ADELPHI UNIVERSITY

SCHOOL PSYCHOLOGY

Master of Arts Student Handbook

2025-2026

School Psychology Program
Gordon F. Derner School of Psychology
158 Cambridge Avenue
Garden City, NY 11530

2025-2026

Table of Contents

Introduction

Welcome to the MA Program in School Psychology at Adelphi University! The purpose of this Handbook is to provide you with important information you will need while you are enrolled as a student in the program. Please read the Handbook carefully, as policies and procedures related to your time as a graduate student are described, and it is expected that you understand this important information. Please refer to the Practicum and Internship Handbook for specific information regarding clinical experiences.

We, the faculty, look forward to working closely with you during the next several years, and encourage you to take advantage of the many resources and opportunities the University and School Psychology Program have to offer.

Sincerely,
The School Psychology Faculty

HISTORY OF SCHOOL PSYCHOLOGY AT DERNER

Biography: Gordon F. Derner (1915-1983)

Gordon F. Derner was born on April 9, 1915, in Buffalo, New York, the older of two children. He finished high school at age 15 but was too young to go to college, and so he spent a year doing graduate work at his sister Gwynevere's high school. He then spent a year at Grosvenor Junior College and two years at Buffalo Collegiate Center. Before he was 20-years old, he had two bouts with tuberculosis, both occurring while he was in college. After the second episode, his physician instructed him not to return to school until the disease was cured, a process that required two hospitalizations in local sanatoriums. The disease ravaged his lungs, presaged his chronic emphysema, and eventually took his life.

It was during this period that Gordon entered the phase of life that he nostalgically referred to as his time in show business. He served as business manager for a neighborhood friend who performed a high wire act; Gordon also filled in as a ringmaster in traveling circuses. It should come as no surprise to those who followed his later career that he spent time as a ringmaster for a high wire act, and much of the time he seemed to be working, successfully, with no net. It was also during this time that he discovered cowboy boots, initially worn for their functional utility, but later became his unmistakable trademark.

The year 1942 was a memorable one for Gordon Derner. At the age of 27, with the tuberculosis seemingly arrested, he returned to what is now known as the State University College of Buffalo, where he completed his undergraduate degree, and forty years later received their Distinguished Alumnus Award. On September 17, 1942, Gordon married Margaret Rafter, and the two were inseparable companions for the remainder of his years. As widely as Gordon traveled, professionally and personally, he traveled nearly exclusively with Margaret and, later, their son, Kurt, for this man of the world was, first and foremost, a family man.

Following their wedding, Gordon and Margaret left by bus for New York and Columbia University. His years at Columbia were a source of great pride for him, and he spoke with wide-eyed enthusiasm of his time there. It was at Columbia that Gordon met and first worked with Bruno Klopfer, a man he referred to as his mentor and whose picture was always on his desk. Thus, it was a particular satisfaction when the Society for Personality Assessment, of which Gordon had been president, bestowed upon him the 1982 Bruno Klopfer Distinguished Contribution in Personality Assessment Award. Gordon also became president of the Columbia Graduate Club, where he arranged for Eleanor Roosevelt to address the club. Unfortunately, Gordon missed the occasion because he had again been hospitalized again with tuberculosis. He served as an instructor at Columbia while completing his Ph.D., which he earned in 1950. His first son, Jonathan, died the same year at the age of 10 days after surgery for an obstructed bowel. A number of years later that it was revealed that

the Jonathan had cystic fibrosis, the disease that would also eventually claim the life of his second son, Kurt.

Although Gordon probably would have remained happily at Columbia for the remainder of his career, an economic frozen job structure forced him to look elsewhere for employment. A position at Adelphi College was recommended to him by Len Goodstein. Gordon's first question was, "What's Adelphi?" and he spent the remainder of his life trying to ensure that no one else would ever ask that question. He was appointed as an assistant professor at Adelphi College in 1951, with the task of forming a clinical training program. He eventually became Dean of the Derner Institute of Advanced Psychological Studies at Adelphi University. Remarkably, the small college with no doctoral programs or tradition to speak of spawned a clinical training program that was fully accredited by the American Psychological Association before the decade was out. Gordon Derner was recognized when he was elected the founding president of the National Council of Schools of Professional Psychology.

It seemed that Gordon could not belong to an organization without having his leadership qualities recognized by election to its presidency, serving as President of myriad local, state, and national associations (i.e., Nassau County Psychological Association, the New York State Psychological Association, the American Psychological Association's (APA) Division of Clinical Psychology). His service was recognized by Division 29 of the APA in 1979 through the receipt of the Division's *Distinguished Professional Psychologist of the Year Award*.

Possibly Gordon Derner's greatest contribution to psychology was as a university administrator and teacher. More than 400 graduates of the Adelphi program owe their careers to his vision, as well as hundreds of graduates of other university professional programs that followed Adelphi's lead. Gordon took great pride in his students. He glowed as he spoke of their accomplishments. Curiously, although his program was decidedly professional in orientation, his kindest words were reserved for graduates such as Marcia Guttentag and Paul Ekman, who earned reputations for their research contributions. He also took great pride in professionally oriented graduates, such as Nick Cummings and Mel Gravitz. He had the capacity to see and value the accomplishments of a graduate who returned to the community, offered services in a quietly competent manner, and was unknown outside of the community. When student evaluation meetings would question the candidacy of a particular student, he would often remind colleagues that every distribution has to have a bottom and that did not mean the person at the bottom was not a potentially valuable psychologist. Nothing seemed more painful to Gordon than dismissing a student from the program, an outcome that was rare because of the encouragement and support he offered. His concerns extended to minority students, and he was an ardent champion of their cause. His influence led Adelphi to an admissions policy designed to seek minority students, provide support for them, and help them graduate. Large numbers of black, Hispanic, and foreign students have been educated at Adelphi, and they always found Gordon to be a friend and supporter.

Although his professional career centered on Adelphi, his professional scope was international. A world traveler who visited every state and 52 countries on six continents, his attention was drawn to the Peace Corps. He also consulted with the Japanese government about the possibility of establishing a Japanese version of the Peace Corps.

Gordon was a clinical psychologist who practiced what he preached. His clinical skills were recognized in two areas of practice in which he earned diplomate status (clinical and hypnosis). He was also named a charter laureate of the National Academy of Practice. Originally trained in psychoanalysis at the William Alanson White Institute, his clinical interests and skills extended well

beyond. He was a practitioner of hypnosis, family therapy, sex therapy, and biofeedback long before those approaches became popular. His later interest in biofeedback led to the development of a laboratory and clinic at Adelphi, established in conjunction with the neighboring Franklin General Hospital. His interests in hypnosis and biofeedback converged into a successful approach toward habit control, particularly helping people stop smoking.

Gordon Derner died quietly, of respiratory arrest, at his home in San Diego on September 11, 1983, just a few days short of the death of his beloved son. He lived a life filled with illness and tragedy, yet thrived despite his circumstance. He was as vibrant, optimistic, and generous of spirit as any person could be, attracting friends and admirers wherever he went. At the memorial service held at Adelphi, faculty reiterated a phrase used by Roger Kahn to eulogize Jackie Robinson, another charismatic pioneer. "He did not merely play at center stage, he was center stage, and wherever he walked, center stage walked with him."

When Gordon Derner came to Adelphi, it was a small liberal arts college with no doctoral tradition. When he died, the College housed an APA-approved program in clinical/school psychology, a program in human psychology research, and an opportunity for students to combine the two in a clinical/research program. Moreover, the College offered a re-specialization certificate program and a postdoctoral psychotherapy program, which offered certificates in psychotherapy and psychoanalysis, group psychotherapy, and child and adolescent psychotherapy. The university mourned his loss and expressed its recognition of his leadership by renaming the school he founded the Gordon F. Derner Institute of Advanced Psychological Studies, currently known as the Gordon F. Derner School of Psychology [Stricker, G. (1985). Obituary: Gordon F. Derner. *American Psychologist*, *40* , 368-369].

History of the Derner institute

The Gordon F. Derner Institute of Advanced Psychological Studies of Adelphi University is the first university-based professional school in psychology. It combined the graduate doctoral programs in clinical psychology and applied experimental psychology. Adelphi University, then Adelphi College, began doctoral education in psychology in 1950, and in 1951 formally organized the clinical psychology/school psychology program.

In 1957, the clinical psychology program was accredited by the American Psychological Association. In 1966, the Department continued as a division of the College of Arts and Sciences responsible for undergraduate psychology and the master's and doctoral programs in general experimental psychology. The Derner Institute of Advanced Psychological Studies was responsible for doctoral programs in clinical/school psychology, applied experimental psychology (Human Psychology Research Program), and the postdoctoral program in psychotherapy and psychoanalysis, which was established in 1963. The Derner Institute functioned as a department of the Graduate School of Arts and Sciences until 1972, when it became an autonomous professional school and its Director became its Dean. In 1984, the Derner School of Psychology was renamed in memory of its founding Dean, and Dr. George Stricker, the Assistant Dean since the founding of the Derner Institute, was named Dean. Dr. Stricker retired as Dean of the Derner Institute in 1992, and Dr. Robert Mendelsohn was appointed Dean, followed by Dr. Louis H. Primavera in August 2000, and Dr. Jean Lau Chin in 2006. In 2011, Dr. Jacques P. Barber was appointed the sixth Dean of the Derner Institute.

In 1998, the Department of Psychology separated from the School of Arts and Sciences, and became part of the Derner Institute. As a result, the Derner Institute began to offer an undergraduate major in psychology and B.A. students have had since then, the opportunity to receive a methodologically

strong, data-based major in general psychology that is enriched by the contributions of the Derner Institute's doctoral faculty.

In 2002, the Derner Institute introduced an MA program in School Psychology. The program consists of 72 credits and leads to the Advanced Certificate in School Psychology. The program which has a cohort target of twenty students per year, also offers students the opportunity to pursue bilingual certification in school psychology. The program was nationally accredited in 2012 by the National Association of School Psychologists and its accreditation was renewed in 2016. Apart from the bilingual specialization, the MA program in school psychology also offers a specialization in Autism.

The Derner School of Psychology

In recognition of the growth of Derner, which by 2014 had a BA program, 3 MA programs (School Psychology, Mental Health Counseling and General Psychology) a Ph.D. program (in Clinical Psychology), and a long-standing postgraduate program, the faculty unanimously voted to change the name of the School from Derner Institute of Advanced Psychological Studies to the Gordon F. Derner School of Psychology.

In 2018, another doctoral training program began at the Derner School. The Psy.D. Program in School Psychology started in the Fall of 2018, with a cohort of 15 students. The program offers two tracks of study, a track for candidates with a BA degree, and an Advanced Standing track for candidates who already hold an Advanced Certificate in School Psychology. The track for candidates with a BA degree consists of 110 credits. Students with an MA degree in School Psychology can enter the program as advanced standing candidates. Today the internationally renowned, Gordon F. Derner School of Psychology is comprised of undergraduate psychology and neuroscience majors, master-level education in school psychology, mental health counseling, and general psychology, doctoral training in clinical psychology (Ph.D.) school psychology (Psy.D.), and postgraduate programs in psychoanalytically informed interventions, and specifically, in psychoanalytic psychotherapy, child and adolescent psychotherapy, marital therapy and group psychotherapy.
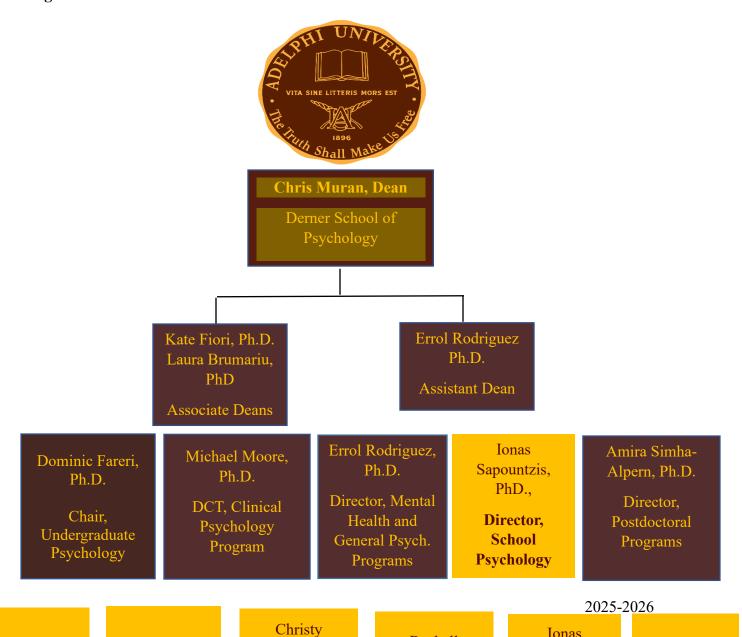
Figure 1. DERNER SCHOOL OF PSYCHOLOGY ORGANIZATIONAL CHART

Chris Muran, Dean	
Derner School of Psychology	

Kate Fiori, Ph.D. Laura Brumariu, PhD Associate Deans	Errol Rodriguez Ph.D. Assistant Dean

Dominic Fareri, Ph.D. Chair, Undergraduate Psychology	Michael Moore, Ph.D. DCT, Clinical Psychology Program	Errol Rodriguez, Ph.D. Director, Mental Health and General Psych. Programs	Ionas Sapountzis, PhD., **Director, School Psychology**	Amira Simha-Alpern, Ph.D. Director, Postdoctoral Programs

2025-2026

Dana Boccio, Ph.D.	Rachell Pierre-Louis, Psy.D.	Christy Mulligan, Psy.D.	Rachell Pierre-Louis, Psy.D.	Ionas Sapountzis, Ph.D.	Lea Theodore, Ph.D.

