



**School of Education  
Department of Counseling and School Psychology**

**SCHOOL PSYCHOLOGY  
GRADUATE PROGRAM**

**Student Handbook**

**January 2012**

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## 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 it 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:

- Knowledge and intellectual inquisitiveness about children, schools, and the world.
- Enquiry 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.
- 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.
- Pluralism and attention to differences and to inclusion of all in the learning community of schools and in the wider community.
- Social 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, Associate Dean, School of Education**



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  
Associate Dean, School of Education

## 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:

- 9 credits in developmental foundations
- 9 credits in diagnosis
- 12 credits in assessment

- 15 credits in intervention
- 15 credits of coursework in professional issues, fieldwork and internship supervision.

In their second year, students will be required to complete a 400 hour fieldwork placement in a school setting. In their third year, students will be required to complete a 1,200 hour internship in a school setting.

Students may enroll in classes on either a full-time (12 credits) or part-time (9 credits) 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 (3) years for completion, and all students are expected to complete the program in a timely manner (within 5 years).

### 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](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**

### New Student Orientation

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

### 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 3.25 during their first 12 credits. If this GPA minimum is not met, then the student may face expulsion from the program.

### Criteria for Transfer Credit and Credits at Other Universities

A maximum of twelve (12) credits of graduate work at other universities 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 five (5) 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.

As was stipulated above, ***only*** a total of twelve (12) graduate credits may be transferred; these credits may have been taken five (5) years prior to the start of the LIU school psychology program or within five (5) years after the start date of the program. No other credits will be accepted.

### Advisement and Registration

Students have multiple options regarding advisement. First, all full-time faculty members of the School Psychology Program advise students. In addition, our Departmental Academic Advisor, **Raven Maldonado** ([raven.maldonado@liu.edu](mailto:raven.maldonado@liu.edu)) is also available to deal with any issues during your stay here. Students are encouraged to meet with a faculty member or with our academic advisor at least once per semester to discuss their progress.

Registration for the spring semester starts in mid-November. Registration for the summer and fall semesters begins in March. Currently all registration is conducted online, however, it is ***strongly*** advised that students meet with a faculty member or with the academic advisor to discuss their program options.

### Borrowed Materials

In several courses, students use LIU-owned testing materials for practice. To borrow materials, students should contact **Kathleen Prince**, Departmental Secretary ([kathleen.prince@liu.edu](mailto:kathleen.prince@liu.edu)) or **Shinelle Romeo-Walcott** ([Shinelle.romeo@liu.edu](mailto:Shinelle.romeo@liu.edu)) by phone or 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 (including INC's, which can restrict you from registering for additional classes and hold up registration or financial aid), 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.

### 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 3.25. Should a student's GPA fall below a 3.25, they will be placed on probation for a period of up to one (1) semester. During the probationary period, the student will be required to work to raise their GPA above 3.25. Failure to raise one's GPA to a 3.0 or better after one (1) semester may result in dismissal from the program.
- Grades in Prevalent Courses – Students are expected to maintain grades of B or better in CSP 721A, 721B, 722A, 722B, 655, or 714. Student who do not obtain at least a B in those courses 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 (2). 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 12 – 18 credits (i.e., roughly at the end of the first semester).

A disposition refers to a set of qualities, tendencies and attitudes that refer to aspects that are beyond academic functioning. While it is important for students to aspire to obtain

high grades in their coursework, the school psychology faculty *strongly* feel that these non-academic dispositional qualities are critical in the practice of school psychology.

The school psychology faculty have identified 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.

### Time Limit for Completion of Program

Students are expected to complete the program within five (5) 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.

### Grade Requirements and Incompletes

Students are expected to maintain a grade point average (GPA) of 3.25 to continue in the program and graduate.

Any student whose GPA falls below 3.25 is placed on **programmatic probation**. An automatic meeting is initiated between faculty and the student and at that time, a plan is developed to help the student increase his or her GPA. Students whose GPA falls below 3.25 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 following courses must repeat the course: CSP 721A, 721B, 722A, 722B, 655, or 714.*

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 CSP 721A, 721B, 722A, 722B, 655, or 714, 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 be 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.

### Programmatic Probation

Students may be placed on probation for a variety of reasons, such as: failing to obtain a GPA of at least 3.25 for a semester; obtaining a grade below B in CSP 721A, 721B, 722A, 722B, 655, or 714; receiving two (2) INC's, or obtaining an average unsatisfactory rating on the Student Disposition Review form. Following each of the occurrences 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.

