BROOKLYN CAMPUS

LONG ISLAND UNIVERSITY

School of Education
Department of Human Development and Leadership

SCHOOL PSYCHOLOGY GRADUATE PROGRAM

Student Handbook

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TABLE OF CONTENTS

From Cecelia Traugh, Dean, School of Education 3
From Amy Ginsberg, Chair, Department of Human Development and Leadership……..4
Program Overview 5
Policies and Procedures 8
- Grade Requirements and Incompletes 8
- Limited Matriculation……8
- Time Limit for Completion of Program 8
- Advisement and Registration 8
- Policy Concerning Previous Syllabi 9
- Evaluation of Student Progress 9
  - Grade Point Average 9
  - Grades in Diagnostic and Assessment Courses 9
  - Incomplete Grades 9
  - Student Disposition Review……...9
  - Internship Evaluation 10
  - Timeliness of Progress 10
  - Probationary Status 10
- Orientation 11
- Criteria for Transfer Credit 11
- Respecializing Students 12
- Student Grievances and Appeals 12
- Borrowed Materials 12

The School Psychology Internship 14
Financial Assistance 15
Graduation Requirements 16
Certification 16
New York State Mandated Workshops 17
Course Descriptions 18
Course Sequencing and Schedules 25
- Full-time schedule 26
- Part-time schedule 28

Program Evaluation 29
Faculty: Brief Biographies 29
Contact Information 31
Appendix: Sample Forms 32

From Cecelia Traugh, Dean, School of Education

On behalf of the faculty of the School of Education, I welcome you to your study of School Psychology. You have chosen a thoughtful and rigorous program that will prepare you well to do the challenging and important work of the school psychologist.

The School Psychology program is part of the larger whole of the School of Education, and as a student in this program you are also a student in the School as a whole. The qualities of the School of Education influence the quality of the education you gain in the program, and so, I introduce two of the School's distinguishing strengths here.

First of all, we have a complete urban focus. We are located in downtown Brooklyn, and our programs attempt to draw on the strengths you, our students, bring with you as urban dwellers with a broad range of cultural knowledge. Students in the School of Education represent the full racial and cultural richness of New York City, and many are recent immigrants or come from families whose first language is not English.

Second is the foundation of values and ideas that under gird our programs. We call this foundation the KEEPS Mission Statement, and **i**t is a statement that lays out the ethical grounding of our programs. This statement declares that our mission is to prepare urban educators who value:

- **K**nowledge and intellectual inquisitiveness about children, schools, and the world.
- **E**nquiry or the collective discipline of observation, reflection, and non-judgmental description of children and their schoolwork, as well as descriptive inquiry into teaching and professional practice.
- **E**mpathy that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities.
- **P**luralism and attention to differences and to inclusion of all in the learning community of schools and in the wider community.
- **S**ocial Commitment and the building of a just and democratic society.

The Statement goes on to say:

> *All education has both an intellectual and a moral base. It is this recognition that expands the purpose of the School of Education to educate teachers, school leaders, counselors, and school psychologists who will make significant contributions not only to learners in New York City schools, but also to the families and the communities of the learners.*
>
> *Resting upon the mission of Long Island University, "to open the doors of the city and the world to men and women of all ethnic and socioeconomic background who wish to achieve the satisfaction of the educated life and to serve the public good," the School of Education strives to prepare an ethnically, linguistically, socio-economically and academically diverse student body to serve New York City public schools.*

This is the School of Education of which you are now a part. We all wish you the best for your studies here. The School Psychology faculty and I are here to help you realize your professional goals. My door is usually open, so you should not hesitate to come by and say hello.

Best wishes,

Cecelia Traugh
Dean, School of Education

From Amy Ginsberg, Chair, Human Development and Leadership

Dear New School Psychology Student:

Welcome -- and congratulations on taking a critical step toward becoming a school psychologist! With all that may be on your plate as you begin this program – including family and work responsibilities that may also demand and deserve your time, attention and energy – I am sure you have not made this decision lightly. In entering the school psychology program at Long Island University, Brooklyn Campus, you are beginning a journey of learning and professional development that will be both challenging and rewarding. At this time, you are probably experiencing a host of emotion, some of which may seem antithetical to others – excitement coupled with anxiety, curiosity joined by fear, confidence alongside self-doubt – I assure you that this is all wholly appropriate, right where you should be as take the first steps down this road.

A lot lies ahead. You will learn an enormous amount about a dynamic profession over the next 60 or so credits. You will be challenged in myriad ways to develop both personally and professionally. Rest assured, you have an extraordinary faculty to guide you. As you will soon learn, the school psychology faculty at LIU, Brooklyn, is committed to you developing the areas of knowledge and skill that are required for the ethical and contemporary practice of school psychology. My single piece of advice to you at this point is to take advantage of all that is offered to you during your time at LIU. Go to your professor's office hours, ask questions in class, revise your work whenever you are given the opportunity to do so taking into account the feedback that you are given, give 110% to every course and every field experience, develop positive connections with your professors and site supervisors, and foster solid relationships with your peers in the program.

So again, I welcome you and I commend you for committing yourself to this program and to a career focused on understanding and helping young people. If there is any assistance that I can provide during your time at LIU, please do not hesitate to contact me – send an email, give a call, or just stop by.

Sincerely,

Amy Ginsberg
Chair, Department of Human Development and Leadership

PROGRAM OVERVIEW

General Overview of the Program

The Long Island University - Brooklyn Campus School Psychology Program is a 60-credit program that is committed to training school psychologists to provide appropriate services to students of all racial, ethnic, cultural and sexual backgrounds in school based settings. Our overall mission is reflected in the KEEPS statement of the School of Education. Based on these five core values, we have developed a set of eleven competencies that we strive to facilitate and develop within our students:

- *Data-Based Decision-Making and Accountability* – All of our graduate students will develop a knowledge base of a wide and varied set of theories, models, and methods of assessment that yield information useful in identifying urban children's strengths and needs, in understanding their worldview and the difficulties which impact upon this standard, and in measuring their educational accomplishments as well as their progress throughout their life. In addition, our students will be provided with multiple opportunities to implement this knowledge base in real-world situations. This competency reflects our School of Education's KEEPS value of enquiry - the collective discipline of observation, reflection, and non-judgmental description of children and their schoolwork, as well as descriptive inquiry into teaching and professional practice.
- *Consultation and Collaboration* - All of our graduate students will develop a knowledge base of consultation techniques, theories, and practices to help school systems and families work with children to improve their educational life and mental health. In addition, students will have multiple opportunities to implement this knowledge base in school settings. This competency reflects our School of Education's concept of empathy, and development of the capacity to develop, and respond to the needs and interests of urban learners and communities.
- *Effective Instruction* – Our graduate students will develop a knowledge base of human learning processes, techniques to assess these processes as well as direct and indirect services applicable to the development of cognitive and academic skills within urban school settings. In addition, graduate students will develop an understanding of the role that second language acquisition and culture plays in the development of instructional techniques, as methods to empower urban families and school professionals to play a role in facilitating children's language and academic development. This competency reflects our School of Education's concept of pluralism and understanding of student differences as well as inclusion of all in the learning community of schools and in the wider community.
- *Socialization and the Development of Life-Skills* – Graduate students will develop a deep knowledge of the internal world of the child, human developmental processes, techniques to evaluate these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. This competency reflects our School of Education's concept of knowledge and intellectual inquisitiveness about children, schools, and the world.
- *Student Diversity in Development and Learning* – Graduate students will develop knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. In addition, our graduate students will learn to evaluate their interactions, assessments and interventions with students according to the diverse nature of the urban student body. This competency reflects our School of Education's KEEPS value of pluralism and understanding of student differences.
- *School and Systems Organization, Policy Development, and Climate* – Our graduate students will develop knowledge of general education, special education, and other educational and related services, especially as they are implemented in urban settings. They will understand that it is necessary to work

with schools and other settings as systems. Our graduate students will develop an understanding of how policy is developed as the school, local, state and federal level and will develop advocacy skills necessary to advocate for the children with which they will work. This competency reflects our School of Education's KEEPS value of social commitment and the dedication to build of a just and democratic society.

