



POLICY & PROCEDURES

A Handbook for the
School Psychology Program:
Education Specialist

Lehigh University

Department of Education and Human Services

Last Revision: August, 2006

The Ed.S. program is approved by the National Association of School Psychologists (NASP).

Program Philosophy

The skills needed by a school psychologist have altered considerably since the days of the psychological examiner. Although requirements for certification as a school psychologist in most states (including Pennsylvania) do not involve a doctoral degree, it is now most commonly a 60 hour Master's degree or a "Specialist" degree. In view of the changing role of the school psychologist and the depth of training required for entry and successful practice, the program at Lehigh prepares school psychologists to enter the field at the Educational Specialist (Ed.S) level.

The Ed.S. program emphasizes psychological and educational foundations, training in psycho-educational assessment of normal and special populations, psychological consultation, design and evaluation of behavior change programs, delivery of these and other psychological services in the schools, and supervised practical experience in these areas. The courses and supervised practica are designed to help the student view and understand the school as a unique setting and to gain the expertise and confidence to apply psychological principles and skills towards solving problems occurring in the school community.

The traditional role of the school psychologist has been defined as that of a psychometrician. School psychologists have commonly been perceived as responsible for making reliable decisions for entrance into special education. The methods by which school psychologists make such decisions are usually based on the results of standardized psychological and educational tests. This traditional approach to school psychology has long been challenged as inadequate, unfulfilling, and unsatisfactory. Critics have effectively argued that school psychologists must be capable of more than just testing. Many alternative

roles have been suggested including the school psychologist as consultant, counselor, vocational evaluator, program evaluator, in-service provider, and supervisor.

The faculty of the training program at Lehigh University believes strongly that school psychologists must be able to function effectively in a variety of roles including provision of traditional psychometric services. Any decisions that are made in the provision of services, however, must be based on empirical research that substantiate these decisions and conducted within a problem-solving model. At the Ed.S. program level, students must attain skills in knowing how to read, understand, access, and interpret research as well as having solid foundations in understanding human behavior. More importantly, we believe that school psychologists must be capable of linking their assessments to the development and implementation of interventions.

Although there is no one theoretical orientation which can provide a comprehensive, empirically valid approach to providing school psychological services, the research offered from a behavioral orientation provides perhaps the largest single source of research substantiating all aspects of service delivery, assessment, intervention, and consultation. Although students are exposed through coursework to other theoretical approaches to conceptualizing academic and behavior problems of school-age populations, the primary orientation of the majority of coursework and faculty is of a behavioral nature. It is important to note, however, that the range of behavioral orientation within the program is quite varied including those who are applied behavior analytic and those who are more cognitive-behavioral.

In addition to approaching consultation, assessment, and intervention from a behavioral framework, the program also emphasizes the environmental influences of family, community, and culture in the problem-solving process. Although the program focuses on the school as the point of intervention,

school psychologists must have sufficient understanding of how these environmental variables within which students live impact their difficulties.

The impact of a behavioral, problem-solving and ecological orientation of the program results in an integrated set of courses and competencies across the professional training sequence. Students receive extensive and rigorous training in behavioral assessment for academic and social/emotional problems, intervention strategies for problems commonly facing the school psychologist, and the use of behavioral and systems consultation as the method for delivering service. In addition, students receive rigorous training in traditional assessment techniques (intellectual and educational assessment), and are exposed to knowledge, techniques, and theoretical orientations evident in Counseling Psychology, Special Education, and basic psychology areas such as developmental, cognitive, social, and biological bases of human behavior.

The program in school psychology also is strongly committed to providing students with a knowledge and experiential basis in multicultural perspectives. Operating from a broad definition of diversity, it is extremely important for students to understand and appreciate multiple ways in which individuals may differ (e.g., ethnic, cultural, racial, gender). Specifically, students in the School Psychology program must demonstrate sensitivity to the important ways in which understanding cultural diversity contributes to critical educational decisions in the lives of children.

Program Domains and Competencies

Students completing the School Psychology Program must be thoroughly familiar with the functioning of a school system and the role and function of the school psychologist within this system. They will understand that thoroughness and competence in their work is essential to providing effective advocacy for the child.

The program is centered around the 11 Standards specified by the National Association of School Psychologists (NASP). These standards represent the core areas within which specific program domains and competencies are placed, and these domains and objectives are reflected in the course content. Table 1 below shows the relationship between the NASP Standards and the specific courses of the curriculum.

Table 1. NASP Standards linked to Program Courses

NASP Standard	Courses Meeting Standard/Competency
<p>1. Data-Based Decision-Making and Accountability : School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision- making permeates every aspect of professional practice.</p>	SchP 402 SchP 412/SchP 431 SchP 422/SchP 432 SchP 423/SchP 433 SchP 425/SchP 435 SchP 443
<p>2. Consultation and Collaboration : School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	SchP 412/431 SchP 425/435 SchP 443

<p>3. Effective Instruction and Development of Cognitive/Academic Skills : School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.</p>	Educ 402 Educ 451 SchP 412/431 SchP 422/432 SchP 425/435 SchP 443
<p>4. Socialization and Development of Life Skills : School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	Educ 402 Educ 491 Psy/Bios 404 SchP 402 SchP 412/431 SchP 423/433 SchP 426 SchP 443 SchP 429-Seminar in LID SpEd 418 SchP 436-Prac in LID Special Ed Electives
<p>5. Student Diversity in Development and Learning : School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	CPsy 471 SchP 404 SchP 412/431 SchP 429-Diversity Seminar SchP 443
<p>6. School and Systems Organization, Policy Development, and Climate : School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	SchP 404 SchP 407 SchP 425/435 SchP 443
<p>7. Prevention, Crisis Intervention, and Mental Health : School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	Educ 491 Psy/Bios 402 SchP 407 SchP 426 SchP 443 CPsy Electives

<p>8. Home/School/Community Collaboration : School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	Educ 402 Educ 451 SchP 423/433 SchP 426 SchP 443
<p>9. Research and Program Evaluation : School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	Educ 403 SchP 434 Educ 408 Educ 409 SchP 402 SchP 412/431 SchP 434 SchP 443
<p>10. School Psychology Practice and Development : School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</p>	SchP 404 SchP 443
<p>11. Information Technology : School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.</p>	SchP 422/432 SchP 423/433 SchP 425/435 SchP 443

Competencies within the Lehigh University program are intended to provide the school psychologist with skills and knowledge in the areas of Core Psychological Knowledge, Research Design and Application, Psychological Applications – Assessment, Psychological Applications – Consultation & Intervention, Psychological Applications – Communication, Professional Responsibility, and Diversity & Multicultural Perspective. Each of the competencies within the Domain are linked to NASP Standards. Table 2 shows the relationship between each NASP Standard and the specific competency within the Lehigh University program.

Table 2. Lehigh University School Psychology Domains and Competencies Linked to NASP Standards

Domain A. Core Psychological Knowledge	Competencies
NASP Standard	
2.3, 2.8	1. Students will acquire knowledge of current research issues in child and adolescent development.
2.8	2. Students will acquire knowledge of current research issues in cognitive psychology and learning theory.
2.4, 2.7	3. Students will acquire knowledge of current research issues in the biological basis of human behavior.
2.1, 2.5, 2.6, , 2.10	4. Students will acquire knowledge of the history of psychology and the profession of school psychology.
2.1, 2/11	5. Students will acquire knowledge of current issues in research and practice of school psychology.
Domain B Research Design and Application	Competencies
NASP Standard	
2.1, 2.9, 2.11	1. Students will apply knowledge of single case research design in practice.
2.9, 2.11	2. Students will be able to understand the use of group and correlational designs and analyses in research studies.
2.9, 2.11	3. Students will acquire a working knowledge of basic psychometric principles including reliability and validity.
2.9, 2.11	4. Students will demonstrate ability to synthesize a body of literature and effectively communicate this synthesis in a written form.

Domain C1: Psychological Applications- Assessment	Competencies
NASP Standard	
2.1, 2.3, 2.11	1. Students will demonstrate accuracy in scoring, administering and interpreting individual and group tests of intelligence, achievement, and adaptive behavior.
2.1, 2.3, 2.4, 2.8, 2.11	2. Students will demonstrate knowledge of a wide variety of testing instruments.
2.1,2.3,2.4, 2.11	3. Students will acquire knowledge of strategies to assess cognitive and academic functioning in students with special needs.
2.1, 2.3, 2.4, 2.8, 2.11	4. Students will demonstrate appropriate selection of assessment methods for individual cases.
2.1, 2.4, 2.8, 2.11	5. Students will demonstrate skills in conducting clinical interviews of children and parents in the process of conducting a behavioral assessment.
2.1, 2.3, 2.4, 2.6, 2.8, 2.11	6. Students will demonstrate knowledge and application of conducting direct, systematic behavioral observations.
2.1, 2.4, 2.8, 2.11	7. Students will demonstrate knowledge and application of identifying and selecting appropriate instruments in conducting behavioral assessments for social/emotional problems of children.
2.1, 2.3, 2.4, 2.6, 2.11	8. Students will demonstrate knowledge and applications in conducting curriculum-based assessments for academic problems
2.1, 2.3, 2.5, 2.6, 2.11	9. Students will demonstrate knowledge and sensitivity to issues related to assessment with culturally and linguistically diverse populations.

Domain C2: Psychological Applications – Consultation & Intervention	Competencies
NASP Standard	
2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8,	1. Students will acquire knowledge of intervention strategies to address the cognitive and academic functioning of students with special needs.
2.1,2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11	2. Students will demonstrate knowledge and application of selecting appropriate intervention procedures for academic and social/emotional classroom problems.
2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.11	3. Students will demonstrate effective use of problem identification interviews in using consultation to deliver psychological services.
2.1, 2.2, 2.3, 2.5	4. Students will demonstrate effective use of problem analysis interviews in using consultation to deliver psychological services.
2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8	5. Students will demonstrate effective use of intervention strategies in using consultation to deliver psychological services.
2.1, 2.2, 2.3, 2.5,	6. Students will demonstrate effective use of intervention evaluation strategies in using consultation to deliver psychological services.
2.6, 2.7	7. Students will demonstrate knowledge and application of effective counseling techniques for child and adolescent crisis situations.
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11	8. Students will demonstrate knowledge and sensitivity to issues related to interventions with culturally and linguistically diverse populations.