### 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 chair of the department.

Appeals to the chair should take the form of a written letter (hard or electronic copy) specifying what the discrepancy is, why the student feels this discrepancy exists, and what the student wishes to have done to remediate the situation. The chair may request individual meetings with the student as well as the faculty member. After, the chair provides a written statement regarding his/her decision.

If the student remains in disagreement with the decision, the student may appeal to the Scholastic Standing Committee of the School of Education.

## **FINANCIAL ASSISTANCE**

The Financial Services Office is located at S310. The phone number is 718-488-1037. All financial aide inquiries should be directed to the Financial Services Office.

In addition, the following information can be helpful for students seeking additional financial support.

- 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, **Shinelle Romeo-Walcott**. Ms. Romeo-Walcott can be contacted via email at [Shinelle.romeo@liu.edu](mailto:Shinelle.romeo@liu.edu). Please note that there are additional forms that you will need to complete for Ms. Romeo-Walcott.
- 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](http://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 Counseling and School Psychology maintains a list of foundations that offer scholarships for graduate studies. Interested students are advised to see the Department Administrator, Kathleen Prince at [kathleen.prince@liu.edu](mailto:kathleen.prince@liu.edu).

## **ON-CAMPUS HOUSING**

The Office of Residential Life and Housing is located on the lobby floor of Conolly Residence Hall. Their phone number is 718-488-1046.

Students who are interested in securing on-campus housing should complete a housing application which is located on the Residential Life and Housing page at: <http://www2.brooklyn.liu.edu/housing/index.html>. Please note that all students must complete Housing Renewal Forms at the end of each semester if they wish to continue their on-campus housing arrangements.

## **STUDENT HEALTH INSURANCE**

Starting with the 2010-11 academic year, Long Island University has partnered with Aetna Student Health to develop a Benefit Plan that provides our students and families with more robust medical coverage at school, back home, and while traveling or studying abroad. This new Plan offers students and their dependents access to Aetna's nationwide network of doctors, hospitals, and pharmacies throughout the country, benefit maximums of \$50,000 per condition per policy year, no annual deductibles, and coverage for preexisting conditions.

The Aetna Plan is available to any and all students enrolled and registered in degree-granting programs at Long Island University, regardless of credits. School psychology students are not automatically enrolled but are eligible to purchase the same Plan on a voluntary basis for the entire policy year. Students who enter during the Spring and Summer terms can also participate in the plan with shorter coverage periods, reduced rates, and specific enrollment/waiver deadlines.

Beginning on September 1st, students can log into their My LIU account at [www.my.liu.edu](http://www.my.liu.edu) and click on the "Student Health Insurance" link from the Student Center Home Page to voluntarily enroll in the Plan, waive coverage, print temporary ID cards, and file or check claims. Coverage will be retroactive to August 15th, which represents the start of the plan year. You can also visit the Aetna Student Health website directly at: [http://www.aetnastudenthealth.com/stu\\_conn/student\\_connection.aspx?groupid=474958](http://www.aetnastudenthealth.com/stu_conn/student_connection.aspx?groupid=474958)

## **THE SCHOOL PSYCHOLOGY FIELDWORK**

The fieldwork in school psychology is a 400-hour supervised, field experience that is begun and completed in the student's second year of the LIU-Brooklyn program (third and fourth semesters). During fieldwork, students are afforded an important opportunity to practice assessment and counseling as well as experience the systemic nature of a school. The fieldwork must be completed on a full-time basis over the course of one year.

### Prerequisites

Students must have completed the following courses and have obtained a grade of B or above in order to be eligible to begin Fieldwork: CSP 721A, CSP 721B, CSP 722A, CSP 655, and CSP 714. Students with grades of INC (Incomplete) will not be allowed to begin fieldwork until they have completed the requirements for that course.

### Preparation for Fieldwork

A Pre-Fieldwork meeting is held before each spring semester for all students (including PIT applicants) who are planning to begin their Fieldwork the following fall. Topics covered at this meeting include the following: how to seek and solicit Fieldwork sites, what students can expect to encounter during the Fieldwork interview, and what student can expect to encounter while on the Fieldwork. Students should make an appointment with the area coordinator early in the spring semester before the fall in which they wish to begin the Fieldwork. At that time, eligibility for the Fieldwork 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 Fieldwork sites.

### Fieldwork Requirements

Students are required to complete 400 fieldwork hours. Fieldwork is typically completed in one year and will extend beyond the university's academic calendar so that hours will be completed, although typically, students should expect to complete 200 hour each semester.

