ADELPHI

U N I V E R S I T Y

SCHOOL PSYCHOLOGY

Doctoral Student Handbook

2022-2023

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

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INTRODUCTION AND 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].

Psychologist's Oath

In his early days as Dean of the Derner Institute, Gordon Derner began the practice of having all incoming first-year students, as well as the Dean and Associate Dean, read "The Psychologist's Oath" aloud during Orientation Day. The practice is as valuable today as it was forty years ago; it is an appropriate reminder of the essential nature of the profession of psychology, its relevance to the human condition, and the demands required of its practitioners.

> *As I embark on a career as a psychologist, I vow to respect the dignity and worth of the individual and honor the preservation and protection of fundamental human rights. I will be committed to increasing knowledge of human behavior and of people's understanding of themselves and others and to utilize such knowledge for the promotion of human welfare. While I pursue these endeavors, I will make every effort to protect the welfare of those who seek my services or of any human being or animal that may be the object of my study. I will use my skills only for purposes consistent with these values, and will not knowingly permit their misuse by others. While demanding for myself freedom of inquiry and communication, I accept the responsibility this freedom requires: competence, objectivity in the application of skills and concern for the best interests of clients, patients, colleagues and society in general. I accept with pride these commitments I have made and will cherish this day of entry into the profession of psychology.*

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, and the Advanced Standing track, a minimum of 48 credits.

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.

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PROGRAM PHILOSOPHY AND EDUCATION MODEL

The Adelphi University Doctoral Program in School Psychology philosophical and educational models of training are born within an ecological framework. That is, research and teaching are guided by advancing social justice for all children through science, practice, and policy. The ecological model, as articulated by Bronfenbrenner, suggests a structure for the training of practitioner-scientists who understand and practice psychology in a sociocultural context. The ecological model 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). Traditionally, the discipline and practice of psychology have focused more on the individual and internal influences and less on the context and environment of the person. The ecological model takes a multi-leveled perspective by including the influences of the social context and the environment in relation to the individual. The model also requires consideration of systemic forces operating on individuals and promotes continued evaluation of current constructs and standards for theory, research, and practice. The Adelphi School Psychology Doctoral Program prepares school psychologists to think systemically and be aware of the profound impact culture and the environment have on the learning and emotional health of children.

Our ecological model underscores the influence that the family, school/learning environment, peers, community, and culture have on the developing child, and the subsequent interaction and influence that these relationships have on the lives of children. The program promotes an understanding of the systematic approach of human and social development, the ecology behind it and the environment involved. This ecological framework allows faculty to teach fundamental relationships to students so that they might better understand how media, school, government (i.e., state, and federal policies), or a child's neighborhood can influence how children develop. The ecological model espouses a commitment to evidence-based practice and an infusion of social justice into our curriculum. Bronfenbrenner's ecological theory defines and delineates these environmental systems, with each having an interrelated effect on a child's development. The interaction between factors in the child's maturing biology, his/her immediate family/community environment, and the societal landscape, fuels and guides his/her development. As each system is interrelated, change in one system will have a ripple effect on other systems. In sum, a child's development is strongly influenced by biological factors, the immediate environment, and the interplay of the larger environment as well. The Program's emphasis on evidence-based practices and functional competencies is illustrated in a graphical display of our conceptual framework (See Figure 1).

SCHOOL PSYCHOLOGY PROGRAM MISSION STATEMENT

The course of study in the School Psychology doctoral 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 and its conceptual framework depicted in Figure 1 reflect a practitioner-scientist model in health service psychology, designed to ensure that school psychologists become competent, evidence-based practitioners with well-developed functional competencies who are also skilled researchers. That is, training is focused on the practical application of scholarly knowledge. The mission of the program is to train future school psychologists whose practical experiences are underscored by the application of evidence-based research to solve problems. That is, student training is based on the reciprocal influence of knowledge gained from established methods of scientific inquiry. Moreover, our mission embodies a commitment to work from an ecological and social justice perspective, 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 (e.g., wealthy, underserved populations). 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.

PROGRAM AIMS AND COMPETENCIES

As mentioned previously, the Psy.D. Program in school psychology is designed to prepare students for the practice of health service 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 doctoral program aims to: a) prepare psychologists who are competent researchers (Aim 1); prepare health service psychologists who use culturally-responsive, evidence-based approaches to assessment, intervention, and consultation for effectively serving individuals from all cultural, ethnic, and socioeconomic backgrounds (i.e., Aim 2); and b) prepare psychologists who are knowledgeable and competent in the specialty area of school psychology (i.e., Aim 3). 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; mental health specialists in child psychology; psychologists in child treatment agencies, hospitals, and private practice; and professionals in higher education committed to preparing educators and clinicians in psychoeducational services.

Beyond formal coursework, Adelphi School Psychology doctoral 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 psychologists who are knowledgeable and competent in research [Science and practice]

Research
- Students will critically review, interpret, and apply various research methodologies to scholarly activities.

- Students will competently apply psychological research to practice.

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 health service psychologists who use culturally-responsive, evidence-based approaches to assessment, intervention, and consultation for effectively serving individuals from all cultural, ethnic, and socioeconomic backgrounds [Broad and general preparation for entry-level practice]

Ethical and Legal Standards

- 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.

Supervision

- Students will demonstrate knowledge of supervision models and practices.

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 3: To prepare psychologists who are knowledgeable and competent in the specialty area of school psychology [Broad and general preparation for practice in 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.

GOALS OF THE PROGRAM

The goals of the doctoral 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.

STUDENT ADMISSIONS

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) **Official** application form; 2) **Official** transcripts of all previous undergraduate and graduate work; 3) **Official** Graduate Record Examination test scores (GRE), **no more than five-years old**; 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; 6) A well written, clearly articulated personal statement; and 7) A research paper that is reflective of your knowledge and competency in research. The Doctoral 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 3.5 (on a 4.0 scale) is strongly preferred
- A minimum score that is at or above the 50th percentile on the GRE (Verbal, Quantitative) is strongly preferred
- A minimum Standard Score of 4 on the Written GRE is strongly preferred
- A minimum score that is at or above the 50th percentile on the Psychology Subject GRE is strongly preferred
- A well written, clearly articulated personal statement
- Sample research paper
- 3 Strong letters of recommendation

The School Psychology Doctoral Program has a once a year admissions policy. All application materials (including Graduate Record Examination scores) must be submitted to PSYCAS by December 1st. No students are admitted to the program on a provisional status. Preference for admission will be given to applicants who intend to pursue full-time graduate study. Generally, applicants' credentials are reviewed in January, and applicants will be notified of the status of their applications by late February. Applicants are required to respond to the program's offer of admission to the Psy.D. Program by April 15th.

Candidates entering the doctoral program without an MA or Ed.S. are required to complete 110 credits in psychology, while candidates with an MA or Ed.S. Degree in from a NASP-approved school psychology program may be credited for some of their previous coursework and learning experiences. All student applications are reviewed according to the admissions criteria rubric, and when a student is accepted into the doctoral program their course of study is tailored to facilitate obtaining the advanced degree. More specifically, doctoral students with a graduate degree and certification from an approved program in School Psychology typically have and are credited for coursework that is similar to the coursework that is required by the Adelphi University's doctoral program. Under the circumstances of admitting advanced students, the faculty advisor and program director review the transcript of the entering doctoral student and request copies of the syllabi for any courses that appear to have substantial overlap with program-required coursework. After reviewing the syllabus content, confirming a passing grade on the transcript, and interviewing the student about the depth of their incoming knowledge and skills, a tailored program will be collaboratively developed by the doctoral student, program director, and the student's advisor. Faculty do their best to determine the level of rigor and depth offered by the previous course(s); however, we also reserve the right to require the student to take a replacement or more advanced course if deficiencies are noted. In the event that deficiencies are noted later in the program, we may also ask the student take additional courses to bolster their deficient foundational knowledge.

All students must matriculate for two years of full-time study at Adelphi University before proceeding to internship.

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 Doctoral 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 Doctoral faculty recommend a grade point average of at least 3.5 (on a 4.0 scale).

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

3) **Official** Graduate Record Examination test scores (GRE), **not more than five-years old**;
- The School Psychology Doctoral faculty recommend a score that is at or above the 50th percentile on both the Verbal and Quantitative Sections of the GRE.
- The School Psychology Doctoral faculty recommend a Written GRE score that is at or above a Standard Score of 4.
  - The Psychology Subject GRE; it is recommended that scores are at or above the 50th percentile.
- It is the responsibility of the applicant to request official copies of their test score reports be forwarded directly to Adelphi University; the Adelphi GRE code is 2003.
- For International Students: TOEFL or IELTS Scores should be forwarded directly to Adelphi University, using code 2003.

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;

6) A well written, clearly articulated personal statement that does not exceed 500 words, that addresses the following:
- How did you come to learn about school psychology;
- What is your motivation for pursuing your field of study; and
- What are your professional goals?

7) A sample research paper.

8) A $50.00 non-refundable application fee.

NOTE: All components of the application must be received before the application is reviewed by the Psy.D. 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.

RESIDENCY REQUIREMENT

The Doctoral Program in School Psychology at Adelphi University is designed as a full-time program of study. Students must meet the residency requirements as specified in the *Commission on Accreditation's Implementation Regulation C-5D: Academic Residency for Doctoral Programs*, indicating that students must: a) complete a minimum of 3 full-time academic years of graduate study (or its equivalent) plus internship prior to receiving the doctoral degree; b) at least 2 of the 3 academic training years (or the equivalent) must be completed at Adelphi University; and, c) at least 1 year must be in full-time residence at Adelphi University. Full-time status is defined as 9 graduate credits, although 12 or more graduate credit hours are required for full-time status for federal and state financial aid purposes and for tuition and fee rate calculations. To satisfy the minimum requirement of 1-year of full-time residency, students must enroll in full-time coursework for at least two consecutive semesters and summer session courses at Adelphi University.

ASSISTANTSHIPS AND OTHER FINANCIAL AID

Adelphi University makes financial assistance available based on academic merit and financial need. Many school psychology doctoral 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 Psy.D. Program offers four types of assistantships: 1) Research GA; 2) Assessment TA; 3) Departmental GA; and 4) Writing Assistance TA. Graduate assistantships range from 5-20 hours per week. 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/.

CURRICULUM REQUIREMENTS

The doctoral program provides a graduated sequence of training in coursework, research, 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 (Appendix C; Change of Handbook Form). The course sequence included in this handbook is intended for students who enter the program in the year stated in this handbook.

The doctoral program is designed to be at least five academic years of full-time study, in addition to a one-year full-time internship (or its equivalent). Thus, it will typically require 5-years from the baccalaureate degree to complete all doctoral requirements. The program mandates a minimum of 110 semester hours of coursework, including 4 hours of dissertation research, and a 1750-hour internship that meets APA and NASP requirements.

DOCTORAL PROGRAM OF STUDY

First Year (24 credits)	
Fall	
0504-644 Roles and Functions of School Psychologists	3 Credits
0504-674 Tests and Measurement within a Social Justice Context	3 Credits
0503-619 Human Development	3 Credits
0503-637 Social Bases of Behavior	3 Credits
Spring	
0504-622 Statistics for School Psychologists	3 Credits
0503-835 History and Systems of Psychology	3 Credits
0504-645 Individual Differences and Special Education Exceptionalities	3 Credits
0503-733 Cognition and Affect	3 Credits

Second Year (27 credits)	
Fall	
0504-607 Intellectual Assessment I	3 Credits
0504-660 Child Psychopathology in a Social Context	3 Credits
0503-738 Individual & Cultural Differences & Identity	3 Credits
0504-708 Counseling Techniques in School Psychology	3 Credit
Spring	
0504-608 Intellectual Assessment II	3 Credits
0504-605 Personality Assessment	3 Credits
0503-723 Biological Bases of Behavior	3 Credits
0502-606 Research Design	3 Credits
Summer	
0504- 601 Psychodynamic Perspectives in Working with Children	3 Credits

Third Year (25 credits)	
Fall	
0504- 650 Case Seminar I	3 Credits
0504-627 Psychotherapy with Children and Adolescents I	3 Credits
0504-710 Principles of Behavior	3 Credits
0504-633 Psychology of Groups and Peer Dynamics	3 Credits
Spring	
0504- 651 Case Seminar II	3 Credits
0504-628 Psychotherapy with Children and Adolescents II:	3 Credits
0503-809 Cognitive Behavioral Techniques: Plurality and Integration	3 Credits
0504-600 Ethics in Psychology and School Psychology	3 Credits
0504-639 Dissertation Overview	1 Credit

Fourth Year (26 credits)	
Fall	
0504-618 Practicum in School Psychology I	3 Credits
0504-616 Consultation in School Settings	3 Credits
0504-630 Psychoeducational Interventions: Working toward Equity	3 Credits
0504-665 School Neuropsychology I	3 Credits
0504-640 Dissertation Seminar I	1 Credit
Spring	
0504-667 School Neuropsychology: II	3 Credits
0504-621 Practicum in School Psychology II	3 Credits
0504-613 Implementing School-Based Prevention Programs	3 Credits
0504-631 Psychoeducational Interventions II: Learning and Emotions	3 Credits
0504-641 Dissertation Seminar II	1 Credits

Fifth Year (8 credits)	
Fall	
0504-619 Internship in School Psychology I	3 Credits
0504-642 Dissertation Seminar III	1 Credit

Spring	
0504-620 Internship in School Psychology II	3 Credits
0504-643 Dissertation Seminar IV	1 Credit

COURSE DESCRIPTIONS

0503-619 Human Development
This course is designed to familiarize students with theories of human development. We will cover leading theories and research on human development, spanning infancy, childhood, adolescence, and adulthood. Although there will be some breadth in the coverage, we will focus on relationships as a context for development and consider developmental factors as they impact adjustment. Coverage of relevant issues and topics will necessarily be selective rather than comprehensive.

0503-637 Social Bases of Behavior
The Social Bases of Behavior course is designed to facilitate students' knowledge and critical understanding of the major conceptual themes that form the basis for research and practice in the social and behavioral sciences. During this course, students will learn the theory, research, and practices related to the processes by which behavior is influenced by other people. This course is designed to prepare school psychology graduate students for practice in educational settings. Course topics will include (1) social perception and cognition, (2) social interactions, (3) social influence, (4) attitudes and attitude change, and (5) application of social-behavioral science in the schools.