Domain C3	Competencies
Psychological Applications - Communication	
NASP Standard	
2.1, 2.3, 2.4, 2.6, 2.8, 2.11	1. Students will demonstrate skills in writing psychological reports.
2.1, 2.4, 2.8, 2.11	2. Students will demonstrate skills in communicating evaluation results with parents, teachers, pupils, and other school personnel.
2.6, 2.7	3. Students will acquire knowledge of systems theory and organizational development as they impact upon the educational setting.
Domain D	Competencies
Professional Responsibility	
NASP Standard	
2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11	1. Students will demonstrate knowledge and application of ethical principles in delivering psychological services.
2.1, 2.3, 2.5, 2.6, 2.9, 2.10, 2.11	2. Students will demonstrate knowledge and application of standards for psychological tests.
2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11	3. Students will demonstrate knowledge and application of legal rights of parents, schools, and students.
2.1, 2.3, 2.4, 2.6, 2.7, 2.8,, 2.11	4. Students will demonstrate effective skills in working within multidisciplinary teams.
2.5, 2.6, 2.10	5. Students will demonstrate the development of affiliation with the profession of psychology and school psychology.

Domain E Diversity and Multicultural Perspective	Competencies
NASP Standard	
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11	1. Students will demonstrate knowledge of potential biases in evaluation processes when working with culturally and linguistically diverse populations.
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11	2. Students will demonstrate knowledge and sensitivity to the influences of cultural and linguistic diversity in application of psychological services in schools.
2.3, 2.5, 2.8,	3. Students will demonstrate personal sensitivity to their own biases related to working with individuals from diverse cultural and linguistically diverse backgrounds.
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	4. Students will demonstrate effective skills in working with families including those from culturally and linguistically diverse backgrounds.

Curriculum & Degree

Because the College of Education does not have a Master's program specifically in school psychology, those students entering the program without a Master's degree initially work to complete a Master's degree in Human Development. Although this is not a degree specific to any one specialty area, courses are selected and designed to fulfill the role as prerequisite courses to the Ed.S. (Specialist Degree) in School Psychology. The Master's in Education with a major in Human Development is awarded after 30 semester hours and the completion of the research requirement. This competency can be met in several ways. First, students may enroll in Educ 403 (Research). Second, students may petition the faculty for approval of the research competency after completion of a significant research project. Typically, approval through petition requires students to present evidence of research competency through a paper that has been published and/or presented at national conferences. Finally, students may enroll and satisfactorily complete SchP 434, Applied Research Practicum (3 credits taken concurrently or apportioned across three semesters) or Educ 461, Single Subject Research Design plus volunteer to actively assist graduate students and/or faculty in the completion of one or more research projects. For example, keep a log of all activities, attend all research meetings associated with the project, attend all defenses and departmental colloquia during the time period that student is registered for applied research practicum. The objective is to expose the student to a wide variety of research methodologies and approaches. At the conclusion of the third practicum credit, students must write either a literature review or research proposal in an area related to the research project wherein they served as assistants. The topic for the paper must be approved by the student's advisor at least one semester before it is completed. These papers will be submitted and approved by the student's advisor

only. When the paper is accepted by the advisor, students will also submit the completed Ed.S. Research Requirement Checklist (see Appendix A). The student will then present their literature review at a subsequent Student Research Colloquium Series within the academic year in which the review is completed.

The Ed.S. degree is awarded after the completion of 66 semester hours (including the 30 hours for the Master's degree) and successful completion of both the PRAXIS I and PRAXIS II (School Psychology) examination. Previous graduate work is reviewed by the program coordinator, and where appropriate, credit is given for courses directly fulfilling school psychology program requirements. Students must complete their program within 8 years of admission if entering with a bachelor's degree or 6 years if entering with a Master's degree. A maximum of 30 semester hours can be credited for previous graduate work. Coursework taken more than 10 years prior to entering the program is not credited toward the hours needed to complete the degree program. The program is designed to meet the certification requirements of the State of Pennsylvania. However, the program also meets the academic requirements for school psychology certification in most neighboring states.

It is preferred that students have a Bachelor's and/or Master's degree in some area related to human services (e.g., Psychology, Education, Social Work, Nursing, Human Development, Family Studies). For those not having degrees in these areas, students should have had at least one course in general or educational psychology, one course in atypical development (e.g., abnormal psychology, exceptional children), one course in typical development of children and/or adolescence (e.g., developmental psychology) and one course in experimental psychology/statistics/research methodology. Students who do not meet these requirements may still be considered for admission, however, they may be required to take specified undergraduate courses prior to formal admission to the program.

The program is divided into five areas: Research core (6 hours), Psychological Foundation core (12 hours), Counseling Psychology (3- 9 hours), Special Education (3 - 9 hours) and Professional School Psychology Core (36 hours). Of the 66 hours in the program, 54 are required. On the following pages, the program outline is presented. Additionally, a typical course sequence across the three years of the program (for a full-time student) is displayed. The course sequence outlined is suggestive only and will vary somewhat based on student background and previous graduate work. The program also allows for variation for students who are enrolled in the available subspecializations within the Ed.S. program. These subspecializations vary with the presence of specific personnel preparation training grants held by the faculty. Currently, the Ed.S. program offers a subspecialization in Low Incidence Disabilities which requires specific coursework and additional practica that exceed the required 66 hours of the program. The specifics of the curriculum for students enrolled in this subspecialization are provided in the list of curriculum requirements.

Table 3 also displays the relationship of the NASP Standards for Training and Practice linked to the Lehigh University Program Domains/Competencies, linked to specific coursework within the program.

Student : _____

Date: _____

Educational Specialist degree and certification as a
School Psychologist (66 hours minimum)

Certification Pre-Requisites

- _____ Undergraduate Mathematics (6)
- _____ Undergraduate English Literature (3)
- _____ Undergraduate English Composition (3)

	Semester Taken
Area I: Research Core (6 hours)	
Educ 403 Research (3)	_____
Or	
SchP 434 Applied Research Practicum (3)	_____
Educ 408 Introduction to Statistics (3)	_____
Or	
Educ 409 Analysis of Experimental Data(3)	_____
Area II: Psychological Foundation Core (12 hours)	
Educ 451 Applied Principles of Cognitive Psychology	_____
or	
Psy 403 Cognitive Psychology (3)	_____
Psy /Educ 402 Developmental Psychology (3)	_____
Educ 491 Advanced Seminar: Clinical Neuropharmacology (4)	_____
or	
Psy 404 Behavioral Neuroscience (3)	_____
CPsy 471 Multicultural Issues (3) [Required]	_____
Area III: Counseling Psychology (3-9 hours)	
CPsy 439 Theory and Practice of Group Coun (3)	_____
CPsy 440 Intro to Family Counseling (3)	_____
CPsy 442 Counseling & Therapeutic Approaches(4)	_____
CPsy 445 Elementary School Counseling & Guidance (3)	_____
CPsy 462 Assessment of Personality (3)	_____
CPsy 480 Practicum (3)	_____
Others by advisor approval.	
_____	_____
_____	_____
_____	_____

Area IV: Special Education (3- 9 hours)**Approved Electives:**

Psy 338	Emotional & Behavior Disorders in Children (3)	_____
SpEd 332	Education and Inclusion for Individuals with Special Needs (3)	_____
SpEd 333	Physical Handicaps and Developmental Disabilities (3)	_____
SpEd 339	Design of Instruction of Individuals w/ Learning Disabilities (3)	_____
SpEd 418	Life Skills and Transition Strategies (3)	_____
SpEd 419	Academic and Curricular Strategies (3)	_____
EdL 432	Special Education Law (3)	_____

Others by advisor approval.

OR

Low Incidence Disabilities Subspecialization (13)		<input type="checkbox"/>
SchP 429a	Seminar: Low Incidence Disabilities (3)	___ ___
SchP 429b	Seminar: Diversity Sensitivity Consulting (2)	___
SchP 436	Practicum in Low Incidence Disabilities (2) (requires 480 clock hours in low incidence disabilities)	___
SpEd 418	Life Skills and Transition Strategies (3)	_____
SpEd 428	Positive Behavioral Support (3)	_____
	OR	_____
SpEd 465	Advanced Methods for Inclusion (3)	_____

Area V: Professional Core (36 hours)

SchP 402	Applied Behavior Analysis (3)	_____
SchP 404	Historical & Contemporary Issues in School Psychology (3)	_____
SchP 407	Current Issues: Crisis Management in Schools	_____
SchP 412	Consultation Procedures (2)	_____
SchP 422	Assessment of Intelligence (3)	_____
SchP 423	Behavioral Assessment (3)	_____
SchP 425	Assessment & Interv in Ed Consult (3)	_____
SchP 426	Advanced School and Family Interventions(3)	_____
SchP 431	Practicum in Consultation Procedures (1)	_____
SchP 432	Practicum in Assessment of Intelligence (1)	_____
SchP 433	Practicum in Behavioral Assessment (1)	_____
SchP 435	Practicum in Assessment & Intervention in Ed. Consult (1)	_____
SchP 443	Certification Internship (9)	_____

**SAMPLE TIMELINE FOR COMPLETING MAJOR ACTIVITIES
TOWARD EDS DEGREE**

Year 1

Fall	Spring	Summer
Educ 451 or Psy 403 ^a (3) SchP 402 (3) SchP 404 (3) SchP 434 (1)	Psy 405 or Psy 474 (3) SchP 426 ^b (3) SchP 422 (3) SchP 432 (1) SchP 434 (1)	CPsy 471 (3) Educ 408 (3)
Get feet wet! Organize portfolio evidence	Identify Lit. Review topic Organize portfolio evidence	Begin to write Lit. Review Draft of statements – Year 1

^a Exchange with SchP 407 if not offered.

^b Exchange with CPsy or SpEd elective if not offered.

Year 2

Fall	Spring	Summer
CPsy 466 ^a (3) SchP 423 (3) SchP 412 (2) SchP 431 (1) SchP 433 (1) SchP 434 (1)	SpEd Elective ^b (3) SchP 425 (3) CPsy elective ^b (3) SchP 435 (1)	Psy 404 or 486 (3) CPsy or SpEd elective (3) CPsy or SpEd elective* (3)
Complete Lit. Review Organize portfolio evidence	Present at student colloquia day Organize portfolio evidence	Draft of statements – Year 2

*One of the CPsy/SpEd electives could be taken during the first or fourth semester. If completing local internship, it also could be taken during fifth semester as well.