- *Prevention, Crisis Intervention, and Mental Health* – Our graduate students will develop knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Our graduate students will work to implement preventative programs to help develop resiliency as well as programs to assist during and after various human and/or natural crises. This competency reflects our School of Education's KEEPS value of empathy that rests on the human uniqueness and capacity to develop, as well as responsiveness to the needs and interests of urban learners and communities.
- *Home School Collaboration* – Our graduate students will develop knowledge of family systems, and how these systems influence student development, learning, behavior, and mental health, as well as methods to empower families to take an active role in education and mental health service delivery. This competency reflects our School of Education's KEEPS value of pluralism and attention to differences and to inclusion of all in the learning community of schools and in the wider community.
- *Research and Program Evaluation* – Our graduate students will develop knowledge of research, statistics, and evaluation methods. They will conduct investigations and program evaluations for improvement of services and use this knowledge base to evaluate the potential match between intervention programs reported in the educational or psychological literature and the diverse groups of children with which they will work. They will develop an appreciation of the use of research supported and evidence based educational techniques so that they may advocate for social justice for urban children. This competency reflects our School of Education's KEEPS value of social commitment and the building of a just and democratic society.
- *School Psychology Practice and Development* – Our students will develop knowledge of the history and foundations of the profession; of various service models and methods and of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. This competency reflects our School of Education's KEEPS value of knowledge and intellectual inquisitiveness about children, schools, and the world.
- *Information Technology* – Our students will develop knowledge of information sources and technology relevant to their future careers work. They will learn to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services to children. In addition, students will develop methods to evaluate the quality of the information sources that are available in electronic on-line formats.

Degree/Credits

The School Psychology Program consists of 60 credits, with a curriculum as follows:

- 15 credits in psychological foundations
- 9 credits in diagnosis
- 12 credits in assessment
- 15 credits in intervention
- 9 credits in fieldwork and internship courses.

The internship requires a minimum of 1,200 hours in a school setting following the successful completion of at least 48 credits.

Students may enroll in classes on either a full-time (12 credits) or part-time (9 credits or fewer) basis. Students are advised to take no more than 12 credits per semester. Summer courses are offered, although the selection is limited. The program takes a minimum of three years for completion.

Certification

The School Psychology Program fully prepares students to obtain provisional New York State certification as school psychologists. Upon completion of two years of supervised work experience, our graduates are eligible for permanent certification. Certification in other states is dependent upon the requirements of each state. Students who are interested in working as school psychologists in other states should contact that state's Department of Education to find out about its certification requirements.

Specializations

In addition to the requirements for the general School Psychology degree, students may elect to take one or both of two specializations, each of which entails another 6 credits of course work:

- **Early Childhood Specialization** prepares school psychologists to work with infants, toddlers and preschoolers and their families. This sequence consists of two three-credit courses: one that covers the administration and interpretation of infant assessment instruments, and one that explores current theory and research in infant development. This specialization does not lead to a separate New York State certification, but is designed to help our graduate students acquire the knowledge base and practical skills for working with a particularly sensitive population.
- **Bilingual Specialization** prepares school psychologists to work with linguistically diverse children and their families. It includes two three-credit courses: a course in bilingual education and a course in bilingual assessment. Students who wish to be certified as bilingual school psychologists must also receive passing scores on the Bilingual Education Assessment Test (BEA) of the New York State Teacher Certification Exams (NYSTCE), or the previously administered Target Language Proficiency Assessment (TLPA). Information regarding the BEA exam can be found at: http://www.nystce.nesinc.com/NY_viewSG_opener.asp. (It is recommended that students take the exam after they have taken and completed TAL 823)

In addition to the 6 credits of specialized course work, students are expected to fulfill at least half of their internship hours in a setting of their specialty.

POLICIES AND PROCEDURES

Grade Requirements and Incompletes

Students are expected to maintain a grade point average (GPA) of 3.00 (B) to continue in the program and graduate. Students whose GPA falls below 3.00 are placed on probation. Students whose GPA falls below 3.00 for two semesters in a row may have their status reviewed by the faculty and may be subject to dismissal from the program.

Students who receive any grade below B- in any of the assessment courses must repeat the course. These students are not allowed to apply for internship prior to successful completion of the course, indicated by a grade of B- or better. In the event that a student fails to receive a B- or above when they repeat the course the second time, the student may be placed on probation and required to undertake additional coursework as determined by the faculty or may be dismissed from the program. When a student receives a C+ or lower in an assessment course, the student may not be permitted to enroll in another assessment course until the student successfully completes that course with a B- or higher.

If a student receives an Incomplete (INC) in an assessment course, the student is not permitted to enroll in a subsequent assessment course until the INC is changed and a grade of B- or better is achieved.

If a student receives two (2) Incomplete grades (INC) he or she will be placed on probation and will not allowed to register for any other courses until all the INC's are eliminated from their records. All INC's must be completed within one academic year.

Limited Matriculation

The faculty of the school psychology program may decide to admit students whose GPA is below the required GPA of 2.75. These students will need to maintain above an overall GPA of a B through the end of the first semester placed on limited matriculation. If this GPA minimum is not met, then the student may face expulsion from the program.

Time Limit for Completion of Program

Students are expected to complete the program within five years. Students who wish to take a leave of absence for up to one year due to personal circumstances should notify the faculty in writing. A record of such permission will be indicated in the student's file.

Advisement and Registration

All full-time faculty members of the School Psychology Program advise students. Students are encouraged to meet with a faculty member at least once per semester to discuss their progress. Any actions taken by the faculty member in discussion with the student are indicated in the student's folder.

Registration for the spring semester starts in mid-November. Registration for the summer and fall semesters starts in April. Each faculty member will devote several hours per week during registration periods for student advisement. During registration periods, faculty post their advisement times on their office doors.

Currently all registration for continuing students are conducted online, however, it is strongly advised that students meet with a faculty member to discuss their program options.

Policy Concerning Previous Syllabi

It is the student's responsibility to keep all copies of their syllabi for future issues. Should a syllabus need to be requested from a former course, they should first contact the faculty member who taught the course. If that is not successful, then the student should contact the Department Administrator.

Evaluation of Student Progress

At the end of each semester, the school psychology faculty meets to evaluate the progress of students along the following criteria:

- Grade Point Average - Students are expected to maintain a GPA of 3.0. Should a student's GPA fall below a 3.0, they will be placed on probation for a period of up to one year. During the probationary period, the student will be required to work to raise their GPA above 3.0. Failure to raise one's GPA to a 3.0 or better after a year will result in dismissal from the program.

- Grades in Diagnostic and Assessment Courses – Students are expected to maintain grades of B- or better in all assessment courses; if they do not, will not be permitted to apply for the internship unless they successfully re-complete the course (i.e., receiving a B- or better).

  Upon receiving an unsatisfactory grade, students should immediately contact their professor and plan a course of action with him or her. Students may sit in on the class the following semester with the same professor (or with a different professor with the original instructor's approval), complete all of the assigned work with satisfactory performance, and request a change of grade at the end of the semester. With this arrangement, students are not required to re-register for the course, and are thus not required to pay for it again, but they are required to complete all assignments and attend the class. In the event that a student fails to receive a B- or better during the second time, the student may be placed on probation and required to undertake additional coursework as determined by the faculty or may be dismissed from the program.

- Incomplete Grades – The minimum number of INC's that a student may have is two. Students who have more than two INC's will not be permitted to register for new classes. All INC's must be completed within one academic year. Students who have an INC in an assessment course may not register for a subsequent assessment course until the previous one is completed. If a student wishes for an INC grade to be changed after completing the course assignments with a different instructor than that with whom the student originally received the INC, the original instructor must give written approval.

- Student Disposition Review – The faculty will meet to discuss all students after each one has completed 18 – 24 credits. The purpose of this meeting will be to review student performance in an attempt to provide constructive feedback to students to assist in their

personal development. The faculty has developed nine (9) criteria which are important for success within the profession of school psychology:

- Attendance
- Preparedness
- Attitude Towards Learning
- Response to Feedback from Faculty, Staff and Peers
- Reflectiveness
- Classroom Engagement and Participation
- Expressive Coherence (Written and Verbal)
- Professionalism
- Professional Attire

Copies of the Student Evaluation Review are available in the appendix of this handbook. Students who receive minimal or unsatisfactory ratings on any of the criteria listed above will be notified by mail and be asked to meet with the faculty. At this meeting, a plan of action will be developed jointly to address the area and help the student improve their performance. Students who fail to meet satisfactory criteria for (2) semesters in a row may be put on probation.

- Internship Evaluation - Internship supervisors submit evaluations of interns at the end of each semester. Students' on-site performance must be satisfactory to continue in good standing in the program.

- Timeliness of Progress Through the Program Students may not be absent from the program for longer than one semester, unless a formal request has been made and is approved in advance by the School Psychology Program faculty. A request for a leave of absence must be in writing and must include:
  - Detailed explanation why such a request has been made
  - Estimated time of return

  Should the estimated time of return be after the semester has begun, that student will be required to begin the following semester. Under no circumstances can a student return after a semester has begun and begin attending classes immediately.

  Upon receipt of a written request for a leave of absence, the faculty will meet and consider the request. The faculty's final decision will be mailed to the student. Students who do not obtain authorization for a leave of absence and do not attend the program for more than one semester will be removed from the program.

  During any semester in which a student is not enrolled in any courses, registration to maintain matriculation is required by the university.