0503-723 Biological Bases of Behavior
This course is designed to provide doctoral students in psychology with an advanced understanding of selected topics pertaining to the relationship between the nervous system and human experience and behavior. Special emphasis will be placed on biological processes that relate to psychopathology and issues relevant to clinical practice.

0503-733 Cognition and Affect
This course will help students understand more about emotion and cognition and how it affects human behavior. We look at historical and philosophical perspectives briefly and will explore the interaction of emotion and cognition across non-social and social contexts, at the behavioral and physiological and neural levels.

0503-738 Individual & Cultural Differences & Identity
This course will provide students with an advanced understanding of models of diversity, individual and cultural difference, and how this influences clinical practice with diverse populations. The course will engage students in examining issues of difference, identity, world views, and experiences toward the goal of becoming culturally competent clinicians.

0504-600 Ethics in Psychology and School Psychology
Students will review ethical and legal issues and professional standards in psychology and school psychology practice. Obstacles to ethical and lawful actions will be analyzed and the importance of implementing ethical decision-making processes will be stressed. Ethics in research and the importance of maintaining confidentiality will be reviewed.

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

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.

0502-606 Research Design
Students will review experimental and quasi-experimental research designs in psychology, propose a researchable topic, and develop a research design for a significant contemporary issue in school psychology.

0504-607 Intellectual Assessment I
Students will review cognitive and achievement measures commonly used in school and clinic-based practice, and will administer, score, and interpret tests and write psychological reports.   The course addresses theory and practice. Theories of intelligence will be reviewed, including g and CHC.

0504-608 Intellectual Assessment II
Students will continue to review cognitive measures commonly used in school-based practice, including current editions of the WISC, WIAT, and Stanford-Binet, and will learn to administer, score, and interpret these tests and write psychological reports. The course advances students' theoretical knowledge and practice.

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 various mental health related problems facing youth in schools, including delinquency, substance abuse, and learning failure.

0504-616 Consultation in School Settings
Students are introduced to school consultation. The overarching goals of this course are to prepare future school psychologists to help teachers and other school personnel effectively address the learning, behavioral, and adjustment needs of students and parents they serve.

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. This course satisfies the NYS mandate of Violence Prevention and Intervention.

0504-619 Internship in School Psychology I
Students will review best practice models of service delivery in school psychology, including RTI Tier I and II interventions, crisis intervention approaches, 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.

0504-620 Internship in School Psychology II
Students will continue to review service delivery models in school psychology, including RTI Tier I and II interventions. An emphasis will be placed on consultation practices and school-home collaboration initiatives and strategies, as well as to preparing students to apply for jobs in school psychology.

0504-621 Practicum in School Psychology II
Students will explore expanded 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. This course satisfies the NYS mandate of Violence Prevention and Intervention.

0504- 622 Statistics for School Psychologists
Students will be provided an introduction to inferential statistics used in psychology to manage, interpret, and analyze data. Students will be expected to conduct statistical analyses using SPSS and communicate the results of statistical analyses using APA format.

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.

0504-627 Psychotherapy with Children and Adolescents I
Students will learn the theoretical and clinical concepts to conduct psychotherapy with children in school and community settings. Students will be assigned to a child case in a school or community setting under the supervision of a faculty member.

0504-628 Psychotherapy with Children and Adolescents II
Students will learn key concepts for working with adolescents. Students will be assigned a case and receive supervision by a faculty member. Emphasis will be placed on understanding the challenges involved in working effectively with adolescents having a wide range of learning and emotional difficulties and establishing a therapeutic alliance.

0504-639 Dissertation Overview
This course is required for all students enrolled in the doctoral program in School Psychology to facilitate preparation of the dissertation and dissertation proposal. Activities are sequenced to introduce the "soup to nuts" of dissertation proposal requirements and processes, and provides support structures to facilitate completion of the main components.

0504-630 Psychoeducational Interventions II: Working toward Equity
Students will review the psychological and educational interventions used to address the needs of children with learning and emotional difficulties within a psycho-cultural context. Emphasis will be given on understanding the child's difficulties within a social framework that has an impact on issues of equity.

0504-631 Psychoeducational Interventions I: Learning and Emotions
Students will review psychological and educational practices to address the needs of children with learning and emotional difficulties in the classroom and home settings. Emphasis is placed on understanding the child's difficulties and conflicts, while proposing interventions that address the experience of the child and his/her family.

0504-633 Psychology of Groups and Peer Dynamics
Students will learn to analyze interactive processes and interpersonal dynamics basic to all group functioning. Theoretical issues in the fields of group dynamics among children and adolescents and the complexities of group intervention strategies will be reviewed. The importance and effectiveness of group interventions in schools will be explored.

0504-640 Dissertation Seminar I
Students will explore dissertation topics, APA style, research methodology, and submit a dissertation proposal. Current issues in the field of school psychology will be reviewed.

0504-641 Dissertation Seminar II
Students will present the progress on their dissertation proposal, review their conclusions/findings and explore or contemplate the implications of the topic they worked on to their experiences as school psychologists in the field.

0504-642 Dissertation Seminar III
Students will analyze, review, and interpret collected data to answer research questions or hypotheses. Students will explore the implications of how their findings relate to the practice of school psychology in the field.

0505-644 Roles and Functions of School Psychologists
This course examines the roles and functions of school psychologists, including the development of the specialty, delivery models, assessment, and interventions. In addition, the course addresses the provision of comprehensive and integrated school psychological services as outlined by the National Association of School Psychologists (NASP) and the health service provider specialty of professional psychology of the American Psychological Association (APA).

0504-645 Individual Differences and Special Education Exceptionalities
This course addresses the history, laws, policies, and practices in exceptional student education. Included are the history of special education, relevant laws and legal/ethical issues, as well as the characteristics, etiology, and special needs associated with a variety of exceptionalities in the schools. Also addressed are current practices and procedures for management. Students will also be presented with information as to how to assist and support families of exceptional children in order to work as a team to enhance learning. This introduction encompasses historical development, disability characteristics, diversity, legal issues.

0504-650 Case Seminar I (Externship)
Students will integrate theoretical knowledge gained in the classroom with clinical experiences gained within community, treatment, and mental health settings. The role of psychologists in these settings will be analyzed and treatment plans and intervention strategies that serve to address the needs of specific populations will be reviewed.

0504-651 Case Seminar II (Externship)
Students will continue to integrate theoretical knowledge gained in the classroom with clinical experiences gained at community, treatment and mental health settings. The role of psychologists in these settings will be analyzed and treatment plans and intervention strategies that serve the needs of specific populations will be reviewed.

0504-660 Child Psychopathology in Social Context
Students conceptualize child and adolescent psychopathology from several theoretical models, and review the role of diagnosis and assessment within the work of the school psychologists. Students will also learn how diagnostic processes contribute to disproportionality within certain diagnostic categories among marginalized groups.

0504-665 School Neuropsychology I

Students will develop a foundational knowledge of the main characteristics of the different types of learning disabilities and will learn to recognize possible indicators of learning disabilities from the cognitive and educational testing profiles. Curriculum-based measures will be reviewed.

0504-667 School Neuropsychology II

Students will expand their knowledge of the assessment of learning and developmental disabilities and will administer a school-based comprehensive neuropsychological battery to assess a child's cognitive, educational, and executive functioning skills. Students will propose remedial measures based on the assessment results.

0504-674 Tests and Measurement within a Social Justice Context

Students are introduced to advanced concepts in psychometric theory and practice and will review the properties of the tests used to evaluate students in school settings. The importance of culturally responsive assessment of diverse students and implementing informal assessment and RTI practices will be addressed.

0504-708 Counseling Techniques in School Psychology

Students will learn to conceptualize counseling cases within diverse theoretical models. Students will learn practical skills and competencies in school counseling. In school placements, students learn to plan and implement their work with clients, utilizing theory, research and self-reflection. Students will present experiences in class to deepen their learning, experience and skills. Ethical and legal issues related to counseling will also be addressed.

0504-710 Principles of Behavior

Students will learn theory and practice in the applications of behavioral principles to school psychology practice. Students will be introduced to evidence-based practices and will learn behavioral assessment and interventions both in class and through a supervised fieldwork placement.

0503-835 History and Systems of Psychology

This course traces the historical roots of psychology in philosophy and physiology from the 17th century to modern times. Emphasis is given to development of experimental psychology in Germany, France, Great Britain, Russia, and the United States.

DOCTOR OF PSYCHOLOGY BENCHMARKS OF ASSESSMENT

Doctoral Comprehensive Examination
The comprehensive exam is a key component of advancing to doctoral candidacy. It is a means by which faculty ensure that students have the prerequisite knowledge and skills to become doctoral level school psychologists. The comprehensive exam, is a multiple-choice exam that covers foundational knowledge acquired by the students during their first two-years of graduate study. The exam will be administered at the end of the spring semester of students' second-year of study. Students are expected to pass this exam by December 1st of their third year of study. Students who fail the comprehensive exam should contact the Program Director to obtain specific and targeted feedback regarding why your received a failing grade. Students should consider strategies to remediate weaknesses prior to retaking the exam. Working collaboratively with the Program Director, schedule a date to re-take the comprehensive examination. Students have two opportunities to pass the comprehensive exam.

PRAXIS II Exam
In addition to the comprehensive exam, students must pass the PRAXIS II exam during their third year in the program. The Program has adopted NASP's passing score of 147, 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. Students must pass the School Psychology Praxis prior to continuing to the fourth year of coursework. 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 an Internship 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 internship sites as well as guide lifelong professional development. Finally, the faculty of the school psychology doctoral 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 required during the internship year 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 School Psychology Field Placement Handbook for specific details regarding the requirements for this particular assignment.

Dissertation Proposal
All dissertation research must be directed by a member of the Derner faculty as the student's Committee Chair. Preparation and acceptance of the dissertation proposal should follow current Department guidelines, which include the submission of a written document outlining the intended scope of the dissertation. Approval must be initially obtained by the student's Dissertation Committee Chair prior to reviews by the student's committee. The student will then orally present and defend the proposal to their advisory committee.

Final Examination
The oral defense of the dissertation is considered the project capstone. Upon successful completion of all academic requirements, passing of the dissertation proposal defense, and completing the written dissertation, the dissertation defense is conducted. The content of the final examination is primarily related to the student's dissertation. At least four faculty, including all of the student's advisory committee, must participate in the final examination. However, the decision regarding the student's performance rests solely with the advisory committee.

FIELDWORK AND CLINICAL TRAINING

Clinical/Community Externship
Students are required to complete fieldwork and clinical training whereby applied experiences are integrated with school psychology doctoral course work and theoretical knowledge across multiple field training experiences. During the third year of doctoral study, students are required to complete a clinical/community externship. Externs shall extend their learning and practicing of professional skills in a clinical or community mental health setting (e.g., hospital, community mental health center, substance

abuse recovery program, etc.). This field placement provides students with experiential learning with children, adolescents, families, or adults with myriad academic, behavioral, emotional, and other handicapping conditions. The clinical/community externship presents students with meaningful training opportunities for diverse activities, such as intakes, evaluations, counseling and psychotherapy, consultation, therapeutic group work, family therapy, and participation in interdisciplinary team activities. Externs are required to complete 500 hours of experience over the course of one academic year, including summer. Evening or weekend hours may also be available, subject to approval by the placement and the doctoral Program. A minimum of 1-hour of supervision weekly, by a licensed psychologist, is required. Please see the Field Placement Handbook for more details, policies, and forms. Students may not complete an internship at the site where they completed an externship.

Practicum

During the fourth year of doctoral study, students are required to complete a school-based practicum. The school psychology doctoral practicum, in concert with APA and 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. Please see the *School Psychology Field Placement Handbook* for a full description of the practicum experience.

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 Doctoral Program to ensure the development of skills, competencies, and professional characteristics and dispositions essential for effective school psychology service-delivery. Students are encouraged to demonstrate active problem-solving approaches to resolve problems through the generation of flexible, alternative plans of action. 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 third year in the doctoral program. A minimum of eight hours per week at the practicum site is required, totaling 280 hours over the course of the academic year. Additionally, students are expected to spend a proportionate amount of time outside of the placement preparing for practicum activities, completing written assignments, and participating in professional development activities. In addition to at least one hour per week of individual supervision and one additional hour per week is spent in group or individual supervision with a licensed psychologist. Practicum experiences are provided in the public schools or related agencies under the supervision of professional school psychologists employed by the school division or agency.

Practicum supervisors must be licensed psychologists who hold a valid state credential for the setting in which they are employed; possess a minimum of 3-years of full-time experience as a credentialed school psychologist or psychologist; be employed as a regular employee by the district or agency; and have education and/or experience in the supervision of school personnel.

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. The practicum placement will make the determination whether a student can receive experiences within that site. The Psy.D. Program in School Psychology cannot guarantee a student will be accepted into any required practicum placement sites. Failure to complete all required practicum activities will prevent a student from graduating from the program.

Advanced Standing students are required to earn a minimum of 400 practicum/advanced practicum hours. A minimum of 320 hours must be obtained in a school-based setting. For more detailed information, including policies, practices, and forms, please see the Field-Based Handbook.

Internship

The Internship is the culminating clinical experience of the doctoral program of study. The internship site abides by the requirements set forth by APA and NASP, and is in concert with CDSPP (Council of Directors of School Psychology Programs) guidelines. Students may not complete an internship at the site where they completed an externship. School psychology doctoral students are strongly encouraged to apply for an APPIC internship. Prospective doctoral interns can learn more about the match process at http://www.appic.org/. Internships occur 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 1750 hours. As the internship reflects the final stage of training, prior to approval of the internship, doctoral students must have: a) successfully passed all required coursework, with no remaining Incomplete Grades; b) successfully completed all externship requirements; c) successfully completed all practica requirements; d) passed the *Praxis-School Psychology* examination (with a score of 147 or higher, consistent with NASP's minimum passing score); e) passed the general comprehensive examination; and e) passed the Comprehensive Portfolio. Specific requirements for the internship, policies and procedures are detailed in the *Field Placement Handbook.*

The internship must be supervised by a licensed, doctoral psychologist, with a minimum of 3-years of full-time experience working as a school psychologist or psychologist. The internship provides students with a comprehensive, supervised, carefully monitored and evaluated experience for students to continue to develop all program competencies and skills for independent practice. If the internship is to be completed in a non-school setting, the intern must have completed at least 600 hours of supervised experience in a school setting prior to the internship. Consistent with preparing competent and professional students, the internship provides students the opportunity to integrate knowledge and skills when working with children and families, using evidence-based practices. Further, consistent with the School Psychology Doctoral Program philosophy and educational model, the internship emphasizes human diversity exposure and experiences, and the provision of school psychological services that bring about direct and measurable outcomes for the individuals they serve.