Year 3

Fall	Spring	Summer
SchP 443 (6)	SchP 443 (3)	
Complete portfolio	Submit & defend portfolio Apply for jobs	Choose from <i>offers!</i>

Table 3 - NASP Standards Linked to LU Domains/Competencies and Courses Meeting NASP Standards & LU Competencies

NASP Standard	LU Domain/Competencies	Courses Meeting Standard/Competency
<p>1. Data-Based Decision-Making and Accountability : School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision- making permeates every aspect of professional practice.</p>	Domain A: 4, 5 Domain B: 1 Domain C1: 1,2,3, 4, 5, 6, 7, 8, 9 Domain C2: 1, 2, 3, 4, 5, 6, 8 Domain C3: 1, 2, Domain D: 1, 2, 3, 4 Domain E: 1, 2, 4	SchP 402 SchP 412/SchP 431 SchP 422/SchP 432 SchP 423/SchP 433 SchP 425/SchP 435 SchP 443
<p>2. Consultation and Collaboration : School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	Domain C2: 1, 2, 3, 4, 5, 6, 8 Domain E: 1, 2, 4	SchP 412/431 SchP 425/435 SchP 443
<p>3. Effective Instruction and Development of Cognitive/Academic Skills : School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.</p>	Domain A: 1 Domain C1: 1, 2, 3, 4, 6, 8,9 Domain C2: 1, 2, 3, 4, 5, 6, 8 Domain C3: 1 Domain D: 1, 2 3, 4 Domain E, 1, 2, 3, 4	Educ 402 Educ 451 SchP 412/431 SchP 422/432 SchP 425/435 SchP 443

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<p>4. Socialization and Development of Life Skills : School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>Domain A: 3, 5 Domain C1: 2, 3, 4, 5, 6, 7, 8 Domain C2: 1, 2, 5, 8 Domain C3: 1, 2 Domain D: 1, 3, 4 Domain E: 1, 2, 4</p>	<p>Educ 402 Educ 491 Psy/Bios 404 SchP 402 SchP 412/431 SchP 423/433 SchP 426 SchP 443 SchP 429-Seminar in LID SpEd 418-Life Skills SchP 436-Prac in LID SpEd electives</p>
<p>5. Student Diversity in Development and Learning : School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	<p>Domain A: 4, 5 Domain C1: 9 Domain C2: 1, 2, 3, 4, 5, 6, 8 Domain D: 1, 2, 3, 5 Domain E: 1, 2, 3, 4</p>	<p>CPsy 471 SchP 404 SchP 412/431 SchP 429-Diversity Seminar SchP 443</p>
<p>6. School and Systems Organization, Policy Development, and Climate : School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	<p>Domain A: 4, 5 Domain C1: 6, 8, 9 Domain C2: 2, 3, 7, 8 Domain C3: 1, 3 Domain D: 1, 2, 3, 4 5 Domain E: 1, 2, 4</p>	<p>SchP 404 SchP 407 SchP 425/435 SchP 443</p>

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<p>7. Prevention, Crisis Intervention, and Mental Health : School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	<p>Domain A: 3, 5 Domain C2: 1, 2, 5, 7, 8 Domain C3: 3 Domain D: 1, 4</p>	<p>Educ 491 Psy/Bios 402 SchP 407 SchP 426 SchP 443 CPsy electives</p>
<p>8. Home/School/Community Collaboration : School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>Domain A: 1, 2, 5 Domain C1: 2, 4, 5, 6, 7 Domain C2: 1, 2, 3, 5, 8 Domain C3: 1, 2, Domain D: 1, 3, 4 Domain E, 1, 2, 3, 4</p>	<p>Educ 402 Educ 451 SchP 423/433 SchP 426 SchP 443</p>
<p>9. Research and Program Evaluation : School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<p>Domain A: 5 Domain B, 1, 2, 3, 4</p>	<p>Educ 403 SchP 434 Educ 408 Educ 409 SchP 402 SchP 412/431 SchP 434 SchP 443</p>
<p>10. School Psychology Practice and Development : School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</p>	<p>Domain A: 4, 5 Domain D: 1, 2, 3, 5 Domain E: 1, 2, 4</p>	<p>SchP 404 SchP 443</p>

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<p>11. Information Technology : School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.</p>	<p>Domain A: 5 Domain B: 1, 2, 3, 4 Domain C1: 1, 2, 3, 4, 5, 6, 7, 8, 9 Domain C2: 2, 3, 8 Domain C3: 1, 2 Domain D: 1, 2, 3, 4 Domain E: 1, 2</p>	<p>SchP 422/432 SchP 423/433 SchP 425/435 SchP 434 SchP 443</p>
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Practicum & Internship Experiences

The heart of any program to prepare school psychologists lies in the practical and supervised experience they receive. The Ed.S. program at Lehigh offers four levels of such experience: observational practica for which no course credit is given, supervised practica as part of academic coursework for which no course credit is given, supervised practica as part of academic coursework where course credit is given, and a full-time, full-year field internship.

Figure 1 illustrates the sequence of experiences through the Ed.S. program. Students begin their experience through an observational practica during their first year of the program. Designed primarily for students with minimal or no previous school-based experiences, students complete a series of 25 assigned activities designed to familiarize students with the educational environment. Hands-on experiences begin through projects that are assigned in courses. These courses are usually taken during the student's first year in the program and typically involve a behavior modification project. Beginning in the first year and continuing throughout the second year, students enroll practica (1 credit each) in conjunction with four courses (Consultation Procedures, Assessment of Intelligence, Behavioral Assessment, and Assessment & Intervention in Educational Consultation). During each practica, students must spend a minimum of 50 clock hours in supervised experiences related to the courses. Practica are directly supervised by the faculty assigned to each course. Performance based activities occurring within these course-based practica are displayed in Table _4_ which shows the link between courses in the program, NASP Standards, and the specific LU Program Domains/Competencies covered in courses.

During the final year of the program, students spend one entire school year (September through June), working full-time as a school psychology intern. This usually occurs with a school district or

intermediate unit, but can, under certain circumstance, include partial or full-time placements at Centennial School, the University school for students with emotional disturbance. Although the internship requires students to spend one full year (10 months) in a school setting as a School Psychology intern, arrangements can be made for students to complete this requirement in two calendar years, half-time each year. Students are urged to carefully discuss and understand this requirement at the time of their entrance into the program.

Local public school systems, Intermediate Units, and approved Private Schools provide the settings for the certification internship, which requires full-time participation for a minimum of 1,200 clock hours (40 weeks). Interns are placed in schools employing a permanently certified School Psychologist with appropriate experience. Students receive supervision from the local School Psychologist as well as a full-time Lehigh faculty member. Weekly seminar meetings are held at the University and on-site visits are conducted as feasible and needed.

Students wishing to complete their internship requirements outside of the local area, must discuss their request with the program coordinator by February 1 of the year prior to starting their internship. Requests to complete the internship outside of the region are discussed by the program faculty. Because the resources and support of the program cannot be made available to the student on a frequent basis due to geographic location, decisions to allow a student to complete their internship outside the area are very carefully considered. Students must have demonstrated strength in their acquisition of the clinical competencies, show skills that allow the student to function at a near independent level, and a strongly developed sense of professionalism that will allow the student to handle potential conflicts effectively without the immediate support of the faculty. Certainly, students who are permitted to complete their internships elsewhere are provided with opportunities for telephone

and email contact as frequently as needed. Further, students interning away from the immediate area of Lehigh University are still expected to attend the weekly seminar meetings using available technology. Additionally, a site visit by the faculty supervisor will be made twice per year if feasible. **Students who are considering this option should speak to their advisor and the program coordinator near the beginning of the second year in the program.**

The certification internship is designed as an opportunity for students to merge scientific and educational concepts into an operational practice for the welfare of school children and the development of competent school psychologists. Since it is a learning experience, the certification internship is also a place to refine the ever evolving professional role under supervision. The certification internship is structured to provide a supervised, yet vividly real, circumstance of school psychology as it is or as it might be if one were actually employed in the setting.

Certification internship sites have involved a widely diverse set of school districts, intermediate units, and private schools. Students select potential intern sites at the end of the academic year prior to their internship year. Each student is interviewed by the site staff and recommendations are made to the Program Director. Agreements to pay the intern have been arranged with some sites, with stipends ranging from \$10,000 to \$20,000. Assignment to a paid intern site is on a competitive basis since the number of students usually exceeds the number of paid sites. While many intern sites have been able to provide paid internships, there has never been any difficulty in finding adequate sites for placing interns.

Each intern is evaluated by their field supervisor using a competency based checklist. This checklist serves both as an evaluation tool and helps to guide the intern and his/her supervisor through the required experiences. Table 5 presents a copy of the competency checklist for field internships. Students also evaluate their intern site and supervisor at the end of the field internship period. These

evaluations are shared with the field supervisor and kept on file for future reference by other prospective students.

At a minimum, during the year long internship, students are expected to participate in the following activities, and produce products that represent evidence of the completion of the activities:

- Participation in professional development within the district;
- Provide some form of professional development within the district;
- Conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan;
- Conduct at least one evaluation for a student referred for special education eligibility;
- Conduct at least one assessment for a behavior problem (e.g., functional behavioral assessment);
- Conduct at least one curriculum-based assessment for a student referred for academic skills problems;
- Conduct at least one assessment for a student with a low-incidence disability (e.g., autism);
- Conduct at least one consultation/intervention program for a student with an academic skill problem;
- Conduct at least one consultation/intervention program for a student with a behavior problem.

As these experiences are completed, students must get their faculty and/or field supervisor to sign off on the experiences. The signoff sheet, along with evidence substantiating the activity, are to be included in

the student's final portfolio. Table 6 lists field intern sites, the name of the supervising psychologist and the students who have been at that site over the past 5 years including present students.

Table 4. Table of Core Coursework for Students in Ed.S. School Psychology Program
(Table does not include the elective courses in Counseling and/or Special Education, nor the LID Subspecialization in the School Psychology Program)

Course #/Title	NASP Domain (primary)	LU Program Domain/Competencies	Format	Assessment Requirement/Methods
SchP/SpEd 402- Applied Behavior Analysis	2.1, 2.4	Domain B: 1 Domain C1: 4, 6 Domain E: 1	- Lecture/discussion -Applied experience under supervision	-Case study, FBA #1 -Written examinations (2) -Student presentations
SchP 404- Historical & Contemporary Issues in School Psychology	2.5, 2.6, and 2.10.	Domain A: 4, 5 Domain D: 1, 2, 3, 5 Domain E: 1, 2, 4	- Lecture/discussion -Presentation	-Culturally different case scenario -Written paper -Student led discussion
SchP 407- Crisis Management in the Schools	2.6, 2.7	Domain C2: 7, Domain C3: 3 Domain D: 1, 4	- Lecture/discussion -Presentation	-Written exam -Written paper -Crisis intervention manual -Presentation of manual
SchP 412/431- Consultation Procedures and Practicum in Consultation Procedures	2.1, 2.2, 2.3, 2.4, 2.5, 2.9	Domain C2: 1, 2, 3, 4, 5, 6, 8 Domain E: 1, 2, 4	- Lecture/discussion -Applied experience under supervision	-Report on case study -Audiotapes of interviews -Student presentation -Student reflection paper
SchP 422/432- Assessment of Intelligence & Practica in Assessment of Intelligence	2.1, 2.3, 2.11	Domain C1: 1, 2, 3, 4, 9 Domain C3: 1 Domain D: 2	- Lecture/discussion -Applied experience under supervision	-Mastery demonstration of test administration -Grading of reports -Presentation
SchP 423/433- Behavioral Assessment & Practicum in Behavioral Assessment	2.1, 2.4, 2.8, 2.11	Domain C1: 2, 4, 5, 6, 7 Domain C2: 2, 3 Domain C3: 1, 2, ,8 Domain D: 1, 3, 4 Domain E: 1, 2	Lecture/discussion -Simulated cases with online discussion -Applied experience under supervision	-Simulation case assignments (2) -Written reports of cases (2) -Written exams
SchP 425/435- Assessment & Intervention in Educational Consultation & Practicum	2.1, 2.2, 2.3., 2.4, 2.11	Domain C1: 6, 8, 9 Domain C2: 2, 3, 8 Domain C3: 1 Domain D: 1, 3, 4 Domain E: 1, 2	Lecture/discussion -Applied experience under supervision -Student presentation	-Written exam -Case study Curriculum-based assessment (2) -Case study academic intervention -Manual of academic intervention -Presentation of academic intervention manual