Fieldwork take place at university-approved placement sites under the dual supervision of an on-site staff school psychologist and a university-based faculty member. Schools and agencies which service school age individuals may serve as internship sites. Fieldwork students are supervised by credentialed school psychologists.

Fieldwork students are expected to participate in a variety of activities. In their first semester, they are expected to engage in assessment-related activities and should complete at least two (2) psycho-educational evaluations. During their second semester, they are expected to engage in counseling-related activities, where they will be expected to work with one individual counseling case and one group counseling case. 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 fieldwork will not be issued until the fieldwork supervisor indicates that the student has completed these requirements in a satisfactory manner.

Supervision with the on-site school psychologist takes place for one hour per week at a minimum. Additional time in supervision and observation is to be assigned as needed.

In addition to meeting with the on-site psychologist, the student is expected to register for CSP 680B and 680C, Fieldwork in School Psychology, and attends weekly classes with a university faculty member. The student is required to attend the university seminar (CSP 680B and 680C) until the fieldwork is completed. Faculty instructors and/or the Fieldwork Coordinator will be in contact with on-site supervisors by phone, email, and in-person meetings.

**\*\*Please note: You must have secured an internship placement in order to receive credit for CSP 680B and 680C.**

## THE SCHOOL PSYCHOLOGY INTERNSHIP

The internship in school psychology is a 1200-hour supervised, culminating, and comprehensive field experience that affords the intern an important opportunity to integrate and apply the knowledge and skills acquired in previous coursework and during fieldwork. The internship must be completed on a full-time basis over the course of one year.

### 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 (CSP 721A, CSP 721B, CSP 722A, CSP 722B). Six of the credits must be in CSP 655 and CSP 714. 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 (CSP 650, CSP 651, CSP 702) and intervention (CSP 655, CSP 799, CSP 703, CSP 714, CSP 720). Under most circumstances, it is expected that all of these courses be completed before the internship.

Students with grades of INC (Incomplete) will not be allowed to begin internship until they have completed the requirements for that course.

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

### Preparation for internship

A Pre-Internship meeting is held before 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, especially if they work during daytime hours.

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 believe 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.

### Internship Requirements

Students are required to complete 1,200 internship hours. 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.

The internship experience requires the completion of 1200 hours. Of those hours, 601 must be completed in a **public school setting** anywhere in the United States; the remainder of those hours can be completed in a variety of private school settings, hospitals and/or mental health counseling centers.

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 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 CSP 781/782, Internship in School Psychology, and attends weekly classes with a university faculty member. The student is required to attend the university seminar (CSP 781/782) until the internship is completed. Faculty instructors of the internship course and/or the Fieldwork Coordinator will maintain contact with on-site supervisors by phone, email, and in-person meetings.

**\*\*Please note: You must have secured an internship placement in order to receive credit for CSP 781 and 782.**

### **STUDENT AFFILIATES OF SCHOOL PSYCHOLOGY (SASP)**

The Student Affiliates of School Psychology (SASP) refers to the student organization of the LIU-Brooklyn School Psychology program. The mission of this organization is "...to promote the field of School Psychology

in the community, while providing links between students and faculty members Long Island University. While educating students about the field of School Psychology, this organization can represent students' requests and interests in regard to the program and support desires to pursue particular areas in the field." SASP is a good way for the students attending the LIU program to form relationships with one another.

LIU-SASP holds regular meetings during the semester and sponsors a variety of events such as food drives, toy drives, charity walks, as well as other on-campus events designed to raise awareness of a variety of social issues (e.g., domestic violence, autism). Any of the faculty can assist you in locating SASP board members who can assist you in becoming involved in LIU-SASP.

## **GRADUATION REQUIREMENTS**

A grade point average of 3.25 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&vgnnextchannel=  
d378197a484f4010VgnVCM10000022f95190RCRD](http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnextoid=315baf5e44df4010VgnVCM10000022f95190RCRD&vgnnextchannel=d378197a484f4010VgnVCM10000022f95190RCRD)

Information regarding registration for the exam can be found at:

[http://www.ets.org/portal/site/ets/menuitem.  
1488512ecfd5b8849a77b13bc3921509/?  
vgnextoid=21a32d3631df4010VgnVCM10000022f95190RCRD&vgnnextchannel  
=a21543b2614ae010VgnVCM10000022f95190RCRD](http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=21a32d3631df4010VgnVCM10000022f95190RCRD&vgnnextchannel=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 have completed all requirements for graduation and are listed on the Registrar's official graduation list will be evaluated for certification eligibility. Once it is determined that you are eligible and have an official date of degree listed on your transcript, you will be contacted via email by Cinu Samuel, CSP Certification Officer, regarding the steps you must follow in order to complete your online application for certification. At that time, Ms. Samuel will submit an endorsement on your behalf which will serve as LIU's confirmation that you have completed requirements for certification.