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 their University Site Supervisor at least four (4)

times, uniformly, 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

The faculty of the School Psychology Doctoral Program at Adelphi University acknowledge the importance of both professional and personal growth to a student's success in the field. We hold students to high standards in the evaluation of their work to ensure competent practice in the field. We attempt to provide opportunities and activities to facilitate student growth and minimize stress. Orientation meetings are held each spring to better prepare students for the workload and expectations of the program. Each student, upon formal admission to the doctoral program in school psychology, is assigned an advisor, who is a core member of the program faculty. Students are expected to meet individually with their advisor to plan a course of study that meets their programmatic needs. In addition to advisement, close supervision and monitoring is provided to students during all practical and clinical courses, experiences, and placements.

Student Advising
Upon formal admission to the doctoral 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 efforts (particularly the dissertation proposal and defense), as well as plan for productive experiences in their assistantships (teaching, research or clinical). 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
While part-time study is ordinarily not permitted in the doctoral program, under certain circumstances it may be necessary for a student to reduce her or his course load. Requests and justification for part-time study must be submitted in writing to the Dean. While part-time study is ordinarily not permitted in the doctoral program, under certain circumstances it may be necessary for a student to reduce her or his course load.

Minimum Levels of Competency
To demonstrate minimal competency for professional practice, a letter grade in all courses of '*B*' is required for doctoral students in the School Psychology Program. A minimum grade of '*B*' is also required for all assignments that address APA elements. If a student earns a grade lower than a B in any course or key element assignment, the course instructor, the advisor, and the student will meet to develop an action plan, which may include requiring the student to re-take the course.

Student Feedback
The School Psychology Psy.D. Program faculty meet with their advisees at least annually to monitor their progress toward completion of program requirements and performance expectations. Students are provided written feedback regarding their annual performance; performance on the Internship portfolio if necessary; 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.

Time Limits
Students must complete all doctoral degree requirements within 7-years from the time of their first course registration in the Derner School of Psychology. If a student does not complete the program within the allotted time, he or she will be terminated from the program unless they have been granted a written extension by the Dean or Program Director, with a specific date for completing the program. Requests and justification for an extension must be submitted in writing to the Dean. An approved leave of absence does not extend the stipulated time limitations. The Dean and/or Program Director may grant an extension for completion of the degree under the following conditions:

- The student shall have completed all requirements except the dissertation.
- The student must request an extension in writing, including written evidence of progress on the dissertation, setting forth a realistic timetable for its completion.
- The student may have to appear at an Evaluation Conference (EC), whose members are designated by the Program Director, appointed to consider whether to grant approval of the extension.
- The EC may choose to place additional requirements on the student as a condition for granting an extension.

Given these four conditions, an extension shall be granted only under extraordinary conditions and at the recommendation of the student's advisor/dissertation chair, and the approval of the Program Director or the Dean. In order to show evidence of meeting the time extension during the dissertation phase of the program, the student must submit dissertation material in writing to his or her dissertation chair every three months. Failure to comply with the three-month advisements may result in immediate termination. Faculty advisors will develop well-defined timetables for students beyond their fifth year of training who have not completed their dissertation. These timetables will include regular contacts and consultations, initiated by the student. Advisors will also provide updates on these students to the Program Director and School Psychology Doctoral faculty at the end-of-semester Student Evaluation Meeting.

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). Medical leaves of absence may include physical illness or mental health issues. In the latter case, students shall provide written documentation of a diagnosis from a licensed clinician/therapist and contact the office of Academic Services. 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, School Psychology Doctoral Faculty, and the Dean of the Derner School of Psychology, providing a compelling reason for such an extension and provision for approved professional activities during the leave period. The decision will be based on the specifics of the case, including the student's previous performance in the program, and the professional use which will be made of the leave period. 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 Psy.D. Program in School Psychology to retain active status during their doctoral 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.

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 the doctoral 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. 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 E).

Course Waivers

Students who believe they have previously met the objectives of a graduate course offered by the Derner School of Psychology may request a program course waiver. Requests for a course waiver should be directed to the student's advisor, who will consult with the Psy.D. Program Faculty in School Psychology that teach the course **(**Appendix F**).** Please note that not all requests will be approved. Semester hours of credit are not awarded for exempted courses, and the total number of required hours in a degree program will not be reduced. ***Requests for program course waivers must be made within the first semester following admission, to the Program Director.*** Should approval not be granted, ***Requests and justification for course waivers must be submitted in writing to the Dean.***

The program's policy is that students should not be required to engage in needless repetitious coursework when they have satisfactorily acquired the knowledge and skills embodied in a particular requirement, and that graduates of any program in psychology are regarded and evaluated by the professional community on the basis of completion of their *most advanced* program. Therefore, it is the Program's responsibility to ensure adequate development of the knowledge and skills required of all professional school psychologists.

A specific course may be waived by the Program Faculty under the following conditions: a) the previous course for which the student desires credit was a course taught at the *graduate* level and *restricted to graduate students only* at a regionally accredited college or university; b) the student earned a grade of B or better in the course; c) satisfactory review and approval by an instructor of the course to be waived for comparability of content; d) the course was taken within five years of the student's matriculation to the program; e) faculty may request additional information and/or request that the student pass and exam and/or demonstration, indicating competency prior to awarding a course waiver; and, f) approval by the student's advisor and Program Director. A copy of the approved course waiver form will be provided to the student and put in their official university file.

Program and Departmental Service
It is expected that all students in the doctoral program will actively participate in program and department service obligations. Typically, the Psy.D. 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.

Professional Liability Insurance
Liability insurance provides students-in-training with financial protection from lawsuits related to their training experiences. Adelphi University provides insurance for all students in field placements. As students of Adelphi, there is general liability and malpractice coverage available. More information about the amount of coverage can be obtained by contacting the Risk Management office at Adelphi University. As of May 2019, the general liability insurance coverage was $1 million/$2 million (per incident, per aggregate), while the malpractice insurance coverage was it is $2 million/$4 million (per incident, per aggregate). The program recommends that students apply for liability insurance through the American Psychological Association Insurance Trust (https://www.trustinsurance.com), which offers liability insurance at a reasonable price ($35 for 12 months). Documentation of liability protection is required each fall semester.

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 (APA, 2002; http://www.apa.org/ethics/) and the National Association   of   School   Psychologists   (NASP, 2000; http://www.nasponline.org/standards/2010standards.aspx).

Travel Approval/Travel Expense Procedure
Students are not guaranteed remuneration for travel. In the future, however, students who present at conferences may be eligible for a travel award, should they be lead in the presentation. For further information or for a travel expense report form, please Charlene Gachette at (516) 877-4804 or gachette@adelphi.edu. Should travel be approved, students who present at conferences must adhere to the following guidelines: a) Travel reimbursement must be pre-approved by a faculty member; b) Airfare may only be reimbursed if booked through the university; c) Adelphi is exempt from sales tax in New York, Massachusetts and Florida. To make a hotel reservation and have the sales tax waived for one of these states, reservations must be made through Adelphi's Purchasing department; d) A travel expense report form must be submitted immediately after travel; e) Submit a copy of the conference brochure

listing the name of the conference, student name as primary presenter, the conference agenda, the dates and location; f) Submit original receipts, not copies; g) Make sure the student's name is included on all receipts; and, h) The receipt must show the amount was actually paid by the student.

Scheduling Proposal and Defense Meetings
It is the policy of the School Psychology Program that the final document for all research requirements (i.e., proposal and final document) must be submitted to the faculty members no later than April 1st for a meeting (i.e., proposal, defense) to be scheduled.

Student Mail Folders
Doctoral 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 Psy.D. Program in School Psychology, 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.

Collaborative Institutional Training Initiative (CITI: Social and Behavioral Sciences course)
The CITI course is required by Adelphi University for all individuals involved in human subjects and is required for all students as part of the training program. Students are required to complete the Social and Behavioral Sciences course during the 0502-606 *Research Design* class. The minimum level of achievement for the CITI course is a passing score set by the CITI program.

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).

Graduation Guidelines
Students are responsible for ensuring that all program requirements (other than completing internship) have been satisfied. If all requirements have been completed, students who are on internship should be able to participate in the May commencement ceremony even though their degree will not officially be conferred until August. Doctoral students must complete their dissertation by the stated guidelines to participate in the doctoral commencement ceremony.

To graduate in May, students must complete their dissertation, defend, including final revisions, by May 15th. (May graduates must complete their internship by May 31st). Dissertations must be defended by May 1st.

Remember, in order to walk for a May graduation, the date for the oral defense must be posted by May 1st (and scheduled by the doctoral hooding date). Internship can still be completed after June 30th.

ACADEMIC POLICIES

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

Student Evaluation Procedures
The School Psychology Doctoral 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 American Psychological Association and 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) general examinations; c) annual faculty reviews of the student's progress (Appendix G); d) comprehensive examination; e) assessments of student progress through feedback from externship, practica and internship supervisors (University and Site Supervisor Evaluation; *Field Placement Handbook*); f) dissertation proposal defenses and dissertation defenses; and g) an *Alumni Survey* that functions to obtain an anonymous critique of the program from a distal vantage point that will be implemented once students begin graduating from the program (once students have graduated from the program).

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; university 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.

The university supervisor will formatively and summatively evaluate the intern's performance through individual and group supervision meetings and contributions to web-based supervision. Areas of strength and concern will be addressed promptly. Furthermore, the university supervisor will review the interns' quarterly reports for evidence of professional competence. Written feedback will be provided to the intern. There will be regular communication between the university supervisor and the field-based supervisor to discuss the intern's progress. Finally, the university supervisor will review the individual

assignments and the comprehensive portfolio that interns are required to complete during the internship experience.

Academic requirements

All students must maintain a minimum cumulative GPA of 3.0 (3.0 on a 4.0-point scale) in all academic work and fulfill all course related requirements at a satisfactory level (***minimum levels of competency).*** Further, all students must pass Intellectual Assessment I and II with a minimum grade of 85 (B) in order to continue to the next semester in the program.

Research Components

Students will be provided with opportunities to become involved in research experiences from the beginning of their program. In addition to specific course work, student research activities include research assistantships, course work research projects, doctoral dissertation, and student-initiated research activities. Initially, students are assigned to work with faculty members on various research projects. These activities often lead to conference presentations and publications.

PROGRAM REMEDIATION, RETENTION, AND DISMISSAL POLICIES AND PROCEDURES

The faculty of the Psy.D. Program in School Psychology at Adelphi University acknowledges the contributions of students' professional and personal growth to their success in practice. We hold students to high standards in both areas during our evaluation of their work to ensure competent and ethical practice. We provide students opportunities and activities to facilitate their development into highly skilled practitioners. The program hosts student orientation meetings each spring to make students aware of and prepare students for the academic workload they will face, as well as expectations of the program faculty and staff. Students are required to meet with their assigned advisors during their first semester to plan a course of study to guide them through the program. Close, thoughtful supervision is provided to students throughout their doctoral training, coursework, and clinical experiences.

The goal of the Doctoral Program in School Psychology at Adelphi University is to prepare highly skilled and ethical practitioners to deliver "best practice" psychological services. Importantly, students learn to review efficacy-based research to facilitate implementing "best practice" services throughout their careers. It is our sincere hope and expectation that every student admitted to the Psy.D. Program in School Psychology at Adelphi will successfully complete the program and enter the field as a consummate professional. Individually and collectively, faculty and staff monitor student progress and provide recommendations for remediation in cases where concerns about a student are raised. 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 Doctoral 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 American Psychological Association (see www.APA.org *Ethical Principles of Psychologists and Code of Conduct*) and the National Association of School Psychologists (see www.nasponline.org *Principles of Professional Ethics*). Serious 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 deliberate presentation of the words or ideas of another, as one's own, without due recognition/citation of the other's work. The following sources require notation: a) Word-for-word quotation from a source, including another student's work; b) Paraphrasing: using the ideas of others in your own words; and c) Interviews, radio and television programs, and telephone conversations. The school psychology doctoral program faculty has defined a clear case of plagiarism to be any case wherein more than one sentence is copied verbatim without citation.

   > **b. Cheating.** This is defined as the intentional or deliberate use or attempted use unauthorized materials, information, or study aids in any academic exercise. Examples include: a) Unauthorized use of notes, text, or other aids during an exam; b) Copying from another student's test, test protocol, research paper, case write-up, lab report, homework; c) Talking during an exam; d) Submitting the same paper for more than one course without the explicit permission of the instructor; and e) Hiding notes in a calculator or phone for use during an examination.

   > **c. Fabrication**. This is defined as the intentional or deliberate and unauthorized falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise. Examples include: a) Making up data for a test protocol, research paper, class or practicum assignment; b) Changing the results of a study or assessment; c) falsifying parent permission forms or information included therein.

   > d. **Participation in academically dishonest activities**. This is defined as the intentional or deliberate engagement in deceitful behaviors. Examples 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; 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 d) 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. **Concerns regarding program decisions regarding participating in academically dishonest activities must be sent to the Dean, providing justification for engaging in a breach in the Adelphi University Code of Conduct.**

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 Psy.D. 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. ***Requests and justification regarding retaking a course or dismissal from the program, must be submitted in writing to the Dean.***

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 Externship or 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 doctoral 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 will not receive a recommendation for Internship. The student may petition to retake externship or practicum and his/her status in the program will be reviewed after completing the retake externship or practicum. If a student is approved to retake Externship or Practicum, options after its completion include: (1) dismissal from program; (2) continue in the program.
6. A student who earns an "F" in one or more semesters of Internship will be dismissed from the program. The student can petition to retake Internship and his/her status in the program will be reviewed after completing the retake internship. If the student is approved to retake internship, options after its completion include: (1) dismissal from program; (2) completion of the program.