Course #/Title	NASP Domain (primary)	LU Program Domain/Competencies	Format	Assessment Requirement/Methods
SchP 426- Family and School Interventions	2.4, 2.7, 2.8	Domain A: 5 Domain C2: 1, 2, 5, 8	- Lecture/discussion	-Reaction papers -Written exams (2) -Research paper and presentation
SchP 434- Applied Research Practicum	2.9, 2.11	Domain A: 5 Domain B: 1, 2, 3, 4	-Serve as member of research team	-Written comprehensive literature review -Presentation at student colloquia
SchP 443- Certification Internship	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11	Domain A: All Domain C1: All Domain C2: All Domain C3: All Domain D: All Domain E: All	1200 clock hours minimum of experience in schools under joint faculty/field supervision	-Field supervisor performance appraisals -Portfolio evaluated by faculty
Educ/Psy 402- Developmental Psychology	2.3, 2.4, 2.8	Domain A: 1	- Lecture/discussion	-Examinations -Papers
Educ 403- Research	2.9	Domain B, 1, 2, 3, 4	- Lecture/discussion	-Written exams -Written proposal/literature review
Educ 408- Introduction to statistics	2.9	Domain B: 2	- Lecture/discussion	-Examinations -Homework assignments
Educ 409- Analysis of experimental data	2.9	Domain B: 2	- Lecture/discussion	-Examination -Homework assignments
Educ 451-Applied Principles of Cog Psy	2.3, 2.5., 2.8	Domain A: 2 Domain E, 1, 2, 3, 4	- Lecture/discussion -presentation	-Applied observation -Research paper -Class leadership -Weekly reading reflections
Educ 491- Adv Seminar: Psychopharmacology	2.4, 2.7	Domain A: 3	- Lecture/discussion	-Examinations -Written paper -Class presentations
Psy/Bios 402- Behavioral Neuroscience	2.4, 2.7	Domain A: 3	- Lecture/discussion	-Examinations -Written paper -Class presentations
CPsy 471- Diversity & Multicultural Perspective	2.5	Domain C1: 9 Domain C2: 8 Domain E: 1, 2, 3, 4	- Lecture/discussion	-Otherness paper -Written examination -Class participation

Figure 1. Field Experiences

School Psychology Program Field Experiences

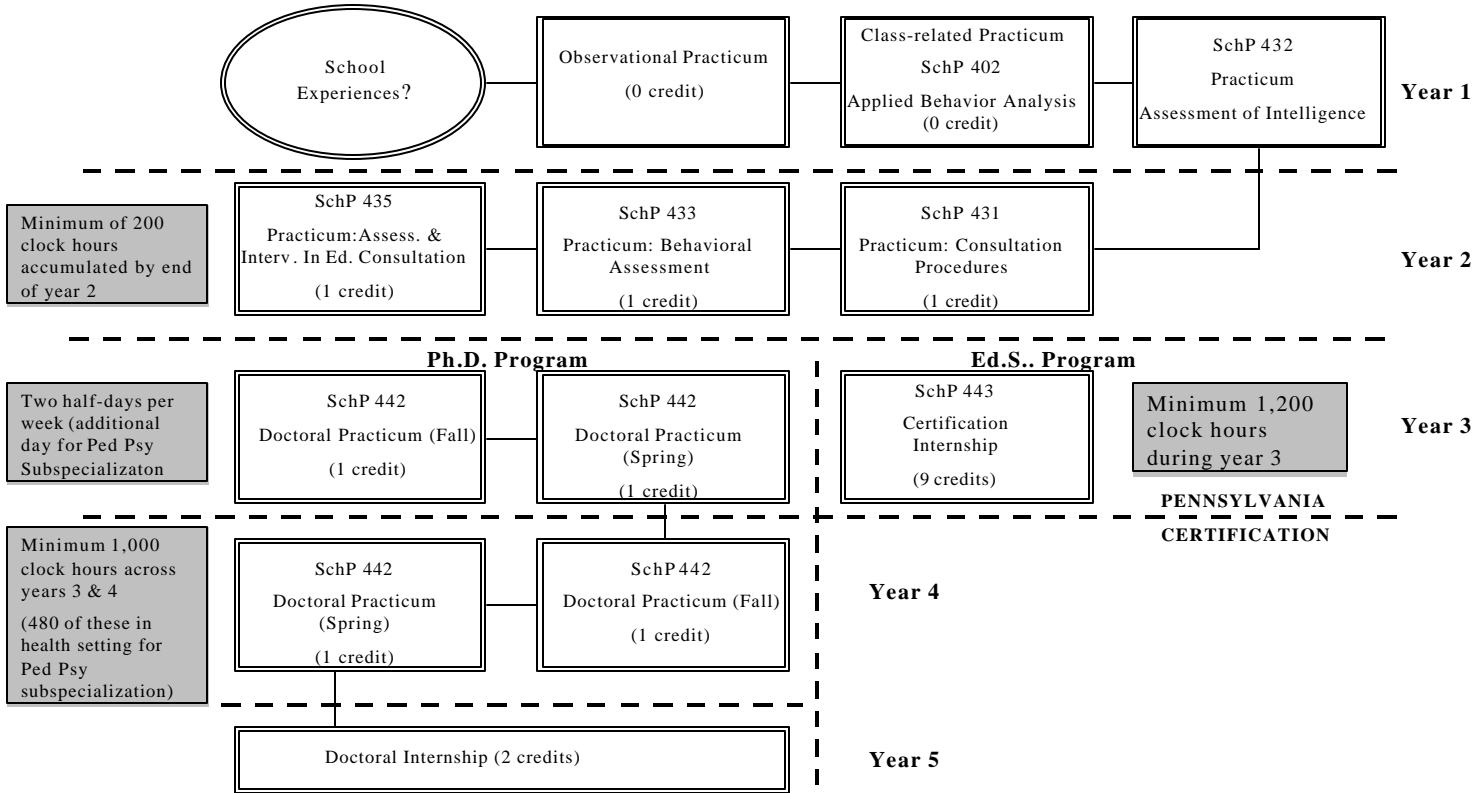


Table 5. Internship Evaluation Form

**Lehigh University School Psychology Program
Educational Specialist Internship Evaluation**

Student Name: _____

Supervising Psychologist _____

Placement: _____

Date: _____

Mid Year: _____ End of Year: _____

Please rate each item based on the scale below:

- 4: Superior ability. Demonstrates skill equivalent to that of an experienced school psychologist.
- 3: Competent without supervision at an entrance level or better for school psychologist; can function independently in this area.
- 2: Competent with some additional supervision at an entrance level for school psychologists; needs some general guidance in this area.
- 1: Minimally competent with much supervision at an entrance level for school psychologists; needs continued, direct supervision in this area.
- 0: Not competent at an entrance level for school psychologists in this area.

N/A: Not applicable or not available during practicum placement.

Area I: Assessment and Test Interpretation		
Score	NASP Standard	Item
	2.3	1. Demonstrates accuracy in scoring and administering basic psychological tests. (WISC-IV, WPPSI-III, Binet IV, etc.)
	2.3, 2.11	2. Demonstrates knowledge of wide variety of testing instruments.
	2.3, 2.11	3. Demonstrates ability to master and utilize new standardized testing instruments
	2.2, 2.3, 2.4, 2.5	4. Demonstrates appropriate selection of assessment methods based on individual cases.
	2.1, 2.3	5. Demonstrates ability to conduct curriculum-based assessments of academic skills.
	2.3, 2.4	6. Demonstrates ability to conduct direct observations in classroom settings.
	2.1, 2.4, 2.5	7. Demonstrates ability to use behavioral assessment instruments in making decisions regarding appropriate interventions for behavioral problem.
	2.1, 2.3, 2.4	8. Demonstrates ability to make accurate decisions about eligibility for special education from assessment results.
	2.1, 2.3, 2.4, 2.5, 2.6	9. Demonstrates ability to make meaningful and practical recommendations based on assessment results.
	2.2, 2.3, 2.4	10. Demonstrates ability to communicate findings of assessments through written reports.
	2.1, 2.2, 2.3, 2.4, 2.11	11. Demonstrates ability to recognize the need for related services and evaluations in areas such as physical disabilities, sensory disabilities, language disorders, etc.
Area II: Interpersonal Skills		
School Related		
Score	NASP Standard	Item
	2.2, 2.8	1. Demonstrates ability to express ideas verbally in an understandable manner to school personnel.
	2.2, 2.5, 2.8	2. Demonstrates ability to establish effective rapport with all ages of school children.
	2.2, 2.8	3. Demonstrates ability to interact in a supportive manner with school personnel.
Parent Related		
	2.5, 2.8	4. Demonstrates ability to be receptive to parental concerns during interview sessions.
	2.5, 2.8	5. Demonstrates ability to communicate results of evaluation to parents in understandable manner.
	2.5, 2.8	6. Demonstrates ability to effectively obtain an accurate case history.