SCHOOL PSYCHOLOGY PROGRAM CORE FACULTY

Dana Boccio, Ph.D. (Hofstra University, 2006) is an Associate Professor at the Derner School of Psychology of Adelphi and the School Psychology Psy.D. and M.A. Programs. After receiving her Ph.D. in Clinical and School Psychology from Hofstra University, she worked as a school psychologist in the West Babylon School District on Long Island, NY before transitioning into academia. Her research focuses on two areas with practical implications for the field: suicide risk assessment and professional ethics. Dr. Boccio has explored ways to remedy deficits in training related to working with suicidal youth and recently published an instrument to assist school-based mental health professionals with the task of determining an adolescent's level of suicide risk. Dr. Boccio has also published articles linking the experience of administrative pressure to professional burnout and describing school psychologists' preferred strategies for coping with pressure to practice unethically. She is a member of NASP's Ethical and Professional Practices Board (EPPB) and has authored two Ethics Advisory Bulletins for the organization.

Christy Mulligan, Psy.D (Philadelphia College of Osteopathic Medicine, 2012) is Assistant Professor and Director of the Master's program in School of Psychology at Adelphi University in the School Psychology Psy.D and M.A. Programs. Dr. Mulligan has worked as a school psychologist in both Pennsylvania and New York for 8 years prior to entering academia. Her research is focused in the area of selective mutism, specifically how different presentations of the disorder may influence treatment. This topic was the focus of her dissertation, and she has published and presented on the topic extensively. Her other area of research is on sexually harmful youth, focusing on the misunderstandings of this population, coupled with the unfair treatment they may receive in the criminal justice system, and resulted in a monograph on the topic published by Springer Press. Dr. Mulligan has a strong social justice lens and consistently advocates for equity in systems that have been overwhelmed with bias.

Rachell Pierre-Louis, **Psy.D**. (Fairleigh Dickinson University, 2018) is the Fieldwork Coordinator for Adelphi's Master's Program in School Psychology. She is responsible for placing graduate students for internships in districts across Long Island, conducting bi-annual site visits, and gathering evaluation data on each student. Dr. Pierre-Louis earned her M.S. degree at St. John's University and her Psy.D. in School Psychology at Fairleigh Dickinson University. She has worked as a bilingual School Psychologist for over 13 years, serving diverse school districts in Brooklyn and Uniondale, New York. Behavior management, including assessments and interventions to support students with behavioral/emotional challenges, is one of her areas of expertise. Her dissertation which was entitled "General Education Teachers and Special Education Decisions" focused on educational inclusivity for students with challenging behaviors. Her advocacy for students with special needs and her drive to ensure that all students are afforded a dignified and inclusive educational experience is a mission that she holds dear to her heart.

Ionas Sapountzis, Ph.D. (New York University, 1990) is a Professor at the Derner School of Psychology of Adelphi University and the director of its School Psychology program. He is a faculty member and supervisor in the Psychoanalytic Psychotherapy and in the Child, Adolescent and Family Psychotherapy programs of the Derner School of Psychology. His articles have been published in the journals of Psychoanalytic Psychology, Psychoanalytic Review, Psychoanalytic Perspectives, and in the Journal of Infant, Child and Adolescent Psychotherapy (JICAP). He has worked with emotionally disabled children and students in the spectrum in school and community settings and maintains a private practice in Garden City, New York.

Lea A. Theodore, Ph.D., (University of Connecticut, 2002) is Professor and Director of the Doctoral Program in School Psychology at Adelphi University. Dr. Theodore was awarded the *Early Career Alumni Award* from the University of Connecticut in 2009, in part due to her ranking as one of the top 20 most productive authors in school psychology. She earned a similar ranking in a second study published in 2016. Dr. Theodore was the recipient of the *Jean A. Baker Mid-Career Service Award* from Division 16 of the APA in 2019. She has provided psychoeducational services in private practice and consulted with public and private schools, hospitals, publishing companies, and behavioral health centers. Additionally, Dr. Theodore was hired as a consultant by the Supreme Court for the state of Virginia and General District Court of the Commonwealth of Virginia. Similarly, in the state of New York, Dr. Theodore works with Healthright International, evaluating individuals who are seeking legal asylum in the United States. Her career focus has been on promoting science, practice, and policy surrounding the development of effective and efficient intervention strategies to improve student academic and behavioral functioning. She served as Associate Editor for *School Psychology Quarterly*, and currently sits on the editorial boards of several national and international journals. Dr. Theodore has been active in Division 16 (School Psychology) of the American Psychological Association (APA) through nationally elected positions, including President, Vice-President of Professional Affairs and Vice-President of Membership. She is currently a board member on the Committee on Division/APA Relations (CODAPAR) and a Division 16 Council Representative. She is also a Fellow of the American Psychological Association.

Gaston Weisz, Psy.D., (Pace University, 1991) is the Director of Field Placements in the School Psychology Psy.D. Program at Derner School of Psychology, Adelphi University. Dr. Weisz teaches in both Psy.D. and M.A. School Psychology Programs. He received his Psy.D. in School Community Psychology at Pace University and his M.S.Ed. in Marriage and Family Counseling at Queens College, CUNY. Professional experiences included being a school psychologist at Valley Stream Union Free School District 13, as well as clinical practice with children, adolescents and adults in Lynbrook, NY. Areas of interest include evidence-based practices in schools to address social, emotional and behavioral needs, as well as responsiveness to diversity and LGBTQ+ needs. Presentations have included School-Wide Positive Behavioral Interventions and Supports, inclusive practices in schools, responding to cultural and linguistic diversity in schools, charting behavioral data using excel, use of apps to support social emotional functioning of children with ASD, and the ethical practices of school psychologists who work in states with legal restrictions on promoting information supportive of LGBTQ+ students (i.e., no promo homo laws). Dr. Weisz has published on the topics of administrative pressure leading to burnout in psychologists, as well as psychologists' preferred strategies for coping with such pressures.

Associate Faculty: Drs. Nicholas Crovello, Jadwiga Cutrone, Kathleen Hurley, Michelle Laforest, Lillian McGovern, Chris Schnepf, Deborah Serani, Betti Stanco.

Administrative Assistant
Mrs. Francesca Ruggiano
School Psychology Administrative Assistant

Phone: (516) 877-4802
Room: Hy Weinberg Center, 326
Email: fruggiano@adelphi.edu

PROGRAM PHILOSOPHY AND EDUCATION MODEL

The Adelphi University School Psychology philosophical and educational models of training are born within an ecological framework in which research and teaching are guided by advancing social justice for all children through science, practice, and policy. The ecological model suggests a structure for the training of practitioner-scientists who understand and practice psychology in a sociocultural context that allows for the conceptualization of relationships among various aspects of the individual (i.e., biological, cultural, and relational), in numerous forms of social organizations (i.e., families, schools, neighborhoods, communities, vocational settings) and through multiple structural influences (i.e., socioeconomic factors, social policy, reward systems). The program promotes an understanding of the systematic approach of human and social development and aspires to graduate school psychologists who think systemically and are aware of the profound impact culture and the environment have on the learning and emotional health of children. This framework allows faculty to point to how influenced the children's development is by biological factors, the immediate environment, and the interplay of the larger environment, and how media, school, and state, and federal policies, can play a major role in the learning experiences children have.

SCHOOL PSYCHOLOGY PROGRAM MISSION STATEMENT

The course of study in the MA School Psychology program at Adelphi University prepares students to meet the increasingly diverse responsibilities of school psychologists in an increasingly diverse society. Emphasis is placed on important content areas that contribute to the development of competencies with an understanding and respect for individual differences and human diversity. Our developmental and competency-based course of study ensures that student learning is appropriately sequenced and integrated into relevant practical experiences. The program's mission embodies a commitment to work from an ecological and social justice perspective, and to promote an understanding a child's development through the lens of a larger socio-cultural context. This training is intended to extend students' awareness, knowledge, and expertise to address the needs of all children and families, regardless of their particular status. In addition, the program is designed to acquaint students with the diversity of theories and practices of school psychology, allowing the student sufficient intellectual freedom to experiment with different delivery systems and various theoretical bases. Emphasis is also given in being mindful of the children's subjective states and experiences with others and how their reactions and coping mechanisms can affect their learning and adjustment.

Given this mission, the program aims to ensure that a) all students are knowledgeable and competent in research and scientific-backed practice, particularly as it relates to school psychology, b) are competent in the practice of health service psychology and, c) are competent in the practice in the specialty area of school

psychology. These aims facilitate preparation of health service psychologists who will practice in educationally related settings and meet the professional employment demands for psychologists in schools.

PROGRAM AIMS AND COMPETENCIES

As mentioned previously, the MA Program in school psychology is designed to prepare students for the practice of school psychology based on the scientific method, and to promote the commitment to a career of highly skilled and competent practitioners whose professional activities are grounded on a foundation of a strong research background, directed toward the advancement of psychological science. Given this mission, the school psychology program aims to: a) prepare practitioners who use culturally-responsive, evidence-based approaches to assessment, intervention, and consultation for effectively serving individuals from all cultural, ethnic, and socioeconomic backgrounds; and b) prepare students who are knowledgeable and competent in the specialty area of school psychology. These aims facilitate preparation of school psychologists who will practice in educationally related settings.

Beyond formal coursework, Adelphi School Psychology students are encouraged to be involved in faculty research endeavors. Opportunities, support, and encouragement for student publications and presentations at national meetings is provided throughout the students' program. Students' participation in research activities is complemented by active involvement in faculty research labs and experiential opportunities designed to inculcate an early adoption and integration of theory and practice. The specific Program aims follow.

Aim 1: To prepare school psychologists who use culturally-responsive, evidence-based approaches to assessment, intervention, and consultation for effectively serving individuals from all cultural, ethnic, and socioeconomic backgrounds

Ethical and Legal Standards

- Students will be knowledgeable of and act in accordance with the NASP's Principles for Professional Ethics.

- Students will be knowledgeable of and act in accordance with the APA Ethical Principles of Psychologists and Code of Conduct.

- Students will demonstrate sound decision-making processes to resolve ethical dilemmas.

- Students will conduct themselves in an ethical manner in all professional activities.

Individual and cultural diversity

- Students will work effectively with diverse individuals and groups.

Communication and interpersonal skills

- Students will develop and maintain effective relationships with a diverse range of individuals (e.g., colleagues, supervisors, supervisees, clients), communities, and organizations.

- Students will demonstrate clear oral, written, and non-verbal communication.

- Students will demonstrate strong interpersonal skills and effectively manage difficult communications.

Professional Values and Attitudes

- Students will deport themselves with integrity, professional behavior, professional identity, accountability, and espouse concern for the welfare of others.

- Students will demonstrate competence in engaging in activities designed to maintain and improve their professional performance, well-being, and effectiveness.

- Students will demonstrate openness and responsiveness to feedback and supervision.

Aim 2: To prepare psychologists who are knowledgeable and competent in the specialty area of school psychology

Assessment

- Students will select and apply appropriate and psychometrically sound instruments when evaluating students.

- Students will competently interpret assessment findings.

- Students will effectively communicate test results to various individuals and stakeholders.

Intervention

- Students will competently select evidence-based interventions for academic, behavioral, social and emotional functioning.

- Students will competently monitor and evaluate data and intervention effectiveness.

Consultation and interprofessional interdisciplinary skills

- Students will competently employ the consultation process, including problem solving, interpersonal influence, and implementation support skills.

<div align="center">

GOALS OF THE PROGRAM

</div>

The goals of the master's program are intended to ensure that each student exhibits personal characteristics and dispositions, academic knowledge, and practitioner competencies that fully qualify them as a professional. The program's three primary goals of professional characteristics, academic knowledge, and practitioner competencies are overarching, interrelated, and inextricably linked. The faculty consider these goals as fundamental to promoting the reciprocity between science and school psychological practice

<div align="center">

STUDENT ADMISSIONS

</div>

2025-2026

General prerequisites for graduate study in the program include undergraduate and/or previous graduate preparation in psychology, education, or related disciplines. Additional training and experience in special education, sociology, or human development are desirable but not mandatory. The application of previous graduate coursework to the fulfillment of various requirements should be discussed with the student's advisor and is decided on a case-by-case basis. Multiple admissions criteria are employed in the selection of students, and include the following: 1) **Officia**l application form; 2) **Official** transcripts of all previous undergraduate and graduate work; 3) 15 credits in foundational areas of psychology (see below); 4) Letters of recommendation from three individuals qualified to evaluate the applicant's personal, ethical, and academic/professional qualifications for graduate study; 5) A curriculum vita; and 6) A well written, clearly articulated personal statement; The School Psychology Faculty and the Derner School of Psychology are committed to practices of affirmative action and equal educational opportunity in admissions decisions.

The general admission guidelines are as follows:

- A minimum GPA of 3.0 (on a 4.0 scale)
- 15 credits in the following psychology courses:
  - Introduction to Psychology
  - Developmental Psychology
  - Child Psychology
  - Adolescent Psychology
  - Abnormal Psychology
  - Social Psychology
  - Personality
  - Psychological Statistics
  - Research Methods

A well written, clearly articulated personal statement that addresses the following:
  - Why you would like to become a school psychologist;
  - Why you would like to pursue your degree at Adelphi University; and
  - What are your long-term professional goals?
- 3 strong letters of recommendation
- Curriculum Vita

The School Psychology Program has a once a year admissions policy. All application materials must be submitted to PSYCAS by March 1st. Students may be admitted to the program conditionally, providing the missing requisite undergraduate courses are completed within their first semester of admission to the program, with grades of "B" or better. Preference for admission will be given to applicants who intend to pursue full-time graduate study. Applicants are required to respond to the program's offer of admission to the MA Program by April 15th.

Application Instructions:
1. Pleaser complete the Centralized Application Service for Graduate Psychology (PSYCAS) application. Once received by PSYCAS, your application and materials go through a verification process before being transmitted for review to the School Psychology Program at Adelphi University. Please submit the following application materials directly to PSYCAS:

1) **Officia**l application form;

2) **Official** transcripts of all previous undergraduate and graduate work. *Failure to provide official transcripts from all schools attended will delay the processing of your application*.
- The School Psychology faculty recommend a grade point average of at least 3.0 (on a 4.0 scale).