The petition to retake Externship/Practicum/Internship must be received by the DCT in writing, within 10 business days of a student being informed that his/her performance is not satisfactory and cannot proceed in the program. The petition must include why the student believes he/she will be successful if given an opportunity to repeat the experience. The DCT will respond in writing to the student's written request after consulting with School Psychology Doctoral Program faculty within 10 business days upon receipt of the student's appeal.

In some instances, a student's performance may be in danger of becoming, or may become, unsatisfactory. A problem is defined as an interference in professional functioning that is reflected in one or more of the following ways:

1) failure to acquire and integrate professional standards into professional behavior;
2) failure to acquire professional skills needed to reach an acceptable level of competency; and/or
3) failure to demonstrate acceptable professional dispositions.

If the student is approved to retake externship/practicum/internship, options after its completion include (1) dismissal from program; (2) continue in the doctoral program; or (3) receive recommendation for internship.

If the student is approved to retake internship, options after its completion include (1) dismissal from program; (2) completion of the doctoral program and endorsement for NY state licensure by the DOE. Note: As illustrated above, a student who earns an "F" in one semester of externship/practicum and/or internship may be dismissed from the program. ***This standard supersedes the academic standard that requires more than one "D" or "F" in required courses before dismissal from the program will occur.***

The petition to retake externship/practicum/internship must be received by the Program Director and Director of Clinical Training in writing. The petition must include an explanation of why the student believes he/she will be successful if given an opportunity to repeat the experience. The program extern/practicum/intern supervisor will present the petition to the Psy.D. 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 Doctoral Program faculty).

Remediation Procedures
If a problem is identified, the following procedures will be implemented with all steps being documented in writing in the Doctoral School Psychology Improvement Plan, 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 I) 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, behaviorally 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 J) 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 appropriate 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 be given 5 days to appeal and request the school psychology doctoral program faculty to formally review his/her case. This review will include an Adelphi faculty member from outside the program. This faculty panel will make the final determination and forward the formal recommendations to the student's Advisor, Program Director. Students may appeal their 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
In considering the dismissal of a student from the program, the School Psychology Doctoral faculty consider multiple aspects of the student's performance, including levels of competency in academic and clinical skills, professional and ethical conduct, judgement, interpersonal relations, and progress made in the remediation plan. The dismissal of a student from the Psy.D. Program in School Psychology is a serious event for both the student and the faculty. Such a decision is based on the faculty's conclusion that the student has not demonstrated an adequate level of competency in scholastic performance, professional characteristics, or in other critical areas professional conduct. Should the final decision be to terminate the student from the program, the student shall be informed in writing. Students may petition the adverse decision with the Program Director. 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. The petition needs to be submitted to the Program Director within 10-days following their receipt of termination from the program. The final decision regarding termination from the training program, or under what conditions a student making unsatisfactory progress will be allowed to continue (e.g., in a probationary capacity, with a remediation plan), rests with the faculty of the Psy.D. Program Faculty in School Psychology and the Dean of the Derner School of Psychology. ***Appeals, that* is, r*equests and justification for not being dismissed from the doctoral program in school psychology must be submitted in writing to the Dean within 10 working days.***

In addition to the protocol outlined below, the Derner Doctoral Program in School Psychology follows the policies of Adelphi University regarding student code of conduct and procedures for disciplinary action as outlined in the university Code of Conduct handbook (http://academics.adelphi.edu/policies/pdfs/code.pdf).

Student Rights
1. Students have the right to freely examine and exchange diverse ideas in an orderly manner inside and outside of the classroom.
2. Students have the right to access an extraordinary education that includes excellent faculty, academic technology, classrooms, libraries, and other resources necessary for the learning process.
3. Students have the right to have advance written notice of all institutional rules and regulations, including the ranges of penalties for violation of such rules and regulations.
4. Students have the right to associate freely with other individuals, groups of individuals and organizations for purposes that do not infringe on the rights of others.
5. Students with a previously diagnosed disability have the right to request reasonable accommodations ensuring equal access to courses, course content, programs, services, and facilities.
6. Students have the right to participate fully in the University community without discrimination as defined by federal, state or University regulations.

7. Students have the right to learn in a safe campus community.
8. Students have the right to access to high quality resources that support intellectual, emotional and social development.
9. Students have the right to access to mental wellness services and programs.
10. Students have the right to access a variety of activities beyond the classroom that support intellectual, spiritual and personal development.
11. Students have the right to opportunities that provide service to the University community and beyond.
12. Students have the right to expect prompt and courteous responses from the University's academic and administrative personnel.
13. Students have the right to expect academic and administrative policies that support intellectual inquiry, learning, and growth.
14. Students have the right to a learning environment free from harassment, discrimination, and violence.
15. Students have the right to due process in disciplinary procedures in accordance with the rules and procedures prescribed in the Student Code of Conduct.
16. Students have a right to a hearing regarding any accused misconduct.
17. 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 be fully acquainted with the published University and Program Student Rules and to comply with them, as well as federal, state, and local laws.
3. 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.
4. 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.
5. A student has the responsibility of assuming the consequences of their own actions.
6. A student has the responsibility for knowledge and observance of established University policies presented in official University publications.
7. The responsibility has the right to respect the rights and privacy of others.

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 Director of the department.

- 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 chair and/or 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.

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.

Other Student Issues

Step 1. It is believed that many student concerns may be resolved through clear and direct communication. Therefore, if a doctoral student has a grievance with faculty or staff within the doctoral program, the student should meet with that individual first in an attempt to informally resolve the problem.

Step 2. If the doctoral student is not satisfied with the outcome of the informal meeting, he/she should submit a written complaint to the faculty/staff member believed responsible for the grievance, along with a request for a meeting with the program director. The doctoral program director may choose to discuss the matter with the instructor to try to resolve the issues. If the grievance concerns the doctoral program director, a senior faculty, not involved in the grievance, may serve as a mediator. After this meeting, the doctoral program director will supply a written response to the student within ten working days. If the grievance is resolved, a copy of the written solution will be placed in the student's file.

Step 3. If the doctoral student is not satisfied with the response, he or she must submit a letter to the relevant doctoral faculty explaining the reasons for the disagreement and request a meeting with the core doctoral school psychology faculty. The student may be accompanied by a representative of their choice during any step of the process. After a meeting with the core faculty, the doctoral program director will supply a written response to the student within ten working days. If the grievance is resolved, a copy of the written solution will be placed in the student's file.

Step 4. If the doctoral student remains dissatisfied with the results from Step 3, he/she may appeal in writing to the Dean of the Derner School of Psychology within 10 working days of the date of receipt of the Step 3 response. Upon receipt of the appeal, the Dean will schedule a meeting with the aggrieved student and the individual with whom the grievance is directed, within 10 working days. A written response will be provided to both parties within 15 working days. A copy of the final grievance and results will be maintained in the student's file.

Step 5. If the issue remains unresolved, the doctoral student may request that the Office of Academic Services become involved to help resolve the matter.

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/).

APPEALS PROCESS

All doctoral school psychology students have the right to appeal actions of probation or dismissal. All appeals by doctoral 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 doctoral 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 doctoral student may submit a written report to the Appeal Committee prior to the hearing.

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

5. A question and answer period by the committee with the doctoral 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.

DOCTORAL DISSERTATION

The Psy.D. program is designed to educate psychologists as users of research. The goal of the program is to train psychologists who can deliver evidence-based psychological services and seek and review research to guide their professional practice. The preamble to the 1989 New York State Doctoral Project indicates that a Psy.D. Program, "includes training in research, but the research emphasis is on the evaluation of professional techniques and service outcomes and other applied activities." The doctoral dissertation in a Psy.D. program should reflect these goals. There are a wide variety of acceptable standards for dissertations, including empirical research, single subject design, clinical case studies, and program evaluations. All dissertations must include an abstract, a statement of the problem, a literature review, research questions and hypotheses, method section, discussion section, limitations, and practice and professional implications. The dissertation proposal and the dissertation shall be written in concert with the 7th Edition of the American Psychological Association's Publication Manual.

TYPES OF DISSERTATIONS FOR THE Psy.D. DEGREE
IN SCHOOL PSYCHOLOGY

Students have several options in selecting the type of dissertation that they would like to pursue, as doctoral dissertations take several forms. The dissertation proposal and final thesis must include a: Title Page; Abstract; Introduction; Review of Literature; Statement of the Problem; Research Questions and/or Hypotheses; Methods; Discussion section that includes limitations and suggestions for future research; References (Limited to those cited in the proposal); and Appendices (if necessary).

1.) Empirical Studies: Involve the collection, analysis, and interpretation of original data (broadly defined to include secondary analysis of archival data already available) to address a problem of theoretical   or   practical   interest.

      a.) Quantitative (includes single-subject design research): The quantitative dissertation is an empirical study of a topic relevant to the professional practice of psychology utilizing quantitative research techniques. It seeks to make a scholarly contribution to the field using either original data collected during the course of the dissertation or archival data from a preexisting data set (i.e., secondary analysis of data). With these types of studies, students develop specific research questions and hypotheses, often derived from theory, and conduct empirical testing of predictions derived from these hypotheses. Examples of methodologies for these types of studies include but are not limited to, group experiments, single case research, quasi-experimental, ex post facto or causal comparative, and correlational. Other examples of quantitative research studies include meta-analyses, program evaluation, and needs assessment, described in greater detail below as separate categories. The *sine qua non* for the quantitative dissertation is the analysis of numerical data. The majority of material pertinent to this type of dissertation is covered in a "research methods" class for conducting quantitative research.

      b.) Qualitative: A qualitative dissertation is an empirical study that uses interviewing and other forms of systematic, open-ended inquiry to collect detailed descriptions of participants' first-hand experiences in a specific situation of interest; these in-depth descriptions are analyzed through interpretive methods designed to bring forth thematic meanings embedded in participants' subjective experiences and how their behavior is influenced by those meanings. Qualitative methods include, but are far from limited to, interview studies, focus group studies, and phenomenological studies.

      c.) Mixed Methods: A research investigation containing both quantitative and qualitative elements. A mixed method study creates a rich form of understanding about the phenomenon under study through integrating knowledge yielded by both investigative modes.

2.) Meta-analysis: Meta-analysis, as its name implies, involves data analysis at a more general level than standard descriptive or inferential statistics. It uses findings across studies, as opposed to responses drawn from individuals, as the data to be analyzed. After following the procedures of traditional narrative review with respect to selection of topic and relevant literature, the meta-analyst transforms the findings from each study (*t*-tests, correlations, *F* ratios, etc.) into measures of effect size. The next step is to examine the variance of effects across studies to determine whether the differences observed between studies are greater than that which would be expected from simple sampling variance. If there is evidence of additional variance (note that in fact this is rather uncommon), other carefully suggested, theoretically relevant moderating variables may be examined, such as sample characteristics, measures employed, etc. These moderating variables should, for the most part, be chosen and defended prior to the performing of the analysis, lest choosing a grocery basketful of *post hoc* hypotheses produce significant findings simply by capitalizing on chance. On the other hand, the influence of some study characteristics on findings may only be manifest after the data has been gathered (e.g., Donahue, 1985). To perform a meta-analysis, the student needs to learn the analytical procedures unique to it, such as transforming a variety of inferential statistics into a common effect size measure, and some of the basic issues surrounding the technique as a whole. Of great benefit, sophisticated software has been developed to simplify the effort involved in calculations, so that the student may focus more attention on interpretation.

3.) Critical Review of the Literature: In a critical literature review, one chooses an area of research, reads the relevant studies, and devises a meaningful way to organize, integrate, and evaluate the published material, noting gaps in the literature (e.g., research questions not yet addressed) or trends in findings not yet noted by others. One example of an organizing theme is a conflict or controversy in an area, for example the validity of a particular assessment instrument or the effectiveness of a therapeutic procedure. Publications presenting all sides of the controversy are discussed, concluding with a critical analysis and recommendations. The latter should include novel insights into the state of the literature, and suggestions for further progress in the question. Another approach is to trace the development of a particular concept over time, concluding with a critical analysis of the present state of the question, any issues as yet unaddressed, and suggestions for further analyses. Thus, a literature review has two fundamental purposes: 1) to describe work done on a specific area of research, and 2) to critically evaluate this work. Both the descriptive and evaluative elements are important parts of the review; such a review does not simply describe past work without evaluating it. Moreover, if one or more theories have been developed in the area being focused on (i.e., the literature review is "theory driven"), one does not just discuss the given theory/theories without both describing and evaluating the work done to test it/them and discussing the theory's/theories' advantages and inadequacies. Through immersion in the most recent literature, it is expected that the student will have become uniquely familiar with research in the area, providing a perspective that can advance the state of the research.

4.) Theoretical Studies: Theoretical studies involve closely and carefully reasoned efforts to synthesize existing theory and research in a specific area pertaining to professional psychology in order to propose a new and original way of explaining, organizing, or understanding the area of interest. Theoretical studies should include an extensive, critical review of the existing literature, a proposed model for understanding the literature, and a discussion of applied and research implications. A different type of theoretical study may entail a systematic, empirically-based evaluation of alternative theories in the student's focal area of interest.

5.) Program Evaluation: Program evaluation consists of an empirical study explicitly intended to support the design, delivery, or impact of a human service program. A program evaluation study may include questions pertaining to program utilization, implementation, fine-tuning, and effectiveness. The use of traditional empirical, as well as action research methods, is supported.

6.) Needs Assessment: A needs assessment is a type of dissertation related to program evaluation that can be carried out either in conjunction with the latter or as a separate project unto itself. Needs assessment entails the use of a systematic process for determining and addressing the specific needs of an organization, important stakeholders within that organization, and/or a specific, well-defined population. A needs assessment tends to be an integral part of a planning process that can subsequently lead to some type of improvement in a system, organization, and/or service delivery.

7.) Design of an Innovative Program: This type of project consists of an in-depth design of a program of psychological strategy, methodology or techniques to achieve some goal consistent with contemporary principles of professional psychology. The program developed must demonstrate application of relevant theory, research, and consideration of similar programs reported in the literature in its design, and must include a detailed plan or guideline for the evaluation of the program developed, even though the evaluation will not be conducted as part of the dissertation. Suggested procedures or at least some discussion of issues and possible procedures for maintenance of the proposed program in terms of available resources once the program organizers have departed from the scene must be built into the program proposal.