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Area III: System Knowledge		
Score	NASP Standard	Item
	2.8, 2.10	1. Demonstrates familiarity with laws and ethical standards affecting the role and function of school psychologists.
	2.6, 2.8, 2.10	2. Demonstrates working knowledge of resources available for students and families both within the school and community.
	2.8, 2.10	3. Demonstrates an understanding of the legal rights of parents and students.
	2.6, 2.8	4. Demonstrates knowledge of available community resources outside of school setting.
Area IV: Consultation & Intervention		
Score	NASP Standard	Item
	2.2	1. Demonstrates ability to effectively conduct a problem identification interview with teacher/parent.
	2.2	2. Demonstrates ability to effectively conduct a problem analysis interview and collect baseline data.
	2.2, 2.8	3. Demonstrates ability to effectively consult with teacher/parent regarding intervention plan.
	2.1, 2.2, 2.11	4. Demonstrates ability to effectively graph and display results of consultation.
	2.2, 2.8, 2.11	5. Demonstrates ability to effectively communicate in writing and verbally the results of the consultation process to appropriate school/parent personnel.
	2.2, 2.6	6. Demonstrates ability to effectively consult with and learn from multi-disciplinary team personnel such as reading specialists, speech therapists, instructional support teachers, etc.
	2.2, 2.6	7. Demonstrates ability to effectively consult with and learn from agency personnel outside the school district (intermediate unit).
	2.2, 2.6	8. Demonstrates ability to consult effectively with and learn from school administrators.
	2.2, 2.6	9. Demonstrates ability to consult effectively with and learn from classroom teachers.
Area V: Crisis Management & Counseling		
Score	NASP Standard	Item
	2.4, 2.5, 2.7	1. Demonstrates ability to effectively build a therapeutic rapport with children.
	2.1, 2.4, 2.5, 2.7	2. Demonstrates ability to effectively identify appropriate goals for therapeutic intervention.
	2.4, 2.7	3. Demonstrates ability to use effective therapeutic interviewing strategies during counseling sessions.
	2.7	4. Demonstrates ability to effectively handle crisis counseling situations with children.

Area VI: Supervision		
Score	NASP Standard	Item
	2.10	1. Demonstrates receptivity to criticism.
	2.10	2. Demonstrates ability to integrate the recommendations of supervisor into practice.
	2.10	3. Demonstrates ability to recognize the need for supervision when appropriate.
	2.10	4. Demonstrates ability to work independently.

Comments: Please add any specific comments regarding the competency and/or effectiveness of the student.

Would you recommend this student for certification as a School Psychologist in Pennsylvania?

Yes No With Additional Supervision

Grade Assessment

Using the anchor points noted below, please indicate your estimation of a grade for internship for this semester. Consider student progress in relationship to expected levels of progress through the last five months of the internship.

In considering the grade assignment, this is an overall judgment that incorporates a student's professionalism, interpersonal relationships, skills, and responsiveness to supervision.

A

Student has met or exceeded all goals set for the semester and has performed at a level clearly expected for a first/second semester certification intern. A grade of "A" indicates the student meets the criteria at a level of excellent to superior, a grade of "A-" indicates that the student meets the criteria at a strong level.

A-

B

Student has not met all goals set for the semester and has performed at a level below expectations for a first/second semester certification intern. However, the student has shown that they will be likely to reach entry level competency by the end of the internship period in June. A grade of "B" indicates some deficiencies in the criteria, a grade of "B-" indicates significant deficiencies in the criteria.

B-

C

Student has not met all goals set for the semester and has performed at a level far below expectations for a first/ second semester certification intern. The deficiencies are severe enough that some question may be raised as to whether the student is likely to reach entry level competency by the end of the internship period in June

Checklist for Completion of Minimum Internship Activities

Required Activity	Actual Activity	Date Completed	Intern Supervisor Signature & Comments
Participation in professional development within the district			
Provide some form of professional development within the district			
Conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan)			
Conduct at least one evaluation for a student referred for special education eligibility			
Conduct at least one assessment for a behavior problem (e.g., functional behavioral assessment)			
Conduct at least one curriculum-based assessment for a student referred for academic skills problems			
Conduct at least one assessment for a student with a low-incidence disability (e.g., autism)			
Conduct at least one consultation/intervention program for a student with an academic skill problem			
Conduct at least one consultation/intervention program for a student with a behavior problem			

Table 6. Intern Sites, Supervisors, Supervisor Credentials

AY	Student	Site	Supervisor	Credentials of Supervisor
2001-02	Michelle Dippolito	*Bethlehem Area SD	Rick Agretto	Director Special Ed., Certified Sch Psy +10 yr
	Karla Jaramillo Karen Lindquist	*Broward County SD (FL) Quaker Valley SD	Bernard Hodowal Dr. Sally Kush	
	Meghan Lizotte	*Owen J. Roberts SD	Dr. Ed Freed	Director Pupil Personnel Certified Sch Psy +10 yr
	Erin Post	*Quakertown SD.	Eileen Hirshorn	Certified Sch Psy +20 yr
	Betsy Winkle	Heartland Area EA (IA)*	Randy Allison	Director Internship Training, Certified Sch Psy +10 yr
2002-03	Christine Berry Megan Brotz	*Lewiston-Porter CS (NY) *Quakertown SD	Gordon Nelson Eileen Hirshorn	Certified Sch Psy +20 yr
	Lisa Jacobsen	*Owen J. Roberts SD	Dr. Ed Freed	Director Pupil Personnel Certified Sch Psy +10 yr
2003-04	Rebecca Clarkin	*Tucson AZ USD	Dr. Adam Schnaps	Certified Sch Psy +5 yr
	Tara Dugas	*Bethlehem Area SD	Rick Agretto	Director Special Ed., Certified Sch Psy +10 yr
	Michelle Reichard	*Quakertown CSD	Eileen Hirshorn	Certified Sch Psy +20 yr
	Hillary Rogers	*Palisades SD	Eric Gladfelter	Director Pupil Personnel Certified Sch Psy +15 yr
2004-05	Jessica Masek Jennifer Brewer	*Unionville-Chadds Ford SD Owen J. Roberts SD	Vicki Capolarello Dr. Ed Freed	Director Pupil Personnel Certified Sch Psy +10 yr
	Amy Clancy Lydia Codero	*Charleston SD (SC) *Bethlehem Area SD	Dr. Jeff Craver/Beth Lowman Art Feinberg	Certified Sch Psy +20 yr
	Katryn Goodman	Pen Argyl S.D.	Patricia Fritz	Certified Sch Psy +20 yr
	Tara Kosinski	*Howard County (MD)	Mike O'Shaughnessy	Certified Sch Psy +10 yr
	Michelle Millhouse	*Bethlehem Area SD	Susan Hagar	Certified Sch Psy +10 yr
	Jamie Nelson	*Council Rock SD /Bucks County IU	Dr. Elizabeth Lalli/Karen White	Certified Sch Psy +10 yr
	Timothy Scholten	*Ossining SD (NY)	Dr. Kelly Ishmael	Certified Sch Psy + 10 yr
	Cotie Strong	*Easton Lebanon County SD	Amy Shoemaker	Director Pupil Personnel Certified Sch Psy +15 yr
	Deanna Tipton	*Penn Ridge SD	Dr. Peter Kurtzer	Certified Sch Psy + 15 yr
	Nicole Tomassini	*Owen J. Roberts SD	Dr. Ed Freed	Director Pupil Personnel Certified Sch Psy +10 yr

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2005-06	Megan Dombloski	*Pen Argyl SD	Patricia Fritz	Certified Sch Psy +20 yr
	Noelle Gecik	*Prince George County (VA)	Dr. Mike Bloom/Dr. Bill Young	Certified Sch Psy +10 yr
	Becky Kohler	*Anne Arundal SD (MD)	Steve Evans/Alex Meyer	Certified Sch Psy +10 yr
	Rebecca Maurer	*Bethlehem Area SD	Susan Hagar	Certified Sch Psy +5 yr
	Luke Scholten	*Heartland AEA (IA)	Dr. Randy Allison/Kristi Upah	Director Internship Training, Certified Sch Psy +10 yr
	Yasmin Weems	*Montgomery County SD (MD)	David Holdefer/Tamie Smith	Certified Sch Psy + 10 yr
2006-07	Linda Fescoe	*Miami-Dade County SD (FL)	Cristy Pena,	Certified Sch Psy, +10 yr, Dir Intern Training
	Doug Hauck	*Parkland Area SD	Fred Hahn	Certified Sch Psy +20 yr
	Karen Jensen	*Henrico County SD (VA)	Dr. Shaven Peacock	Certified Sch Psy + 10 yr
	Jaime Kacur	*Heartland AEA (IA)	David Tilly, Ph.D	Certified Sch Psy +15 yr, Dir Intern Training
	Kim McWilliams	*Colonial SD	Beth Viechnicki, Ph.D.,	Certified Sch Psy +10 yr
	Nina Nonnenmacher	*Pen Argyl SD	Patricia Fritz	Certified Sch Psy +20 yr
	Elizabeth Parker	*Bethlehem Area SD	Rick Agretto	Director Special Ed., Certified Sch Psy +10 yr
	Sarah Petcavage	*Saucon Valley SD	Daniel P. Burkholder,	Director Special Ed, Certified Sch Psy +10 yr
	Katy Rigby	*Penn Ridge SD	Robert E. Phillips	Director of Pupil Services, Certified Sch Psy + 10 yr

*Paid internship site

Other Program Requirements

The Ed.S. program in School Psychology is designed to train practitioners for positions in schools and other educational settings. As such, the program curriculum is sequenced and competency based. Students successfully completing the program are deemed as competent at an entry level by the faculty.

Portfolio Assessment

Implementation of a portfolio assessment process for the EdS program has three objectives. First, the EdS portfolio provides students in this program with an opportunity to reflect upon their training and identify the knowledge and skills that they have met as a result of this training. Second, the portfolio provides the faculty with an assessment for evaluating a student's competencies prior to their anticipated graduation from the program. Third and finally, the portfolio provides faculty with data for evaluating the alignment of curriculum with training objectives to ensure that students are receiving the best education possible.

To meet these objectives, the EdS portfolio requires students to identify how permanent products resulting primarily **from their internship experiences** demonstrate their mastery of the competencies identified for students who successfully complete the EdS program at Lehigh University. Specifically, an EdS portfolio will **follow a best evidence approach. As such, the products reflected in the portfolio should be selected as representative of the skills attained across LU competencies and NASP standards. As noted below, each of these activities is linked to the NASP Standards of School Psychology Training and Practice.** Specifically, examination of Table

7 shows the linking of each of these requirements to LU Domains/Competencies which are in turn linked to specific NASP Standards. The portfolio will consist of the following:

- An introductory 2- page statement summarizing clinical competencies that the student has achieved to this point in their professional development.
- A professional resume highlighting relevant work and clinical experiences.
- Two *best* work samples from across the entire program (e.g., papers, projects) that demonstrate the integration of competencies in the Lehigh University Core Psychological Knowledge and Research Design & Applications domains. These activities would provide evidence across the NASP Standards 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, and 2.11.
- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the LU Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.
- Two reports ** from clinical cases completed during the internship year that reflect the student's *best* clinical work and demonstrate the integration of competencies across LU Domains Psychological Applications – Assessment, Consultation & Intervention, and Communication. These activities would provide evidence across the NASP Standards 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, and 2.11.
- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the LU Domain

and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.