- Final transcripts indicating a conferred bachelor's degree from an accredited four-year institution.

3) Three Letters of recommendation from three individuals qualified to evaluate the applicant's personal, ethical, and academic/professional qualifications for graduate study;

4) A curriculum vita;

5) A personal statement that does not exceed 500 words, that addresses why candidates would like to become school psychologists, why are they pursuing a degree at Adelphi University, and what are their long-term professional goals.

6) A $60.00 non-refundable application fee.

NOTE: All components of the application must be received before the application is reviewed by the Program in School Psychology. It is the applicant's responsibility to follow-up with Admissions after the application has been submitted, to verify that the application is complete, prior to the application deadline.

MASTER'S PROGRAM OVERVIEW

The Master's Program in School Psychology is a 72-credit program that can be completed in no fewer than three years full time or five-years part time; some attendance during summer sessions is needed for either the three year or four-year plan of program completion. The majority of courses are in assessment and school practice preparation. The field placements will provide an opportunity for students to practice beginning skills in conjunction with a didactic course. Practicum will provide more intensive opportunity to use integrated skills, such as providing comprehensive psychoeducational evaluations and school consultation. The core school practice culminates with a full-time internship in a public school, working under the supervision of a certified school psychologist. Students are required to take and pass the Praxis Exam (given by the Educational Testing Service), as their Comprehensive Exam. To qualify for provisional certification as a school psychologist in New York State, students must complete Dignity for All Students Act (DASA) training. Requirements for Certification as a School Psychologist differ across states; however, some states accept the NCSP credential as the basis for certification.

Individuals with an MA in School Psychology will meet the requirements for provisional certification as a school psychologist in New York State. The Provisional Certificate is valid for five years and may be extended an additional five years. Graduates of the program can apply for a permanent certificate once they have completed two years of work as school psychologists in a school setting. Other employment opportunities may exist in state-run agencies, such as the Office of Developmental Disabilities, private schools etc. Students should note that the title "Psychologist" is protected by law, and that this program does not provide students with the necessary credential to work in independent practice.

Classes are scheduled for late afternoon and evenings. All courses are offered in Garden City; in addition, to accommodate students who live further East, up to half of the program's courses are offered at the Hauppauge Center. With the exception of elective courses, all courses follow a set sequence.

Courses offered in the Hauppauge Campus
The school psychology program of Adelphi University offers up to 36 credits in the Hauppauge campus for students interested in taking courses there. Students interested in taking classes in Hauppauge will have to take the other 36 credits in the Garden City campus. The schedule has been developed so that students

for whom distance is a factor will only have to come to the Garden City campus one day per week. First year students who are interested in taking courses in Hauppauge would be offered two courses at the Garden City campus on Wednesdays and two courses on Thursday in Hauppauge. Second year students will be scheduled to take two courses in the Garden City campus on Mondays and two courses in the Hauppauge campus on Thursdays. Please note, day of the week may vary from semester to semester. Third year students will be offered the internship course seminars in Hauppauge. Courses in Hauppauge, however, can only be offered if there is a minimum of five students per cohort registered for these courses. If fewer students are interested in taking courses in Hauppauge, the courses scheduled to be offered there will have to be cancelled. All interviewed candidates will be informed of this possibility before committing to the program. Please see Table 3, on p. 23 for information on the schedule for courses offered in the Hauppauge Campus.

CONTINUOUS MATRICULATION

The Master's Program in School Psychology at Adelphi University is designed as a full-time program of study. Students who do not enroll in at least one course for any Fall or Spring semester need to register for "Continuous Matriculation" in order to remain in the program. A student is not eligible to receive a Master's degree while not registered for class or for continuous matriculation. The continuous matriculation fee is to be paid by students who have completed their course work and require more time for completion of any outstanding requirements. If it is necessary to withdraw from the program, students should notify the office of the registrar and the department in writing without delay.

ASSISTANTSHIPS AND OTHER FINANCIAL AID

Adelphi University makes financial assistance available based on academic merit and financial need. Many school psychology students receive graduate assistantships, although funding is not guaranteed. To improve the probability of being awarded a graduate assistantship, students should familiarize themselves with program faculty members, the courses they teach, and their research interests. The School Psychology Program offers three types of assistantships: 1) Research GA; 2) Assessment TA; and 3) Departmental GA. The majority of the GA positions are assessment positions. Graduate assistantships range from 5-15 hours per week for 15-weeks. Students have the option of tuition deferral, whereby tuition may be paid in installments for an additional fee, arranged with the Bursar's Office. Part-time employment is another option, with job opportunities available through the university's Center for Career and Professional Development (https://www.adelphi.edu/career-center/). General need-based financial aid includes Federal Stafford Loans (FSL) and Federal Work Study (FWS). These latter forms of assistance can be acquired by completing the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA on the Web at www.fafsa.ed.gov. Students interested in additional sources of financial aid, including federal and private loans, may contact Student Financial Services in Levermore Hall, (516) 877-3080. A comprehensive description of financial aid may also be found on their website: http://ecampus.adelphi.edu/sfs/.

Below are more detailed descriptions of the assistantships along with the criteria for selecting GAs.

Research GA
Students interested in a research TAship would need to contact a faculty member they would like to work with and with the faculty member's recommendation apply for the position. The position involves conducting literature reviews; collecting data for research projects, participating in the organization and analysis of data, and processing data; and assisting professors with tasks related to teaching of classes.

Teaching GA
Teaching TA positions are available in the second and third year of the program. Students need to be recommended by the faculty members of the Intellectual Assessment (0504-607, 0504-608) and Personality Assessment courses (0504-605). The position involves data kit distributions and returns, grading protocols, providing comprehensive exams, moving of test kits and materials for fall and spring semesters, and meeting with students registered in the Intellectual Assessment courses individually should they have questions.

Departmental GA
There are only a few departmental assistantship positions each year the majority of which are only available during the summer. The position involves helping with clerical work, conducting literature reviews, photocopying, helping faculty organize assignments, filing, organizing and compiling admissions data, and facilitating Admissions Interviews and conference registrations. Clerical skills and familiarity with computer software (e.g., Word, Excel, SPSS, Moodle) are required.

CURRICULUM REQUIREMENTS

The Master's program provides a graduated sequence of training in coursework and clinical practice. The program follows a cohort model and, as such, students follow the course sequence set forth in the Handbook under which they were admitted when registering for courses (e.g., students entering in Fall 2021 should refer to the course sequence in the Fall 2021 handbook). Students may not deviate from the published course sequence without permission from their advisor).

The Master's program is designed to be at least three academic years of full-time study, or four- or five-years part-time study. The program mandates a minimum of 72 semester hours of coursework. Students are also required to complete a 280-hour practicum at a school setting in the second year and a full time,1,200 hour internship at a school setting in the third year of their studies.

Students matriculated in the school psychology program on a full-time basis need to register for 12 credits per semester, while part-time students need to register for six credits per semester. Students needing to only register for three credits per semester, can do so for up to two semesters, provided they notify the faculty in advance and receive permission from the faculty. Students are permitted to take a leave of absence for a year but faculty permission is required. Students are not permitted to not be matriculated in the program for more than two semesters.

MASTER'S PROGRAM OF STUDY

CURRICULUM OF COURSES

FOUNDATION COURSES [18 credits] REQUIRED
 COURSES [12 credits]
 0504 601 Psychodynamic Perspectives in Working with Children
 0504 614 Proseminar in School Psychology
 0504 702 Multi Cultural Issues in School Psychology
 0504 710 Principles of Behavior

ASSESSMENT & DIAGNOSIS [21 credits]
 REQUIRED COURSES [21 credits]
 0504 605 Personality Assessment I
 0504 607 Intellectual Assessment I

0504 608 Intellectual Assessment II
0504 610 Psychopathology of Children & Adolescents
0504 615 Neuropsychological Bases of Child Learning and Behavior
0504 617 Evaluating Students with Learning Difficulties
0504 624 Introduction to Tests & Measurements

CONSULTATION/INTERVENTION CORE [15 credits]
REQUIRED COURSES [15 credits]
0504 611 Case Conceptualization of Behavioral Difficulties
0504 612 Clinical Interventions in School Settings
0504 613 Implementing School-Based Prevention Programs
0504 616 Consultation in School Settings
0504 708 Counseling Techniques in School Psychology

PRACTICUM/INTERNSHIP CORE [12 credits]
REQUIRED COURSES [12 credits]
0504 618 Practicum in School Psychology
0504 619 Internship in School Psychology I
0504 620 Internship in School Psychology II
0504 621 Practicum in School Psychology II

RESEARCH (6 credits)
REQUIRED COURSES [6 credits]
0504 609 Psychological Research
0504 622 Statistics for School Psychologists

ELECTIVE COURSES [choose 6 credits]
0804 500 Foundations of Bilingual and Multicultural Education: Theory and Practice
0807 601 School & Society
0807 602 Emotional Lives of Children
0810 700 Foundations, Families, Cultures & Learning

Elective courses for Bilingual and Autism specialization tracks:

0504 625 Counseling & Assessment of the Multicultural Child
0504 626 Counseling Students on the Autism Spectrum
0804 540 Assessment Considerations for ESL and Bilingual Populations
0810 640 Diagnosis of and Intervention in Autism Spectrum Disorders
0810 650 Autism I: Educating Students with Severe to Moderate Autism
0810 660 Autism II: Educating Students with HFA, and Related Disorders

SPECIALIZATION TRACKS

For students interested in broadening their knowledge the School Psychology program of Adelphi University offers two specialization tracks, one in autism and one in bilingual school psychology:

Bilingual School Psychology Specialization
To obtain the bilingual specialization, and thus to qualify for the New York State certificate in Bilingual School Psychology, students need to complete 15 graduate credits (five courses) in areas related to

bilingual assessment, education and counseling.   Three of the courses are offered in the School Psychology program and two in the TESOL program in the School of Education. Specifically,

Courses in the School Psychology Sequence:
>   1.   0504-702 Multicultural Issues in School Psychology
>   2.   0504-619 Internship (Bilingual setting)
>   3.   0504-625 Counseling and Assessment of the Multicultural Child

Courses in the TESOL sequence
>   4.   0804-500 Foundations of Bilingual Multicultural Education
>   5.   0804 540 Assessment considerations for ESL and Bilingual Population

The *Multicultural Issues in Psychology* and the *Internship Seminar* courses are part of the regular sequence of the School Psychology program.   Students may take the *Foundations of Bilingual Multicultural Education* and *Assessment Considerations for ESL and Bilingual Population* courses as electives in the regular sequence (in lieu of the other educational electives).

Scheduling the Courses
Students interested in specializing in Bilingual School Psychology need to be aware of the sequence in which these courses would need to be taken:

0504-702   Multi Cultural Issues in School Psychology
0804-500   Foundation of Bilingual Education
0804-540   Assessment Considerations in ESL
0504-625   Counseling and Assessment of the Multicultural Child
(this course will be offered every two years; students would need to take it either at the end of the first or the second year).
0504-619   Internship Seminar I (students will be placed in a school site that services a large number of students from diverse cultural and linguistic backgrounds under the supervision of a certified psychologist in bilingual school psychologist).

Autism Specialization
To obtain a specialization in Autism, school psychology students need to take the following four courses:
0504-626   Counseling Students on the Autism Spectrum
0810-640   Diagnosis of and Intervention in Autism Spectrum Disorders
0810-650   Autism I: Educating Students with Severe to Moderate Autism
0810-660   Autism II: Educating Students with HFA, and Related Disorders
Any two of these courses can be taken as electives within the School Psychology sequence.

Table 1

FULL TIME COURSE SEQUENCE

First Year	
Fall	
0504 607 Intellectual Assessment I	3 Credits
0504 614 Proseminar in School Psychology	3 Credits
0504 610 Psychopathology of Children &Adolescents	3 Credits
0504 702 Multicultural Issues in Psychology	3 Credits
Spring	
0504 608 Intellectual Assessment II	3 Credits
0504 605 Personality Assessment I	3 Credits
0504 710 Principles of Behavior Change	3 Credits
0504 601 Psychodynamic Perspectives in Working with Children	3 Credits
Summer	
0504 624 Tests & Measurement	3 Credits
0504 622 Statistics for School Psychologists	3 Credits
Second Year	
Fall	
0504 615 Neuropsychological Bases of Child Learning & Behavior	3 Credits
0504 708 Counseling Techniques in School Psychology	3 Credits
0504 611 Case Conceptualization of Behavioral Difficulties	3 Credits
0504 618 Practicum in School Psychology	3 Credits
Spring	
0504 617 Evaluating Students with Learning Difficulties	3 Credits
0504 613 Implementing School-Based Prevention Programs	3 Credits
0504 616 Consultation in School Settings	3 Credits
0504 621 Practicum in School Psychology II	3 Credits
Summer	

0504 609 Research Design	3 Credits
Third Year	
Fall	
0504 612 Clinical Interventions in School Settings	3 Credits
0504 619 Internship in School Psych I	3 Credits
Spring	
0504 620 Internship in School Psych II	3 Credits

Table 2

PART TIME COURSE SEQUENCE

First Year	
Fall	
0504 614 Proseminar in School Psychology	3 Credits
0504 702 Multicultural Issues in Psychology	3 Credits
Spring	
0504 601 Psychodynamic Perspectives in Working with Children	3 Credits
0504 710 Principles of Behavior Change	3 Credits
Summer	
0504 622 Statistics for School Psychologists	3 Credits
Second Year	
Fall	
0504 607 Intellectual Assessment I	
0504 610 Psychopathology of Children &Adolescents	
Spring	
0504 608 Intellectual Assessment II	3 Credits
0504 605 Personality Assessment I	3 Credits
Summer	
0504 624 Tests & Measurement	3 Credits
Third Year	
Fall	
0504 708 Counseling Techniques in School Psychology	3 Credits
0504 618 Practicum in School Psychology	3 Credits
Spring	
0504 616 Consultation in School Settings	3 Credits
0504 621 Practicum in School Psychology II	3 Credits
Summer	
0504 609 Research Design	3 Credits
Fourth Year	
Fall	