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). 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](http://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**

## DEVELOPMENTAL FOUNDATIONS

### **CSP 633: Developmental Psychology**

This course is intended to review the different stages of human development from birth to age 21. It includes a review of different perceptions and conceptions of development and an exploration of the historical evolution of such perspectives. The emotional, cognitive, social and physical challenges that children face as they grow older will be reviewed. Major developmental theories and research findings will be presented such as Neo-Piagetian theory, racial identity development theory, developmental theories based on LGBT issues, immigration issues and second language issues. Theorists such as Bronfenbrenner, Kohlberg, Gardner, and Erickson will also be reviewed. Three credits.

**TAL Elective:** Students are allowed to take a variety of courses offered within our Teaching and Learning (TAL) department. (See pages 20 – 22 for further descriptions of courses that students may take).

### **CSP 704: Research and Measurement In Education and Psychology**

This course will provide 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 through an analysis of the assessments used in school psychology as well as research used to inform school psychology. Major statistical and measurement concepts will be applied in order to understand how research problems are systematically investigated using experimental quasi-experimental and qualitative designs. Surveys and qualitative research are also discussed. Three credits.

## DIAGNOSIS

### **CSP 650: Developmental Psychopathology**

This course will review the major mood disorders in children and adolescents with specific focus on anxiety, depression and bipolar conditions. There will be an emphasis on specific school related problems, such as social withdrawal, school phobia, eating disorders, social adjustment and peer problems, and suicide. Attention will also be given to reviewing other interfering behaviors such as elective mutism, suicidal ideation, and gang violence. Consideration will be given to cultural and social factors in making diagnoses and developing therapeutic interventions. The role of the school psychologist will be explored as well as assessment issues inherent in diagnosing psychopathology. Three credits.

**TARGETED FIELDWORK REQUIREMENT:** Students are expected to administer the following instruments: Conners Comprehensive Behavior Rating Scales, Reynolds Child Manifest Anxiety Scale, the Reynolds Child Depression Inventory, Reynolds Suicide Scale, Beck Youth Inventories, and Piers-Harris Self-Concept Scale, Symptom Checklist-90-R (SCL-90-R) as well as other assessment methods. After these scales are administered, students will be required to incorporate theories and research findings from reading and will be expected to set socio-emotional goals, and develop sample treatment plans. 40 hours.

### **CSP 651: Educational Neuropsychology**

This course will provide an examination of neural anatomy and brain functions which are most important in the acquisition of reading, writing and math skills. Mechanisms such as attention, executive functions, and working memory will be explored, and their neurological brain bases will be discussed. Developmental neuropsychological research will be examined for principles that can enhance psychoeducational assessment and remedial practices. The neural bases of bilingualism and second language acquisition will also be discussed. Neurological disorders will be discussed in relationship to modifications in educational placement, classification and practice. Three credits.

### **CSP 702: Diagnosis of the Learning Problems of Students**

This course will review the diagnostic and learning issues of students with learning disabilities, such as dyslexia, math and writing disabilities, nonverbal disabilities, attention deficit and executive function difficulties. Profiles, assessment batteries, differential diagnoses, and specific measures that facilitate the diagnosis of such disabilities will be reviewed. Research findings along with theoretical and etiological issues will be discussed. **PREREQ: CSP 651** Three credits.

**TARGETED FIELDWORK REQUIREMENT:** Students are expected to administer various assessments such as (but not limited to): Ravens Progressive Matrices, S-TOPP, Stroop, BRIEF, Achenbach, Conners to help in ruling out conditions described within the course description to children in school settings. Supervision by a school psychologist is required. The results of these assessments will be used to write social, emotional and academic goals. 40 hours.

## ASSESSMENT

### **CSP 721A: Individual Assessment: Cognitive I**

This 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.

### **CSP 721B: Individual Assessment: Cognitive II**

A continuation of 721A in which students continue to learn how to assess the cognitive functioning of children by administering, scoring and interpreting measures of cognitive ability as well as academic functioning used by school psychologists. 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. **PRE-REQ: CSP 721A** Three credits.