Probationary Status

Students may be placed on probation for a variety of reasons, such as failing to obtain a GPA of at least 3.00 for a semester, obtaining a grade below B- in an assessment course, receiving two (2) INC's, or obtaining an average unsatisfactory rating on the Student Disposition Review form. Following each of these occurances

listed above, students will have a specified amount of time to correct this issue, or else they face dismissal from the program. This specified amount of time will be discussed in person with the student and the faculty.

New Student Orientation

An orientation for new students is held at the beginning of each fall semester. School Psychology faculty and several continuing students are available to answer questions and provide guidance.

Criteria for Transfer Credit and Credits at Other Universities

A maximum of 15 credits of previous graduate work may be considered for transfer. These transfer credits can ***only*** be used in substitution of courses found in the *Psychological Foundations* sequence of courses. No other courses will be substituted.

Students who wish to have courses transferred from other university programs must provide to the School Psychology Coordinator the following information:

- A written request addressed to the Coordinator of the program indicating which courses for which the student would like to receive credit and which course and courses number on their transcript corresponds.
- Official university transcripts from the student's previous university mailed ***directly*** to the Coordinator (copies submitted in person ***will not*** be accepted.)
- A hard copy of the entire university bulletin that provides descriptions of the coursework. (Please note: ***internet electronic sites nor photocopies will not serve as a substitute – the entire university bulletin must be obtained by the student and provided to the faculty***).
- Current contact information of the instructors who taught the courses in the previous universities.
- A hard copy of the syllabus must be submitted. Please note that a hard copy of every syllabus for every class must be submitted.

The faculty will then use the following criteria below to decide if the courses in question qualify for transfer:

- The course must have been a graduate level course, and must be designated as such in the university bulletin.
- The student must have received a grade of B- or above.
- Only courses taken within the last 8 years will be considered for transfer credit.
- The syllabus and bulletin information from the previous university must match the syllabus and bulletin information from the LIU School Psychology program.

Students who wish to take a course at another university while enrolled in the School Psychology Program must consult with the faculty prior to registering for the course to determine the appropriateness of the substitution. Students may only take courses in other university school psychology programs. Full-time faculty members at that university must teach these courses; courses taught by adjunct faculty will not be eligible for substitution. In addition, students will have to provide the following information to the faculty:

- A written request addressed to the Coordinator of the program indicating which courses for which the student would like to take, as well as which university the student plans on attending. In addition, the written request must indicate why the student cannot take the course at LIU.

- A hard copy of the entire university bulletin that provides descriptions of the coursework. (Please note: ***internet electronic sites nor photocopies will not serve as a substitute – the entire university bulletin must be obtained by the student and provided to the faculty***).
- Current contact information of the instructor who will teach the course in the other university.

Respecializing Students

Students with a master's degree in a related area of psychology (general, developmental, forensic, etc.) seeking a master's degree in School Psychology at LIU/Brooklyn, will be able to transfer up to 15 credits. These transfer credits can ***only*** be used in substitution of courses found in the *Psychological Foundations* sequence of courses. No other courses will be substituted.

Students with a doctorate in an applied area of psychology (clinical or counseling) or clinical psychology doctoral students at LIU/Brooklyn who wish to pursue New York State certification in School Psychology should consult the Respecialization Students' Handbook.

Student Grievances and Appeals

The faculty members of the School Psychology Program adhere to an open-door policy with regard to students' issues and complaints. Students are encouraged to see any faculty member to discuss matters of concern and the faculty member will in turn raise such issues at the next program faculty meeting or will convene an immediate meeting of the faculty if warranted.

Students who believe they have received a lower grade than they have earned are to first attempt to resolve the discrepancy with the faculty member of the course. If agreement cannot be reached, the student may appeal the grade to the program coordinator. The program coordinator, in consultation with the department chair if necessary, will attempt to mediate the situation promptly in consultation with the School Psychology faculty. If the student remains in disagreement with the decision, the student may appeal to the Scholastic Standing Committee of the School of Education.

In the event that a grievance or appeal involves the program coordinator, the student may request mediation by the department chair and the School Psychology faculty as a whole.

Borrowed Materials

In several courses, students use LIU-owned testing materials for practice. To borrow materials, the student should contact Shinelle Romeo-Walcott, the Department Administrator, by phone or by email in order to schedule an appointment; such an appointment should be made in order to return the materials. Students are expected to use the materials responsibly, and to return them fully and in good condition. In the event that assessment materials are returned with missing or broken items, students will be charged the replacement fees. Students who fail to return testing materials on time may also be subject to grade penalties, fines, and other disciplinary action.

Some suggestions for the proper care of borrowed materials are provided below:

- Upon taking out materials, please check to ensure that all pieces, protocols and other equipment are present and in good operational condition.

- Please make sure that you provide the Department Administrator with your most current contact information.
- Refrain from lending equipment, materials, or protocols to other students; should they lose them, you will be responsible.
- Store the assessment materials in a safe place, which will not be affected by flooding, heat or cold.
- Many of the assessment materials are available in various briefcases that look similar to computer notebook cases – make sure you do not leave these materials unguarded in a public place such as on campus or in a parked car.

THE SCHOOL PSYCHOLOGY INTERNSHIP

Prerequisites

Students must have a minimum of 48 credits in the School Psychology program in order to be eligible to begin internship.

Twelve (12) of these credits must be in the four assessment courses (HDL 721A, HDL 721B, HDL 722A, HDL 722B). Students must have received a minimum grade of B- in each of these courses. In addition, students must have completed at least 15 credits in diagnosis and intervention before beginning the internship. Of the following seven courses, a minimum of five must be completed before the internship: diagnosis (HDL 650, HDL 651, HDL 702) and intervention (HDL 655, HDL 657, HDL 703, HDL 757). Under most circumstances, it is expected that all of these courses be completed before the internship.

Students who have elected to undergo the Bilingual or Early Childhood specialization, the respective specialization courses (bilingual: TAL 823, HDL 724; early childhood: HDL 723, HDL 733) must be completed before beginning the internship.

Bilingual students, students of minority ethnic groups, and students with experience working with urban populations may be eligible to apply for the New York City Department of Education's Psychologist-in-Training (PIT) paid internship program. Students who are accepted into this program are placed at a New York City public K-12 school for the entire year of their internship. After completion of the internship, students may be required to work for the NYC Department of Education for a specified period of time**. Students who think they may be eligible and would like to be considered for the PIT program should see the coordinator in September of the year prior to when they anticipate beginning the internship to sign up to be considered for the program.** A list of eligible students who are recommended by the university will be submitted to the NYC Department of Education.

A Pre-Internship meeting is held at the beginning of each spring semester for all students (including PIT applicants) who are planning to begin their internship the following fall. Topics covered at this meeting include the following: how to seek and solicit internship sites, what students can expect to encounter during the internship interview, and what student can expect to encounter while on the internship. Students should make an appointment with the area coordinator early in the spring semester before the fall in which they wish to begin the internship. At that time, eligibility for the internship will be reviewed and appropriate sites will be considered. Students will also be given a Letter of Introduction and Student Readiness to share with prospective internship sites.

Students should begin as early as necessary to plan for accommodation of 1,200 total internship hours. If students are working, they should give their employers considerable leave of notice.

Internship Requirements

Students are required to complete 1,200 internship hours. Students are strongly advised to surpass this requirement and complete 1,200 hours of internship, in accordance with the Standards of the National Association of School Psychologists (NASP). The internship is typically completed in one year and will extend beyond the university's academic calendar so that hours will be completed. That is to say, students will need to continue at their internship site between semesters and after their spring semester.

Internships take place at university-approved placement sites under the dual supervision of an on-site staff psychologist and a university-based faculty member. Schools and agencies with service to school age individuals may serve as internship sites. At school settings, interns are supervised by credentialed school psychologists and at agency settings interns are supervised by appropriately credentialed psychologists.

Interns are expected to participate in a variety of activities including the intake and screening process, individual evaluations, individual and/or group counseling or psychotherapy, behavior management, consultation, interdisciplinary staff conferences, parent conferences, and professional meetings as they occur at the site. Although the specific tools included in an assessment battery differ from site to site, students are required to gain substantial experience in test administration, scoring, and interpretation. Students will write appropriate reports under the supervision of the on-site psychologist. If the student's work does not meet the site's criteria, the student will continue at the site until satisfactory completion of these requirements. A grade for the internship will not be issued until this time.

Supervision with the on-site psychologist takes place for one to two hours per week at a minimum, depending on the number of hours per week that the student is at the site. Additional time in supervision and observation is to be assigned as needed.

In addition to meeting with the on-site psychologist, the student registers for HDL 781/782, Internship in School Psychology, and attends weekly classes with a university faculty member. The student is required to attend the university seminar (HDL 781/782) until the internship is completed. Faculty instructors of the internship course are in contact with on-site supervisors by phone, email, and in-person meetings.

FINANCIAL ASSISTANCE

The Financial Services Office is located at S310. The phone number is 718-488-1037.