0504 615 Neuropsychological Bases of Child Learning & Behavior	3 Credits
0504 611 Case Conceptualization of Behavioral Difficulties	3 Credits
Spring	
0504 617 Evaluating Students with Learning Difficulties	3 Credits
0504 613 Implementing School-Based Prevention Programs	3 Credits
Fifth Year	
Fall	
0504 612 Clinical Interventions in School Settings	3 Credits
0504 619 Internship in School Psych I	3 Credits
Spring	
0504 617 Evaluating Students with Learning Difficulties	3 Credits
0504 620 Internship in School Psych II	3 Credits

Table 3

Courses That May Be Taken in Hauppauge

First Year	Second Year	Third Year
Fall *Hauppauge* -Multicultural Issues in School Psychology -Psychopathology in Children and Adolescents *Garden City* -Proseminar in School Psychology -Intellectual Assessment I	**Fall** *Hauppauge* -Counseling Techniques in School Psychology -Practicum in School Psychology *Garden City* -Case Conceptualization of Behavioral Difficulties -Neuropsychological Bases of Child Learning And Behavior	**Fall** *Hauppauge* -Clinical Interventions in School Settings -Internship In School Psychology I
Spring *Hauppauge* -Principles of Behavior -Psychodynamic Perspectives in Working with Children *Garden City* -Intellectual Assessment II -Personality Assessment I	**Spring** *Hauppauge* -Practicum in School Psychology II -Consultation in School settings *Garden City* -Evaluating Students with Learning Difficulties -Implementing School-Based Prevention Programs	**Spring** *Hauppauge* -Internship In School Psychology II
Summer	**Summer**	

Hauppauge -Introduction to Tests and Measurements -Statistics for School Psychologist	*Hauppauge* -Research Design	

COURSE DESCRIPTIONS

Psychological Foundations

SPY (0504) 702 - Multicultural Issues in School Psychology
Students will review urban schools from a psychological perspective, explore issues of race, poverty, educational policy, and critique the role of school psychologist. Modes of intervention and assessment that are empowering for children who are poor and children of diverse ethnic, class, and sexual orientation are addressed.

SPY (0504) 601 - Psychodynamic Perspectives in Working with Children
Students will learn core psychodynamic concepts and how these apply in working with children and adolescents. Students will also explore the usefulness of psychodynamic concepts in offering consultation services in schools, and in conducting psychotherapy and play therapy sessions in residential or early intervention schools.

SPY (0504) 710 - Principles of Behavior Change
Students will learn theory and practice in the applications of behavioral principles to school psychology practice. Students will be introduced to evidence-based practice and will learn behavioral assessment and intervention in class and through a supervised fieldwork placement.

SPY (0504) 614 - Proseminar in School Psychology
Students will review an overview of roles and functions of school psychologists. The history, background, and scientific basis of school psychology are explored, as are ethical responsibilities, diagnosis and evaluation, clinical intervention, consultation with parents and teachers, and working with culturally and linguistically diverse populations, and children with special needs.

Educational Foundations

ECH (0807) 601 - School and Society (elective)
Students will analyze the dynamics of how the schools are influenced by social, economic, cultural, and ideological forces and change. Addressing the history of specific school programs

as well as comparisons to educational systems around the world, it evaluates educational policy and the ethical responsibility of teachers. Field project required.

EBE (0804) 500 - Foundations of Bilingual & Multicultural Education (elective)

Students will focus on the impact of families and cultures on the cognitive, linguistic, and affective growth of children. Students will learn about the effects of the background of children with disabilities on their development and learning. A respect for diversity is nurtured by examining specific values and beliefs.

ECH (0807) 602 - Emotional Lives of Children: Classroom as Community) (elective)

Students will explore the emotional lives of children. Psychological, phenomenological, and literary understandings of childhood will also be addressed. Methods for creating a classroom community that enhance the emotional well-being of children are explored, including considerations of cultural differences and special needs.

Assessment and Diagnostic

SPY (0504) 624 - Introduction to Tests and Measurements

Students will learn the basic and advanced concepts in psychometric theory. Emphasis will be placed on the understanding of the application of psychometric theory to measurement problems in applied settings.

SPY (0504) 607 - Intellectual Assessment I

Students will review cognitive and achievement measures that are commonly used in school and clinic-based practice, and will learn to administer, score, and interpret them and write psychological reports. The course addresses theory and practice. The CHC Theory of intelligence will be reviewed.

SPY (0504) 608 - Intellectual Assessment II

Students will continue to review cognitive measures that are commonly used in school-based practice, including the WISC, WIAT, and Stanford Binet, and will learn to administer, score, and interpret them and write psychological reports. The course addresses theory and practice.

SPY (0504) 605 - Personality Assessment I

Students will learn to administer, score and interpret personality assessment instruments. The instruments consist of direct assessment methods and projective techniques. Tests have been selected for study that are currently employed in schools and mental health facilities for children and adolescents.

SPY (0504) 617 - Evaluating Students with Learning Difficulties

Students will learn the use of neuropsychological instruments to assess and diagnose for the presence of different learning disabilities. The course is a continuation of the Neuropsychological Bases in Learning course, and students will learn to recognize the profiles of children with different learning disabilities and to make appropriate recommendations.

SPY (0504) 610 - Psychopathology in Children and Adolescents

Students will focus one several broad categories of childhood psychopathology, including a select number of major diagnostic and intra-psychic factors, which serve as a foundation for

understanding such behavior. A special emphasis will be placed on understanding a child's inner experience of the world.

SPY (0504) 615 - Neuropsychological Bases of Child Learning and Behavior

Students will review neuropsychological theory, and how it pertains to school psychological practice within the context of biological bases of behaviors. The application of neuropsychological practice to the assessment of common childhood disorders and the implications for interventions will also be addressed.

Counseling and Consultation

SPY (0504) 611 - Case Conceptualization of Behavioral Difficulties

Students will review different assessment and intervention practices for addressing emotional and behavioral difficulties in schools. Students will also learn to use functional behavioral assessment and relational analysis to understand behavior problems and develop appropriate interventions. The impact of learning difficulties on a child's behavior and adjustment will be reviewed.

SPY (0504) 616 - Consultation in School Settings

Students are introduced to school consultation. The overarching goals of this course is to prepare future school psychologists to help teachers and other school personnel address more effectively the learning, behavioral and adjustment needs of students they serve and also, the needs of their parents.

SPY (0504) 708 - Counseling Techniques in School Psychology

Students will spend time in a school setting, learn to conceptualize cases, and plan their work with clients. Students will apply their practice in counseling in schools, and present sessions of their work in class to be reviewed and discussed. Counseling ethical and legal issues will also be reviewed.

SPY (0504) 613 - Implementing School-Based Prevention Programs

Students will explore strategies for preventing mental health problems in youth. Students will focus on the development and implementation of prevention measures to reduce a variety of mental health related problems facing youth in schools, including delinquency, substance abuse, and learning failure.

SPY (0504) 612 - Clinical Interventions in School Settings

Students will develop and implement Tier III interventions that attend to children's needs in the context of the family and school environment. Behavioral and learning problems will be discussed and analyzed, from relational, cognitive-behavioral and cultural perspectives. Students will develop intervention plans based on a review of the accumulated data.

Practicum and Internship

SPY (0504) 618 Practicum in School Psychology I

Students will focus on theory, research and practical considerations of working in public school setting, and review school policies and practices including RTI, formal and informal assessment, placement decisions, diversity policies and counseling techniques. The course satisfies the NYS mandate of Child Abuse training.

SPY (0504) 621 - Practicum in School Psychology II

   Students will expand on theory, research and practical considerations of working in public school setting. Students will review school policies and practices including RTI, formal and informal assessment, placement decisions, diversity policies and counseling techniques. The course satisfies the NYS mandate of Violence Prevention and Intervention training.

SPY (0504) 619 - Internship in School Psychology I

   Students will review best practice models of service delivery in school psychology including Tier I and II interventions, crisis intervention skills, and assessment and intervention strategies. Students will also review ethical and professional issues in school psychology, along with best practices in addressing the needs of students in schools.

SPY (0504) 620 - Internship in School Psychology II

   Students will continue to review service delivery models in school psychology including Tier I and II interventions. An emphasis will be given to consultation practices and school-home collaboration initiatives and strategies as well as to preparing students to apply for jobs in school psychology.

Research

SPY (0504) 622 - Statistics for School Psychologists

   Students will be given a basic introduction to computer analysis. Students will be expected to learn to analyze data using SPSS. Throughout the courses students will be instructed on how to write up the results of statistical analyses using A.P.A. format

SPY (0504) 609 - Research Design

   Students will review experimental and quasi-experimental research designs in psychology. They will propose a research idea and develop a research design on one of the major contemporary issues in school psychology.

Electives for Specialization Track in Autism

EEC (0810) 640 - Diagnosis of and Intervention in Autism Spectrum Disorders

   Students will learn about multi-disciplinary diagnostic approaches and interventions for autism spectrum disorders including autism, Asperger Syndrome, and pervasive developmental delays. Topics will include assessment protocols, scientifically-based behavioral and developmental interventions such as ABA, TEACCH, Miller Method, Floortime, speech/language strategies, PECS, and other research-based approaches.

SPY (0504) 626 - Counseling Students on the Autism Spectrum

   Students will review current practices in counseling children and adolescents on the autism spectrum and in consulting with their parents. The challenges in addressing the emotional, cognitive, and adjustment needs of these youngsters will be discussed and the benefits of different types of interventions will be explored.

EEC (0810) 650- Autism I: Educating Students with Severe to Moderate Autism

   Students will expand their knowledge of treatment models for individuals in the severe to moderate range of the autism spectrum and focus on treatment needs. The course requires

practicum experience; candidates will present and review treatment modalities and case reports from fieldwork: psychology students 75 hours; education students 25 hours.

EEC (0810) 660- Autism II: Educating Students with HFA and Related Disorders

Students will expand their knowledge of treatment models for individuals with higher functioning autism, including Asperger Syndrome, and focus on treatment needs. The course requires a weekly practicum experience; candidates will present and review treatment modalities and case reports from fieldwork: psychology students 75 hours; education students 25 hours.

Electives for Specialization Track in Bilingual School Psychology

EBE (0804) 500 Foundations of Bilingual and Multicultural Education: Theory and Practice

Students will study philosophical, sociological, and historical perspectives on bilingual and multicultural education and learn about multilingual program models, bilingual special education, educational equity, and community involvement. Students will examine, from a case study perspective, legal mandates that have an impact on bilingual and multicultural education (25 hours of fieldwork).

EBE (0804) 540 - Assessment Considerations for ESL and Bilingual Populations   Students will develop an understanding of the critical role that both assessment and   decision-making processes play in English-Language-Learning classrooms;   develop an understanding of the nature and characteristics of English-Language-   Learners; and analyze traditional and non-traditional assessment procedures that can be   used with English-Language-Learners.

SPY (0504) 625 - Counseling and Assessment of the Multicultural Child

Students will review current practices in the assessment of linguistically diverse children and will learn the appropriate use of standardized measures, as well as when and how to conduct evaluations in the child's first or second language. Current practices in counseling students from linguistically diverse backgrounds will be presented.

BENCHMARKS OF ASSESSMENT

PRAXIS II Exam

Students must pass the PRAXIS II exam, which is considered the culminating exam of the master's program. Students are strongly encouraged to take the Praxis Exam after completing their second year in the program, or, if that is not feasible, at the beginning of the third year. The Program has adopted NASP's passing score of 155, which is required to be a Nationally Certified School Psychologist (NCSP). Praxis II examination scores shall be sent to Adelphi University and NASP at the time of testing. The Praxis II examination, administered by ETS as the comprehensive examination. More information about this test, as well as registration procedures, can be found at: http://www.ets.org/praxis/nasp/requirements.

Internship Portfolio

All students must complete a Portfolio at the end of their internship experience. Program faculty use portfolios to evaluate the development of student knowledge, skills, competencies, and dispositions acquired and developed during training. At the end of the three years of graduate study, the completed Portfolio provides beginning school psychologists with a professional portfolio that communicates their individual professional beliefs and accomplishments. The portfolio allows graduates to showcase their accomplishments to prospective employment sites as well as guide lifelong professional development.

Finally, the faculty of the school psychology program will use portfolios to evaluate the efficacy of our training program. Faculty will summarize and analyze results of portfolio reviews annually and use these data to inform program improvements.

The Internship Portfolio must include: a) a professional statement; b) undergraduate and graduate transcripts; c) current curriculum vita; and d) submission of products that demonstrate completion and mastery of program goals, competencies, and professional behaviors. Students must submit: a) at least two assessment cases (e.g., intellectual, disability, social-emotional, academic, behavioral); b) an academic intervention (with effect size data); c) a behavioral intervention (with effect size data); d) a consultation case; e) a counseling case; f) individual and cultural diversity artifact(s); g) research assignment; and h) ethical, legal, and professional documents. Please see the Practicum/Internship Handbook for specific details regarding the requirements for this particular assignment.

FIELDWORK AND CLINICAL TRAINING

Practicum

During the second year of the program, students are required to complete a school-based practicum. The school psychology practicum, in concert with NASP guidelines, is designed to provide students with opportunities to demonstrate their skills in an applied school setting. Practicum settings are selected on the basis of their support of and willingness to comply with the program's training objectives. The practicum experience is specifically designed to prepare students for internship and ultimately, to work effectively with children, families, educators, and community mental health agents. Practicum activities are designed to systematically integrate theory, techniques, empirically-supported practices, research, ethics, and professional behaviors. As such, students are provided with increasingly complex experiences that prepare them to be effective school psychologists in diverse educational settings. Practicum is offered through a two-semester sequence. During the initial practicum semester, students will become acquainted with the educational community, participate in various roles of the school psychologist under direct observation and on-sight supervision, and participate in authentic professional development activities. As students develop skills, they will assume more professional responsibilities. The second semester of practicum is designed to expand upon the experiences of the first semester. Students are required to participate in more activities and demonstrate greater independence, which will be necessary for internship. The practicum student will gradually be provided opportunities for more autonomy and responsibility in assessment, intervention, consultation, and professional development situations. These experiences are carefully supervised by the field-based supervisor and the practicum course instructor. Students are evaluated by both site and university supervisors. School practicum activities underscore human diversity and are sought by the School Psychology Program to ensure the development of skills, competencies, and professional characteristics and dispositions essential for effective school psychology service-delivery. Upon successful completion of the practicum experience, students are expected to demonstrate knowledge and skills that are sufficient for entry into a school psychology internship.