### **CSP 722A: Individual Assessment: Personality I**

This course aims to teach students how to administer, score and interpret the Rorschach test, through the use of the Exner Comprehensive Scoring System. The history of projective tests along with their strengths and shortcomings will be reviewed. Cultural, ethnic and language considerations will be discussed as related to the administration and interpretation of the test. Additional laboratory hours are required. **PRE-REQ: CSP 721B** Three credits

### **CSP 722B: Individual Assessment: Personality II**

This course is a continuation of 722A. It aims to teach students how to administer, score and interpret thematic apperceptive, figure drawing and sentence completion tests. Throughout the course students will be practicing report writing and will develop the ability to integrate information from the various personality assessments, including the Rorschach. Quantitative and qualitative interpretations will be reviewed. Additional laboratory hours are required. **PRE-REQ: CSP 722A**. Three credits.

## INTERVENTION

### **CSP 799 Individual and Group Counseling Practices in School Settings**

This course will focus on major counseling concepts and practices in working with children in school settings. Individual and group counseling techniques will be presented along with the rationale for offering group versus individual counseling services in school settings. The differences between skills versus process-oriented group counseling sessions will be discussed. Discussions will also be centered on current legislation that may affect school-based such as IDEA, ADA and NCLB. Three credits. Lecture hours to be followed by one-hour experiential process group. Three credits.

### **CSP 655 Applied Behavior Analysis I: Principles and Procedures**

This course will provide an in-depth analysis of the principles upon which applied behavior analysis is based, as well as an introduction to procedures that can be used to improve social and academic behaviors in all children. Students will review single subject design as well as other issues necessary to document interventions. Emphasis is placed on the application of the principles to environmental, functional and ecological analyses of behavior in a responsible ethical manner. Three credits.

**TARGETED FIELDWORK REQUIREMENT:** Students are expected to observe in schools and develop behavior intervention plans to improve specific social or academic behaviors in a classroom. A certified school psychologist will supervise students. 30 hours.

### **CSP 703: Parent Consultation and Intervention in Multicultural Settings**

This course will focus on the shifts that have occurred in child therapy, and how these changes can inform and affect consultation work with parents in a variety of multicultural settings. Topics such as developmental and attachment theory, the interactional nature of personality development and a relational understanding of emotional problems will be emphasized to highlight how interactions between parent and child become prototypes for later relational experience. The premise of parent-focused treatment rests on an understanding of the regulatory processes and attachment between parent and child; through parent consultation, the parent-child relationship is reconfigured to mitigate issues in child development. Three credits.

### **CSP 714 Academic Consultation in Multicultural School Settings**

This course will review instructional issues inherent in school systems necessary to facilitate changes on the individual, team and programmatic level. Emphasis is on reviewing instructional and learning theory as well as exploring the role of school psychologists in assisting teachers and staff to develop and monitor curriculum. Emphasis will be placed on assisting and training staff and parents to implement evidence-based curricula as well as understanding the context and cultural background of different students. Parent training programs will be reviewed and discussed and methods of crisis intervention will be elaborated upon, as well as how issues of diversity may warrant that interventions be tailored to particular backgrounds. Consultation projects will be completed in which trainees assess student strengths and weaknesses, develop interventions collaboratively with staff, and train staff to implement these interventions, monitor these interventions and assess overall effectiveness. **PREREQ: CSP 655** Three credits.

**TARGETED FIELDWORK REQUIREMENT:** Students will be required to go into schools and consult with teachers and/or administrators regarding children with academic difficulties. A certified school psychologist will supervise students. 40 hours.

**CSP 720: Community School Psychology**

This course will focus on the basic concepts of community psychology, specifically targeting school-based applications in multicultural communities. Students will have an opportunity to apply concepts of community psychology in expanding their conception of the role of the school psychologist. Themes basic to community psychology, such as the use of an ecological perspective, empowerment, diversity, social justice, and prevention, will be applied to the practice of school psychology, including areas such as systems change, school-based primary prevention, program evaluation, and advocacy. Three credits.

## PROFESSIONAL PRACTICA, FIELDWORK, AND INTERNSHIP SUPERVISION

### **CSP 680A Issues in School Psychology**

This course will explore several issues that have an impact on the practice of school psychology, such as legal mandates, public policy and ethics. Students will examine federal and state laws as well as the regulations that influence urban education in New York City and its immediate suburban neighbors. The ramifications of traditional and alternative assessments will be examined in relation to cultural, social and other factors; emphasis will be placed on students' ability to integrate alternative assessment data into a broader framework of developmental and educational theory. Attitudes toward and expectations of individuals with special needs are discussed. The various and evolving roles of the school psychologist are examined. Three credits.