8.) Case Study (includes single subject design): A case study involves a comprehensive, systematic, rigorous, qualitative analysis of one or more clinical case studies involving a particular type of presenting problem and theoretical approach of clinical interest to the student. These studies involve standardized, quantitative measures of outcome, and sometimes standardized, quantitative measures of process.

9.) The Relationship Between Psychology and Public Policy. There are many areas of public policy where psychology might have an impact, either by direct service or though consultation based on existing psychological knowledge and practice (e.g., nuclear arms; environmental policy, policies affecting children, mentally ill, elderly, etc.). Dissertations of this type involve a thorough analysis of the history and rationale for a current policy; a rigorous and critical integration of relevant psychological knowledge; and specific recommendations for policy modification, research, and/or service that might be provided by professional psychologists.

<div align="center">

Doctoral Dissertation Proposal

</div>

Doctoral Dissertation Committee

Students should select a dissertation chair whose research and interests complement their area of the proposed dissertation research. Once a final draft of the dissertation proposal is developed and approved by the dissertation chair, students are responsible for selecting a dissertation proposal committee. The dissertation proposal committee consists of the dissertation chair and two faculty members whose expertise matches the student's project. At least one of the two committee members must be faculty from the Derner School of Psychology. It is recommended that the dissertation proposal is limited to 50-pages, inclusive of references.

Once the dissertation chair and committee members have endorsed the dissertation as acceptable for an oral dissertation proposal defense examination, students may schedule a defense according to the timelines and oral examination procedures described in the following section. Dissertation proposal defense should be completed by either May 1st in the spring or December 1st in the fall.

Ideally, the dissertation proposal should be orally defended prior to the student's internship, but no later than the end of the fourth year of graduate study. During this period, students must demonstrate satisfactory progress toward completing the dissertation. Although the University permits students to formally petition for an extension of the dissertation, approval of the petition must be obtained by the program faculty.

Dissertation Proposal Guidelines
Below is the outline for the dissertation proposal format.

Chapter I. *Review of the Literature*
Introduce this section by providing a description of the Review section in terms of scope and topics to be covered.

Review the current literature by way of descriptive summaries and <u>critiques</u> of relevant research, meta-analyses, and theoretical papers. Organize the Review according to appropriate section headings. Provide an overview of the literature pertaining to the appropriateness of selected independent and dependent variables.

Summarize the most relevant aspects of the literature and critical observations as they pertain to the proposed study. This section provides a transition between the literature review, problem statement, and the research questions.
        Statement of the Problem: This section should succinctly summarize the issues of concern, citing relevant research and justification for the need to study the problem. Hypotheses and/or research questions should be stated at the end of this section.
        Research questions/hypotheses

Chapter II. *Methods Section*
The *Method* section should describe the research design and methodology of the study, including dependent and independent variables, *Participants*, *Instruments*, and *Procedures* for conducting the research.

References: Provide complete references in current APA style.
Appendices
Include any relevant materials needed to conduct the dissertation that do not fit neatly within the body of the dissertation narrative (e.g., copies of measures to be administered, questionnaires, surveys).

<u>**NOTES**</u>
1. APA style is to be followed in all aspects of the written proposal and final dissertation. See the APA Publications Manual (7th Edition) for guidance and structure.
2. The literature review should be written in past tense; however, the proposed study should be discussed in future tense.
3. Students must obtain approval from Adelphi University's Institutional Review Board prior to collecting data.

Three Weeks Before the Proposal Defense
The student distributes final copies of the dissertation proposal to all committee members. An announcement of the proposal defense, including the date, time and location, will be shared with all faculty. The proposal defense is open to nonparticipating spectators (e.g., faculty and students).

Dissertation Proposal Defense
All members of the examining committee shall vote on the acceptability of the oral dissertation proposal defense. A majority vote is required. Committee approval may be conditional, based on requested changes/additions to the dissertation proposal. Once the dissertation committee provides final approval of the proposal, students may then begin the dissertation process. Following the proposal defense, a proposal evaluation form will be completed and signed by all dissertation committee members and sent to the Dean for approval.

NOTE: Public Law 93-348 requires that all research projects involving human subjects be reviewed by a properly constituted review board. At Adelphi University, this is known at the Institutional Review Board (IRB). Additional information regarding the IRB, including specific forms and procedures, are available at the Office of Research and Sponsored Programs website (https://research-grants.adelphi.edu/irb/).

Doctoral Dissertation

All students are required to complete a doctoral dissertation under the supervision of their dissertation chair. When the dissertation chair and committee members have endorsed the dissertation as acceptable for purposes of oral examination, a dissertation examination committee is constituted. The examination committee consists of the dissertation committee plus one outside reader. Students are responsible for following timelines and completing all oral examination procedures described below. Availability of faculty to work on dissertations during the summer is at their discretion. Professor, Chair, Committee availability is not guaranteed during the summer and may be limited. Thus, students should plan accordingly.

Note: It is the policy of the Psy.D. School Psychology Program that the final document for all research requirements (i.e., proposal and defense) must be submitted to the program faculty members by May 1st, at the latest. As mentioned previously, proposal and defense meetings are at the discretion of the chair and committee members.

Dissertation Guidelines
Below is the outline for the dissertation proposal format.

Chapter I. *Review of the Literature*
Introduce this section by providing a description of the Review section in terms of scope and topics to be covered.

Review the current literature by way of descriptive summaries and critiques of relevant research, meta analyses, and theoretical papers. Organize the Review according to appropriate section headings. Provide an overview of the literature pertaining to the appropriateness of selected independent and dependent variables.

Summarize the most relevant aspects of the literature and critical observations as they pertain to the proposed study. This section provides a transition between the literature review, problem statement, and the research questions.
       Statement of the Problem: This section should succinctly summarize the issues of concern, citing relevant research and justification for the need to study the problem. Hypotheses and/or research questions should be stated at the end of this section.
       Research questions/hypotheses

Chapter II. *Methods Section*
The ***Method*** section should describe the research design and methodology of the study, including dependent and independent variables, *Participants*, *Instruments*, and *Procedures* for conducting the research.
References: Provide complete references in current APA style.

Appendices Include any relevant materials needed to conduct the dissertation that do not fit neatly within the body of the dissertation narrative (e.g., copies of measures to be administered, questionnaires, surveys).

Chapter III: Results Section

Chapter IV: Discussion Section

<u>NOTES</u>

1. APA style is to be followed in all aspects of the written proposal and final dissertation. See the APA Publications Manual (7th Edition) for guidance and structure.
2. The literature review should be written in past tense; however, the proposed study should be discussed in future tense.
3. Students must obtain approval from Adelphi University's Institutional Review Board prior to collecting data.

Appendices
Include any relevant materials needed to conduct the dissertation that do not fit neatly within the body of the dissertation narrative (e.g., copies of measures to be administered, questionnaires, surveys).

Four Weeks Before the Dissertation Defense
Meet with your advisor to finalize your program of study for the dissertation defense and degree. The dissertation chair, in conjunction with the Director of the Doctoral Program, will ensure that the Program of Study, grades, transcripts of prior degrees or transfer credit, and all other degree requirements are in order and properly documented. Once this has been cleared, you can schedule the location of the defense. In addition, an announcement of the dissertation defense, including a list of committee members, will be posted publicly. Information regarding the names of the committee members, outside readers, time, place, and date of the exam will be available to the university.

Oral Examination (Defense) Procedures
At least three weeks before the oral defense, an announcement of the defense will be communicated to all Derner faculty, serving as formal notification that the program believes you are prepared to proceed with your dissertation proposal defense.

Two Weeks Before the Dissertation Defense
Distribute final copies of the thesis to all members of the committee. This includes the reader. Per University guidelines, students will ensure that a copy of the final thesis document is available in the department for public/open access.

Dissertation Defense
All members of the dissertation committee, including the chair, vote on acceptability of the oral exam and thesis. A majority vote is required. Committee approval may be conditional upon certain changes in the thesis. The chairperson forwards the report of the examining committee to the Graduate School. The candidate's presentation and responses in the oral defense and the written dissertation are evaluated separately. The dissertation may be evaluated as: a) approved without revision; b) approved with minor revisions; c) approval pending, major revisions required. Minor revisions will be examined and approved by the Dissertation Chair. Major revisions should be unlikely if procedures are followed prior to the orals as outlined above. If unexpected major issues do arise requiring such revisions, the changes must be examined and approved by the entire committee, including the outside reader. When the candidate has completed the requested revisions (if requested), and they have been

approved as specified above, the final approval will be indicated in the Dissertation Evaluation form (Appendix O). Following the oral defense, the evaluation form will be completed and signed by the Dissertation Committee members and sent to the Dean for approval.

Following the Doctoral Dissertation Defense
1. Upon completion of the dissertation defense, the dissertation chair collects final signatures from Committee Members, Program Director, and Associate Dean or Dean, providing these signed forms to Felicia Colavito (*Graduate Studies Coordinator*), in the Dean's office.
2. Final revisions need to be submitted for Associated Dean or Dean review and signature at the latest, 2 weeks after graduation.
3. Felicia Colavito will then forward all information to the Registrar's office.
4. Felicia Colavito will also facilitate ProQuest protocol for maintaining hard and electronic copies.
5. ProQuest will process the dissertation upon completion, including binding and submitting to dissertation archives.

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.

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.

DIRECTIONS TO THE MANHATTAN CAMPUS

The Manhattan Center is located at 75 Varick Street, Second Floor, New York, NY, at the intersection of Varick and Canal Streets. The main entrance is one block north of Canal Street. The main intersection is one block north of Canal Street on the west side of Varick Street at the intersection with Grand Street.

By Subway
Take the 1 or 9 (Seventh Avenue Local) to the Canal Street stop which leaves you at the corner of Canal and Varick Streets. If you take the 2 or 3 (Seventh Avenue Express), transfer to the 1 or 9 at 14th Street (heading downtown) or Chambers Street (heading uptown). You can also take the A, C or E (Eighth Avenue Subway) to the Canal Street stop; this leaves you at the corner of 6th Avenue and Canal Street. Walk one block west to Varick and one block north to the main entrance. The L train also runs in Manhattan on 14th Street; take it to the Sixth Avenue stop.

By LIRR / NJ Transit
Take the train into Penn Station and proceed by subway directions above.

By Bus
Take the M20 bus, which stops at the front door of the Manhattan Center.

By Car
If you are traveling by car, the Manhattan Center is located on the west side of Manhattan on Varick Street (one-way heading (south) at Canal). If you are heading west on Delancey or Houston Streets,

make a left turn at Varick Street and head downtown. If you are crossing Canal Street, take a right at Sixth Avenue and head two blocks uptown (north) until you reach Watts Street (one way heading west) and make a left turn and go one block and make another left onto Varick (one way heading south).

Parking Garages in the Canal Street Area

Please note: These listings have been selected because of their proximity to the Manhattan Center. No endorsement by the University of any of their services is intended or implied.

Varick Street Garage
111-115
Varick Street
New York,
NY 10013
212.675.3719

Clara Parking
243 Hudson Street
New York, NY 10013
212.989.7374

Central Parking Systems
9 North Moore at Varick
New York, NY 10001
212.625.0325

MAC Garage LLC – Students/Faculty Employees Discount Parking
76-80 Avenue of the Americas (off Canal and Grand)
New York, NY 10013
212.274.8891

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 2022-2023

Fall 2022	
Aug 29	First day of classes - Fall 22
Aug 31	Official Summer Graduation Date
Sep 3 - Sep 5	Labor Day break - no classes
Sep 12	Last day to add a course
Sep 26	Last day to add an independent study/internship
Sep 26	Last day to change course grading option
Sep 26	Last day to drop a course
Sep 26	Last day to process a section change
Oct 10	Mini Fall Break - no classes
Oct 11	Open planning begins for Spring 22
Oct 26	First day of graduate registration for Spring 23
Oct 28	First day of graduate registration for Spring 23
Nov 1	Last day to withdraw
Nov 8	Election Day – No Classes
Nov 23 - Nov 27	Thanksgiving break - no classes
Dec 13	Makeup/Study Day
Dec 15 - Dec 21	Final Exams

Spring 2023 - TBD

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. Change of Handbook Form

The School Psychology 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. Students who entered under an earlier edition of the handbook have the option of changing to the ***2021-22 edition***. In signing this form, I _____ voluntarily exercise the option to switch to the 2020-21 Doctoral Student Handbook for the School Psychology Program at Adelphi University. I have read the 2020-21 handbook and understand the program and procedures and how they differ from the handbook under which I entered the program. I agree to accept and be evaluated using the requirements of the 2020-21 handbook.

I understand that if I exercise this option, I will not be able to revert to an earlier handbook.

Signature_____ Date_____

NOTE: Submit this form to the Program Director

Appendix D. 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, externship/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 E. 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)

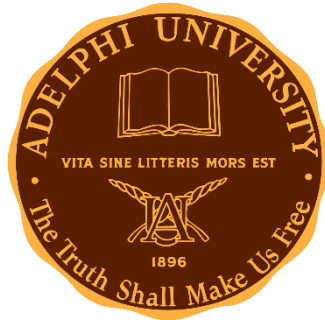| Semester Course was Taken	Course #	Title of Course	Equivalent Course # at Adelphi	Grade	Credits
				Total Credits Accepted ___	___

Dean's Signature _____   Date _____

School of: _____

Appendix F. Course Waiver Request Form

ADELPHI UNIVERSITY
OFFICE OF THE UNIVERSITY REGISTRAR
EXCEPTION/WAIVER FORM

Course Waivers: 1) Must relate to the content of a degree program and/or be comparable to those offered at Adelphi University; 2) Must not have been completed beyond the time limit set aside for completing the current degree, (excludes those entering a post-baccalaureate degree program); and 3) Must have been earned with a grade of B or better from an accredited institution at the graduate level. An official transcript must be on file at Adelphi University at the time of this request. Course waivers will not be computed in the Adelphi University cumulative GPA.

Student Name:_____ **Student ID:**_____

Academic Department: _____

This exception is for a requirement in the following:

_____**Major** _____**Minor** _____ **Concentration** _____**Specialization** _____**Cluster** _____**Track**

Please check below and enter required information for exceptions:

_____ **Substitution**: Check this to replace a required course with another course the student has taken or is currently enrolled in.

