601 Biological Foundations of Learning</td>
<td>PSY 634 Introduction to Child Neuropsychology</td>
</tr>
<tr>
<td>PSY 750 Internship I</td>
<td>PSY 751 Internship II</td>
</tr>
</tbody>
</table>

* Each course is 3 credits.
* Some courses may be offered during the summer; however the program does not require summer coursework.
* Students wishing to pursue the bilingual extension certificate need to take an additional 3 courses offered through the TESOL division within the Graduate School of Education. (EDPS 671; EDPS 672 and PSY 698).
GRADING POLICIES

Grade Definitions:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>98</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>94</td>
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<td>B+</td>
<td>87</td>
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</tr>
<tr>
<td>F</td>
<td>0</td>
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</tr>
</tbody>
</table>

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 can officially drop the course up to midpoint of the class. Not included in calculating the student’s GPA.

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

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

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.
Specific Grading Policies

The following grading policies are in effect as of September 2013 Fall 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 GPA of “B” (3.0) or higher in order to remain in good academic standing.

2) Students MUST retake any Assessment or Practice Skill course (PSY 622; PSY 624; PSY 628; PSY 629; PSY 630; PSY 660; PSY 633; PSY 701; PSY 749) in which they earn a grade of B- or lower. Students who earn less than a “B” in the retaken course may be dismissed from the program. Note: Students MAY NOT register for PSY 701 or PSY 749 until they have successfully completed Assessment or Practice Skill courses PSY 622, PSY 624, PSY 628, PSY 629, PSY 630, PSY 633, PSY 660 with a grade of “B” or higher.

3) Students must retake any other course for which they earn a grade of C- or lower. 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 (2) courses in the full program, and no individual course may be repeated more than once.

5) When passed courses (e.g., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student’s GPA. The credit value for the course taken earlier is reduced to “0”, and the course remains on the student’s transcript.

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 to the instructor prior to the last meeting of the course or the due date of the final assignment, whichever comes first. Any such request beyond that point requires the approval of the program director and dean.
   b) Students are expected to reach an agreement, in writing, on completion of required work with the instructor and to file a copy of that agreement with the program director. Students are allowed a maximum of two semesters to complete the coursework related to grades of “INC”.
      After two semesters, a grade of “INC” is automatically converted into an “F”.
   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:

a) Discuss their course work with the instructor and review the grading policies for the course.

b) 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 a 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 within 14 days of receiving it.

C) If the instructor’s decision on the student’s grade review request is challenged by the student the dispute should be referred to the program director, who will either deny the request or grant it by remanding the matter back to the instructor with written instructions for reconsideration.
d) The student may appeal of the resolution results from the program director may be made to the Chair of The Touro Graduate School of Psychology Academic Standards Committee. Such appeal must be in writing and must be received by the Chair of the Academic Standards Committee within 10 days of the program director’s determination. Any appeal not received by the Chair of the Academic Standards Committee within 10 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). A detailed description of these policies can be found at http://www.touro.edu/students/.

The two fundamental components of the School’s SAP policy:

1) The Master’s program in School Psychology is 63 credits in length and typically takes 6 semesters to complete on a full time basis or 8 semesters on a part 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.

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 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 course
2) Earns a grade of “D” or lower in any course
3) Needs to repeat more than 2 individual courses or take the same course for a 3rd 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 GPA or higher 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.

Since not all School Psychology courses are offered every semester, students on probation also may find themselves “out of sequence” in their progression through 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 department, an unexpected military deployment or other serious circumstances outside of the student’s control.

**REQUEST FOR STUDENT ACCOMMODATIONS**

Under the Individuals with Disabilities Education Act (IDEA) law, students with a documented learning, medical or other disability must provide a medical and/or psycho-educational evaluation to the chair of the Student Disability Services Committee. Upon review of the documentation submitted, The Student Disability Committee will determine what accommodations are necessary and will provide continuous support for the student’s success. Please note that a student requesting accommodations of any kind for any reason MUST inform the program director in writing who will submit this request to be reviewed by the disabilities committee. Forms must be completed prior to any consideration of accommodation which will be provided to the student by the program director. Please note that accommodations granted by The Touro Student Disability Services Committee only extend to Touro coursework. Any request for accommodations for PRAXIS II testing (which is a requirement for graduation) must be processed through The Educational Testing Services (http://www.ets.org). Students with documented disabilities are encouraged to contact ETS early in their graduate program studies to find the specific procedures and documentation necessary to receive accommodations for the PRAXIS as they may vary based on each individual student circumstance.
COURSE DESCRIPTIONS

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

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

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. 3 credits

Prerequisites: Grade of C or higher in BOTH of the following courses (PSY 620, PSY 623)

PSY 603 School Psychology Proseminar
This introductory course provides theoretical and practical understanding about the field of school psychology. School Psychology students learn the importance of and roles of school psychologists. The course focuses on historical influences upon the field of school psychology, ethical considerations, and a school psychologist’s roles in the areas of assessment, diagnostics, consultation, counseling, and interventions. 3 credits