### **CSP 680B: Fieldwork in School Psychology I**

Students will be required to complete 250 hours in a school setting, under the supervision of a certified school psychologist. Students will be required to complete integrated school psychological reports that will include psychological, educational and personality assessments. Furthermore, students will be taught how to develop an integrated case study project, which will include assessment information, diagnostic formulations, proposed intervention(s), implementation of the intervention(s) and monitoring of the intervention. Three credits.

### **CSP 680C: Fieldwork in School Psychology II**

Students will be required to complete 250 hours in a school setting, under the supervision of a certified school psychologist. Students will be required to complete integrated school psychological reports that will include psychological, educational and personality assessments. Furthermore, an integrated case study will continue to be worked upon in preparation for the internship case study. Three credits.

### **CSP 781: Internship Supervision: School Issues and the Prevention of Mental Health Problems**

This course is meant to provide supervision to students in the first semester of full-time internship as a school psychology interns. Emphasis will be placed on the review of service delivery models and especially on the development and implementation of alternate preventative methods of intervention to enhance students' success in schools. In addition, the course will review responses to natural disasters (e.g., floods, storms) and crises (e.g., shootings, suicides, fires) that often can and do occur in urban school settings. Students will begin their second integrated case study project in this course, which will include assessment information, diagnostic formulations, proposed intervention(s), and implementation of the intervention(s) and monitoring of the intervention. Three credits.

### **CSP 782: Internship Supervision: Integrating Perspectives in School Psychology**

This course will continue to provide supervision to support graduate students in their second semester of working full-time as a school psychology interns through direct supervision as well as seminar presentation. An emphasis will be placed on a thorough review and evaluation of perspectives that have been presented to graduate students throughout the program. Trends in the field will be analyzed as compared to students' experiences in their internship. Discussions will emphasize the role of the school psychologist as a change agent in the school system and culture. Students will discuss plans for personal growth in the field and will be educated in burnout prevention strategies as well as in methods to improve personal working conditions. Students will be required to complete their second integrated case study and will present it to peers in a presentation/ poster session. Three credits.

## 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.

### **CSP 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. **PREREQ: CSP 721A and CSP 721B** Three credits.

## EARLY CHILDHOOD SPECIALIZATION

### **CSP 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.

### **CSP 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 as well as another 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, feed-back from internship supervisors and changes in the field.

### SAMPLE COURSE SEQUENCE (monolingual)

#### **First Year**

##### Fall Semester

CSP 721A	Individual Assessment: Cognitive I
CSP 655	Applied Behavior Analysis I: Principles and Procedures
CSP 680A	Issues in School Psychology
CSP 704	Research and Measurement In Education and Psychology

##### Spring Semester

CSP 721B	Individual Assessment: Cognitive II
CSP 714	Academic Consultation in Multicultural School Settings
CSP 722A	Individual Assessment: Personality I
CSP 651	Educational Neuropsychology

#### **Second Year**

##### Fall Semester

CSP 680B	Fieldwork in School Psychology I
CSP 722B	Individual Assessment: Personality II
CSP 702	Diagnosis of the Learning Problems of Students
CSP 633	Developmental Psychology

##### Spring Semester

CSP 680C	Fieldwork in School Psychology II
CSP 703	Parent Consultation and Intervention in Multicultural Settings
CSP 799	Individual and Group Counseling Practices in School Settings
CSP 650	Developmental Psychopathology

#### **Third Year**

##### Fall Semester

CSP 781	Internship Supervision: School Issues and the Prevention of Mental Health Problems
CSP 720	Community School Psychology

##### Spring Semester

CSP 782	Internship Supervision: Integrating Perspectives in School Psychology
TAL Elective	

SAMPLE COURSE SEQUENCE (bilingual)

**First Year**

Fall Semester

CSP 721A	Individual Assessment: Cognitive I
CSP 655	Applied Behavior Analysis I: Principles and Procedures
CSP 680A	Issues in School Psychology
CSP 704	Research and Measurement In Education and Psychology

Spring Semester

CSP 721B	Individual Assessment: Cognitive II
CSP 714	Academic Consultation in Multicultural School Settings
CSP 722A	Individual Assessment: Personality I
TAL 823	