- Two reports ** from clinical cases completed during the internship year that reflect the student's *best* clinical work and demonstrate the integration of competencies specifically related to LU Domains Professional Responsibility and Diversity & Multicultural Perspective. These activities would provide evidence across all the NASP Standards with special attention to Domain 2.5 : Student Diversity in Development and Learning.
- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the LU Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.
- Signoff sheet for minimum experiences during internship along with evidence to support the completion of each activity.
- A concluding statement (2-page maximum) that identifies goals for future professional training and experiences.

By the middle of March during the Internship year, a student submits her or his portfolio for review by a committee of three faculty. The faculty committee includes the student's advisor and two other members of the school psychology faculty. Each of the faculty reviews the portfolio within 2 weeks of the submission date. Each faculty reviewer then assigns a grade for each competency domain using the following 4-point scale and rubric:

- 4 evidence exceeds expectations for an entry-level school based practitioner
- 3 evidence is commensurate with expectations for an entry-level school based practitioner
- 2 evidence is below expectations for an entry-level school based practitioner
- 1 evidence is far below expectations and in need of substantial revision

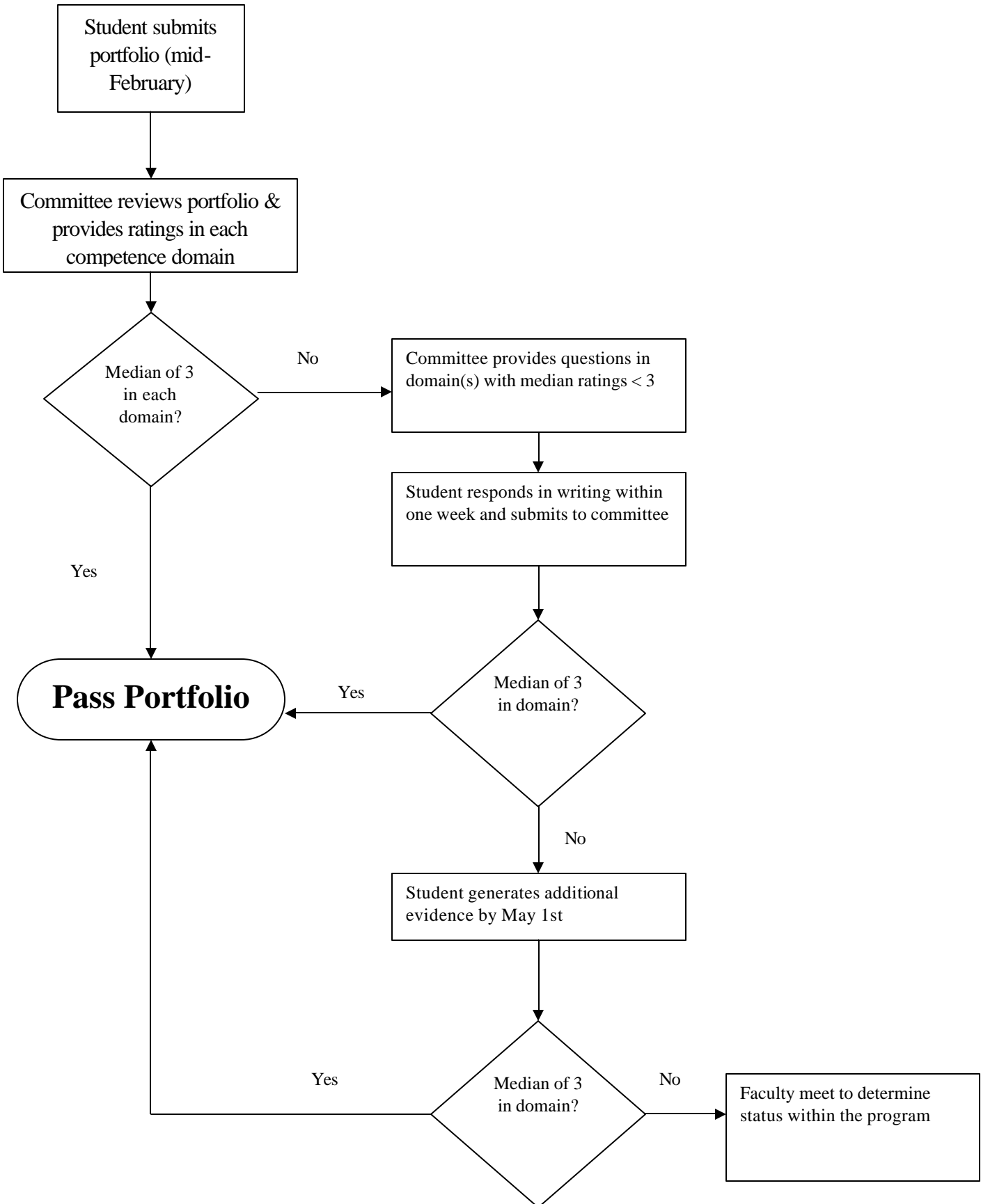
Table 7. Linking of LU Domains to NASP Standards

LU Domain	NASP Standards	Score	Comments
A. Core Psychological Knowledge	2.1, 2.3, 2.4, 2.5, 2.6., 2.7, 2.8, 2.10, 2.11		
B. Research Design and Application	2.1, 2.9, 2.11		
C1, C2, & C3 Psychological Applications- Assessment	2.1, 2.2, 2.3., 2.4, 2.5, 2.6, 2.7., 2.8, 2.9., 2.11		
D & E. Professional Responsibility/ Diversity & Multicultural Perspective	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 (attention to 2.5)		

To pass the portfolio, the student must achieve a median rating of 3 across the faculty ratings in each LU program domain. If the student does not achieve this standard, the committee will provide the student with specific questions (no more than 3) to ensure that he/she has mastered competencies corresponding to both our program's and NASPS domains related to the area not receiving a median rating of 3. The student must provide brief written responses (2 pages maximum) to each question

(along with additional evidence, if requested) within one week of receipt. Using the scoring guidelines stated above, the faculty then has one week to evaluate the cumulative evidence and provides an updated grade for the domain(s) in question. If the mean rating for the domain still falls below 3, the student must submit additional evidence supporting the mastery of the competency domain for review by the committee before the conclusion of the academic semester (May 1st). This evidence could be case-based; however, the student may submit an alternative piece of evidence (e.g., research paper) if it addresses the area of need identified in the portfolio process. The faculty again has one week to review the additional evidence. If the median rating for the evidence still falls below three, then program faculty will meet to determine the student's status within the program.

**Students may choose to include additional documents to enhance their case reports. Such documents might include (but are not limited to): an assessment (or intervention plan), list of resources used in the designing an assessment (or intervention), a summary of relevant legal or ethical issues related to the case, supervisors evaluations/comments, etc.



Faculty

There are presently five faculty who are full-time in the School Psychology program, and serve as primary program faculty:

Christine L. Cole, Ph.D. (Program Coordinator)

George J. DuPaul, Ph.D.

Robin Hojnoski, Ph.D.

Patricia H. Manz, Ph.D.

Edward S. Shapiro, Ph.D.

Five full-time faculty in the Special Education program serve as support faculty:

Linda Bambara, Ed.D.

Nanette Fritschman, Ph.D.

Asha Jitendra, Ph.D. (Program Coordinator)

Lee Kern, Ph.D.

Amanda Kloo, Ph.D. (as of January 2007)

All 10 faculty are actively involved in the training of students in both School Psychology and Special Education.

Adjunct faculty who have taught recently for the school psychology program include:

Kevin Kelly, Ph.D. (Applied Behavior Analysis, Assessment of Intelligence, Crisis
Management in the Schools)

Maura Roberts, Ph.D. (Applied Behavior Analysis)

Jeffrey Rutski, Ph.D. (Biological basis of Human Behavior; Clinical
Psychopharmacology)

Kristin Sawka, Ph.D. (Applied Principles of Cognitive Psychology, Advanced
School & Family Interventions)

Students in the program also take courses from faculty in other programs within the College of
Education such as:

Educational Leadership

George White, Ed.D. (Program Coordinator)

Maggie Barber, Ph.D.

Perry Zirkel, Ph.D., J.D.

Counseling Psychology

Nicholas Ladany, Ph.D.

Arpana Inman, Ph.D.

April Metzler, Ph.D.

Tina Richardson, Ph.D. (Program Coordinator)

Arnold Spokane, Ph.D.

Measurement, Research & Statistics

J. Gary Lutz, Ed.D.

Grace Caskie, Ph.D.

Faculty & Student Research

The faculty of the School Psychology program is very engaged in conducting and disseminating research. Many of the faculty are nationally recognized leaders in the field and are actively involved through presentations at national meetings, appointments to editorial boards of journals, and invitations

from esteemed colleagues in the field to contribute to professional books. Continued efforts in this direction are clearly noted in the writing of grant proposals, faculty collaboration and new research ideas, and the attempt to engage advanced level graduate students in the on-going research of faculty. Indeed, all school psychology students are expected to belong to at least one professional organization throughout their graduate school career.

An important aspect of any training program involves including students in faculty research programs. The faculty in the School Psychology program have been very active in this regard. The following is a **partial** list of papers and publications co-authored with graduate students. Current or former students as co-authors are in bold.

FACULTY/STUDENT RESEARCH (2000 - 2006)

In Press

DuPaul, G.J., **Vile Junod, R., & Flammer, L.** (in press). Attention deficit hyperactivity disorder. In R.B. Mennutti (Ed.), *Cognitive behavioral interventions in educational settings*. New York: Brunner-Routledge.

Gureasko-Moore, D., DuPaul, G.J., & Power, T.J. (in press). Stimulant treatment for attention-deficit/hyperactivity disorder: Medication monitoring practices of school psychologists. *School Psychology Review*.

Handler, M.W., & DuPaul, G.J. (in press). Assessment of Attention-Deficit/Hyperactivity Disorder: Differences across psychology specialty areas. *Journal of Attention Disorders*.

Lorah, K.S. & DuPaul, G.J. (in press). Attention-deficit/Hyperactivity Disorder. In T.S. Watson & C.H. Skinner (Eds.), *Comprehensive encyclopedia of school psychology*. New York: Kluwer Academic.

Mautone, J., DuPaul, G.J., & Jitendra, A.K. (in press). The effects of computer-assisted instruction on the mathematics performance of children with Attention-Deficit/Hyperactivity Disorder. *Journal of Attention Disorders*.

2005

Cole, C.L., & Shapiro, E. S. (2005). Perceptions of trainers and practitioners regarding assessment and intervention for students with low incidence disabilities. *Psychology in the Schools*, 42, 677 – 689.

McGoey, K.E., DuPaul, G.J., Eckert, T.L., Volpe, R.J., & Van Brakle, J. (2005). Outcomes of a multi-component intervention for preschool children at-risk for Attention-Deficit/Hyperactivity Disorder. *Child & Family Behavior Therapy*, 27, 33-56.