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. 3 credits

PSY 612 Psychometric Theory
The course introduces the student to basic and advanced concepts in psychometric theory, including technical principles of psychological testing, reliability, validity, and test item considerations. Emphasis will be placed on the application of psychometric theory to measurement problems in applied settings. Statistical concepts related to test theory, such as correlation and regression, are also reviewed. Students
are expected to have a basic background in the fundamentals of descriptive and inferential statistics. 3 credits

*Prerequisite: Grade of C or higher in 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 Piaget’s cognitive developmental theory, Vygotsky’s socio-cultural theory of child development and learning; periods of child development from birth through adolescence, seen in cultural context, with implications for learning and teaching; integration of theory and research findings from the fields of developmental and educational psychology; and multicultural contexts for growth, development, and learning with diverse student populations. 3 credits

**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-IV), 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. Students will be required to administer, score and interpret assessments described. 3 credits

*Prerequisites: Grade of B or higher in BOTH of the following courses (PSY 624, PSY 633)*

**PSY 623 Childhood and Adolescent Psychopathology**
The course focuses on the diagnostic criteria and prevailing best practices in assessment, intervention and service provision for children with special needs. Instruction concentrates on development of students’ knowledge base of childhood disorders and their diagnostic criteria. Students develop an understanding of differential diagnosis and work with both the educational classification system and psychological diagnostic system. The school psychologist’s role as educational and mental health professional in the school system and as consultant to administrators, teachers and parents is discussed. The overall model represented focuses on ecological/contextual contributions to development of interventions for children with special needs, in both special and general education settings. 3 credits

*Prerequisite: Grade of C or higher in BOTH of the following courses (PSY 603, PSY 620)*
PSY 624 Cognitive Assessment: School Age
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. Students will be required to administer, score and interpret cognitive assessments to school age children. Combined lecture – practicum experience. 3 credits
Co-requisites: 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. 3 credits

PSY 628 Assessment of Social-Emotional Functioning
This course introduces students to major personality measures that are commonly used in school-based practice, and trains students to administer, score, interpret, and report on these measures. The course covers theory and practice. Students will be required to administer, score and interpret social-emotional assessments. 3 credits
Prerequisites: Grade of B or higher in the following courses (PSY 624; 633)

PSY 629 Behavior Management and Evidence-Based Interventions in an Educational Setting
Content covered presents basic theory and practice in the applications of behavioral principles to school psychology practice. Students are introduced to evidence-based practice and begin to learn to apply the material learned to typical situations encountered by the school psychologist. Emphasis is on learning about assessment and intervention in an integrated manner. 3 credits

PSY 630 Individual and Group Counseling
Techniques of counseling children and adolescents in both individual and group formats are emphasized. 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. 3 credits

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. 3 credits

*Prerequisite: Grade of B or higher in PSY 630*

**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. Students will be required to administer, score and interpret educational assessments. 3 credits

*Prerequisite: Grade of B or higher in PSY 624*

**PSY 634 Introduction to Child Neuropsychology**

An introduction to the theory and practice of neuropsychological assessment within school age-populations is covered. 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: Grade of C or higher in ALL of the following courses (PSY 620, PSY 623, PSY 601)*

**PSY 645 Research Design**

In this advanced level course, various approaches and techniques for conducting behavioral and social research are covered 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. Students complete a series of culminating individual research papers which integrate skills taught.

*Prerequisites: Grade of C or higher in BOTH of the following courses (PSY 604, PSY 612)*

**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. Students will be required to apply these skills in practicum and/or other field based experience. 3 credits

**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 psycho-educational reports. Report-writing
format and the interpretation of test results is discussed and practiced. Test protocols for cognitive, visual-perceptual-motor, personality and achievement tests are reviewed and interpretations analyzed. Analyses are applied to case studies of diverse, handicapped student populations and integrated into full reports, first with guidance and then independently. Combined lecture – practicum experience.

Prerequisites: Grade of B or higher in ALL of the following courses (PSY 624, PSY 633, PSY 628, and PSY 622). 3 credits

*PSY 749 Practicum Experience

This three-credit course requires students to complete supervised field-based assessment, clinical, and consultation experiences prior to internship. The course includes a weekly seminar in which students present and discuss clinical and consultation cases, review assessment results, and work as a team to develop data-based intervention strategies. A minimum of 300 hours must be completed in a school setting and/or a closely related agency approved by the field experience faculty coordinator. Students are required to receive successful evaluations from their site supervisors in order to obtain credit for this course/practicum hours. 3 credits

Prerequisites: Grade of B or higher in ALL of the following courses (PSY 624, PSY 633, PSY 628, PSY 629; PSY 630 and PSY 622). Additionally all students must obtain permission to complete your practicum hours through an approved site.

*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. A minimum of 1200 hours must be completed with successful evaluations from the site supervisors. At least 600 of the 1200 hours (1/2) must be completed in a school setting. 3 credits each semester (e.g., PSY 750-3 credits; PSY 751- 3 credits).

Prerequisites: Grade of B or higher in ALL of the following courses PSY 624, PSY 633, PSY 628, and PSY 622; PSY 628; PSY 629; PSY 630; PSY 660; 701 and 749. Additionally all students must obtain permission to complete your practicum hours through an approved site. 3 credits

*Students should consult the Field Experience Handbook for more detailed information and required forms pertaining to completing their practicum and internship experiences. This document can be located and downloaded at gsp.touro.edu/students (see “Program Handbooks”).
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