Graduate Assistantships are available throughout the campus on a limited basis, where students work in exchange for credit. To apply for an assistantship at the School of Education, submit your resume and cover letter indicating your intent to be considered for a Graduate Assistant to the School of Education Office Manager, Juan Rodriguez.

The New York City Department of Education offers tuition scholarships to bilingual students through the Office of Incentive Programs (718-935-2449; www.teachny.com). Applications and information can be downloaded from the website; click on Incentive Programs, then on Pupil Personnel Services, then on Bilingual School Psychology.

The New York City Department of Education provides paid internships for bilingual students and students of underrepresented ethnic groups through the Psychologist-in-Training (PIT) program. Students who are accepted into this program are placed at a New York City public k-12 school for the entire year of their internship and may be required to work for the NYC Department of Education for a specified period of time after receiving their degree.

The Department of Human Development and Leadership maintains a list of foundations that offer scholarships for graduate studies. Interested students are advised to see the Department Administrator, Shinelle Romeo-Walcott.

GRADUATION REQUIREMENTS

A grade point average of 3.00 is required for graduation, with all courses in the curriculum completed. During advisement and registration for their intended last semester in the program, students should request that the faculty member check their transcript to ensure that all requirements have been met. All requests for transfer credit or course substitutions must be submitted to the registrar before an application for graduation.

All students must take the PRAXIS exam in school psychology. The PRAXIS exam is a national exam which assesses knowledge of school psychology as related to the eleven competencies outlined earlier in the student handbook. It is recommended that students take the PRAXIS exam in their third year, and that a copy be sent to the university as proof that the exam has been taken. Information regarding the content of the PRAXIS can be found at:

http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnextoid=315baf5e44df4010VgnVCM10000022f95190RCRD&vgnextchannel=d378197a484f4010VgnVCM10000022f95190RCRD

Information regarding registration for the exam can be found at:

http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=21a32d3631df4010VgnVCM10000022f95190RCRD&vgnextchannel=a21543b2614ae010VgnVCM10000022f95190RCRD

Students must file for graduation at the Registrar's office early in the semester in which they plan to graduate. For spring graduation, the last date to apply for the May degree is typically the first week in February.

CERTIFICATION

The School Psychology Program at Long Island University, Brooklyn Campus, satisfies the requirements for New York State certification as a school psychologist. To obtain New York State certification as a school psychologist, students need to complete 60 credits of graduate courses in psychology plus a university sponsored internship at an approved setting. Students who seek certification in another state should contact that state's Department of Education to determine if they have met that state's requirements for school psychology certification.

All students who are on the Registrar's list for graduation will receive by mail the certification application and instructions for submission approximately two weeks prior to graduation. Any questions pertaining to the certification process may be directed to Cinu Samuel, HDL department advisor. Students who wish to apply on their own for state certification may do so, but they should expect that the process would take a bit longer.

Those requesting bilingual certification must have passed the BEA, or the previously administered Target Language Proficiency Assessment (TLPA), before the certification application is submitted.

Students who wish to apply for national certification as a school psychologist (NCSP) may apply through the National Association of School Psychologists (NASP). Students seeking national certification must complete a minimum of 1,200 internship hours. In addition to the successful completion of our School Psychology Program, national certification requires the passing of the National School Psychology Examination administered by the Educational Testing Service. Students interested in national certification should contact NASP at www.nasponline.org or at 301-657-0270 for more information.

NEW YORK STATE MANDATED WORKSHOPS

All applicants for certification are required to complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse and maltreatment in accordance with Sections 3003(4) and 3004 of the Education Law.

All applicants for certification are required to complete two clock hours of course work or training in school violence prevention and intervention in accordance with section 3004 of the Education Law.

The Office of Continuing Studies on the Brooklyn Campus offers these workshops every fall and spring semester. School psychology students register at the School of Education and pay a $10 fee for each workshop.

COURSE DESCRIPTIONS

Psychological Foundations

HDL 633 - Developmental Psychology I
A review of different stages of human development from birth to age 21. The course includes a review of different perceptions and conceptions of development and an exploration of the historical evolution of such perspectives. The course emphasizes early development, with a particular focus on cognitive issues. Piagetian, Eriksonian, and current theories and research findings on brain development are also reviewed. Three credits.

HDL 634 - Developmental Psychology II
A continuation of Human Development and Leadership 633 that reviews theories of personality development, attachment, and identity formation within a sociocultural context. The course covers the historical movement from theories of phase-specific development to current intersubjective theories, which locate childhood disturbances in the child's relational and sociocultural context. The emphasis is on the influence of social, environmental and experiential factors on the child's personality, learning and adjustment. Three credits.

TAL Elective Students are allowed to take a variety of courses offered within our Teaching and Learning (TAL) program. (please see page 19 for further descriptions of courses that students may take)

HDL 704 - Educational & Psychological Testing & Measurement
A presentation of basic statistical and measurement concepts such as central tendency, variability, correlation and factor analysis used to interpret test scores and understand test construction. Concepts of validity, reliability and the use of derived scores are presented. Problems of test administration and evaluation related to social, cultural, legal and ethical issues are considered. Three credits.

HDL 732 - Research Methods
An intense look at how to analyze research in psychology and education. Major statistical and measurement concepts are applied in order to understand how research problems are systematically investigated using experimental and quasi-experimental designs. Surveys and qualitative research are also discussed. Students evaluate professional literature, discuss its implications for the practice of school psychology, and design research proposals. Three credits.

Diagnosis

HDL 650 - Developmental Psychopathology
An overview of the major diagnostic categories of psychopathology in children and adolescents. Case studies are used to illustrate disorders such as pervasive developmental disorders, depression, anxiety, conduct disorders, and attention deficit and hyperactivity disorder. Consideration is given to cultural and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of the DSM-IV are discussed. Three credits.

HDL 651 - Neuropsychological Factors in Cognition and Behavior
An examination of neural anatomy and mechanisms involved in cognition, behavior, language, reading and the acquisition of other academic skills. Particular attention is paid to biological aspects of learning and behavioral disorders. Developmental neuropsychological research is examined for principles that could enhance psychoeducational assessment and remedial practices. Neurological disorders are discussed in relationship to modifications in educational placement and practice. Three credits.

HDL 702 - Diagnosis of the Learning Problems of Students
A review of the major developmental disorders among the school-age population. Particular emphasis is given to the diagnostic and learning issues of students with learning disabilities, pervasive developmental disorders, mental retardation, as well as to emotional problems and conduct disorder. Profiles, testing batteries, differential diagnosis and research findings are discussed, along with theoretical and etiological issues. Three credits.

Assessment

HDL 721A - Individual Assessment: Cognitive I
A course designed to teach students to administer, score and interpret standardized intelligence tests as part of the cognitive assessment process. This course focuses on the three Wechsler Intelligence Scales. Psychometric properties of those instruments are related to issues of interpretation. Psychological issues in intelligence testing as well as ethical and legal considerations are reviewed. Students are required to administer tests and write assessment reports based on the results. Additional laboratory hours are required. Three credits.

HDL 721B - Individual Assessment: Cognitive II
A continuation of Human Development and Leadership 721A in which students continue to learn how to assess the cognitive functioning of children by administering, scoring and interpreting intelligence tests used by school psychologists, including the Stanford-Binet Intelligence Scale—Fourth Edition. The assessment of social adaptive behavior is studied. Integration of findings with educational and other evaluation results is examined so that individual education plans can be developed. Students are required to administer tests, write assessment reports, and make case presentations. Additional laboratory hours are required. Three credits.

HDL 722A - Individual Assessment: Personality I
A course in which students administer and interpret measures of personality and examine their relationship to cognitive functioning as part of the entire assessment process. The course focuses on clinical interviews, figure drawings, sentence completion, apperception tests and the Bender-Gestalt. Students are required to administer those personality measures, make class presentations, and write reports. The interpretation of assessment data is based on theories of personality presented in the course. Cultural, ethical and legal issues are explored. Additional laboratory hours are required. Three credits.

HDL722B - Individual Assessment: Personality II A continuation of Human Development and Leadership 722A in which students continue to develop their skills in personality assessment. Emphasis is on the use of the Rorschach as well as self-reports and behavior rating scales. Students administer and interpret complete psychological evaluations and present their findings in case presentations and written reports. Interpretation of data focuses on integrating clinical findings so that specific educational plans can be developed. Cultural, legal and ethical issues are further explored. Additional laboratory hours are required. Three credits.

Intervention

HDL 655 - Behavior Management in the Classroom
The course aims to familiarize students to classroom management practices and procedures from a cognitive-behavioral perspective: Emphasis is given on behavior analysis, and especially on functional and ecological analysis. Students are expected to develop a behavior intervention plan to address a specific behavior in a classroom. Three credits.

HDL 757 - Individual Counseling in Multicultural School Settings
An introduction to major theories of individual counseling as they pertain to school settings. Individual techniques, other than psychotherapy, used to enhance self-esteem, self-awareness and social skill and to reduce adjustment problems are practiced. Crisis intervention is discussed. Issues pertaining to the counseling of culturally and linguistically diverse individuals and their families are examined. Additional laboratory hours are required. Three credits.