Ramirez R. & Shapiro, E.S. (2005) Effects of Student Ethnicity on Judgments of ADHD Symptoms among Hispanic and White Teachers. *School Psychology Quarterly*, 20, 268 – 287.

2004

DuPaul, G.J., & Tresco, K. (2004). Attention deficit disorders: School-based interventions. In C. Spielberger (Ed.), *Encyclopedia of applied psychology*, Volume I (pp. 215-223). Oxford: Elsevier.

DuPaul, G.J., Volpe, R.J., Jitendra, A.K., Lutz, J.G., Lorah, K.S., & Gruber, R.(2004). Elementary school students with AD/HD: Predictors of academic achievement. *Journal of School Psychology*, 42, 285-301.

Lionetti, T. M., & Cole, C. L. (2004). A comparison of the effects of two rates of listening while reading on oral reading fluency and reading comprehension. *Education and Treatment of Children*, 27, 114-129.

Power, T. J., Dowrick, P. W., Ginsburg-Block, M. & Manz, P. H. (2004). Partnership-based, community-assisted early intervention for literacy: An application of the participatory intervention model. *Journal of Behavioral Education*, 13(2), 93-115.

Shapiro, E.S., Angello, L. M., & Eckert, T. L. (2004). Has curriculum-based assessment become a staple of school psychology practice? An update and extension of knowledge, use, and attitudes from 1990 to 2000. *School Psychology Review*, 33, 243 – 252.

Shapiro, E.S., & Heick, P. F. (2004). School psychologist assessment practices in the evaluation of students referred for social/behavioral/emotional problems. *Psychology in the Schools*, 41, 551- 561.

Shapiro, E. S. & Manz, P. H. (2004). Collaborating with schools in the provision of pediatric psychological services. In R. T. Brown (Ed), *The handbook of pediatric psychology in school settings*. Mahwah, NJ: Lawrence Erlbaum.

2003

- Blom-Hoffman, J.**, & DuPaul, G.J. (2003). School-based health promotion: The effects of a nutrition education program. *School Psychology Review*.
- DuPaul, G.J. (2003). Assessment of ADHD symptoms: It pays to consider the source. *Psychological Assessment, 15*, 115-117.
- Eckert, T.L., Miller, D.N.**, DuPaul, G.J., & Riley-Tillman, T.C. (2003). Adolescent suicide prevention: School psychologists acceptability of school-based programs. *School Psychology Review, 32*, 59-78.
- Feinberg, A.B.**, & Shapiro, E.S. (2003). Accuracy of teacher judgments in predicting oral reading fluency. *School Psychology Quarterly, 18*, 52-65.
- Fogt, J.B., Miller, D.N.**, & Zirkel, P.A. (2003). Defining autism: Professional best practices and published case law. *Journal of School Psychology, 41*, 201-216.
- Gureasko-Moore, S.**, DuPaul, G.J., & White, G.P. (2003). The effects of self-management in general education classrooms on the organizational skills of adolescents with ADHD. *Behavior Modification*.
- Hoff, K.E.**, DuPaul, G.J., & Handwerk, M.L. (2003). Rejected youth in residential treatment: Social affiliation and peer group configuration. *Journal of Emotion and Behavior Disorders, 11*, 112-121.
- Miller, D.N.**, & Ruskowski, J.B. (2003). The Lowenfeld mosaic technique: Its clinical use and potential for facilitating self-actualization. *Journal of Humanistic Psychology, 43*, 119-130.
- Power, T.J., Shapiro, E.S., & DuPaul, G.J. (2003). Preparing psychologists to link systems of care in managing and preventing children's health problems. *Journal of Pediatric Psychology, 28*, 147-155.

2002

- Barkley, R.A., Murphy, K.R., DuPaul, G.J., & Bush, T. (2002). Driving knowledge, competence, and adverse outcomes in teens and young adults with attention deficit hyperactivity disorder. *Journal of International Neuropsychology Society, 8*, 655-672.
- Cole, C.L., & **Levinson, T.R.** (2002). Effects of within-activity choices on the challenging behavior of children with severe developmental disabilities. *Journal of Positive Behavior Interventions, 4*, 29-37, 52.
- McGoey, K.E., Eckert, T.L.**, & DuPaul, G.J. (2002). Intervention for preschool-aged children with ADHD: A literature review. *Journal of Emotion and Behavior Disorders, 10*, 14-28.

Miller, D.N., DuPaul, G.J., & Lutz, J.G. (2002). School-based psychosocial interventions for childhood depression: Acceptability of treatments among school psychologists. *School Psychology Quarterly*, *17*, 78-99.

Ota, K.R., & DuPaul, G.J. (2002). Task engagement and mathematics performance in children with attention deficit hyperactivity disorder: Effects of supplemental computer instruction. *School Psychology Quarterly*, *17*, 242-257.

Shapiro, E.S., **Durnan, S.L.**, **Post, E.E.**, & **Levinson, T.S.** (2002). Self-monitoring procedures for children and adolescents. In M. Shinn, H. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II*. Bethesda MD: National Association of School Psychologists.

2001

Boyajian, A., DuPaul, G.J., **Handler, M.W.**, **Eckert, T.L.**, & **McGoey, K.E.** The use of classroom-based brief functional analyses with preschoolers at-risk for attention deficit hyperactivity disorder. *School Psychology Review*, *30*, 278-293.

DuPaul, G.J., Schaugency, E., Weyandt, L., Tripp, G., Keisner, J., **Ota, K.R.**, & Stanish, H. (2001). Self-report of Attention-Deficit/Hyperactivity Disorder symptoms in college students: Cross-gender and cross-national prevalence. *Journal of Learning Disabilities*, *34*, 370-379.

DuPaul, G.J., & **Volpe, R.J.** (2001). Assessment with brief behavior rating scales. In J. W. Andrews, H. Janzen, & D. Saklofske (Eds.), *Ability, achievement, and behavior assessment: A practical handbook*. (pp. 357-387). San Diego: Academic Press.

Yugar, J.M., & Shapiro, E.S. (2001). Elementary children's school friendship: A comparison of peer assessment methodologies. *School Psychology Review*, *30*, 549-566.

2000

Cole, C. L., & Bambara, L. M. (2000). Self-monitoring: Theory and practice. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral Assessment in Schools (2nd ed)* (pp. 202-232). New York: Guilford.

Cole, C., **Marder, T.J.**, & **McCann, L.** (2000). Self monitoring. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Conducting school-based assessments of child and adolescent behaviors* (pp. 121-149). New York: Guilford.

Hoffman, J.B. & DuPaul, G.J. (2000). Psychoeducational interventions for children with attention-deficit/hyperactivity disorder. *Child and Adolescent Psychiatric Clinics of North America*, *9*, 647-661.

Student Body

The student population of the School Psychology program consists of individuals who have entered the program immediately after completion of an undergraduate degree and those students who have earned a Master's degree. Additionally, a small number of students are employed full-time and attend the program on a part-time basis. Only a limited number of exceptional students are admitted on a part-time basis. The program is designed primarily for full-time students.

The school psychology program is very dedicated to the recruitment of individuals from diverse ethnic and cultural backgrounds. Applications from students representing minority groups are very welcomed and will be given special consideration by the faculty for support. At present, the program has a large percentage of women (almost 84% of student enrollment) and has actively recruited students from culturally and linguistically diverse backgrounds. These efforts were successful in recruiting Hispanic and African-American students to the department. Currently, 20% of enrolled students in both Ph.D. and Ed.S. programs are from culturally diverse backgrounds. Most students have entered the Ed.S. program directly from undergraduate degrees in Psychology, Social work, and Education.

For the 2006-07 academic year, there will be a total of 8 Ed.S. students. Most of the students are from the region, coming from New York, New Jersey, Ohio, Pennsylvania, and Virginia, but also include students from Michigan and California.

Table 1

Admission Statistics for Ed.S. Program (2001-2006)

Year	Applications	Offers	Entered	Mean Undergrad GPA Accepted	Mean GRE Accepted (V + Q:1997-1999 & 2003; V + Q + A, 2000-02)
01-02	44	13	5	3.73	1760
02-03	26	14	11	3.64	1675
03-04	50	11	6	3.73	1152
04-05	45	13	9	3.64	1156
05-06	49	10	4	3.78	1172
06-07	39	12	8	3.63	1113

Admission, Retention, and Advising Policies

The credentials of a student seeking admission to the School Psychology program are examined. Promising applicants are invited to Lehigh for personal interviews. If travel to Lehigh is impossible, phone interviews are scheduled. Students are encouraged, however, to visit the program and talk with faculty prior to making a decision to attend Lehigh. The interview is designed to determine why the student has chosen this particular area of study, as well as how clear and realistic the students' professional goals appear to be. In those instances where the student's goals seem inappropriate or incongruent with Lehigh's program, the student is encouraged to seek admission either to a different program or to another university which provides training more closely aligned with the student's goals.

In general, criteria for admission follow the guidelines for graduate admission at Lehigh. The general (including writing) portions of the Graduate Record Exam (GRE) are required although there is no minimum score requirement. The advanced GRE in psychology is also recommended. In order to be considered for admission as a regular graduate student, the applicant must satisfy at least one of the following conditions: have an undergraduate GPA of at least 3.00 out of 4.00; have an average of at least 3.00 for the last two semesters of undergraduate study; or have an average of 3.00 for a minimum of 12 credit hours of graduate work completed at other institutions. Satisfying one of these conditions is

a necessary but not sufficient condition for admission as a regular graduate student. Undergraduate major or graduate work in psychology or education is preferred, with courses in both areas ideal.

Although these guidelines for admission are closely followed there is a flexibility that permits exceptions where they seem warranted. Students whose undergraduate GPA's are borderline but who graduate from rigorous undergraduate institutions, those who have demonstrated high academic achievement at the Master's level or those who bring a rich background of related experiences may be given additional consideration in the admissions process. The five faculty in school psychology serve as advisors. The faculty advisor in all instances is responsible for course rostering and program planning with advisees. This involves a minimum of one face-to-face meeting per semester. In addition, the advisor monitors the advisee's progress and consults with the student at any time when it appears to be appropriate.

Because the program includes completion of graduate work that allows students to be eligible for certification as a School Psychologist in the Commonwealth of Pennsylvania, all students must complete certification requirements stipulated by the Pennsylvania Department of Education. Students must have had 6 credits of undergraduate college level math and 3 credits of English composition and 3 credits of English/American literature (or equivalents). Student credentials are examined at admission and those who do not meet these requirements will be notified. Any deficiencies must be remediated before they can be recommended for certification. Students who received Advanced Placement credit as undergraduates or achieved specific scores on the SAT-2 examinations in mathematics, writing, and literature can be exempt from some of these requirements.

For certification purposes, all students must successfully pass the PRAXIS examinations in both the Pre-Professional Skills Test (reading, writing, listening, mathematics) as well as in their area of certification (school psychology).