Students are required to maintain three credits of practicum each semester (6 credits total) during their second year in the program. A minimum of eight hours per week at the practicum site is required, totaling 280 hours over the course of the academic year. Students are expected to receive at least one hour of individual supervision per week. Practicum supervisors must hold a valid state credential for the setting in which they are employed; have a minimum of 3 years of full-time experience as a credentialed school psychologist or psychologist and are employed as a regular employee or consultant by the district or agency; and have education and/or experience in the supervision of school personnel.

Students must log all practicum hours and must submit these logs to Dr. Pierre Louis, the Field Placement Coordinator, across the duration of the practicum. on Students must meet all standards and requirements necessary to complete the required practicum including, but not limited to, fingerprinting and/or criminal background checks; failure to meet these requirements may prevent a student from graduating from the program. It is important to note that the results of a student's criminal background check may also prevent a student from completing a practicum placement.

Internship
The internship is the culminating clinical experience of the master's program of study. The internship site abides by the requirements set forth by NASP. Internship occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive years, totaling a minimum of 1200 hours, with at least 600 hours completed in a school. As the internship reflects the final stage of training, prior to approval of the internship, students must have: a) successfully passed all required coursework, with no remaining Incomplete Grades; and b) successfully completed all practicum requirements.

Students will receive at least two-hours of individual supervision per week. The field-based internship supervisors are either certified school psychologists, or in non-school settings, licensed psychologists. Supervisors must have at least 3-years of full-time experience working as a school psychologist or psychologist.

Internship credit is not given for past work experiences. Moreover, the intern must not be involved in employment that might potentially conflict with the goals, experiences, and requirements of the internship (i.e., completing the internship at their place of employment). All internship experiences shall be conducted in a manner consistent with the current legal-ethical standards of the profession. Students must log all internship activities and shall submit these logs to Dr. Pierre Louis, the Field Placement Coordinator, across the duration of the internship. This comprehensive culminating field experience includes both formative and summative performance-based evaluations completed by site and university supervisors. Day-to-day supervision of the intern's activities rest directly with the appropriately credentialed school division/agency personnel.

PROGRAM POLICIES AND PROCEDURES
Student Advising
Upon formal admission to the program in school psychology, each student is assigned an advisor who is member of the core program faculty. Program faculty advisors help students plan their program of graduate study, discuss the student's progress with regard to required coursework, research interests, as well as plan for productive experiences in their practicum and internship placements. Students shall keep advisors informed of their progress and accomplishments, and seek guidance about coursework, time management, assistantship work, research, and professional development.

Part-time Study
Students have the option to attend the program on a part-time basis. Students who opt to take courses on a part-time basis need to follow a set course sequence (see Table 2, p. 21). Students who opyt to attend on a part-time basis would need four or five years to complete the program.

Student Feedback
The School Psychology Program faculty annually evaluate each student. Further, each student is also evaluated by their practicum and internship supervisors. Students are provided written feedback regarding their overall performance; progress toward meeting program requirements; and additional written feedback if the student fails to meet academic standards, or evidences behavior that is incompatible with professional deportment. If such does occur, the student is notified in a timely fashion to discuss any problematic issues,

suggestions to address these problems, and feedback about the extent that problems were successfully attenuated.

Leave of Absence Guidelines

Continuity of training and education is an important aspect of the program. Students are expected to enroll every semester throughout their program; however, a leave of absence (LOA) may be requested under certain circumstances. A request for a leave of absence should be submitted in writing to the Program Director and include appropriate supporting documentation (e.g., medical records). Without formal notification, the University will consider students on as 'administratively withdrawn' if not registered for courses for two consecutive semesters. In such cases, the student would need Program permission to be readmitted before they may register for courses. Extensions of an officially approved leave of absence require that the student petition this request with a written statement provided to the Program Director, and the School Psychology Faculty, and the Dean of the Derner School of Psychology, providing a compelling reason for such an extension. If leave is not granted, the student will be expected to return to full- time status; or will have to reapply and be considered as a new student. Students returning from an officially approved leave of absence within the specified period for the leave may continue their course of study at the point from which it was left. All coursework shall be considered up-to-date and the student may complete the program in effect when he/she entered the program. https://operations.adelphi.edu/catalog/medical-leave-of-absence/

Continuous Enrollment

Students must maintain continuous enrollment in the School Psychology Program to retain active status during their course of study. All students must register each fall and spring semester to uphold their continuous status in the program. If students do not register, the student will be discontinued from the program. Students who register for courses but then leave without notifying the Program Director will continue to incur tuition and other charges. All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters prior to graduation) to retain their status in a degree program. At least 2 of the 3 academic training years (or the equivalent thereof) must be at Adelphi University, and at least 1 of these years must be in full-time residence (or the equivalent thereof). Transfer credit forms are available in the Dean's Administrative Offices, HWC #302 (Appendix D).

Transfer Credit

Students who wish to request degree credit for graduate work taken at another institution of higher education, should consult with their program advisor. A maximum of 6 hours of credit earned from other accredited institutions of higher education may be applied toward their degree. Prior coursework may be considered for transfer credit under the following conditions: 1) the course was taught at the *graduate* level and *restricted to graduate students only* at a regionally accredited college or university; 2) the course was completed within three-years of the date of admission to the student's current graduate program; 3) the student must have received a grade of B or better. It is the student's obligation to provide a university bulletin containing the course description and the syllabus for the course(s) for which transfer of credit is under consideration. Transfer credits must be approved by the Program Director.

Program and Departmental Service

It is expected that all students in the master's program will actively participate in program and department service obligations. Typically, the Program in School Psychology nominates students to serve on program committees (e.g., Admissions Committee), representatives for Open Houses, and as student representatives for formal Faculty Searches. In addition, the program faculty members often nominate students to serve on program, department, or university committees to allow graduate students the opportunity to provide input on important matters related to program, department, or university governance.

Professional Organization Involvement

Involvement in professional organizations is an integral component of inculcating students to the profession of school psychology. Students are strongly encouraged to become members of national organizations such as the American Psychological Association (APA) Division 16 (School Psychology), National Association of School Psychologists (NASP), American Educational Research Association (AERA), Society for Research on Child Development (SRCD), and Council for Exceptional Children (CEC). Students may also become professionally active in state and local organizations, such as the New York Association of School Psychologists (NYASP) and New York State Psychological Association (NYSPA). Membership in professional organizations facilitates growth as a psychologist through information dissemination, professional identity and networking, and continuing education.

Professionalism

Professionalism is considered a core competency of psychology and includes honesty, integrity, accountability, responsibility, and respect for others. Students are expected to follow these competencies throughout their graduate training, and act with courtesy and respect toward others. Students' professional behavior is expected to conform to the ethical principles of psychologists and codes of conduct outlined by the American Psychological Association and the National Association of School Psychologists.

Travel Approval/Travel Expense Procedure

Students are eligible for reimbursement for travel related expenses for up to up to a $ 500. To be eligible for reimbursement, students need to present their own papers or be the lead presenters of a paper or poster. **To be reimbursed for travel related expenses students need to fill out the forms listed below and to follow the following steps:**

- Fill out the form completely at least 30 days **BEFORE** any travel arrangements are made/conference date.
- Attach **DRAFT** itineraries of your hotel and flight.
- Attach a complete registration form.
- **Attach documents showing information for the conference such as:** a brochure (*online printout from the conference website*) and what the conference is about, date and location, and if you're invited, attach the letter/email.
- Return the form to Kathy Bishop located at Hy Weinberg, room 317, for processing.

Travel approval forms must be signed by the Dean in order to be reimbursed for any trip. Students will be reimbursed up to the total of **$500** for the year.

Once you return from your trip, you will need to complete a **Travel Expense Form**.

- Fill out the form completely.
- Attach all **ORIGINAL RECEIPTS** to the form for reimbursement (without original receipts you will not get reimbursed for that item).
- Expenses **MUST** be submitted with **60 days** after expense was paid or incurred.

The Travel Expense Form is located in the Deans' administrative office, in room 302. If you have any questions, contact Kathy Bishop at 516-877-4840 or via email at kbishop@adelphi.edu.

Student Mail Folders

Master's students have their own mailboxes, located in Room 107 of Hy Weinberg. Students are encouraged to check their mail on a regular basis.

Colloquia

The Derner School of Psychology and School Psychology Program, host presentations and lectures by distinguished psychologists at various colloquium series. These colloquia provide an excellent opportunity for learning regardless of the area of expertise of the distinguished speaker. Times, dates, and places for colloquia are announced well in advance via email and postings in and around Hy Weinberg.

Dignity for All Students Act (DASA) Training
To qualify for provisional certification as a school psychologist in New York State, students must complete Dignity for All Students Act (DASA) training either by attending Adelphi's School of Education course 0801-697 or by providing proof of attendance at a New York State approved site. Adelphi offers DASA workshops for a fee of $50. For upcoming workshops, please see Adelphi's website (https://search.adelphi.edu/course-search/). For other DASA approved workshop providers, please view the following website (http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html).

ACADEMIC POLICIES

Students in the Master's Program in School Psychology are subject to the academic policies, rules, and regulations of (a) the Master's Program in School Psychology, (b) the Derner School of Psychology, and (c) Adelphi University. The academic policies for the School Psychology Program are as follows:

Student Evaluation Procedures
The School Psychology Program faculty continually measure satisfactory student progress, as well as programmatic efficacy, using multiple methods and multiple data sources, across multiple contexts. That is, our assessment system is based on a multi-method, multi-source approach that is employed throughout students' preparation in the program. Formative and summative data based on quantitative and qualitative methods are gathered and used to determine the degree to which: 1) students are progressing, 2) the program is meeting faculty goals, and 3) the program is in compliance with the standards set forth by the National Association of School Psychologists. Specifically, students are assessed throughout their programs of study to determine their professional characteristics, academic knowledge, and practitioner competencies through a variety of methods including: a) formal evaluations such as course grades, and performance on the National School Psychology Examination (Praxis 5402); b) annual faculty reviews of the student's progress (Appendix E); and c) assessments of student progress through feedback from practica and internship supervisors (University and Site Supervisor Evaluation; *Practicum and Internship Handbook*).

The triangulation of these data allows the program faculty to make informed decisions regarding individual students' progress, overall program improvement, and assess whether students have met the School Psychology Program, the Derner School of Psychology, and the Adelphi University standards for program retention and completion.

Demonstration of student professional dispositions are evaluated through multiple activities: course participation; while meeting the responsibilities and demands of the internship class; and site supervisor evaluations (once at the end of the Fall semester; once at the end of the Spring semester), and annually with the student's advisor; interactions with peers and university and school personnel; interactions with students and their families; and through the evolution of the role of school psychologist during internship.

Field-based supervisors provide written practicum evaluations to the student's university supervisor at the end of the Fall and Spring semesters. This evaluation describes the supervisor's opinion of the intern's developing competencies across the competency and disposition areas listed previously. As part of this evaluation process, the field-based supervisor should meet with the intern to process the evaluation and set future goals.

Academic requirements

Students must maintain a minimum cumulative GPA 3.00 (3.0 on a 4.0-point scale) in all academic work and fulfill all course related requirements at a satisfactory level, including fieldwork requirements, throughout the duration of the program. Students are required to earn grades of "B-" or better in all courses in order to remain in the program. Should a grade less than "B" be earned in any given course, the student will be notified by the Program Director. Students who receive a grade lower than "B-" will be placed on academic probation and will have to repeat the course. The exception to this is Intellectual Assessment I and II, where all students need to earn a minimum grade of 85 (B) in order to continue to the next semester in the program.

PROGRAM REMEDIATION, RETENTION, AND DISMISSAL POLICIES AND PROCEDURES

Throughout the student's program of study, faculty will review and address concerns about the student's (a) competency in coursework and clinical work or (b) professional or ethical conduct (i.e., skills and dispositions). By virtue of their professional preparation, supervisory roles, and professional ethics, faculty members document and address concerns about a student's academic performance, personal dispositions, or professional functioning. The following are examples of circumstances or performances that may form the basis for a remediation plan or program dismissal:

1. **Failure to maintain minimum academic standards:** According to the Masters Program in School Psychology Program policy, graduate students must maintain a minimum GPA of 3.0 (minimum levels of competency), inclusive of all graduate courses taken since enrollment in the program.
2. **Unsatisfactory performance in externship, practicum, internship, or other practice-related courses:** Grades of B or higher, or "pass" are required in all clinical placements and practice-related courses.
3. **Unethical practices, unprofessional conduct, or behaviors that interfere with the training process or threaten the welfare of people with whom students have professional contact (e.g., clients, supervisees, students, research participants, peers):** Students are expected to subscribe to the professional and ethical standards of the National Association of School Psychologists. Ethical breaches and unprofessional conduct, including behaviors that occur off campus – especially behaviors that impede the training process or threaten client welfare – may constitute grounds for a remediation plan or program dismissal.
4. **Failure to comply with University, department, or program policies on academic integrity (e.g., plagiarism, cheating, fabrication, and participation in academically dishonest activities).** Students are expected to abide by Adelphi University Code of Conduct (https://operations.adelphi.edu/catalog/conduct/), as well as the School Psychology Doctoral Program policies on related issues.
   a. **Plagiarism**. This is defined as the intentional or unintentional presentation of the words or ideas of another, as one's own, without due recognition/citation of the other's work.

   b. **Cheating.** This is defined as the intentional or unintentional use or attempted use of unauthorized materials, information, or study aids in any academic exercise.

   c. **Fabrication**. This is defined as the intentional or unintentional and unauthorized falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

   d. **Participation in academically dishonest activities**. This is defined as the intentional or deliberate engagement in deceitful behaviors. Examples may include: a) Obtaining an exam from another student; b) Purchasing a prewritten paper through a mail-order or other

service, including via the Internet; c) Sharing a take-home exam, case-study, or other assignment with a classmate without the explicit permission of the instructor; and d) Alteration, theft, forgery, or destruction of the academic work of other students, library materials, laboratory materials, or academic records including documents, transcripts, and examination/ course grades; and e) Deliberately missing an exam or assignment deadline to gain an unfair advantage.