          Substitute _____ **for** _____
                  (Course)   **(Required Course)**

          Substitute _____ **for** _____
                  (Course)   **(Required Course)**

_____ **Waiver:** Check this if the student does not have to fulfill an established requirement or take a specific course. Please indicate if you wish to waive credits.

          Waive Course ONLY _____
                                 (Course)

Waive Course & Credits

_____
(Course and number of credits)

_____ **Catalog year change**: Check this if you want student to graduate under a different catalog than what is currently on his/her official record.

Graduate under new catalog year: _____
(Year)

_____ **Grade Waiver:** Check this if you are allowing a grade other than the required grade as set forth in the bulletin.

ALLOW _____ **in** _____
(Grade) **(Course)**

_____ **Other**: Check this if none of the above applies.

_____

_____

_____   _____
Dean/Chair/Director (Print Name)   Signature

_____   _____
Phone Extension   Date

Please Note: Students should provide course syllabi and catalog description. It is the **student's responsibility** to obtain any other documentation that the faculty reviewer may require in order to assess the comparability of this course.

Appendix G. Annual Student Evaluation Form

Annual Student Review by Faculty
Psy.D. Program in School Psychology
Adelphi University

Student: _____   Date Completed: _____

Year in Program: _____   Advisor/ Program Director: _____

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)
Does the student demonstrate an understanding of subject matter?	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations
Is the student adhering to the approved program of study?	☐ Yes ☐ No (explain)_____

Discipline Specific Knowledge

	Below Expectations	Meets Expectations	Exceeds Expectations	
History and Systems of Psychology	Not met	Met prior to graduate matriculation or took a graduate course	Completed multiple courses covering H&S	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Scientific Psychology: Affective Aspects of Behavior	Lacks understanding of the foundational concepts, principles, and theories in the field	Demonstrates the ability to sufficiently articulate the foundational concepts, principles, and theories in the discipline	Effectively articulates theories, concepts, and principles;	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Scientific Psychology: Biological, Aspects of Behavior	Lacks understanding of the foundational concepts, principles, and theories in the field	Demonstrates the ability to sufficiently articulate the foundational concepts, principles, and theories in the discipline	Effectively articulates theories, concepts, and principles;	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Scientific Psychology: Cognitive Aspects of Behavior	Lacks understanding of the foundational concepts, principles, and theories in the field	Demonstrates the ability to sufficiently articulate the foundational concepts, principles, and theories in the discipline	Effectively articulates theories, concepts, and principles;	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Scientific Psychology: Developmental Aspects of Behavior	Lacks understanding of the foundational concepts, principles,	Demonstrates the ability to sufficiently articulate the	Effectively articulates theories,	☐ Exceeds Expectations ☐ Meets Expectations

	and theories in the field	foundational concepts, principles, and theories in the discipline	concepts, and principles;	☐ Below Expectations ☐ No Opportunity
Scientific Psychology: Social Aspects of Behavior	Lacks understanding of the foundational concepts, principles, and theories in the field	Demonstrates the ability to sufficiently articulate the foundational concepts, principles, and theories in the discipline	Effectively articulates theories, concepts, and principles;	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Ability to analyze and integrate information	Unable to integrate information	Integrates information to yield critical, reasoned arguments	Conclusions are logical extrapolations from the inquiry	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Knowledge of research methods, measurement, statistics, including mixed methods and other experimental designs	Has difficulty meeting expectations in coursework requiring knowledge and understanding of research methods, measurement, statistics	Demonstrates adequate knowledge and understanding of research methods, measurement, statistics	Demonstrates proficiency in knowledge, understanding, and applications of research methods, measurement, and statistics	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Understanding of quantitative, mathematical modeling and analysis; statistical description and inference; hypothesis testing, power, estimation	Has difficulty meeting expectations in coursework requiring knowledge and understanding of research methods, measurement, statistics	Demonstrates adequate knowledge and understanding of research methods, measurement, statistics	Demonstrates proficiency in knowledge, understanding, and applications of research methods, measurement, and statistics	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Knowledge of psychometrics from measurement theory to techniques of measurement, validity, reliability, standardization, and test construction	Has difficulty meeting expectations in coursework requiring knowledge and understanding of research methods, measurement, statistics	Demonstrates adequate knowledge and understanding of research methods, measurement, statistics	Demonstrates proficiency in knowledge, understanding, and applications of research methods, measurement, and statistics	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

Profession Wide Competencies: Research

	Below Expectations	Meets Expectations	Exceeds Expectations	
Initiation of new research or scholarly project: _____	Unable to develop research plans/proposal to conduct research	Demonstrates ability to conceptualize a research plan and to conduct institutionally appropriate research	Demonstrates proficiency in developing clear research plans and conducting valid, theoretically consistent, and institutionally appropriate research	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

Demonstrates substantially independent ability to formulate research or other scholarly activities of sufficient quality and rigor to potentially contribute to scientific, psychological or professional knowledge base	Has not taken a lead in any research or scholarly activities	Completed the following: ___ Literature Review ___Pre-proposal ___Dissertation Proposal ___Defended Dissertation	Received award or was nominated for same in relation to first authored research or scholarly activity	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Conducts research or other scholarly activity; involved in research team(s)	Is not actively participating in a discipline-related research project	Actively is engaged in one or more research projects within the discipline with potential to take a lead in some area	Not only is engaged in one or more research projects, but is taking a lead or teaching others	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Ability to use a variety of approaches to critique research/evaluate data	Relies on own point of view or single perspective to develop arguments	Uses a variety of approaches/perspectives/ sources to evaluate multiple points of view	Synthesizes in-depth information from relevant sources and organizes into meaningful patterns	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Disseminates research or other scholarly activity via publication (Indicate # for each)	No submission of any manuscript as author or coauthor	Submitted one or more manuscripts as author or coauthor # co-authored _____ # first/sole-authored ___	One or more manuscripts as author or co-author is/are in press or published # co-authored _____ # first/sole-authored ____	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Disseminates research or other scholarly activity via presentation (paper or poster) for regional or national conference	No presentations at any regional or national conference	Presented at one or more regional or national conferences as co-author # co-authored _____	Presented as first or sole authored at regional or national conferences # first/sole-authored ____	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Author or co-author, or involvement in writing grant proposal with faculty, research fellowship, or dissertation fellowship (to support student independent research	Not involved in any way in grant writing	Involved in grant writing in some capacity including mock grant, dissertation grant or research fellowship, or other internal or external grant mechanism	Involved in external grant writing as co-PI or PI	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Assist faculty in the development of a grant	Not involved in any way in grant writing	Assisted faculty member in organizing or compiling aspects of grant application for submission	Involved in grant writing in some capacity initiated by a faculty member	☐ Exceeds Expectations ☐ Meets Expectations

				☐ Below Expectations ☐ No Opportunity
Use of data at single subject or program evaluation level for data-based decision-making	No experience with databased decision-making	Used data-based decision-making effectively in practice	Engaged in program evaluation activities or single subject research	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

Profession Wide Competencies: Ethical and Legal Standards

	Below Expectations	Meets Expectations	Exceeds Expectations	
Knowledge of the current APA Ethical Principles and Code of Conduct	Does not know APA Ethical Principles	Demonstrates knowledge of APA Ethical Principles	Demonstrates proficiency of APA Ethical Principles	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Knowledge of relevant laws, regulations, rules, and policies governing health service psychology	Does not demonstrate knowledge of laws, etc. for HSP	Demonstrates knowledge of relevant laws for HSP	Demonstrates proficiency of relevant laws for HSP	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Knowledge of relevant laws, regulations, rules, and policies governing school-based practice	Does not demonstrate knowledge of laws, etc. for school-based practice	Demonstrates knowledge of relevant laws for school-based practice	Demonstrates proficiency of relevant laws for school-based practice	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Knowledge of professional standards and guidelines	Does not demonstrate knowledge of standards and guidelines	Demonstrates knowledge of standards and guidelines	Demonstrates proficiency of standards and guidelines	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Able to recognize ethical dilemmas and apply ethical decision-making processes to resolve the dilemmas	Is unable to recognize ethical/legal breaches or problem-solve to address	Able to recognize ethical/legal problem and problem-solve to resolve	Is proficient in identifying potential ethical/legal problems and takes steps to prevent	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Conduct self in accordance with ethical and legal standards in all professional activities	Any indication of ethical/legal breach in professional activities	Conducts self in accordance with ethical/legal in all activities	Mastery of ethical/legal standards is evident in professional behavior	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

Profession Wide Competencies: Individual and Cultural Diversity

	Below Expectations	Meets Expectations	Exceeds Expectations	
Understanding of how own personal/cultural history, attitudes may affect how they understand and interact with others (Self Awareness)	Does not acknowledge that their own dimensions of diversity, attitudes and biases may affect interactions	Demonstrates knowledge and awareness of one's own dimensions of diversity and attitudes	Exemplifies the awareness and reflects on how one's own background, attitudes and biases affect interactions,	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

	Below Expectations	Meets Expectations	Exceeds Expectations	
			research, and practice	
Understanding and Knowledge of empirical knowledge as it relates to addressing diversity in all professional activities	Does not grasp the importance of individual/cultural diversity or understand the theoretical and empirical knowledge base	Demonstrates knowledge and awareness of theoretical and empirical knowledge relating to diversity	Exemplifies understanding and knowledge of the theoretical and empirical knowledge base relating to diversity	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Application in Practice: Able to integrate awareness and knowledge of individual and cultural differences in the conduct of professional activities	Understands but does not apply this understanding in practice	Considers/addresses individual/cultural differences in practice settings (e.g., case conceptualization, choice of assessment tools, choosing interventions)	Exemplifies consideration of ways in which culture and diversity shape behaviors across settings, and considers culture and diversity in all aspects of practice and research	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Can apply a framework for working effectively with individuals of cultural diversity not previously encountered	Has difficulty working effectively with individual and cultural diversity not previously encountered	Can articulate a framework for working effectively with areas of individual and cultural diversity not previously encountered	Exemplifies the ability to work effectively with areas of individual and cultural diversity not previously encountered	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Ability to work with individuals (peers, faculty, school staff, clients) whose group membership, demographic characteristics or worldviews conflict with own	Unable to interact effectively with individuals different in some way from self	Demonstrates ability to work with individuals whose group membership, demographic characteristics, or worldviews are in conflict with own	Exceptional ability to work with individuals from diverse backgrounds	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Demonstrates the requisite knowledge-base and can articulate an approach to working effectively with diverse individuals and groups and applies this approach in practice	Unable to articulate or apply an approach to working effectively with diverse individuals	Able to articulate and apply an approach to working effectively with diverse individuals at entry level	Able to articulate and apply an approach to working effectively with diverse individuals with proficiency	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

Profession Wide Competencies: Professional Values, Attitudes, and Behaviors

	Below Expectations	Meets Expectations	Exceeds Expectations	
Behaves in ways that reflect the values and attitudes of psychology	Any issue with deportment, integrity,	Behavior is consistent with values and	Behavior exemplifies the	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations

(deportment, professional identity, accountability, adhering to time lines, confidentiality, lifelong learning, concern for the welfare of others)	accountability, concern for welfare of others, professional identity, or lifelong learning	attitudes of psychology	values and attitudes of psychology	☐ No Opportunity
Engages in self-reflection regarding one's personal and professional functioning and engages in activities to maintain performance, wellbeing, and effectiveness	Concerns with personal and professional activity that are not being addressed	Individual is self-reflective and engages in activities to maintain performance, wellbeing and professional effectiveness at expected level	Individual is self-reflective and engages in activities to maintain performance, well-being and professional effectiveness at high levels	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Actively seek and demonstrate openness and responsiveness to feedback and supervision	Does not seek or respond to feedback and supervision appropriately	Seeks and responds to feedback and supervision	Seeks and responds to feedback and supervision as needed	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Responds professionally in increasingly complex situations with a greater degree of independence	Unable to respond to increasingly complex situations with greater degree of independence	Responds to most increasingly complex situations with greater independence	Able to respond to increasingly complex situations with greater independence	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

Profession Wide Competencies: Communications and Interpersonal Skills

	Below Expectations	Meets Expectations	Exceeds Expectations	
Develop and maintain effective relationships with colleagues, communities, organizations, supervisors, supervisees, and clients	Lacks ability to establish and maintain effective relationships with one or more of those groups	Is able to establish and maintain effective relationships with a range of individuals and groups	Is able to establish and maintain effective relationships with all, but excels in effectiveness with one or more of those of groups	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Able to communicate thoughts in written form for the intended audience demonstrating a thorough grasp of professional language and concepts	Demonstrates marginal written communication skills that take into consideration the audience	Demonstrates the ability to communicate in written form that considers the audience (i.e., technical writing v. psychological report)	Demonstrates high level of competency in written communication for all purposes	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Able to communicate thoughts in oral form for the intended audience and effectively communicate professional concepts	Demonstrates marginal oral communication skills that take into consideration the audience	Demonstrates the ability to communicate in oral form that considers the audience (child, parent, teacher, other professional)	Demonstrates high level of competency in oral communication for all purposes	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

| Interpersonal skills across systems for effective relationships | Lacks ability to establish appropriate relationships across individuals and systems | Demonstrates the ability to work with others across disciplines and engage in cross-disciplinary problem-solving | Demonstrates leadership ability in establishing cross-disciplinary collaboration | ☐ Exceeds Expectations
☐ Meets Expectations
☐ Below Expectations
☐ No Opportunity |
| Engaging in difficult dialogues | Avoids conflict rather than engaging in difficult conversations | Demonstrates the ability (in practice or role play) to engage in difficult conversations and resolve conflict | Demonstrates the ability to engage in difficulty conversations and resolve conflict across setting | ☐ Exceeds Expectations
☐ Meets Expectations
☐ Below Expectations
☐ No Opportunity |