HDL 657 - Group Counseling in Multicultural School Settings
A presentation of contemporary theories and historical perspectives pertaining to group counseling. Students identify factors in group processes that promote growth and development in multicultural school and family environments. Students also examine and practice techniques appropriate for the resolution of personal, social and academic conflicts. Additional laboratory hours are required for students to participate in a group and analyze its dynamics. Three credits.

HDL 703 - Therapeutic Interventions with Students
A continuation of Human Development and Leadership 702 that focuses on classroom intervention issues as well as therapeutic modalities in working with children with developmental and learning disorders. Particular emphasis is given to the treatment of children with pervasive developmental disorders, learning disabilities, emotional disorders and attention deficits. Individual, family consultation and in-classroom intervention techniques are reviewed. Three credits.

HDL 714 - Consultation in Multicultural School Settings
Review consultative issues in schools to facilitate changes on the individual, team and programmatic level. Emphasis is on reviewing special issues that affect the role of psychologists and understanding the context and cultural background of different students. The importance of including the family and strategies to facilitate their participation along with strategies to address conflicts at home and between home and school are also discussed. Three credits.

Professional Practica

HDL 680 - Fieldwork: Observation in School Settings
Observations of children, their parents and teachers in a variety of general and special educational settings. Students learn informal assessment techniques, including interviews, observations and work sample analyses. Students will distinguish between typical and atypical patterns of behavior taking into consideration cultural, social and other factors. Informal assessment data are integrated into a broader framework of developmental and educational theory. Attitudes toward and expectations of individuals with special needs are discussed. The various roles of the school psychologist are examined. Additional hours in school settings will be required. Three credits.

HDL 781 / HDL 782 Internship in School Psychology
An internship in which students spend a minimum of 1,200 hours throughout the academic year in a University-approved setting under the dual guidance of an on-site staff psychologist and a University-based clinical supervisor. At least half of the hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students evaluate children, write reports, and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings are discussed. Students must apply for the internship in the semester before registration. See the placement officer for applications. Three credits for each course. Six credits total.

Bilingual Specialization

TAL 823 - Bilingualism and Bilingual/Multicultural Education
Introduction to the individual, social, cognitive and linguistic nature of bilingualism, including second language acquisition, sociology of language, and the relationship between language and culture. Students will examine the socio-political, historical, and legal foundations that have shaped bilingual and multicultural education policies, program models, and teaching and assessment practices. Issues pertaining to second language learners with diverse learning needs will be addressed. Students will develop an understanding of the distinction between language differences and language disability. Ten hours of fieldwork required. Students pursuing the bilingual extension will have an additional twenty hours of fieldwork. Three credits.

HDL 724 - Assessing the Bilingual Child
An examination of issues in the assessment of bilingual children, including the appropriate use of standardized measures, nondiscriminatory assessment, alternative approaches to the assessment of cognitive functioning, and social adaptive behavior of linguistically diverse children. Students learn when and how to conduct evaluations in the child's first or second language (or both). Students administer tests, make case presentations, and write reports. Interpretation of data focuses on integrating clinical findings so that individual educational plans can be developed. Additional laboratory hours are required. Three credits.

Early Childhood Specialization

HDL 733 - Development in Infancy and Early Childhood
An in-depth review of current research and theory in perceptual, cognitive, social, emotional and physical aspects of development from birth to age 3. Particular attention is paid to the influence of culture and environment on early development. Implications of developmental theories for assessment and early intervention practices are included. Three credits.

HDL 723 - Assessing Infants, Toddlers and Preschoolers
Students learn to administer, score and interpret the tests used to assess development in infants, toddlers and preschoolers. The focus is on the psychometric properties and the use of the Bailey Scales II and the McCarthy Scales of Children's Abilities. The use of the Stanford-Binet—Fourth Edition and the Vineland Adaptive Behavior Scales is reviewed. Play assessment and observational techniques for such age groups is presented. Techniques for assessing children with vision and hearing impairments are also addressed. Students administer tests, make case presentations, and write reports. Interpretation of data focuses on integrating clinical findings so that specific intervention plans can be developed. Additional laboratory hours are required. Three credits.

TAL Electives

TAL 801 - Issues in Urban Education - Using the School of Education KEEPS mission as a context, this course examines the intersection of individuals, families, schools, communities, and society as they exist and interact in urban settings. Through readings and class discussion, students will examine schooling from historical, philosophical, sociological, economic, and political perspectives. Factors such as language, ability, socioeconomic class, ethnicity, race, gender and sexuality will be introduced through a critical perspective in order to understand how they influence and shape urban education. Students will have the opportunity to engage in field-based research related to issues studied. Three credits.

TAL 802 - Language and Literacy - A course focusing on the relationship between oral language and literacy, highlighting the psycholinguistic and social foundations of reading. Principles of first and second language acquisition, dialectal differences, and the development of literacy in English Language Learners and bilingual children will be addressed. Students will be introduced to different philosophical approaches to teaching reading and will explore the connection between reading and writing. They will examine the cognitive and sociolinguistic processes involved in making meaning from text, including the importance of background knowledge, as well as processes underlying word recognition. The role of multicultural literature for children will be highlighted. Students will be introduced to a variety of literacy resources, including children's libraries and relevant Web sites. Three credits.

TAL 803 - Perspectives on Disability - Provides an overview of the social, political, historical, cultural and educational contexts of disability. Students will explore the history of Special Education legislation and litigation that have influenced the field, attitudes toward people with disabilities, images in the media, and different perspectives on the meaning of disability. Major issues in the fields of Special Education and Disability Studies as well as topics central to the lives of people with disabilities such as transition, employment, and self-determination will be emphasized. Three credits.

TAL 823 - Bilingualism and Bilingual/Multicultural Education*-** Introduction to the individual, social, cognitive and linguistic nature of bilingualism, including second language acquisition, sociology of language, and the relationship between language and culture. Students will examine the sociopolitical, historical, and legal

foundations that have shaped bilingual and multicultural education policies, program models, and teaching and assessment practices. Issues pertaining to second language learners with diverse learning needs will be addressed. Students will develop an understanding of the distinction between language differences and language disability. Fifteen hours of fieldwork required. Three credits. *** ***Please note: students enrolled in the bilingual extension program must take this course <u>as well as another</u> TAL elective.***

TAL 826 - Curriculum and TESOL Pedagogy - This course prepares teaching candidates to design learning environments for ELLs by examining a wide range of approaches, practices and materials for the ESL classroom. Issues in second language pedagogy and varied approaches and methods in second language teaching such as Sheltered Instruction, Community Language Learning, Total Physical Response, and the Natural and Comprehension Approaches are included. Students design and present lesson and curriculum plans and use classroom-based assessments of children's learning. They practice using technology and electronic media as well as participatory techniques, theater, role playing, games, visual arts, and music to teach ELLs. The integration of these approaches and techniques with content area and literacy instruction is emphasized. Strategies to differentiate instruction and teach in multi-level ESL classrooms are addressed. Fifteen hours of fieldwork are required. Three credits.

TAL 830 - Classroom Inquiry I - The course aims to develop and improve aspects of teaching practice through inquiring about students work with children and adolescents in classrooms and other educational settings from a phenomenological perspective. Through collaborative inquiry, students will learn disciplined modes of observation and description and a range of ways to document aspects of Teaching and Learning. They will complete a child study including the collecting and describing of the child's work and a Descriptive Review of the Child. In addition, students will investigate the assumptions about persons and knowledge-making underlying the phenomenological modes of inquiry basic to the child study. Students will begin to develop a conceptual understanding of the nature of inquiry, documentation, evidence, questions, and knowledge. Thirty hours of fieldwork are required. Three credits

TAL 844 – Environments, Practices and Play in Early Childhood. A study of the relationship between play and learning for young children and the significance of providing opportunities for choices in their interactions with the world. Students will learn how to create classroom environments that are both stimulating and reassuring to young children, that support a multicultural, anti-bias approach to learning, and that challenge gender stereotypes. The focus will be on the whole child in learning contexts that enhance physical, cognitive, social, and emotional development and aesthetic appreciation. Particular consideration will be given to the role of the group in individual learning. A variety of early childhood curricula will be reviewed. Twenty hours of fieldwork in early childhood settings are required. Three credits.

TAL 846 - Family Literacy and Parental Collaboration- This course will prepare students to design environments and curriculum for the development of language and literacy at home and the early childhood center. Collaborative and inclusive approaches to family literacy will be emphasized. These include how to work with diverse families on issues of child development, including developmental variations, the role of first and second language acquisition, bilingualism and culture in child rearing. Students will be introduced to a variety of activities and materials to promote family literacy such as children's books as well as materials on parenting, adult literacy and English as a Second Language. They will learn to create systems for referral and collaboration with other agencies, including Early Intervention Programs, to provide comprehensive services to families. Ten hours of fieldwork are required. Three credits.