Violations of the code of academic honesty will be handled according to University policies and procedures, as well as the policies and procedures of the Derner School as outlined below. The complete Adelphi University academic honesty policies and procedures can be found at: http://academics.adelphi.edu/policies/honesty.php.

Unprofessional behavior is defined broadly as any inappropriate conduct with regard to clinical practice and research. To define such misconduct, the program adopts the APA Ethics Code (http://www.apa.org/ethics/code/index.aspx), as well as the NYS definition of unprofessional conduct for psychologists under Article 131, Section 6530.

Retention Standards

The MA School Psychology training program at Adelphi University adheres to the following standards of student performance. Students must meet these standards to insure satisfactory academic standing within the program.

1. A student must maintain a minimum of a "B" average (3.0 on a 4-point scale) in all academic courses completed in order to be awarded a degree.
2. A student who earns a grade of 'C+" or lower in any course will be required to repeat the course, as this grade falls below the minimum levels of competency, and is considered a failing grade.
3. A student who earns a "B-" or lower or an "I" in any diagnostic course (e.g., assessment), will not be permitted to enter Practicum (until the course is retaken and the grade improved/changed to at least a "B (85)," which is the minimum level of competency).
4. A student receiving more than one "D" or "F" in required courses of the school psychology program will not be permitted to continue in the program.
5. A student who earns an "F" in one or more semesters of Externship or Practicum course or receives an unsatisfactory evaluation by their field supervisor, will not receive a recommendation for Internship. The student may petition to retake externship or practicum and their status in the program will be reviewed after completing the retake externship or practicum.
6. A student who earns an "F" in one or more semesters of Internship or receives an unsatisfactory evaluation may be dismissed from the program. The student can petition to retake Internship and their status in the program will be reviewed after completing the retake internship.

Requests and justification regarding retaking a course or dismissal from the program, must be submitted in writing to the Director of the Program. The Director of the Program will present the petition to the MA School Psychology Program faculty. The student will be given the opportunity to address the school psychology doctoral faculty in person if desired. The program extern/practicum/intern supervisor will respond in writing to the student's written request (after consulting with School Psychology Program faculty). *The petition needs to be approved before the student can register to retake the course.*

Remediation Procedures
If a problem is identified, the following procedures will be implemented with all steps being documented in writing in the MA School Psychology Improvement Plan (Appendix G) as well as communicated to the student during a formal conference with his/her advisor and/or other appropriate program faculty.

1. The student will be notified in writing of the specific problem areas noted by the program faculty (See Appendix H for notification form).
2. Unless the problems are severe enough to warrant an immediate dismissal, a School Psychology Improvement Plan (Appendix G) to remediate the problem will be developed by the student, the student's advisor, and relevant program faculty. This plan will identify the specific area(s) of concern, operationally define the student's problem(s), specify the expected objectives for performance improvement, specify a remedial plan to reach those objectives, and designate a timeline for goal attainment or re-evaluation. During this remedial period, the student is on academic probation. Students who choose to not accept the remedial plan will be automatically dismissed from the program.
3. At the time of re-evaluation, a Follow-up of Improvement Plan form (See Appendix H) will be completed. Four options exist for the program faculty:
   - Decide that the specific problem has been appropriately remediated and the student is allowed to continue in the program.
   - Continue probation and remediation with an updated improvement plan and a new date set for re-evaluation.
   - Counsel the student out of the program.
   - Formally dismiss the student from the program.

A final re-evaluation meeting will be held between the School Psychology faculty members and the student. During this meeting the faculty decision will be presented to the student in writing. If the faculty decision is student dismissal, the student will have the option to appeal the decision to the Dean of the Derner School of Psychology.

Remediation considerations
Several possible courses of action designed to remediate impairments include, but are not limited to:
- Increasing supervision
- Increasing field-work experience
- Broadening field-work experience
- Changing the format, emphasis, and/or focus of supervision
- Recommending personal therapy
- Reducing the student's workload
- Requiring additional coursework or experiences
- Recommending a leave of absence

Dismissal Procedures
The decision for dismissal is based on the faculty's conclusion that the student has not demonstrated an adequate level of competency as defined by the retention standards. Should the final decision be to terminate the student from the program, the student shall be informed in writing by the program director. Students may petition the adverse decision with the Dean. Student petitions should include a rationale for their lack of progress, justification for continuing in the program, and an action plan that includes a timeline for returning to good standing in the program. If the procedure in the last step fails to resolve the conflict, the Dean will informs the student about the student's right to appeal to the higher University administration and gives the student a written report of the results of the procedures used to resolve the conflict. The Dean/Associate Dean will advise the student about the University grievance procedure and is available to

the   student   for   help   and   direction   in   following   this   procedure
(http://academics.adelphi.edu/policies/complaints.php).

Student Rights
1. Students with a previously diagnosed disability have the right to request reasonable accommodations ensuring equal access to courses, course content, programs, services, and facilities.
2. Students have the right to expect prompt responses to requests pertaining to academic matters.
3. Students have the right to a learning environment free from harassment, discrimination, and violence.
4. Students have the right to due process in disciplinary procedures in accordance with the rules and procedures prescribed in the Student Code of Conduct.
5. Students have a right to a hearing regarding any accused misconduct.
6. Students have the right to access established procedures for respectfully presenting and addressing concerns or complaints to the University.

Student Responsibilities
1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and University officials.
2. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University, the Program, and the field of School Psychology.
3. A student has the responsibility to maintain a level of behavior that is consistent in supporting the learning environment of the institution and recognize the University and Program's obligation to provide a safe environment for learning.
4. A student has the responsibility of assuming the consequences of their own actions.

GRIEVANCE POLICIES AND PROCEDURES

On occasion there may be complaints and grievances between faculty and students during the student's matriculation through their program of study. When students raise an issue and believe it has not been resolved to their satisfaction or they continue to experience conflict and need assistance, students have the right to file a grievance. Students shall follow the policy and procedure for grievance procedures set forth by the Graduate Bulletin below:

Course Grades
Student grades are submitted by the instructor of the course. Any request for a change of grade must be submitted to the instructor; changes to grades must also be approved by that instructor. A grade may be changed only if there is unequivocal evidence that it was the result of computational or mechanical error. Students who believe their grades are incorrect or unfair should:
- Discuss their coursework and resulting grade with the instructor.
- Review with the course instructor the grading policies for the course.
- Appeal to the instructor for a change of grade.
- Unresolved grade appeals should be brought to the student Advisor's attention and to the Director of the program.
- The Program Director may choose to try to resolve the issues by discussing the matter with the instructor.
- If the student remains dissatisfied, students should bring their concerns to the assistant or associate dean of the school responsible for the course.
- The appropriate dean may choose to try to resolve the issues by discussing the matter with the Director of the program, the student's advisor and the instructor.

- If the issues remain unresolved to the student's satisfaction, the student may request that the Office of Academic Services discuss the matter with the instructor.
- If all previous avenues of appeal fail to resolve the matter, the Associate Provost may choose to discuss the matter with the appropriate dean.

Adelphi University maintains an Ombuds Office that is responsible for fully and fairly addressing complaints concerning conduct by faculty acting as part of their affiliation with the University (https://operations.adelphi.edu/catalog/protocol-for-student-complaints/).

If the Director, Dean, or Provost concludes that a grade was a result of arbitrary or capricious conduct on the part of the instructor, the student may be allowed to withdraw from the course. In the case of arbitrary or capricious conduct, the department or school may allow the student to take a substitute course to replace the course in question.

All disputes concerning the accuracy of a grade must be raised within one calendar year. Grade changes must first be signed by the instructor and then by the program director and the appropriate dean before being submitted to the Registrar.

APPEALS PROCESS

All school psychology students have the right to appeal actions of **probation** or **dismissal**. All appeals by students are referred to the Dean. The purpose of an appeal is not to re-hear the case, but to address the decision that was made. Grounds for appeal include: a) Fairness of the process; b) Introduction of new evidence; and, c) Harshness of the action.

Procedures for Appeals*:*

1. The student must submit a written request to the Dean, providing the rationale for the requested appeal.

2. The Dean assembles an Appeal Committee that will include the Dean, the Program Director and a faculty member who was not part of the Evaluation Conference to hear the appeal.

3. The school psychology student may submit a written report to the Appeal Committee prior to the hearing.

4. The student makes an oral presentation in person to the Appeal Committee.

5. A question and answer period by the committee with the student follows.

6. The Dean is the presiding officer for the Appeal Committee.

7. The Appeal Committee deliberates following the hearing and makes its decision.

8. There is no provision for attorneys to be present during the proceedings of an appeals hearing (except if there are criminal charges pending regarding the concern).

9. If the issue remains is not satisfactory to the student, the student may appeal to the Provost of Adelphi University. Students may also request that the Office of Academic Services become involved to help resolve the matter.

UNIVERSITY POLICY ON HARASSMENT, DISCRIMINATION, AND RETALIATION

The University's policy against discrimination and harassment is articulated in their policy statement (https://hr.adelphi.edu/policies/anti-discrimination-harassment-and-retaliation-policy/). Below is an abbreviated version of the document with procedures and contact information for individuals who believe they are experiencing any of the aforementioned issues.

Adelphi University is committed to extending equal opportunity in employment, admission, educational policy and programs, student financial assistance, all University administered activities and programs to all qualified individuals without regard to race, color, religion, sex, sexual orientation, age, national/ethnic origin, physical disability, or status as a disabled or Vietnam-era veteran.

In addition to meeting fully its obligations of non-discrimination under federal and state laws, Adelphi University is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, acceptance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs. In support of this commitment, it is the moral responsibility and the pledge of the University to protect all those under its care from any form of discrimination or harassment.

Acts of harassment, threats, vandalism and violence are in themselves serious and morally objectionable, but when combined with overtones of discrimination and prejudice, they become even more offensive and reprehensible. Such acts as telephone or written harassment, physical violence, as well as the use of graffiti and other damage to property are considered crimes by the New York State Penal Code and thereby punishable by prison and/or fines.

Students encountering any form of discrimination or harassment should report these matters immediately to the Dean of Student Affairs. This office is prepared to address all inquiries as well as allegations of discrimination and harassment and will assist students to take appropriate follow-up action. For more information on the University's policy on sexual assault, go to http://students.adelphi.edu/sa/dean/assault.php

UNIVERSITY LIBRARIES

Swirbul Library
The Library provides users with Internet access as well as access to a variety of academic databases. There are several workstations available for word processing. The Swirbul Library holds 650,000 books, 27,000 audio-visual materials, 805,000 items in microformat, 27 special collections, and subscribes to 33,000 electronic journals and 135 electronic databases. Swirbul Library participates in the New York State and National Interlibrary Loan Program. Scholarly books, documents and copies of journal articles not owned by Adelphi (as well as dissertations from many universities) may be obtained on loan from other institutions through the interlibrary loan department. The student facilities include several small lounges for student use, and extensive computer facilities with Internet access. The library is fully accessible to handicapped students and equipment for use by the blind is available. Inter- and intra-library loan services are provided. Library hours, policies, and services are available on the Adelphi University Library website: http://libraries.adelphi.edu.

Online Access
Instructions for accessing online resources, including databases such as PsycInfo, are available at
http://libraries.adelphi.edu/

Manhattan Center
Located on the second floor of 75 Varick Street in New York City, the Manhattan Center library is one of Adelphi's two off-campus libraries. The collection supports the needs of the Center's liberal arts students and its Education and Social Work programs.

Hauppauge Center
Located in Hauppauge, Long Island, students take courses in this satellite campus, which is replete with myriad academic databases, books, and other useful materials. Interlibrary loan is available at this site.

Other Libraries Available for Use by Adelphi Students
Reciprocal Borrowing Privileges at Queens College, City University of New York (CUNY), and Queens College, CUNY, participate in a reciprocal borrowing arrangement. Adelphi students may borrow circulating materials for three weeks with one renewal. If you would like to use the Rosenthal Library, simply stop at the Rosenthal Circulation Desk to obtain a borrower's card. Both the Queens College borrower's card and current validated Adelphi ID will be necessary to borrow materials from Queens College. Cards will be issued only to borrowers in good standing at Adelphi University. For further information, call Library Operations at (516-877-3518).

SERVICES FOR STUDENTS WITH DISABILITIES

The Student Access Office (SAO), located in the Ruth S. Harley University Center Room 310, is a vital campus resource. The Mission of Student Access Office (SAO) is to ensure equal access to all of the University's programs, services, and facilities for students with documented disabilities. The Office provides support services to students with learning disabilities. Documentation supporting student eligibility for assistance and for requests for reasonable accommodations is required. Disability documentation should consist of a comprehensive report that provides evidence of a currently existing impairment; background information, relevant testing, specific diagnosis, and interpretative summary. For more information, contact: Email: sao@adelphi.edu   Phone: (516) 877-3145   Fax: (516) 877-3139   TTY: (516) 877-3138

STUDENT ID

University identification cards (ID cards) are required for identification and issued to all faculty, staff, and students. ID cards are necessary for after-hours access to all residence halls, academic and administrative buildings, use of the library, and entry to sports events and all University facilities. ID cards, in general, expire at the end of each semester and must be validated by the office of the Registrar, Levermore Hall, Lower Level, for the next semester.