Profession Wide Competencies: Assessment

	Below Expectations	Meets Expectations	Exceeds Expectations	
Demonstrates knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and client strengths and psychopathology	Unable to articulate knowledge of diagnostic systems, functional behaviors, client strengths or psychopathology	At least minimally demonstrates knowledge and understanding in this area	Mastery of diagnostic classification systems, functional and dysfunctional behaviors, and client strengths and psychopathology	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Demonstrate understanding of human behavior within contexts (e.g., family, social, societal, and cultural)	Unable to integrate context in understanding of human behavior	Demonstrates ability to apply understanding of human behavior in relation to context with or without prompt	Spontaneously integrates understanding of behavior within context	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Demonstrates understanding and use of Special Education classifications/eligibility categories and potential interaction of cognitive/academic deficits and functional/dysfunctional behaviors	Unable to articulate understanding of IDEA classification or interaction of cognitive/academic status with functional/dysfunctional behavior	Able to articulate and apply understanding of IDEA classification or interaction of cognitive/academic status with functional/dysfunctional behavior	Proficient in IDEA and interaction of cognitive/academic status with functional/dysfunctional behavior	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Able to plan assessment that uses multiple methods and multiple sources appropriate to the characteristics of the individual and the purpose of the assessment	Assessment planning not consistent with multiple methods/sources or characteristics of the individual and goal of assessment	Assessment planning uses multiple methods and multiple methods appropriate to individual and goal of assessment with minimal guidance	Able to plan a comprehensive assessment, using multiple methods, multiple sources, and different measures appropriate to the individual and goal, with consideration of context independently	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Ability to select appropriate evidence-based methods of	Not able to select appropriate methods	Can select appropriate methods with consideration of	Can select appropriate methods with consideration	☐ Exceeds Expectations ☐ Meets Expectations

evaluation that reflect science of measurement and psychometrics	based on psychometrics	psychometric properties	of psychometric properties, as well as consideration of individual and cultural diversity	☐ Below Expectations ☐ No Opportunity
Ability to choose measures with consideration of individual and cultural diversity	Not able to select measures with consideration of individual and cultural diversity	Can select appropriate methods with consideration of individual and cultural diversity	Can select appropriate methods with consideration of psychometric properties, as well as consideration of individual and cultural diversity	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Ability to accurately administer and score assessment measures	Not able to meet expectancy for adherence to standardization of administration and scoring	Able to administer and score measures consistent with standardization with minimal to no errors	Excels in ability to administer and score measures with standardization	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Ability to interpret results and develop diagnoses and/or case formulations	Not able to integrate information for diagnosis and case conceptualization	Able to integrate information for diagnosis and case conceptualization	Proficient in integrating information for differential diagnosis and case conceptualization	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Ability to generate appropriate recommendations and/or treatment plans/BIP	Not able to generate recommendations for intervention, accommodations and modifications to meet needs identified	Able to generate recommendations for intervention, accommodations and modifications to meet needs identified	Proficient at generation of recommendations for intervention, accommodations and modifications to meet needs identified	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Ability to write a clear and comprehensive professional report	Report writing is not clear or comprehensive	Able to write a clear and comprehensive professional report with minimal revision	Able to write a clear and comprehensive professional report independently	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

Profession Wide Competencies: Intervention

	Below Expectations	Meets Expectations	Exceeds Expectations	
Establish and maintain effective relationships with recipients of services	Not able to establish or maintain rapport with clients	Able to establish and maintain effective relationships with clients	Able to establish and maintain strong and effective relationships with clients	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

Develop evidence-based intervention plans specific to service delivery goals	Not able to develop a treatment/intervention plan to address identified need	Able to develop evidence-based intervention/treatment plans to meet needs	Proficient at developing evidence-based intervention/treatment plans to meet needs	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Implement interventions informed by current scientific literature, assessment findings, diversity characteristics and contextual variables	Not able to implement interventions informed by these variable	Able to implement interventions informed by current scientific literature, assessment findings, diversity characteristics and contextual variables	Proficient at implementing interventions informed by current scientific literature, assessment findings, diversity characteristics and contextual variables	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Demonstrate the ability to apply the relevant research literature to clinical decision-making	Not able to apply relevant research	Demonstrate the ability to apply the relevant research literature to clinical decision-making	Proficient in the ability to apply the relevant research literature to clinical decision-making	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking	Not able to adapt evidence-based approaches	Able to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking	Proficient at appropriately modifying and adapting EBA when a clear EB is lacking	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation	Does not use data to evaluate or modify	Evaluates intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation	Proficient in evaluating intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Identify and implement appropriate academic and behavioral evidence- based options	Not able to identify or implement an EB intervention program to address either academic or behavioral concerns	Demonstrates the ability to use data to identify or implement an EBI to address either academic or behavioral concerns	Demonstrates the ability to identify, adapt as needed, and implement EBI to address a range of presenting problems	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

Profession Wide Competencies: Supervision

	Below Expectations	Meets Expectations	Exceeds Expectations	
Ability to communicate subject matter to others	Lacks ability to explain subject matter in the discipline	Demonstrates ability to explain the subject matter in the discipline: Guest Lectures ___ Class	Demonstrates advanced pedagogical skills necessary to explain the subject matter in	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

		presentations ____ In-Service ____	the discipline to varied audiences	
Understanding and Knowledge of Models and Practices of Supervision	Lacks understanding and knowledge of models and practices of supervision	Demonstrates understanding and knowledge of models and practices of supervision	Demonstrates understanding and knowledge of models and practices and has reflected on future role as supervisor	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

Profession Wide Competencies: Consultation and Interprofessional/ Interdisciplinary Skills

	Below Expectations	Meets Expectations	Exceeds Expectations	
Demonstrate knowledge and respect for the roles and perspectives of other professions	Does not demonstrate knowledge and respect of other professions	Demonstrates knowledge and respect for the roles and perspectives of other professions	Demonstrate exceptional knowledge and respect for the roles and perspectives of other professions	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Understanding and Knowledge of Various Consultation Models and Practices	Does not demonstrate knowledge of models and practices	Demonstrates knowledge of consultation models and practices	Identifies that appropriate consultation model/practice may vary as a function of context	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity
Application of consultation (teacher, parent, conjoint, systems)	Does not demonstrate the ability to assist others in response to client needs or goals	Demonstrates adequate ability to provide expert guidance or professional assistance to caregivers, teachers, or system administrators in response to "client" needs or goals	Demonstrates strong ability to provide expert guidance or professional assistance to caregivers, teachers, AND system administrators in response to "client" needs or goals	☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations ☐ No Opportunity

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.

Comments:

_____   _____
Student Signature   Date

_____   _____
Advisor Signature   Date

Appendix H: Improvement Plan Notification Form

School Psychology Doctoral 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 I. School Psychology Student Improvement Plan

School Psychology Doctoral Program
Adelphi University

Student: _____ Date: _____
Year of Program: _____
Faculty Advisor: _____
Program Director: _____
Field-based Practicum Supervisor (if applicable): _____

Directions: The Improvement Plan is to be developed cooperatively by the Student, the Student's Advisor, and when applicable, the Field-based Supervisor of externship, 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 J. School Psychology Student Improvement Plan Follow-Up

School Psychology Doctoral 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 K

CHANGE OF DISSERTATION ADVISOR FORM

SCHOOL PSYCHOLOGY DOCTORAL PROGRAM

ADELPHI UNIVERSITY

Name: _____

Date: _____

Current Advisor: _____

New Advisor: _____

New Advisor Signature: _____

Program Director Signature: _____

Reason for advisor change:

Appendix L. Dissertation Committee Form

Derner School of Psychology
Adelphi University

Announcement of the Dissertation Committee

Date _____

Candidate_____

Title of Proposal: _____

_____

Permanent Members of Committee

Chair: _____

Committee Member: _____

Committee Member: _____

Program Director: _____   Date _____

Dean _____   Date: _____

Appendix M: Dissertation Proposal Defense Evaluation Form

Student: _____   Dissertation Proposal: _____

Chair:_____   Date of Dissertation Proposal:_____

Title of dissertation: _____

Dissertation proposal committee members:

      (1) _____

      (2)_____

The Dissertation Chair records the scores, from each committee member, and averages the scores from each of the faculty members on the Dissertation Proposal Committee. The scores correspond to the following scale:

Please use the following rating scale:
1 = Significantly Below Expectations for this level of training
2 = Somewhat Below Expectations for this level of training
3 = Meets Expectations for this level of training
4 = Above Expectations for this level of training

The student must receive a score of 3 or above from all committee members on each of the dissertation elements in order to pass the dissertation proposal defense.
☐Pass
☐Fail

Rubric for Evaluation of Dissertation Proposal

The following rubric is to be used for evaluation of the quality of the student's dissertation proposal and oral proposal defense. Failure to achieve a score of 3 or 4 on any one dissertation element necessitates that the student rewrite portions of the proposal and possibly schedule another proposal defense. This rubric was adopted from The Chicago School or Professional Psychology and modified for the present purposes.

Dissertation Element	Significantly Below Expectations (1)	Somewhat Below Expectations (2)	Meets Expectations (3)	Above Expectations (4)	Achieved Performance Level Score
Statement of Problem	The problem statement lacks articulation and does not describe the issue under study. The problem statement mimics previous work and lacks uniqueness.	The problem statement is presented and begins to describe the topic of study. Shows limited distinctiveness in the area of study. The importance of the research is minimally presented.	The problem statement is presented and articulated in a clear and unique way. The importance of the research is presented and relationships between concepts and/or variables under study are examined. A new perspective on previous research is presented.	The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/ field is demonstrated. Meaningful relationships between concepts and/or variables under study are analyzed and add a new perspective on previous research regarding the topic. A credible argument that the study will uniquely and significantly contribute to knowledge in the field/profession is presented.	
Review of Literature	Does not discuss status or gaps in current research literature. Literature review does not establish	Limited discussion of status and gaps in current research literature on the topic.	Literature review presents status of current research literature on the	Literature review presents in an accurate and comprehensive manner the status of current	

	a theoretical framework.	Limited establishment of theoretical framework for current research. Topic, question, or hypothesis is simply stated.	topic under study. Begins to describe a research topic, question, or hypothesis that has the potential to contribute to knowledge in the field/ profession. Begins to establish a theoretical framework for the current research questions and gaps in literature.	research literature on the topic under study. Literature review is synthesized into a research topic or question that has the potential to contribute to knowledge in the field/ profession. Identifies gaps where further research is needed. Establishes a theoretical framework for investigating those gaps and questions.	
Methodology	Does not discuss a methodology for collection of data or performance of study.	Limited discussion of suitability of methodology for the study's purpose.	Presents a methodology suitable and systematic for the topic.	An understanding of the methodology's suitability to the dissertation as contribution to knowledge is demonstrated. Presents and assesses the suitability of the methodology to the topic.	
Oral Presentation	During the oral presentation, the student only reads directly from notes and does not look or engage the audience. Student appears confused and does not seem to	During the oral presentation, the student tends to rely on notes with inconsistent looking at or engagement of the audience. Student appears able to respond	During the oral presentation, the student is clear, poised, connected and able to make eye contact and engage the audience. The student shows mastery	During the oral presentation, the student is able to demonstrate mastery of their study and the larger literature. During the oral presentation the student's	

| | understand their own study well or is unable to expand beyond the information in their notes.

The student is unable to show mastery of scholarship in the area of research that they studied. | to questions, but has some difficulty expanding on the information beyond their notes.

During the oral presentation, the student was able to discuss the study however there was still some difficulty or confusion about their study. | of the material and does not rely on notes or slides excessively.

The student is able to expand beyond the notes when asked questions about the study and appears well-versed in their topic area. | answers to questions demonstrate mastery of the material and ability to consider he problem from different angles and with depth and complexity. | |
|---|---|---|---|---|---|

Appendix N: Dissertation Defense Announcement Form

Derner School of Psychology
Adelphi University

TO: DERNER SCHOOL OF PSYCHOLOGY

FROM: DEAN _____

RE: ORAL DISSERTATION DEFENSE FOR [Student's Name]

The final oral dissertation defense for the Psy.D. degree in School Psychology for [student's name here] will be held on [insert day/date] at [insert time, am/pm], [insert location, building/room]

Dissertation Title: _____

DISSERTATION COMMITTEE:

      Chair: _____

      Committee Member: _____

      Committee Member: _____

      Outside Reader: _____

Appendix O: Dissertation Defense Evaluation Form

Evaluation of Dissertation Defense Proposal
Adelphi University

ORAL REVIEW OF DISSERTATION FOR THE Psy.D. DEGREE

Date: _____

Candidate: _____

Title of Proposal: _____

_____

Dissertation Committee: _____

      Chair: _____

      Committee Member: _____

      Committee Member: _____

      Outside Reader: _____

Dissertation Defense: Evaluation of Dissertation:

_____Satisfactory   _____ Accepted as submitted

_____Reexamine   _____ Minor revisions

                                               _____ Major revisions required

Signatures:

Dissertation Committee: _____

      Chair: _____

      Committee Member: _____

      Committee Member: _____

      Outside Reader: _____

Dean _____   Date: _____

The Dissertation Chair records the scores, from each committee member, and averages the scores from each of the faculty members on the Dissertation Proposal Committee. The scores correspond to the following scale:

Please use the following rating scale:
1 = Significantly Below Expectations for this level of training
2 = Somewhat Below Expectations for this level of training
3 = Meets Expectations for this level of training
4 = Above Expectations for this level of training

The student must receive a score of 3 or above from all committee members on each of the dissertation elements in order to pass the dissertation defense.
☐Pass
☐Fail

Rubric for Evaluation of Dissertation

The following rubric is to be used for evaluation of the quality of the student's dissertation and oral defense. Failure to achieve a score of 3 or 4 on any one dissertation element necessitates that the student rewrite portions of the dissertation and possibly schedule another defense. This rubric was adopted from The Chicago School or Professional Psychology and modified for the present purposes.