**Second Year**

Fall Semester

CSP 680B	Fieldwork in School Psychology I
CSP 722B	Individual Assessment: Personality II
CSP 702	Diagnosis of the Learning Problems of Students
CSP 724	Assessing the Bilingual Child

Spring Semester

CSP 680C	Fieldwork in School Psychology II
CSP 703	Parent Consultation and Intervention in Multicultural Settings
CSP 799	Individual and Group Counseling Practices in School Settings
CSP 650	Developmental Psychopathology

**Third Year**

Fall Semester

CSP 781	Internship Supervision: School Issues and the Prevention of Mental Health Problems
CSP 720	Community School Psychology
CSP 633	Developmental Psychology

Spring Semester

CSP 782	Internship Supervision: Integrating Perspectives in School Psychology
CSP 651	Educational Neuropsychology
TAL Elective	

## SAMPLE COURSE SEQUENCE (part time)

### First Year

#### Fall Semester

CSP 721A	Individual Assessment: Cognitive I
CSP 655	Applied Behavior Analysis I: Principles and Procedures
CSP 680A	Issues in School Psychology

#### Spring Semester

CSP 721B	Individual Assessment: Cognitive II
CSP 714	Academic Consultation in Multicultural School Settings
CSP 722A	Individual Assessment: Personality I

### Second Year

#### Fall Semester

CSP 680B	Fieldwork in School Psychology I
CSP 722B	Individual Assessment: Personality II
CSP 702	Diagnosis of the Learning Problems of Students

#### Spring Semester

CSP 680C	Fieldwork in School Psychology II
CSP 703	Parent Consultation and Intervention in Multicultural Settings
CSP 799	Individual and Group Counseling Practices in School Settings

### Third Year

#### Fall Semester

CSP 704	Research and Measurement In Education and Psychology
CSP 633	Developmental Psychology

#### Spring Semester

CSP 650	Developmental Psychopathology
CSP 651	Educational Neuropsychology

### Fourth Year

#### Fall Semester

CSP 781	Internship Supervision: School Issues and the Prevention of Mental Health Problems
CSP 720	Community School Psychology

#### Spring Semester

CSP 782	Internship Supervision: Integrating Perspectives in School Psychology
TAL Elective	

## PROGRAM EVALUATION

To assess the quality of the School Psychology program, faculty engage in a rigorous yearly Outcomes Assessment process where we evaluate a various pieces of data to see if we are meeting the goals of our program and succeeding in our mission to train school psychologists to provide appropriate services to students of all racial, ethnic, cultural and sexual backgrounds in school based settings. Information is gathered from a variety of sources such as: a) student projects, papers, and assignments; b) student portfolios; c) student feedback and reactions; d) input from SASP; e) fieldwork and internship supervisors' evaluations of students and feedback; f) alumni feedback and suggestions.

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.

**Christy Mulligan, Psy.D.**, received her doctorate in school psychology from the Philadelphia College of Osteopathic Medicine. She obtained her M.S. in school psychology from Eastern College. Dr. Mulligan has worked in the Pennsylvania public school system for seven years. Dr. Mulligan moved to Brooklyn, NY to complete a clinical APPIC/APA accredited internship at Lutheran Family Health Center, where she completed a child and a forensic rotation. Her current research interests are in the area of selective mutism, where she has published and presented nationally, externalizing disorders, and forensic school psychology. Dr. Mulligan has

participated as a field examiner for Pearson Psychological and has field tested many different psychological instruments.

### 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.

**Alexander Fertig, Ph.D.**, has been a school psychologist for nine years, and has worked with students aged Pre-K through 12th grade. During the course of his career, Dr. Fertig has managed programs that service children with emotional behavior disabilities as well as help students with and without disabilities adapt to their academic settings. Dr. Fertig has completed research on school psychologists' knowledge of self-injury and has lectured on the topic to several different organizations.

**Joanne Hyppolite, Ph.D.**, received her doctorate in clinical psychology from Long Island University – Brooklyn Campus. She is currently the Associate Director of Student Support Services; the department responsible for providing qualified students with disabilities with academic accommodations and educational adjustments. Her areas of specialization in teaching include developmental disorders, bilingual assessment, personality theory and multicultural counseling competencies. Her research areas of interest include ethnicity, race and attitudes towards therapy amongst Caribbean Blacks (dissertation) as well as mental health utilization among persons of African descent.