Where / How to Obtain an ID Card:
Location: Department of Public Safety & Transportation, ID Office, Levermore Hall
Telephone Number: 877-3500, 3438 (ext. 3500, 3438)
Hours: Monday - Friday 8:30 AM to 4:30 PM

Evenings: Monday - Thursday 4:30 PM to 7:00 PM
Summer: Monday - Thursday 8:30 AM to 7:00 PM, Friday 8:30 AM to 4:00 PM.

Students must bring proof of payment or confirmation of classes (available from the Registrar).
Replacement fee for lost or damaged ID cards: $10.00

ATHLETIC FACILITIES

Located in Woodruff Hall, the Campus Recreation department of Adelphi University provides comprehensive athletic facilities and recreation programs, including a newly renovated fitness center, pool, indoor track, basketball/volleyball/badminton courts, and locker rooms. Visit the web site for facility hours and course schedules: http://students.adelphi.edu/campusrec/recreation-facilities.php

GETTING TO ADELPHI UNIVERSITY

By Train
From Manhattan, Brooklyn, and Jamaica Station
Take the Hempstead line from Penn Station in Manhattan or the Flatbush Avenue Station in Brooklyn or the Jamaica Station in Queens to the Nassau Boulevard Station. The campus is a short walk east on South Avenue. Travel time from New York City is approximately forty-five minutes.
For LIRR train schedules, please visit http://www.mta.nyc.ny.us/lirr.

By Car
Parking is by permit only. All motor vehicles utilizing University parking facilities must display a current state registration and be registered with the University Department of Public Safety & Transportation. Students are required to register annually. With the exception of vendors servicing the University and vehicles owned by the University, no commercial vehicles are permitted to park on campus. The University assumes no responsibility for loss or damage to any vehicle parked on its property.

From Upstate New York
Take the New York State Thruway to the Tappan Zee Bridge (toward New England). After crossing the bridge, continue to I-287 east and follow signs for 1-95 south. Take 295 to the Throgs Neck Bridge. Go over the Throgs Neck Bridge, bearing right, and exit onto the Cross Island Parkway - Eastern Long Island. Take the Cross Island Parkway to the Long Island Expressway (Route 495) - Eastern Long Island. From there, follow the L.I.E. (East) directions below.

From New England
Take either I-91 south to I-95 in New Haven, or 1-684 south to 1-287 east (toward New England) to I-95 south. Depending on where you get on I-95, you may travel through Massachusetts, Rhode Island, Connecticut, and New York's Westchester and Bronx counties. Remain on I-95 and follow signs for I-295 (Throgs Neck Bridge, Eastern Long Island). Go over the Throgs Neck Bridge, bearing right, and exit onto the Cross Island Parkway- Eastern Long Island. Take the Cross Island Parkway to the Long Island Expressway (Route 495) - Eastern Long Island. From there, follow the L.I.E. (East) directions below.

2025-2026

From Pennsylvania
Go east on the Pennsylvania Turnpike to the New Jersey Turnpike north. Take I-95 north (New Jersey Turnpike) to Exit 13 (Goethals Bridge). After crossing the bridge, continue on the Staten Island Expressway to the Verrazano Bridge. Go over the bridge and get on the Belt Parkway (toward Kennedy Airport). Take the Belt Parkway to the Southern State Parkway. See the Southern State directions below.

From Northern New Jersey
Take I-80 east to the George Washington Bridge. Continue on I-80 east to the Cross Bronx Expressway, following signs to the Throgs Neck Bridge. Go over the bridge, bearing right, and exit onto the Cross Island Parkway - Eastern Long Island. Take the Cross Island Parkway to the Long Island Expressway (Route 495) - Eastern Long Island. From there, follow the L.I.E. (East) directions below.

From Southern New Jersey and Points South
Take I-95 north (New Jersey Turnpike) to Exit 13 (Goethals Bridge). After crossing the bridge, continue on the Staten Island Expressway to the Verrazano Bridge. Go over the bridge and get on the Belt Parkway (toward Kennedy Airport). Take the Belt Parkway to the Southern State Parkway. From there, follow the Southern State (East) directions below.

Via the Long Island Expressway (Route 495)
Traveling east
Take the L.I.E. to Exit 34 south (New Hyde Park Road). At the first traffic light, turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for 3.2 miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

Traveling west
Take the L.I.E. to Exit 39 south (Glen Cove Road). Travel south for four miles (the road will change from Guinea Woods Road to Glen Cove Road to Clinton Road). Turn right onto Stewart Avenue go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

Via the Northern State Parkway *Traveling east*t
Take the Northern Parkway to Exit 26 south (New Hyde Park Road). Turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for three miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

Traveling west
Take the Northern Parkway to Exit 31 south (Glen Cove Road). Continue south on Glen Cove Road (which turns into Clinton Road) for 2.3 miles. Turn right onto Stewart Avenue. Go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

Via the Southern State Parkway
Take the Southern Parkway to Exit 17 north (Hempstead Avenue). Continue on Hempstead Avenue traveling north. Make a left at the second traffic light (Nassau Boulevard). Continue north for 2.5 miles to the ninth traffic light. Make a right turn onto South Avenue (immediately before crossing the railroad tracks). The Adelphi campus is on the right.

Via Jericho Turnpike
Turn onto Nassau Boulevard traveling south (left turn if coming from the east; right turn if coming from the west). Pass under the railroad trestle.

Via Hempstead Turnpike
Turn onto Nassau Boulevard traveling north (right turn if coming from the east; left turn if coming from the west). Make a right onto South Avenue (immediately before crossing the railroad tracks). The Adelphi campus is on the right.

Via Old Country Road
Turn onto Franklin Avenue traveling south (left turn if coming from the east; right turn if coming from the west). Make a right turn onto Sixth Street. Continue on this road; it will turn into South Avenue. The Adelphi campus is on the left.

Shuttle Schedule

Schedule is subject to change without notice. Current schedule may be found online:
http://administration.adelphi.edu/publicsafety/traffic/campus_transportation.php

Appendix A: **Academic Calendar 2025-2026**

Fall Semester 2025

Date	Description
August 25	First day of classes - Fall 2025
August 30 - September 1	Labor Day weekend - no classes
September 8	Last day to add a course
September 8	Last day to add an independent study or internship
September 8	Last day to change a course section
September 8	Last day to change course grading method
September 8	Last day to drop a course
October 11 - 13	Indigenous Peoples' Day - no classes
October 14	Open planning begins for Spring 2026
October 29	First day of graduate registration for Spring 2026
October 31	First day of undergraduate registration for Spring 2026
November 4	Election Day - no classes
November 19	Last day to withdraw from a course
November 26 - 30	Thanksgiving break - no classes
December 9	Makeup/Study day - no classes

| December 10 | Makeup/Study day - no classes |
| December 11 - 17 | Final Exams |

Intersession 2026

Date	Description
January 5	First day of classes - Intersession 2026
January 6	Last day to add a course
January 6	Last day to add an independent study or internship
January 6	Last day to change a course grading method
January 6	Last day to change a course section
January 6	Last day to drop a course
January 19	Martin Luther King Jr Birthday - no classes
January 21	Last day to withdraw from a course
January 23	Last day of classes - Intersession 2026

Spring Semester 2026

Date	Description
January 26	First day of classes - Spring 2026
February 6	Last day to add a course
February 6	Last day to add an independent study or internship

February 6	Last day to change a course section
February 6	Last day to change course grading method
February 6	Last day to drop a course
March 9	Open planning begins for Summer and Fall 2026
March 16 - 22	Spring Break - no classes
March 23	Registration begins for Summer 2026
April 1	First day of Graduate registration for Fall 2026
April 3	First day of Undergraduate registration for Fall 2026
April 22	Last day to withdraw from a course
April 28	Scholarship and Creative Works Conference - no classes
May 11	Makeup/Study day - no classes
May 13	Makeup/Study day - no classes
May 14 - 20	Final Exams
May 20	Doctoral Hooding
May 20	Doctoral Hooding Ceremony
May 21	Commencement

Summer Sessions 2026

Date	Description
May 26	First day of classes - Summer 2026
May 29	Last day to add a course - Summer 1

May 29	Last day to add an independent study or internship - Summer 1
May 29	Last day to change a course grading method - Summer 1
May 29	Last day to change a course section - Summer 1
May 29	Last day to drop a course - Summer 1
June 3	Last day to add a course - Full summer
June 3	Last day to add an independent study or internship - Full Summer
June 3	Last day to change a course grading method - Full Summer
June 3	Last day to change a course section - Full Summer
June 3	Last day to drop a course - Full summer
June 19	Juneteenth - no classes
June 23	Last day to withdraw from a course - Summer 1
June 30	CONVERSION DAY - Friday classes meet on this day
June 30	Last day of classes - Summer Session 1
July 1 - 5	Independence Day break - no classes
July 6	First day of classes - Summer Session 2
July 9	Last day to add a course - Summer 2
July 9	Last day to add an independent study or internship - Summer 2
July 9	Last day to change a course grading method - Summer 2
July 9	Last day to change a course section - Summer 2
July 9	Last day to drop a course - Summer 2
July 24	Last day to withdraw from a course - Full summer
July 31	Last day to withdraw from a course - Summer 2

| **August 9** | Last day of classes - Summer 26 |

Appendix B. Academic, Financial, Health, and Personal Services at Adelphi University

Adelphi University offers comprehensive support services to all students. The Division of Student Affairs is committed to students' well-being, academic growth, and success. In addition to academics, the Division of Student Affairs assists in enriching each students' experience at Adelphi through many on- and off-campus programs, services and resources provided by nine distinct departments. The mission of the Division is to provide services, programs, and support to complement the academic experience. As student advocates, the Division promotes students' involvement, skill development, health, and well-being. This office espouses the principles of honesty, respect, and integrity, and are committed to equal access and diversity

- o **Student Counseling Center (SCC)** (https://www.adelphi.edu/scc/). The SCC promotes the emotional and psychological growth and well-being of all students at Adelphi by providing a wide range of supportive services (self-help, group activities, group and individual therapy, referral). SCC staff is committed to providing quality care in a safe, confidential, and non-judgmental atmosphere. The SCC believes in a strengths-focused, biopsychosocial model of care that honors the fundamental dignity of each person.

- o **Health Service Center (HSC)** (https://www.adelphi.edu/health/). The HSC promotes the lifelong physical and emotional well-being of our students. Their multi-disciplinary team provides high quality Primary Care, Health Promotion, Diet Consultation, Emergency Services, Support for Student-Athletes, Women's Issues, Wellness Education, and Health/Education/Promotion/Prevention Consultation. Same-day appointments are almost always available, and students have access to an advisory nurse 24 hours a day, 7 days a week.

- o **Campus Recreation (CR)** (https://www.adelphi.edu/campus-recreation/). Adelphi Recreation is committed to offering safe and quality programs, facilities, and services to the university community to foster personal growth and wellness. The Campus Recreation department of Adelphi University provides comprehensive athletic facilities and recreation programs, including a newly renovated fitness center, pool, indoor track, basketball/volleyball/badminton courts, and locker rooms. Visit the AC web site for facility hours and course schedules: http://students.adelphi.edu/campusrec/recreation-facilities.php

- o **Center for Career and Professional Development** (https://www.adelphi.edu/career-center/). The Center is dedicated to excellence through high levels of career and professional development service to our students across all schools, colleges, campuses, and disciplines. The intellectual growth of our students is supported by providing workshops and experiences that promote self-awareness and engagement as they identify a course of study and pursue opportunities to become contributing members of the state, national, and world communities. Through partnership with employers, alumni, faculty, and staff, students are connected to quality career development resources, internships, experiential learning, and post-graduate

opportunities. Dedicated services, both online and in person, are offered to graduate students.

o **Financial Services.** Adelphi University makes financial assistance available to students based on academic merit, financial need, or diversity status. Students interested in sources of financial aid beyond the Department or Program level, including federal and private loans, may contact Student Financial Services in Levermore Hall, (516) 877-3080. A comprehensive description of financial aid may also be found on their website: http://ecampus.adelphi.edu/sfs/.

o **Commuter Student Services (CSS)** (https://www.adelphi.edu/csi/commuter-students/). CSS is located in the Center for Student Involvement and represents the interests of Adelphi University commuter students. CSS provides extensive services for students living off-campus with information and support with non-academic matters relating to the University and campus life. CSS also serves as an advocate for students and centralized resource for off-campus living. Furthermore, CSS strives to intentionally design opportunities to improve the quality of community life, foster maturation of independent life skills, promote development of responsible community members and cultivate involvement in the surrounding communities.

o **International Student Support Services (ISSS)** (https://www.adelphi.edu/international-services/). ISSS supports the internationalization of Adelphi University through the development and delivery of services and programs that help our international students, scholars, faculty, and staff accomplish their academic and professional goals.

o **Student Access Office (SAO)** (https://www.adelphi.edu/access-office/). The mission of the SAO is to enhance the Adelphi University experience for students with disabilities. Their goal is to foster a comprehensively accessible experience where individuals with disabilities have the same access to programs, opportunities, and activities as all other students. The SAO is also committed to promoting access and awareness as a resource to all members of the community. While complying with the letter of the law, the SAO also embraces its mission by providing services to all students with permanent or temporary injuries and conditions to ensure that all University programs and activities are accessible.

o **Writing Center** (https://writing.adelphi.edu/). The Writing Center is a free service available to all Adelphi University undergraduate and graduate students. The Center assists students from all disciplines become more effective and confident writers, and to hone critical thinking when approaching the writing process.

o **Military and Veteran Student Admissions** https://www.adelphi.edu/admissions/military/). As a Yellow Ribbon School, we are dedicated to helping military and veteran students earn their degrees, and we are also cited by U.S. News & World Report 2020 as one of the "Best College for Veterans.' Adelphi University understands veterans' unique needs; students can count on Adelphi to support them every step of the way as they pursue their next professional challenge. In addition, Adelphi is a member of the Servicemembers Opportunity Colleges (SOC) Consortium, a group of colleges and universities dedicated to helping servicemembers and their families earn college degrees. Adelphi University is also a member of the Concurrent Admissions Program (ConAP), which allows soon-to-enlist or currently enlisted military personnel to enroll in and complete college courses while they continue their service commitments. The

ConAP goal is to provide an excellent experience for all veterans and members of the military that attend Adelphi University and for each of them to know that they are an important and integral part of the University.

o **Graduate Student Council (GSC);** The Graduate Student Council (GSC) is responsible for representing and uniting the members of the graduate student body to protect, promote, and provide student input to the administration, staff, faculty, and the Board of Trustees on matters of past and future University policies. The association acts on behalf of the graduate student body through communication with the administration on matters of student concern. The Graduate Student Council of Adelphi University, in order to secure the rights of all graduate students and maintain the highest standard of student life, established and adopted the Constitution of the Graduate Student Council of Adelphi University.