Dissertation Element	Significantly Below Expectations (1)	Somewhat Below Expectations (2)	Meets Expectations (3)	Above Expectations (4)	Achieved Performance Level Score
Statement of Problem	The problem statement lacks articulation and does not describe the issue under study. The problem statement mimics previous work and lacks uniqueness.	The problem statement is presented and begins to describe the topic of study. Shows limited distinctiveness in the area of study. The importance of the research is minimally presented.	The problem statement is presented and articulated in a clear and unique way. The importance of the research is presented and relationships between concepts and/or variables under study are examined. A new perspective on previous research is presented.	The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/ field is demonstrated. Meaningful relationships between concepts and/or variables under study are analyzed and add a new perspective on previous research regarding the topic. A credible argument that the study will uniquely and significantly contribute to knowledge in the field/profession is presented.	
Review of Literature	Does not discuss status or gaps in current research literature. Literature review does not establish a theoretical framework.	Limited discussion of status and gaps in current research literature on the topic.	Literature review presents status of current research literature on the topic under study.	Literature review presents in an accurate and comprehensive manner the status of current research literature on the	

		Limited establishment of theoretical framework for current research. Topic, question, or hypothesis is simply stated.	Begins to describe a research topic, question, or hypothesis that has the potential to contribute to knowledge in the field/ profession. Begins to establish a theoretical framework for the current research questions and gaps in literature.	topic under study. Literature review is synthesized into a research topic or question that has the potential to contribute to knowledge in the field/ profession. Identifies gaps where further research is needed. Establishes a theoretical framework for investigating those gaps and questions.	
Methodology	Does not discuss a methodology for collection of data or performance of study.	Limited discussion of suitability of methodology for the study's purpose.	Presents a methodology suitable and systematic for the topic.	An understanding of the methodology's suitability to the dissertation as contribution to knowledge is demonstrated. Presents and assesses the suitability of the methodology to the topic.	
Results	Does not present results of the data collection.	Results are simply stated in an objective manner.	Results are presented in an objective manner. Results of the data collection are described limitedly to reveal meaningful relationships that exist in the data.	Results of the data collection are presented in an objective manner. Results of the data collection use techniques that describe the data and reveal meaningful relationships	

				that exist in the data. The results are interpreted, which allows for a speculation on new/hidden relationships.	
Discussion	An analysis of the results is not present. Conclusions do not clearly follow from the results. Does not discuss implications for practice. Shows no awareness of place of current study in the body of knowledge on the topic. Does not discuss the limitations of research methodology, findings, or implications of these limitations with regard to the study's efficacy and value.	Conclusions follow from the results and are explained in terms of the analysis of the data. Addresses implications for practice only limitedly. Shows limited awareness of the study's applicability to the topic. Shows a lack of awareness of at least one major area of limitation in the research methodology and/or findings. Cannot or does not recognize how the current study may be improved.	Results are analyzed in an objective manner, employing several different perspectives on the same data. Conclusions follow from results and are explained in terms of the analysis of the data, which shows methodological and conceptual rigor. Addresses implications of findings for practice. Can describe the significance of the study within the contextual history of research on the topic. Discusses possible limitations in research methodology. Connects these limitations to results and possible	Complete discussion of analysis of results from many different perspectives in a scholarly and objective manner. Conclusions clearly follow from results, are accurately described in detail in terms of data analysis, and show methodological and conceptual rigor. Fully accounts for the study's practical implications. Understand the place of the study in history and meanings associated with research on topic. Is capable of using the current study as a platform for discussion of the topic globally and historically. Fully describes possible limitations to research methodology,	

| | | | implications of results.

Makes only a limited attempt to describe changes which would strengthen the study. | alternatives for operational definitions of constructs, and possible researcher influences. Connects these limitations clearly to outcomes and results. Designs changes to study that would account for the above-mentioned limitations. | |
|---|---|---|---|---|---|
| **Oral Presentation** | During the oral presentation, the student only reads directly from notes and does not look or engage the audience.

Student appears confused and does not seem to understand their own study well or is unable to expand beyond the information in their notes.

The student is unable to show mastery of scholarship in the area of research that they studied. | During the oral presentation, the student tends to rely on notes with inconsistent looking at or engagement of the audience.

Student appears able to respond to questions, but has some difficulty expanding on the information beyond their notes.

During the oral presentation, the student was able to discuss the study however there was still some difficulty or confusion about their study. | During the oral presentation, the student is clear, poised, connected and able to make eye contact and engage the audience.

The student shows mastery of the material and does not rely on notes or slides excessively.

The student is able to expand beyond the notes when asked questions about the study and appears well-versed in their topic area. | During the oral presentation, the student is able to demonstrate mastery of their study and the larger literature.

During the oral presentation the student's answers to questions demonstrate mastery of the material and ability to consider he problem from different angles and with depth and complexity. | |

Appendix P: Dissertation Title Page Format

TITLE OF DISSERTATION

_____

Student's Name

Degree Earned, College/University, Year Degree was Obtained

A Dissertation

Submitted in Partial Fulfillment of the

Requirements for the Degree of

Doctor of Psychology

at

Adelphi University

Year

Appendix Q: DOCTORAL PROGRAM OF STUDY

Student Name: _____   **Date:** _____

Advisor: _____

First Year			
Fall	**Date Completed**	**Name of course(s) previously taken**	**Grade**
0504-644 Roles and Functions of School Psychologists			
0504-674 Tests and Measurement within a Social Justice Context			
0503-619 Human Development			
0503-637 Social Bases of Behavior			
Spring	**Date Completed**	**Name of course(s) previously taken**	**Grade**
0504- 622 Statistics for School Psychologists			
0503-835 History and Systems of Psychology			
0504-645 Individual Differences and Special Education Exceptionalities			
0503-733 Cognition and Affect			

Second Year			
Fall	**Date Completed**	**Name of course(s) previously taken**	**Grade**
0504-607 Intellectual Assessment I			
0504-660 Child Psychopathology in a Social Context			
0503-738 Individual & Cultural Differences & Identity			
0504-708 Counseling Techniques in School Psychology			
Spring			
0504-608 Intellectual Assessment II			
0504-605 Personality Assessment			
0503-723 Biological Bases of Behavior			
0502-606 Research Design			

Summer			
0504- 601 Psychodynamic Perspectives in Working with Children			

Third Year			
Fall	**Date Completed**	**Name of course(s) previously taken**	**Grade**
0504- 650 Case Seminar I			
0504-627 Psychotherapy with Children and Adolescents I			
0504-710 Principles of Behavior			
0504-633 Psychology of Groups and Peer Dynamics			
Spring			
0504- 651 Case Seminar II			
0504-628 Psychotherapy with Children and Adolescents II:			
0503-809 Cognitive Behavioral Techniques: Plurality and Integration			
0504-600 Ethics in Psychology and School Psychology			
0504-639 Dissertation Overview			

Fourth Year			
Fall	**Date Completed**	**Name of course(s) previously taken**	**Grade**
0504-618 Practicum in School Psychology I			
0504-616 Consultation in School Settings			
0504-630 Psychoeducational Interventions: Working toward Equity			
0504-665 School Neuropsychology I			
0504-640 Dissertation Seminar I			
Spring			
0504-667 School Neuropsychology: II			

0504-621 Practicum in School Psychology II			
0504-613 Implementing School-Based Prevention Programs			
0504-631 Psychoeducational Interventions II: Learning and Emotions			
0504-641 Dissertation Seminar II			

Fifth Year			
Fall	**Date Completed**	**Name of course(s) previously taken**	**Grade**
0504-619 Internship in School Psychology I			
0504-642 Dissertation Seminar III			
Spring			
0504-620 Internship in School Psychology II			
0504-643 Dissertation Seminar IV			

APPENDIX R: DOCTORAL COURSES

DOCTOR OF PSYCHOLOGY COURSE REQUIREMENTS IN SCHOOL PSYCHOLOGY
2021-2022

I. Discipline-Specific Knowledge

> HISTORY AND SYSTEMS IN PSYCHOLOGY
> > 0503-835 – History and Systems of Psychology

> COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR
> > 0503-733 – Cognition and Affect

> BIOLOGICAL ASPECTS OF BEHAVIOR
> > 0503-723 – Biological Bases of Behavior

> DEVELOPMENTAL ASPECTS OF BEHAVIOR
> > 0503-619 - Human Development

> SOCIAL ASPECTS OF BEHAVIOR
> > 0503-637 – Social Bases of Behavior

> ADVANCED INTEGRATIVE KNOWLEDGE OF BASIC DISCIPLINE-SPECIFIC
> CONTENT AREAS
> > 0503-733 – Cognition and Affect

> RESEARCH METHODS
> > 0502-606 – Research Design

> STATISTICAL ANALYSIS
> > 0504-622 – Statistics for School Psychologists

> PSYCHOMETRICS
> > 0504-774 - Tests and Measurements within a Social Justice Context

II. Profession-Wide Competencies

> RESEARCH
> > 0502-606 – Research Design

> ETHICAL AND LEGAL STANDARDS
> > 0504-600 - Ethics in Psychology and School Psychology

> INDIVIDUAL AND CULTURAL DIVERSITY
> > 0503-738 – Individual and Cultural Differences and Identity

> ASSESSMENT
> > 0504-607 – Intellectual Assessment I
> > 0504-608 – Intellectual Assessment II
> > 0504-605 – Personality Assessment

INTERVENTION
0504-631 Psychoeducational Interventions II: Learning and Emotions

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS
0504-600 - Ethics in Psychology and School Psychology

PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS*

COMMUNICATIONS AND INTERPERSONAL SKILLS*

SUPERVISION*

*embedded in externship, practicum and related clinical experiences

III. 0504-650/0504-651 – Case Seminar I and Case Seminar II - Doctoral Externship in School Psychology for a total of 6 semester hours across 2 semesters.

IV. 0504618/0504/621 – Doctoral Practicum in School Psychology for a total of 6 semester hours.

V. 0504-619/0504-620 - Doctoral Internship in School Psychology for a total of 6 semester hours.

Appendix S: New York State Psychology Licensure

LICENSURE APPLICATION PROCESS

Below are the steps for students who wish to apply for Licensure as a Psychologist in New York State.

*Please note that the NYS psychology license is completely separate from the NYS school psychology certification, which is needed to become a School Psychologist in the NYS schools. As such, *none of the information contained in this email is related to the NYS school psychology certification.*

To begin, you do not need to have graduated from an APA accredited program to apply for a NYS psychology license (herein referred to as "License").

Simply graduating from a Psy.D. program in psychology does not grant you the credentials necessary to practice as a Psychologist. You must (1) graduate from a Psy.D or Ph.D program in psychology recognized in NYS, (2) start an application for a NYS License, (3) take and obtain a passing score on the Examination for Professional Practice in Psychology (EPPP), (4) obtain post-doctoral supervision hours, (5) finish the application for the NYS License, then (6) wait for your application to be approved by the New York State Education Department before you can officially call yourself a *Psychologist* and practice psychology with all the related duties and privileges.

Below is a detailed outline of the NYS License application steps and requirements below. Please see the links in the bottom of this email to read more detailed information and to access the forms referred to below.
1. Submit an Application for Licensure (Form 1) to the NYS Department of Education Division of Professional Licensing Services with a $294 application fee.
2. Defend your dissertation and graduate (if you have not done so already)
3. Fill out section one of the Certification of Professional Education (Form 2) then send it to the Registrar's office at Adelphi with instructions to fill out section two of the form and to send the form directly to the NYS Department of Education Division of Professional Licensing Services (you may wish to send documentation of where and when you completed your pre-doctoral internship hours so that the Registrar's office can correctly fill out Form 2 part B)
    o **Note:** There are educational requirements that you must show proof of. See the Requirements for Licensure Link listed below for more information. The coursework requirements are as follows:
    o coursework in scientific and professional ethics and standards of practice, and issues of cultural and ethnic diversity (proof = courses with these names or similar names listed in your transcripts)
    o at least three semester hours or five graduate quarter hours in each of the following seven substantive content areas: biological basis of behavior; cognitive-affective basis of behavior; social basis of behavior; individual difference; psychometrics; history and systems of psychology; and research design, methodology, and statistics (proof = courses with these names/ similar names OR syllabi submitted that clearly show that these topics were covered for the required amount of semester hours)
    o one year full-time (or the equivalent two year part-time) of supervised internship (proof = your transcripts and signed Form 2 part B)
    o coursework or training in the identification and reporting of child abuse (proof = Adelphi is on the NYS register of programs who provide this training as part of the doctoral curriculum. As such, you do not need to attend any additional trainings or take any additional coursework to fulfill this requirement)

4. Order your official Psy.D. paper-based transcripts from Adelphi and have them sent directly from Adelphi to the NYS Department of Education Division of Professional Licensing Services
5. Apply for a Limited Permit (Psychologist Form 5a), once it is approved you can begin accruing post-doctoral professional experience hours
6. Complete the Report of Professional Experience (Form 4) documenting at least one year (1,750 hours) of qualifying supervised professional experiences (see the How to Apply Link in the bottom of this email for more information on what constitutes a "qualifying" professional experience and the definitions of "part-time", "full-time", and "year")
    o **Note:** You may apply up to one year (1,750 hours) of *pre-doctoral* qualifying professional experiences towards the total *two year* qualifying supervised professional experiences licensure requirement. While you can apply up to one year of pre-doctoral experiences, the rest of your qualifying supervised professional experience hours must be obtained at the post-doctoral level *see item 8 for more details)
7. Take and pass the EPPP Part 1- Knowledge.
    o **Note:** In order to take the EPPP you must first be deemed eligible to do so by the NYS Department of Education. You are eligible to take the EPPP once you have submitted Forms 1 and 2, AND Form 4 with at least one year (1,750 hours) qualifying professional experience documented by your pre-doctoral and/or post-doctoral supervisor(s)
8. Complete the rest of the hours needed to fulfill the *two-year* professional experience requirements. Then submit the Report of Professional Experience (Form 4) again to document the completion of your post-doctoral hours by filling out section one and having your post-doctoral supervisor complete section two and sending it directly to the NYS Department of Education Division of Professional Licensing Services.
    o Please note that only up to one year (1,750 hours) of pre-doctoral qualifying professional experiences can be applied to the overall two-year total. This means that a minimum of one year (1, 750 hours) of professional experience must be completed at the *post-doctoral level* under a Limited Permit
    o Post-doctoral hours can be completed in a variety of settings. It is your responsibility to find a post-doc position that will allow you to obtain the qualifying professional experiences necessary for licensure. It is also your responsibility to find someone to supervise your post-doctoral professional experiences. Many recent graduates find a supervisor through their workplace-- when you are interviewing for jobs, you may wish to ask the potential employer if they have someone on staff who can supervise your post-doctoral hours
9. Wait for your documentation to be verified and your License to be issued

How to Apply Link: http://www.op.nysed.gov/prof/psych/howtoapply.htm

Requirements for Licensure Link: http://www.op.nysed.gov/prof/psych/psychlic.htm#

Forms and Submission Guidelines Link: http://www.op.nysed.gov/prof/psych/psychforms.htm

-Developed by Dr. Jo deLeyer-Tiarks