**Patricio Romero, Ph.D.**, received his doctoral degree in school psychology with the bilingual (Spanish) extension at St. John's University. Currently, he holds a position as a practicing school psychologist in an urban high school in Long Island. As the project associate for the Woodcock-Munoz Foundation Cuba Outreach Project, he has the responsibilities to conduct workshops to the prominent university professors and psychometric examiners from *The University of Habana* and *Cátedra de Estudios sobre Discapacidad* (Center of the Studies of Disabilities). At these workshops, participants were provided with information about the purposes and uses of the assessment materials as well as training in the CHC theory of intelligence. He also works as the Project Coordinator for the "Multiculturalism Matters" grant received by Emilia Lopez at Queens College- City University of New York CUNY.

**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.

**Oslynn Sam-Henry, Ph.D.**, obtained her undergraduate degree in Psychology and her graduate degree in School Psychology with an Early Childhood Specialization from LIU, Brooklyn Campus. She earned a doctoral degree in School Psychology from Philadelphia College of Osteopathic Medicine. Dr. Sam-Henry

works as a school psychologist for the Department of Education. She has also worked as a clinician providing therapy services to foster children and their families. In addition, she has worked in the early intervention field as an evaluator.

SCHOOL PSYCHOLOGY PROGRAM  
CONTACT INFORMATION

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## 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.*

#### Professional Disposition Review Form

*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 ADVISEMENT**

<u>Psychological Foundations</u>	<u>Term</u>	<u>Grade</u>
CSP 633 Developmental Psychology	_____	_____
TAL ??? TAL elective (TAL _____)	_____	_____
CSP 704 Research and Measurement in Edu	_____	_____

<u>Diagnosis</u>	<u>Term</u>	<u>Grade</u>
CSP 650 Developmental Psychopathology	_____	_____
CSP 651 Educational Neuropsychology	_____	_____
CSP 702 Diagnosis of Learning Problems	_____	_____

<u>Assessment</u>	<u>Term</u>	<u>Grade</u>
CSP 721A Cognitive Assessment I	_____	_____
CSP 721B Cognitive Assessment II	_____	_____
CSP 722A Personality Assessment I	_____	_____
CSP 722B Personality Assessment II	_____	_____

<u>Intervention</u>	<u>Term</u>	<u>Grade</u>
CSP 655 Applied Behavior Analysis I	_____	_____
CSP 799 Individual and Group Counseling	_____	_____
CSP 703 Parent Consultation and Intervention	_____	_____
CSP 714 Academic Consultation	_____	_____
CSP 720 Community School Psychology	_____	_____

<u>Professional Practicum</u>	<u>Term</u>	<u>Grade</u>
CSP 680A Issues in School Psychology	_____	_____
CSP 680B Fieldwork I	_____	_____
CSP 680C Fieldwork II	_____	_____
CSP 781 Internship Supervision I	_____	_____
CSP 782 Internship Supervision II	_____	_____

<u>Bilingual Specialization</u>	<u>Term</u>	<u>Grade</u>
TAL 823 Bilingual Education	_____	_____
CSP 724 Bilingual Assessment	_____	_____

<u>Early Childhood Specialization</u>	<u>Term</u>	<u>Grade</u>
CSP 733 Development in Infancy/Early Childhood	_____	_____
CSP 723 Infant, Toddler, Preschooler Assessment	_____	_____

**Professional Disposition Review**

**School Psychology  
Long Island University – School of Education**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Raters:** \_\_\_\_\_

<b>Dispositions</b>	<b>Unsatisfactory 1</b>	<b>Minimal 2</b>	<b>Satisfactory 3</b>	<b>Proficient 4</b>	<b>Points</b>
<b>Attendance</b>	Numerous tardies/early departures <b>OR</b> 4+ absences	Several tardies/early departures <b>OR</b> 3 absences	Few tardies/early departures <b>OR</b> 2 absences	Timely and consistent presence in class/school	
<b>Preparedness</b>	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	
<b>Attitude Towards Learning</b>	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 and 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	
<b>Response To Feedback From Faculty, Staff, and Peers</b>	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	

<b>Dispositions</b>	<b>Unsatisfactory 1</b>	<b>Minimal 2</b>	<b>Satisfactory 3</b>	<b>Proficient 4</b>	<b>Points</b>
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<b>Reflectiveness</b>	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.	
<b>Classroom Engagement and Participation</b>	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.	
<b>Expressive Coherence (Written and Verbal)</b>	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.	
<b>Professionalism</b>	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.	
<b>Professional Attire</b>	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:

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