TAL 851 – Curriculum Theory and Practice in Special Education: Childhood - An exploration of the role of curriculum in schools with an emphasis on teaching learners with diverse learning needs. Students will learn to evaluate the appropriateness of existing curricula for children with disabilities while developing curricula based on an assessment of learner's interests, strengths, and individual needs. Strategies and instructional technology for modifying and adapting curricula for students with varying abilities will be presented. Students will investigate the impact of NYS Learning Standards and Individualized Educational Programs (IEPs) on development and implementation of curriculum for students with disabilities. Trends and issues in the field of curriculum will be discussed in relation to the delivery of special education services. Ten hours of fieldwork are required. Three credits.

TAL 867 - Sociolinguistics and Teaching - This course addresses the relationship between language and society and their role in mediating educational success. The interplay of social class, ethnicity, age, and gender in language teaching and learning is considered. Students examine the multiple ways in which children are positioned in terms of language, ability, disability and learning. The ethnography of communication, classroom discourse, conversational analysis, and intercultural communication as well as the pragmatics of communication, linguistic variation, bilingualism, and code-switching are studied. Pidgins and Creoles, World Englishes, the politics of teaching English, and the role of the profession are addressed. Three credits.

TAL 871 - Introduction to Reading Difficulties - A course that prepares students to instruct children with a variety of reading difficulties. Current research into the nature and origin of reading difficulties, including dyslexia, will be reviewed. Students will learn how to identify reading difficulties, determine instructional needs, and use diagnostic information for instructional planning. Strategies for preventing and ameliorating difficulties in word identification, comprehension, and written language will be introduced. Three credits.

TAL 873 - Early Literacy - A course that focuses on the importance of language development as a precursor to literacy in children from birth to second grade, including children who grow up in a bilingual environment and those with developmental delays. It will address the significance of providing a language-rich environment at home and in formal educational settings that offers children opportunities to engage in meaningful acts of communication and social interaction as they construct their own ideas and theories about the principles of language. The importance of children's participation in literacy events with other children and adults as they emerge into readers and writers will be emphasized. The role of play, sensory manipulation, music, movement, story telling, children's literature and the arts in the development of language and literacy will be explored. Three credits.

COURSE SEQUENCING AND SCHEDULES

Students are strongly advised to follow the suggested full-time or part-time course sequence. Failure to do so may delay graduation.

The course schedule for each upcoming semester is posted by the middle of the previous semester. Every effort is made to keep the schedules unchanged, but modifications take place from time to time depending on faculty availability, students' requests, feedback from internship supervisors and changes in the field.

SAMPLE COURSE SEQUENCE (monolingual) Full-Time

First Year

Fall Semester

HDL 633	Developmental Psychology I
HDL 704	Measurement and Testing
HDL 721A	Cognitive Assessment I
HDL 680	Fieldwork in School Psychology

Spring Semester

HDL 634	Developmental Psychology II
HDL 721B	Cognitive Assessment II
HDL 650	Developmental Psychopathology
HDL 651	Neuropsychology

Summer Semester

HDL 732	Research Design

Second Year

Fall Semester

HDL 702	Diagnosing Children with Special Needs
HDL 722A	Personality Assessment I
HDL 655	Behavior Management in the Classroom

Spring Semester

HDL 703	Therapeutic Interventions with Children
HDL 722B	Personality Assessment II
TAL ???	TAL elective
HDL 714	Consultation Multicultural School Settings

Third Year

Fall Semester

HDL 781	School Psychology Internship I
HDL 657	Group Counseling in Multicultural School Settings

Spring Semester

HDL 782	School Psychology Internship II
HDL 757	Individual Counseling in Multicultural School Settings

SAMPLE COURSE SEQUENCE (bilingual) Full-Time

First Year

Fall Semester

HDL 633	Developmental Psychology I
HDL 704	Measurement and Testing
HDL 721A	Cognitive Assessment I
HDL 680	Fieldwork in School Psychology

Spring Semester

HDL 721B	Cognitive Assessment II
HDL 650	Developmental Psychopathology
HDL 651	Neuropsychology
TAL 823	Bilingual Education

Summer Semester

HDL 732	Research Design
TAL ???	TAL elective

Second Year

Fall Semester

HDL 724	Bilingual Assessment
HDL 702	Diagnosing Children with Special Needs
HDL 722A	Personality Assessment I
HDL 655	Behavior Management in the Classroom

Spring Semester

HDL 634	Developmental Psychology II
HDL 703	Therapeutic Interventions with Children
HDL 722B	Personality Assessment II
HDL 714	Consultation Multicultural School Settings

Third Year

Fall Semester

HDL 781	School Psychology Internship I
HDL 657	Group Counseling in Multicultural School Settings

Spring Semester

HDL 782	School Psychology Internship II
HDL 757	Individual Counseling in Multicultural School Settings

SAMPLE COURSE SEQUENCE (monolingual) Part-Time

First Year

Fall Semester

HDL 704	Measurement and Testing
HDL 721A	Cognitive Assessment I
HDL 680	Fieldwork in School Psychology

Spring Semester

HDL 721B	Cognitive Assessment II
HDL 650	Developmental Psychopathology
HDL 651	Neuropsychology

Summer Semester

HDL 732	Research Design

Second Year

Fall Semester

HDL 702	Diagnosing Children with Special Needs
HDL 722A	Personality Assessment I
HDL 655	Behavior Management in the Classroom

Spring Semester

HDL 703	Therapeutic Interventions with Children
HDL 722B	Personality Assessment II
HDL 714	Consultation Multicultural School Settings

Third Year

Fall Semester

HDL 633	Developmental Psychology I
TAL ???	TAL elective

Spring Semester

HDL 634	Developmental Psychology II
HDL ???	Individual Counseling elective
HDL ???	Group Counseling elective

Fourth Year

Fall Semester

HDL 781	School Psychology Internship I

Spring Semester

HDL 782	School Psychology Internship II

PROGRAM EVALUATION

To assess the quality of the School Psychology Program, information is sought from three sources: 1) student reactions and feedback during individual meetings and the spring gathering, 2) student and alumni responses and ratings on needs assessment surveys, and 3) feedback and suggestions of on-site mentors, adjunct faculty and colleagues within the School of Education. Based on this data, the identified needs and suggestions are prioritized and the faculty proposes a plan that includes a timetable on how to address the identified issues.

The School Psychology Program continually seeks data and maintains records on the professional experiences of our alumni. Quantitative and qualitative records are kept regarding graduation rates, employment rates and settings, and pursuit of doctoral studies and other continuing education.

THE FACULTY

Full-time faculty members are responsible for advising and supervising students and for teaching the majority of the courses in the program. The remaining courses are taught by adjunct faculty members.

Full-time Faculty

Linda Jacobs, Ph.D., received her doctorate in School Psychology from New York University and certificate in Psychoanalysis from the NYU Postdoctoral Institute in Psychoanalysis and Psychotherapy. Her undergraduate degree in English Literature was received from Brooklyn College. Dr. Jacobs worked as a school psychologist in District 15 (Brooklyn) for the New York City Board of Education for 17 years before coming to LIU as a full-time faculty member. Her private practice and research interests focus on the psychoanalytic encounter, assessment work with children in the school setting, and clinical work with parents around developmental issues and psychoeducational problems in their children.

Andrew Livanis, Ph.D., BCBA-D received his doctorate in Educational Psychology with a specialization in School Psychology from the Graduate Center of the City University of New York. He has completed his Master's in Science degree in School Psychology from St. John's University and coursework for the School Neuropsychology certification from Texas Women's University. Dr. Livanis is a doctoral level behavior analyst, and has completed his course requirements from Pennsylvania State University. Dr. Livanis worked as a school psychologist in the Lawrence Public Schools for 10 years before joining the LIU faculty. He has published research on socio-emotional curricula for students with autism, teacher-psychologist consultative relationships and cross-cultural expressions of psychopathology; he continues to explore all of these areas in his research.

Adjunct Faculty

Peter Dan, Ph.D., received his doctorate in Personality and Social Psychology from the Graduate Center of the City University of New York. Dr. Dan completed his undergraduate work in Physics as well as a master's degree in Psychology at the University of Bucharest, Romania. For over twenty years, Dr. Dan has been a school psychologist for the Committee on Special Education, District 15, of the New York City Board of Education.