Ongoing Review

After a student is admitted to graduate studies, he or she receives a letter of evaluation from his or her advisor at the end of each academic year. Students are asked to complete a Student Annual Accomplishment Sheet (see Appendix B). Performance is evaluated in three domains: academic competence, clinical competence, and professional competence. Academic competence is reflected in the student's attained grades in coursework and comments regarding the quality and quantity of their in-class contributions. Clinical competence is evident through the reports of faculty and field supervisors regarding the students' performance in various practica and/or internship requirements. As a program designed to train professional psychologists, judgments of clinical competence are crucial in the evaluation process. Professional competence refers to those skills needed to function effectively as a psychologist including the following of ethical guidelines, relationships with student colleagues and faculty, and fulfilling responsibilities related to graduate training.

The letter sent to the student will reflect both the advisor's and the faculty's review of the students performance to date in coursework, responsibilities related to their form of support, and other academic scholarship (e.g., collaboration with faculty). Students are given an opportunity to respond in writing to the evaluation letter provided by faculty. In addition, the letter will provide feedback regarding a student's professional/clinical skills. This letter is intended to help the student maintain high quality work and to prevent unexpected termination from the program. Satisfactory progress as stated in the letter is required to retain ongoing funding.

Students who do not attain satisfactory progress in the assessed areas may be placed on a probationary period, as determined by the faculty. The terms of the student's probation are clearly indicated in the letter. A meeting between the student and the program faculty is held to discuss the evaluation letter as well as its terms. Should the student be dissatisfied with the outcomes of this meeting, they have the right to appeal the decision to the Department Chairperson, Dean of the College of Education, and the Office of the Provost, in that order.

Students are also expected to maintain a portfolio which reflects achievement of their clinical competencies. This portfolio, as described previously, represents a comprehensive and culminating experience for students.

Continuation in the program is dependent upon several factors. Course grades serve as one measure of progress. Students are expected to maintain high quality performance indicative of graduate level training. Students must maintain at least a 3.00 GPA throughout their enrollment in the program.

A second important factor in continuation within the program is the demonstration of effective clinical skills in remediation and assessment. Because school psychologists must possess abilities beyond those evident in academic coursework, students must reach acceptable competency levels in performing psychological evaluations. Failure to meet these competencies results in required remedial work prior to continuation within the program. Faculty make every effort to advise graduate students who may be in danger of not reaching acceptable levels of competency in clinical skills.

Third, school psychologists must maintain effective use of ethical and professional standards in their work. As such, graduate students are also evaluated in their ability to demonstrate applications of ethical principles of their profession, establish and maintain effective relationships with fellow graduate

students and faculty, and complete the obligations and responsibilities associated with their funding source.

Financial Support

The school psychology program has resources available to provide at least partial support to some students admitted for full-time study. Support is provided through student employment at the Lehigh Support, Centennial School, federal grants, University graduate assistantships, and tuition scholarships. Students employed in these various projects work approximately 20 hours per week and earn a stipend of approximately \$10,000 to \$12,000 per year plus the equivalent of full-time tuition (approximately \$10,200 for 2005-2006). Partial support positions (stipend only) are also available. **It is important for students to recognize that financial support is not guaranteed.** Although historically students who enter the program have been maintained on some form of support for at least one year of their program, students entering the program must anticipate that they will be expected to bear the cost of their education for a significant portion of their graduate program. **Students should not anticipate financial support during their internship year.**

U.S. Dept. of Education Training Projects.

The faculty of the school psychology program have often been successful in securing various training projects from the U.S. Department of Education. Although never guaranteed in any particular year, these grants provide financial support for students and offer specific training experiences. For example, from 2001 through 2006, the school psychology program will implement a grant from the U.S. Department of Education to train school psychologists as specialists in assessment and intervention with children with severe disabilities. This project will fund up to 10 students in the Ed.S. program to serve as instructional assistants for 16 hours per week in classrooms for children with severe disabilities.

Tuition

The tuition for all students enrolled in the College of Education is reduced by approximately 40% of the per credit tuition paid by graduate students in other units of the University. For academic year 2005-2006, tuition for College of Education students is \$510.00 per credit hour. Full-time status is considered as enrolling in 9 credit hours per semester.

Resources

Departmental Location

The College of Education is located in Iacocca Hall which sits atop South Mountain, overlooking the Lehigh Valley. Housed primarily on the third floor, the School Psychology program has office space for all full-time graduate students, a conference room, and a student lounge. The Counseling clinic, and classrooms are located on adjacent floors. In addition, computer facilities (micro- and main-frame access) as well as faculty offices are all located within the building. Shuttle service to the main portion of campus is provided.

Library

The Fairchild-Martindale Library, opened in Fall 1985, provides a good resource for students in School Psychology. In addition, faculty make their personal libraries accessible to students upon request. The journal and text holdings over the past three years have significantly increased.

Centennial School

The largest laboratory facility directly under the jurisdiction of the College of Education is the Centennial School. This is the University laboratory school and is located about miles from the campus. As the University's laboratory school for emotionally disturbed children, Centennial School provides an excellent opportunity for the training of School Psychologists.

Lehigh Support

The Lehigh Support for Community Living is a research and teaching oriented program for adults with mental retardation. The project operates as a research, training, and service facility using a positive practices approach to instruction. Students are employed as research assistants and obtain valuable experience in conducting applied research and teaching daily living skills to individuals with mental retardation.

Test Files

The department maintains an extensive collection of psychoeducational assessment materials for student use.

Counseling Psychology Research Facilities

Located adjacent to faculty offices are facilities run primarily by the Counseling Psychology program. It has three rooms with one-way glass which can be used for observation of individual test administration. There is a larger room, also with one-way glass that can be used for observation of groups. All rooms are connected for video access to a control room. The physical arrangement provides a laboratory setting essential for simulation and supervision activities.

Office Space

Full-time graduate students are assigned desk space on a space availability and seniority basis in the College of Education. At present, each student is assigned to their own desk, however, it is possible that space limitations in the future will result in students sharing desk space.

FACULTY

Primary Faculty

Cole, Christine L. (1988). Professor of School Psychology & Program Coordinator
B.A., St. Olaf College, 1975; M.S., Wisconsin-Madison, 1977;
Ph.D., Wisconsin-Madison, 1982.

Research interests: Developmental disabilities, self-management, analysis of setting events, treatment of aggression.

DuPaul, George J. (1992). Professor of School Psychology & Associate Chairperson for Students, Department of Education & Human Services
B.S., Wesleyan, 1979; M.A., Rhode Island, 1982; Ph.D., Rhode Island, 1985.

Research interests: Attention-deficit hyperactivity disorder, school-based intervention for academic and behavioral problems, early intervention for children with behavior disorders

Hojnoski, Robin (2006). Assistant Professor of School Psychology
B.A., Smith, 1991; M.A., Tufts, 1994; Massachusetts- Amherst, 2002.

Research interests: Educational and behavioral interventions, school consultation, and preschool assessment and interventions, with a particular focus on early intervention and social behavior

Manz, Patricia H. (2003). Assistant Professor of School Psychology
B.S., St. Joseph's, 1986; M.S., Pennsylvania, 1987; Ph.D., Pennsylvania, 1994.

Research interests: Early education; Prevention of learning and behavioral difficulties among inner-city youth; School-Family partnerships

Shapiro, Edward S. (1980). Iacocca Professor of Education & Director, Center for Promoting Research to Practice.

B.S., Pittsburgh, 1973; M.A., Marshall, 1975; Ph.D., Pittsburgh, 1978.

Research interests: Curriculum-based assessment and high stakes testing outcomes; Academic interventions; Behavioral assessment; Pediatric School Psychology

Related Faculty & Staff

Bambara, Linda (1988). Professor of Special Education

Jitendra, A.K. (1993). Professor of Special Education

Kern, Lee, Ph.D. (1998). Professor of Special Education & Coordinator of Special Education program

Kelly, Kevin (2002). Adjunct Professor of School Psychology

Power, Thomas, Ph.D. (1997). Adjunct Professor of School Psychology

Rutski, Jeffrey, Ph.D. (2005). Adjunct Professor of School Psychology

Sawka, Kristin, Ph.D. (1999). Adjunct Professor of School Psychology

Appendix A

Ed.S. Research Requirement Checklist

EDUCATIONAL SPECIALIST RESEARCH REQUIREMENT CHECKLIST

Student:		Advisor:	
OPTION #1: Registered for Educ 403-3 cr		Semester:	
OPTION #2: Registered for SchP 434-3 cr	Semester & # credits		
Research Projects in Which Time was Volunteered			
1. Title			
Student Investigator			
Semester (s)			
Approximate # Hours			
2. Title			
Student Investigator			
Semester (s)			
Approximate # Hours			
3. Title			
Student Investigator			
Semester (s)			
Approximate # Hours			
Literature Review			
Title			
Date Topic Approved			
Date Final Paper Accepted			
Date of Presentation			

Advisor Signature: _____

Date: _____

Appendix B

Student Accomplishment Sheet

School Psychology Program- 2006-2007 Student Accomplishment Sheet

Name: _____ Date: _____
 Year Entered Lehigh: _____ Program: _____
 Academic Year: _____

1. Please list the classes and related practica that you have taken during the Summer, Fall 2006/Spring 2007 semesters, indicating the **grades** you have received.

Summer-I 06	Summer-II 06	Fall 06	Spring 07

2. If applicable, please indicate your level of practica/internship involvement (e.g., 5 full days, 3 full days, 2 half-days) and briefly describe your experiences.

3. Describe your research experiences for the 2006-2007 academic year (e.g., data collection, research projects implemented, papers published, etc.). List any papers presented, submitted, or published with **full APA style citations**.

Journal Articles Published (full citation please)

Paper Presentations at National Conferences (full citation please)

Paper Presentations at State/Regional Conferences (full citation please)

Research Experiences (projects involved with as data collector, implementer, etc.)

4. Indicate your professional involvement in the field of school psychology or other related fields (e.g., conferences, in-service, workshops attended).

5. If you are a current member of any professional organizations, please check them.

- American Psychological Association (student affiliate)
- American Psychological Association, Division of School Psychology (student affiliate)
- National Association of School Psychologists
- Association for Behavior Analysis
- Association for the Advancement of Behavior Therapy
- Council for Exceptional Children
- Association of School Psychologists in Pennsylvania
- Pennsylvania Psychological Association
- Others (please list)

6. If you received financial support from non-personal sources (i.e., exclude personal loans, savings, family support, etc.), please list these. Include any support related to intern stipends.

7. Please indicate your work related experiences for the 2004-2005 academic year (e.g., teaching assistant, graduate assistant, program manager, etc.).

12. Any additional comments. (Including any items that may have been omitted from this form).