Weather Hotline
In the event of inclement weather, please call to obtain information regarding delays or closings:
- Garden City Campus: (516) 877-6870
- Manhattan Center: (516) 877-6872

Public Safety: (516) 877- 3511

Registrar: (516) 877-3300

Student Financial Services: (516) 877- 3080

Student Health Services: (516) 877- 6000

The Student Access Office: (516) 877- 3145 (formerly the Office of Disability Support Services)

Student Counseling Center: (516) 877-3646

Writing Center: (516) 877- 3296

Appendix C. Professional Dispositions

Professionalism is considered an essential competency of psychology and includes honesty, integrity, accountability, responsibility, and respect for others. Students are expected to follow these competencies throughout their graduate training, and act with courtesy and respect toward others. As information becomes more widely available via social media, professional boundaries may become blurred. Many students have social networking sites/accounts (e.g., Facebook, Instagram, Twitter, Snapchat, Flickr) and email signature lines that reflect their personal preferences, opinions, and personalities. Please be mindful of the implications that online activities may have and make every effort to protect your professional image and reputation. For example, clients, practicum/internship sites, and potential employers may conduct internet searches and use the resulting information in decisions regarding acceptance to programs and hiring. Significantly, legal authorities also view websites for evidence of illegal activities. Thus, students are strongly encouraged to consider the use of social media very carefully.

At all times, course communication with fellow students and faculty are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. Please refer to The Core Rules of Netiquette: http://www.albion.com/netiquette/corerules.html. Should the School Psychology Program become aware of social media activity that represents a violation of the APA or NASP Code of Ethics, local, state, or federal laws, such information may be included in the evaluation of student progress and may be grounds for disciplinary action, including remediation, or termination from the program.

Students are encouraged to consider the following cautions and suggestions when using social media:

- Please utilize privacy settings when using social networking sites (i.e., Facebook, Instagram) to limit access to personal information.

- Use discretion when considering "friend" requests. It is not advisable to become "friends" with clients, supervisors, professors, or anyone who has evaluative responsibilities for you, as a student.

- Anything written and posted by you should clearly indicate that your opinions are your own, and do not represent Adelphi University.

- Please use discretion when posting pictures or sharing videos. A good heuristic is to not post anything that involves alcohol, substance use/abuse, or inappropriate dress.

- Participation in listservs include the possibility of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums.

- Anything written via email and/or posted via social media may exist in perpetuity and be retrievable. Be careful about what you write, post, share as it is not only retrievable, but it may be shared, forwarded, etc. to others, after which time, redacting such information is virtually impossible.

- Email is not an appropriate venue to discuss confidential information. If such communications are necessary, make every effort to ensure that any and all information is non-identifiable and include a confidentiality statement in your email.

Appendix D. Evaluation of Transfer Credit Form

ADELPHI UNIVERSITY
OFFICE OF THE UNIVERSITY REGISTRAR

www.adelphi.edu

EVALUATION FOR GRADUATE TRANSFER CREDIT

Student Name _____

Student ID # _____

Credits Transferred From _____

(College/University Name)

Semester Course was Taken	Course #	Title of Course	Equivalent Course # at Adelphi	Grade	Credits
				Total Credits Accepted	_____

Dean's Signature _____

School of: _____

Date _____

Appendix E. Annual Student Evaluation Form

2025-2026

Annual Student Review by Faculty
MA Program in School Psychology
Adelphi University

Student: _____   **Date:**_____

Year in Program: _____

Academic Performance/Progress	
Is the student showing satisfactory academic progress?	☐ Exceeds Expectations (GPA = 3.6 - 4.0) ☐ Meets Expectations (GPA = 3.0 - 3.5) ☐ Below Expectations (GPA < 3.0)

Professional Behaviors/Dispositions	
Demonstrates commitment to and focus on graduate study.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Completes assigned tasks in a timely fashion and at an acceptable level.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Demonstrates professional demeanor (e.g., appearance, punctuality, initiative, enthusiasm, dependability).	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Demonstrates effective written communication skills.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Demonstrates effective oral communication skills.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Demonstrates appropriate interactions with peers, faculty, and school personnel.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations

Manages personal stress so that it doesn't interfere with functioning.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Demonstrates good judgment and common sense.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Is receptive to supervision and promptly applies feedback from professors/supervisors.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Exhibits an appropriate level of independence for stage of training.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Adheres to legal and ethical standards and policies.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Demonstrates respect for human diversity.	☐ Exceeds Expectations

	☐ Meets Expectations ☐ Below Expectations
Demonstrates effective interpersonal relations.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Demonstrates adaptability.	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Comments:	

If Student is Completing Practicum/Internship, complete the following:

Clinical Skills Development	
Assessment Skills	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ Not Observed
Academic Intervention Skills	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ Not Observed
Behavior Intervention Skills	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ Not Observed
Counseling Skills	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ Not Observed
Consultation Skills (teachers, parents, system)	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ Not Observed
Response to Supervision	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ Not Observed
External Practicum Feedback, if available	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ Not Observed

Comments:

Decision of Program Faculty:

☐ Student is making appropriate progress and should continue in the program.
☐ Student exhibits at least one area rated below expectations and a conference will be held with the student to determine next steps.
☐ Student's unsatisfactory performance warrants an Improvement Plan. Procedures in the handbook will be followed.
☐ Student's unsatisfactory performance is severe enough to warrant immediate dismissal from the program.

_____   _____

Student Signature   Date

_____   _____

Advisor Signature   Date

Appendix F: Improvement Plan Notification Form

School Psychology Program
Adelphi University

DATE: _____

RE: Notification of Unsatisfactory Performance in School Psychology Program

To: (Student's Name)

This letter is to inform you that your performance has been determined to be unsatisfactory in the following areas:

According to the policies outlined in the School Psychology Program Handbook, you need to schedule a meeting with your advisor to develop a School Psychology Improvement Plan. Your advisor will determine whether other program faculty needs to be involved in the Improvement Plan development.

Please schedule this meeting within 5 business days of the date of this letter.

_____
Advisor Signature

Appendix G. School Psychology Student Improvement Plan

School Psychology Program
Adelphi University

Student: _____   Date: _____

Year of Program: _____
Faculty Advisor: _____
Program Director: _____
Field-based Supervisor (if applicable): _____
Field Placement Coordinator: _____

Directions: The Improvement Plan is to be developed cooperatively by the Student, the Student's Advisor, and when applicable, the Field-based Supervisor of practicum or internship. This form is completed when the Student's overall performance is considered to be less than satisfactory according to the School of Education performance standards. The plan is to assist the student in achieving a satisfactory assessment and to improve his or her potential to be a successful school psychologist.

I. Specific area(s) of concern:

II. Behavioral description of the student's difficulties

III. Objectives for performance improvement:

IV. Plan for meeting objectives:

V. Implementation timeline:

VI. Assistance/resources to be provided by the Advisor and/or Program Faculty (and when applicable the Field-based Supervisor and/or the University Supervisor of practicum or internship):

VII. Assessment criteria & procedures:

VIII. Date for re-evaluation:

_____   _____
Student signature   Date

_____   _____
Advisor signature   Date

_____   _____
Field-based Supervisor signature(s)   Date
(if applicable)

Appendix H. School Psychology Student Improvement Plan Follow-Up

School Psychology Program
Adelphi University

Student: _____ Date: _____

Year of Program: _____

Faculty Advisor: _____

Program Director: _____

Field-based Practicum Supervisor (if applicable): _____

Action taken by the Student (provide documentation):

The Student's performance is:

_____ Satisfactory

_____ Unsatisfactory (describe actions to be taken)

Student will:

Advisor/Program Faculty will:

Field-based Supervisor will (if applicable):

University Supervisor will (if applicable):

_____ _____

Student Date

_____ _____

Advisor Date

Appendix I: NASP Competencies

1: Data-based Decision Making. Students will demonstrate knowledge and skills related to assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs. (NASP 2.1). Students will demonstrate the ability to:
    A. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
    B. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
    C. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
    D. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
    E. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective for those that are objective.
    F. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

2: Consultation and Collaboration. Students will demonstrate knowledge and skills related to methods of consultation, collaboration, and communication applicable to students, educators, families, communities, and systems that are used to promote effective service delivery. (NASP 2.2). Students will demonstrate:
    A. Knowledge of varied models of consultation in psychology and education applicable to students, educators, families, communities, and systems.
    B. Effective consultation and collaboration skills at the student, educator, family, and systems levels to design, implement, and evaluate services.
    C. Knowledge and respect for the roles and perspectives of other professions.

3: Academic Interventions and Instructional Supports. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that support students' cognitive and academic skills. (NASP 2.3). Students will demonstrate the ability to:
    A. establish and maintain effective relationships with the recipients of (school) psychological services
    B. develop evidence-based intervention plans specific to the service delivery goals.
    C. implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
    D. demonstrate the ability to apply the relevant research literature to clinical decision making.
    E. modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
    F. evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

4: Mental and Behavioral Health Services and Interventions. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that promote students' social, emotional, and behavioral health and well-being. (NASP 2.4). Students will demonstrate the ability to:

A. establish and maintain effective relationships with the recipients of (school) psychological services
B. develop evidence-based intervention plans specific to the service delivery goals.
C. implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
D. demonstrate the ability to apply the relevant research literature to clinical decision making.
E. modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
F. evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

5: School-wide Practices to Promote Learning. Students will demonstrate knowledge and skills related to school-wide practices to promote learning including preventive and responsive services. (NASP 2.5) Students will:
A. demonstrate an understanding of the past and present role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.
B. demonstrate knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.
C. collaborate with others to develop and implement practices and strategies to create and maintain effective and supportive learning environments.

6: Services to Promote Safe and Supportive Schools. Students will demonstrate knowledge and skills related to multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response. (NASP 2.6)
A. demonstrate knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.
B. demonstrate knowledge and skills related to multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being.
C. demonstrate knowledge and skills related to evidence-based strategies for effective crisis prevention, preparation, and response.

7: Family, School, and Community Collaboration. Students will demonstrate knowledge and skills related to family-school collaboration. (NASP 2.7)
A. demonstrate knowledge of strategies to promote collaboration among family members, guardians, educators, and community agencies (as appropriate) to improve outcomes for children.
B. demonstrate knowledge and skills related to implementing and evaluating evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).

8: Equitable Practices for Diverse Student Populations. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics and skills to provide culturally responsive, effective services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, across multiple contexts. (NASP 2.8) Students will demonstrate:
A. an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
B. knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/ consultation, and service.

C. the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

D. demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.

9: Research and Evidence-Based Practice. Students will demonstrate knowledge and application of measurement, assessment, evaluation and research design, and statistics sufficient for understanding research and interpreting data. (NASP 2.9)

A. Students will demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

B. Conduct research or other scholarly activities.

C. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

10: Legal, Ethical, and Professional Practice. Students will develop an understanding of, and demonstrate commitment to ethical and legal principles regarding the practice of professional psychology. (NASP 2.10)

A. Be knowledgeable of and act in accordance with each of the following areas:

   a. The current version of the APA Ethical Principles of Psychologists and Code of Conduct;

   b. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and

   c. Relevant professional standards and guidelines (NASP Principles for Professional Ethics).

B. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

C. Conduct self in an ethical manner in all professional activities.

11: Professionalism, Communications and Interpersonal Skills. Students will develop professional values and work characteristics needed for effective practice as a school psychologist.
Students will:

A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

B. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

C. Actively seek and demonstrate openness and responsiveness to feedback and supervision.

D. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

E. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

F. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
G. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
H. Demonstrate consistent punctuality and attendance across all activities at which you represent the graduate program.
I. Practice consistent self-care, maintain well-being, and demonstrate professional appearance and demeanor across all activities at which you represent the graduate program.

Appendix J – Applicant Evaluation Form

Applicant Name:_____

Reviewed by:_____   Date:_____

Domain	Rubric	Points	Notes
GPA	6 pts = 3.81 and up 2 pts = 3.20 to 3.35 5 pts = 3.66 to 3.8 1 pt. = 3.0 to 3.19 4 pts = 3.50 to 3.65 0 pt. = 2.9 and below 3 pts = 3.36 to 3.49		
Experience in Field	4 pts = experience in the field in several positions and/or different populations 3 pts. = experience in the field 2 pts = some experience 1 pt = minimal experience 0 pts = no experience		
Letters of Recommendation	4pts = 3 very strong letters 3pts = 2 very strong letters 2pts = 1 very strong letters 1pt = 1 at least one strong letter 0pts = weak or 1 or more critical letters		
Writing Skills	4 pts = very thoughtful and articulate essay 3 pts = thoughtful essay 2 pts = essay seems ok 1 pt = essay is too short, superficial 0 pt = unacceptable essay; inappropriate content, grammatical errors etc.		
Diversity	2pts = different racial/ethnic and socioeconomic background		
	Subtotal	20 pts	

CONTACT DETAILS

For further information contact:

Ionas Sapountzis, Ph.D.
Professor
School Psychology Program
Derner School of Psychology
Adelphi University
158 Cambridge Avenue
Garden City, NY 11530