Ellen-ge Denton, PsyD. completed her doctoral degree in School Psychology at St. John's University. Her clinical experience varies from applying Cognitive Behavioral Therapies to children, adolescents, families,

and psychiatric inpatients. She is currently a child psychologist at New York Presbyterian Hospital at Columbia University Medical Center. She began her research career as a COR scholar which entailed serving as the Lab Manager for the *Reactions to Victimization and Terrorism Research Project* among ethnic minorities. Since then, she has been involved in several research projects such as: racism and cardiovascular risk factors among ethnic minorities, foreign born versus native born cardiovascular disease, cross-cultural teacher burnout, and multivariate design/analysis in research. She currently continues her research, using psychometric design and multivariate data analysis of models of teacher burnout and efficacy, and has been awarded a presentation at the 2009 QTUG-SMEP Conference (Quantitative Training for Underrepresented Groups-Society of Multivariate Experimental Psychology). She continues Biobehavioral Research affiliation at Columbia University Medical Center.

Zulai Munoz, Ms.Ed. is a doctoral candidate in clinical psychology at Fielding University. She currently works as a school psychologist for the Department of Education.

Christy Mulligan, MS.Ed. graduated with a B.S. from Kutztown University with a major in psychology and a minor in political science in 1997. In 2000, she graduated with a M.S. in school psychology from Eastern College, and obtained her school psychologist certification. Professor Mulligan has worked in the Pennsylvania public school system for 7 years. During this time, she also began he PsyD at Philadelphia College of Osteopathic Medicine, where she is currently a doctoral candidate. Professor Mulligan moved to Brooklyn, NY to complete a clinical APPIC/APA accredited internship at Lutheran Family Health Center. Her current research interest is in the area of selective mutism, where she has published and presented nationally on that topic.

Paul Russo, M.S.Ed., received his master's degree in Preschool Psychology and Professional Diploma in School Psychology from Fordham University, where he also received his bachelor's degree in Psychology. Professor Russo is a School Psychologist at the Milestone School for Child Development where he provides individual and group counseling, performs consultation with parents and staff, and conducts assessments of cognitive, adaptive, and behavioral functioning of early childhood and preschool-age students.

SCHOOL PSYCHOLOGY PROGRAM
CONTACT INFORMATION

Name/Position	Phone	E-mail	Office
Dan, Peter *Adjunct Faculty*	718-488-1069 *(dept office)**	peterdan13@hotmail.com	NA
Denton, Ellen-ge *Adjunct Faculty*	718-488-1069 *(dept office)**	lngd81@hotmail.com	NA
Ginsberg, Amy *Department Chair*	718-246-6308	amy.ginsberg@liu.edu	Pratt #228
Jacobs, Linda *Faculty*	718-780-4363	linda.jacobs@liu.edu	Pratt #231
Livanis, Andrew *Faculty, Coordinator*	718-780-4053	andrew.livanis@liu.edu	Pratt #227
Mulligan, Christy *Adjunct Faculty*	718-488-1069 *(dept office) **	christy_mulligan@yahoo.com	NA
Munoz, Zulai *Adjunct Faculty*	718-488-1069 *(dept office) **	zulaimunoz@yahoo.com	NA
Rodriguez, Juan *Office Manager, School of Education*	718-488-1055	juan.rodriguez@liu.edu	Pratt #210
Romeo-Walcott, Shinelle *Department Administrator*	718-488-1069	shinelle.romeo@liu.edu	Pratt #233A
Russo, Paul *Adjunct Faculty*	718-488-1069 *(dept office) **	russopaul78@aol.com	Pratt #250
Samuel, Cinu *Certification Advisor*	718-488-1544	cinu.samuel@liu.edu	Pratt #210
Traugh, Cecelia *Dean, School of Education*	718-488-1088	cecelia.traugh@liu.edu	Pratt # 215

- Adjuncts do not have campus offices or phone extensions. If you wish to meet or speak with your professor, they can be reached before or after class. The preferred method for contact is via email.

APPENDIX

SAMPLE FORMS

Record of Contact

A Record of Contact is kept in each student's folder to document any interactions that faculty have with students regarding the program's policies and procedures, including matters such as advisement for registration, approvals of transfer credits and course substitutions.

Record of Advisement

A Record of Advisement is kept in each student's folder to document the courses the student has completed. Faculty members refer to this form and update it during each semester's advisement session for registration.

Site Information Form

This form is completed by schools and agencies to inform prospective interns of the nature of the site and the responsibilities of the School Psychology intern. Students review these forms in the process of selecting a site for the internship.

Letter of Introduction and Student Readiness

This letter is provided to students for meetings with prospective internship sites.

Internship Confirmation

This letter is sent to students at the beginning of the internship, requesting confirmation of their site and also providing information as to the completion of the Supervisor's Evaluation Form, which is provided in the same mailing.

Supervisor's Evaluation of Intern

This evaluation is completed by on-site supervisors at the end of each semester of internship. Supervisors submit the completed form to the area coordinator who keeps it on file for future reference as needed.

Former Intern Contact Sheet

This form is designed to assist School Psychology students who are preparing for the internship by enabling them to learn from the experience of former students who interned at particular sites of interest.

Student Evaluation Review

This form is completed by faculty after each student has completed 18 – 24 credits in an attempt to provide feedback to students on vital areas that are important for students' personal development.

Name: _____ ID#: _____

RECORD OF CONTACT

DATE	FACULTY INITIALS	CONTENT / ACTIONS TAKEN

Name: _____ ID#: _____

RECORD OF ADVISEMENT

Psychological Foundations	Term	Grade
HDL 633 Developmental Psychology	_____	_____
HDL 634 Developmental Psychology II	_____	_____
TAL ??? TAL elective (TAL _____)	_____	_____
HDL 704 Edu/Psych Testing and Measurement	_____	_____
HDL 732 Research Methods	_____	_____

Diagnosis	Term	Grade
HDL 650 Developmental Psychopathology	_____	_____
HDL 651 Neuropsychology	_____	_____
HDL 702 Diagnosis of Learning Problems	_____	_____

Assessment	Term	Grade
HDL 721A Cognitive Assessment I	_____	_____
HDL 721B Cognitive Assessment II	_____	_____
HDL 722A Personality Assessment I	_____	_____
HDL 722B Personality Assessment II	_____	_____

Intervention	Term	Grade
HDL 655 Behavior Management	_____	_____
HDL 757 Individual Counseling	_____	_____
HDL 657 Group Counseling	_____	_____
HDL 703 Therapeutic Interventions with Students	_____	_____
HDL 714 Consultation	_____	_____

Professional Practicum	Term	Grade
HDL 680 Fieldwork	_____	_____
HDL 781 (A,B,C) Internship I	_____	_____
HDL 782 (A,B,C) Internship II	_____	_____

Bilingual Specialization	Term	Grade
TAL 823 Bilingual Education	_____	_____
HDL 724 Bilingual Assessment	_____	_____

Early Childhood Specialization	Term	Grade
HDL 733 Development in Infancy/Early Childhood	_____	_____
HDL 723 Infant, Toddler, Preschooler Assessment	_____	_____

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SCHOOL PSYCHOLOGY INTERNSHIP
SITE INFORMATION FORM

Instructions: This form is designed to provide information about schools and agencies interested in being internship sites for School Psychology students. Completed forms are kept on file for students to review when seeking internships. Please answer all items and include any additional information that you think is important. When returning this form, feel free to include a brochure or other material about your site. Thank you for your time and interest in working with us. A stamped and addressed return envelope is provided for your convenience.

Name of School/Agency: _____

Address: _____

_____

_____

_____

Phone: _____

Contact Person: _____

Position Title: _____

Name, Degree, and Position of Potential School Psychology Intern Supervisor(s):

_____

_____

_____

_____

_____

_____

Please provide a brief description of the services provided and the students/clients served by your school or agency.

_____

_____

_____

_____

_____

Please describe the learning opportunities, responsibilities, and expectations for school psychology interns at your site.

_____

_____

_____

_____

_____

_____

Please indicate what days and times are available for interns to be at your site. If you require that interns be present on certain days or times, please indicate those times.

_____

_____

_____

Any additional information or comments:

_____

_____

Thank you again for your time and your commitment to quality training of School Psychology students.

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LETTER OF INTRODUCTION AND STUDENT READINESS

Thank you for considering a Long Island University School Psychology graduate student to serve as an intern with you. Student Name will have successfully completed the internship prerequisites and will be ready to begin the internship in Fall 200X. Student Name is a student in good academic standing, having met the following requirements:

- A minimum of 48 credits of coursework toward the School Psychology master's degree have been completed.
- Within these credits, four assessment courses (two in cognitive assessment and two in personality assessment) have been completed with a minimum grade of B- in each course.
- At least five courses, and ideally seven, have been completed in diagnosis and intervention.
- A fieldwork course in observation in a school setting has been completed.
- An overall grade point average of 3.0 or better has been achieved.

If you would like, Ms/Mr Student can make available to you a copy of his/her LIU transcript as well as his/her resume for your review.

The goal of the School Psychology Internship is for students to gain experience in the role of the school psychologist through immersion in the daily activities that the school psychologist performs. Specifically, we require that our interns participate in the following activities as they occur at the site: the intake and screening process, individual evaluations, individual and/or group counseling, behavior management, consultation, interdisciplinary staff conferences, parent conferences, and professional meetings. Students are required to gain substantial experience in test administration, scoring, and interpretation. Students will write appropriate reports under the supervision of the on-site psychologist and are expected to meet the site's criteria for successful performance. Supervision with the on-site psychologist is to take place for one to two hours per week at a minimum. A total of 1,200 are suggested.

The faculty member who will be teaching the student's internship course will contact the intern's supervisor during the semester to discuss the intern's performance and to address any issues that may arise. In addition, we request that the supervisor complete an intern evaluation form at the end of the semester. Of course, the supervisor is also welcome to contact the faculty member or me at any time for any reason.

Your contribution to the high quality training of future school psychologists is much appreciated. We thank you again for joining us in this worthwhile endeavor.

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To School Psychology Internship Student:

By this time, you should have already secured a position at an internship site. **Please take a moment to confirm where you are interning and the supervision you are receiving by filling out the bottom of this page and returning it to me.** If I am not available when you come by, you can drop off the completed form in my box (Pratt 210C). **Please do this as soon as possible – I'll expect to receive it within a week or so.**

The second purpose of this letter is to provide you with the Supervisor's Evaluation Form. **Near the end of the semester, ask your supervisor to complete this form and send it back to me in the envelope provided.** It is your responsibility to make sure that your supervisor completes this form and discusses his or her impressions with you. I encourage you to seek out detailed feedback and view this as a valuable learning opportunity. As a practical matter, I will keep this form on file to be accessed if needed in the future. For example, if a future potential employer requests documentation of your internship hours and responsibilities, I will be able to provide it.

Finally, I am here to be of assistance in any way that I am able. Feel free to contact me by phone or e-mail with any questions or concerns.

(Please print neatly.)

INTERNSHIP CONFIRMATION

Date: _____

Your Name: _____
Phone Number: _____ E-Mail Address: _____

Name of Internship Site: _____

Expected # of hours this semester: _____

Supervisor's Name and Title: _____
Phone Number: _____ E-Mail Address: _____
Mailing Address: _____
_____

Additional Information: _____
_____

SUPERVISOR'S EVALUATION OF INTERN

Instructions to Supervisor:

This evaluation, to be completed at the end of each semester, serves two purposes. First, it will be kept on file at LIU to officially document the student's internship experience. When you have completed the form, please use the enclosed envelope to mail it back to me. Second, this form identifies the primary skills and activities engaged in by most school psychology interns, giving the student the opportunity to receive your feedback regarding his or her strengths and areas in need of improvement. Thus, as part of the evaluation process, please discuss your impressions with the intern who has been working with you.

Feel free to provide additional comments as you wish, using the back sides to expand upon your responses or to reflect further on the intern's work with you. Thank you for taking the time to contribute your valuable comments. If I can be of any assistance, please do not hesitate to contact me by phone at (718) 780 - 4053 or by email at andrew.livanis@liu.edu

With much appreciation for your commitment to the professional development of an LIU School Psychology student,

Andrew Livanis, Ph.D.
Internship Coordinator

_____
Intern's Name

_____ _____
Name of Internship Site(s) Date

_____
Approx. # of internship hours completed this semester

_____
Supervisor's Name

_____
Supervisor / Site Mailing Address

_____

_____ _____
Supervisor's Phone Number Supervisor's E-Mail Address

Approximately what percentage of the intern's time was spent in each of the following activities?

Observation _____ Team Meetings _____ Testing _____

Intervention _____ Supervision _____ Consultation _____

Other (please specify) _____

Please rate the intern's performance in each of the following skills / activities on a scale of 1 to 5, with 5 being the highest possible rating. Alongside the rating, please provide comments as you wish, and use the back of the page for additional space.

SKILL / ACTIVITY	RATING	COMMENTS
Diagnosis & Development		
Knowledge of childhood development	_____	
Understanding of emotional disturbance	_____	
Familiarity with neuropsychological concepts	_____	
Assessment & diagnosis of learning problems	_____	
Assessment		
Assessing infants, toddlers, & preschoolers (if appropriate)	_____	
Assessing the bilingual child (if appropriate)	_____	
Cognitive assessment	_____	
Personality assessment	_____	
Intervention		
Behavior management	_____	
Individual counseling	_____	
Group counseling	_____	
School-Related Tasks		
Responsive to diversity and multiculturalism	_____	
Understands and follows ethical principles	_____	
Participation in interdisciplinary team	_____	
Consultation with parents	_____	

Please comment on the intern's strengths:

_____

_____

_____

Please comment on areas in need of improvement:

_____

_____

_____

How has the intern responded to supervision? What do you think has been particularly valuable in the supervisory relationship?

_____

_____

_____

Any additional comments / suggestions:

_____

_____

_____

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FORMER INTERN CONTACT SHEET

To Graduating Students in School Psychology:

Please complete this brief form if you are willing to be contacted in the future by students who are interested in the site where you interned. If you would rather not be contacted, but you are willing to provide some information regarding your internship experience, please indicate the site name and answer the questions below, anonymously if you wish. An addressed, stamped envelope for you to return this form to me is provided. Thank you in advance for your cooperation. APG

Internship Site: _____
Location (Borough if NYC / Town if outside NYC):_____
Year of Internship: _____

Contact Information

Name: _____
Phone number and/or e-mail address:_____
_____
If contacting me by telephone, I am most reachable at the above number during the following days and times (for example, weekdays 9-5): _____
_____

Optional Information

On a scale of 1 to 10, with 10 the best possible experience, my internship experience was _____
One of the best aspects of my internship experience was _____
_____
A negative aspect of my internship experience was _____
_____
Other comments regarding my internship experience: _____
_____
_____
_____
_____

Student Disposition Review
School Psychology
Long Island University – School of Education

Student: _____ **Date:** _____ **Raters:** _____

Dispositions	Unsatisfactory 1	Minimal 2	Satisfactory 3	Proficient 4	Points
Attendance	Numerous tardies/early departures **OR** 4+ absences	Several tardies/early departures **OR** 3 absences	Few tardies/early departures **OR** 2 absences	Timely and consistent presence in class/school	
Preparedness	Rarely, if ever, well prepared for class/practicum/internship; e.g., evidence of completed reading/assignments and engagement of reading materials – written notes, questions, other responsibilities	Occasionally well prepared for class/practicum/internship; e.g., evidence of completed reading/assignments and engagement of reading materials – written notes, questions, other responsibilities	Usually well prepared for class/practicum/internship; e.g., evidence of completed reading/assignments and engagement of reading materials – written notes, questions, other responsibilities	Consistently well prepared for class/practicum/internship; e.g., evidence of completed reading/assignments and engagement of reading materials – written notes, questions, other responsibilities	
Attitude Towards Learning	Rarely, if ever, demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Occasionally demonstrates curiosity, creativity and flexibility regarding course content, processes an tasks; sets high expectations for self	Usually demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Consistently demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	
Response To Feedback From Faculty. Staff, and Peers	Rarely, if ever, views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Occasionally views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Usually views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Consistently views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	

Dispositions	Unsatisfactory 1	Minimal 2	Satisfactory 3	Proficient 4	Points
Reflectiveness	Rarely, if ever, willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Occasionally willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Usually willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Consistently willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	
Classroom Engagement and Participation	Rarely, if ever, participates in class discussions, asks questions, or offers opinions based on careful readings and analyses of texts and handouts.	Occasionally participates in class discussions, asks questions, or offers opinions based on careful readings and analyses of texts and handouts.	Usually participates in class discussions, asks questions, or offers opinions based on careful readings and analyses of texts and handouts.	Consistently participates in class discussions, asks questions, or offers opinions based on careful readings and analyses of texts and handouts.	
Expressive Coherence (Written and Verbal)	Rarely, if ever, communicates thoughts, logical arguments and ideas in verbal and written format in a clear, coherent manner.	Occasionally communicates thoughts, logical arguments and ideas in verbal and written format in a clear, coherent manner.	Usually communicates thoughts, logical arguments and ideas in verbal and written format in a clear, coherent manner.	Consistently communicates thoughts, logical arguments and ideas in verbal and written format in a clear, coherent manner.	
Professionalism	Rarely, if ever, shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use.	Occasionally shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use.	Usually shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use.	Consistently shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	
Professional Attire	Rarely, if ever, dresses in a manner that conveys professionalism representative of the field of school psychology.	Occasionally dresses in a manner that conveys professionalism representative of the field of school psychology.	Usually dresses in a manner that conveys professionalism representative of the field of school psychology.	Consistently dresses in a manner that conveys professionalism representative of the field of school psychology.	

Final Grading

Unsatisfactory Level:	**9 – 17 points**
Minimal Level:	**18 – 26 points**
Satisfactory Level:	**27 – 35 points**
Proficient Level:	**36 points**

TOTAL SCORE = _____

Comments:_____

_____

_____

_____