



**School Psychology Program
Eastern University**

2024-2025

HANDBOOK FOR STUDENTS

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The School Psychology Program at Eastern University

Introduction

This handbook serves to guide matriculated students in the School Psychology program at Eastern University. Students should review the Graduate and Professional Studies Student Catalog for a complete understanding of all University requirements and policies.

Our Mission and Philosophy

Eastern University offers a Master of Science and Certificate of Advanced Graduate Studies (CAGS) in School Psychology, training students to become competent, broadly-educated school psychologists who use a scientist-practitioner model when delivering services within Pre-K to grade 12 school settings. Completion of the program requires earning a 48-credit Master's Degree in School Psychology (16 Core Courses), including two semesters (6 credits) of practicum experiences, followed by a 15-credit CAGS in post-master's graduate work in School Psychology for a total of 63 graduate credits. The CAGS includes a two-semester (6 credits) internship. With guidance and support from faculty, students can choose their own practicum and internship sites from schools that are available in the surrounding communities.

The Degree and Certificate programs prepare graduates for certification as a School Psychologist with the Pennsylvania Department of Education. Together with a Christian perspective and Christian faculty, our program is distinctive in many important ways. The **mission** of the School Psychology Program at Eastern University is to train a diverse body of students to be competent and ethical practitioners who apply knowledge and skills gained from thoughtful integration of the Christian worldview and empirically supported best practices in educational settings. The mission of the School Psychology Program also involves training specialist level graduates who are 1) competent in the use of data based assessment, consultation, prevention/intervention strategies and effective instruction for the promotion of optimal learning opportunities across diverse school communities, and 2) academically prepared to seek state certification as school psychologists.

The School Psychology Program **philosophy** is to educate graduate students to integrate scientifically-based knowledge with practical experience. Our broad training creates school leaders who serve students and their families in diverse settings through assessing their academic, social, emotional, and behavioral functioning and development within the context of their cultural, educational and familial worldviews. Students are trained to promote mental well-being and facilitate learning in all students from pre-K to 12 grades. Implementing ethical decision-making and practices is of utmost importance.

We are highly committed to training **culturally competent students**. The diversity of our student body, along with their aspirations to work in a variety of settings, such as rural, suburban and urban settings, demonstrates our appeal to a diverse student community. We are also committed to non-discrimination and institute an equal opportunity policy in our programming. All students are expected to adhere to and uphold the Pennsylvania Department of Education Code of Ethics, the National Association of School Psychologists Principles for Professional Ethics, and the values outlined in the National Association of School Psychology (NASP's) Non-Discrimination and Equal Opportunity Policy. These ethical values are ascribed to by the School Psychology Program at Eastern University and should guide all work that students do within the training program and in their practicum setting.

The School Psychology program trains students in various areas of expertise. The goals of the program are to educate graduate students to:

- Find the best solution for each student and situation, to use various strategies to address diverse student needs, and to improve school and district-wide support systems.
- Collaborate and consult with teachers, parents and administrators to implement solutions for learning, behavior, and social problems, as well as help others to understand child and adolescent development and its effect on behavior and learning.
- Evaluate students for special service eligibility, assess academic skills and cognitive abilities and determine how social-emotional development interacts with academic and cognitive skills.
- Provide psychological counseling, work directly with students and their families to resolve difficulties in adjustment and learning, and help schools manage crises.
- Develop prevention services and deliver intervention services that promote student growth and adjustment, and collaborate with school staff and external agencies to support a healthy student environment.
- Conduct program monitoring through effective research practices.

Conceptual Framework

The School Psychology Program at Eastern University is designed to ensure that the graduate student who completes the program is trained in specific competency areas established by the Pennsylvania Department of Education (PDE) and in the domains established by the National Association for School Psychologists (NASP). The MS/CAGS (specialist level) program is fully accredited by NASP and meets the PDE requirements for certification in school psychology. The NASP (2010) domains of practice are:

- Data-based decision-making and accountability
- Consultation and collaboration
- Interventions and instructional support to develop academic skills
- Interventions and mental health services to develop social and life skills
- School-wide practices to promote learning
- Preventive and responsive services
- Family-school collaboration services
- Diversity in development and learning
- Research and program evaluations
- Legal, ethical, and professional practice

Appendix A shows the School Psychology Program's Conceptual Framework Matrix and its course alignment with NASP Standards. Appendix B contains two tables: Table 1 displays the NASP Standards linked to Courses and Table 2 displays NASP Standards linked to Learning Outcomes and Course Competencies.

Degree Requirements

Students may choose to attend full-time, part-time, or for Re-Specialization CAGS. Full-time enrollment requires at least nine credits (3 courses) per semester, and part-time enrollment is anything less than nine credits per semester. Full-time students are expected to complete the MS and CAGS programs in 3 years. Part-time students are expected to complete the MS plus CAGS programs in 4 years. Re-Specialization CAGS students are those who already hold a Master's or Doctoral Degree in a related field and wish to take courses to become state certified as a School Psychologist. Re-Specialization CAGS students have individualized programs of study with a minimum of 33 and maximum of 48 credits, therefore time from enrollment to completion of the program varies (see below for more information about the Re-Specialization CAGS program). All students have a maximum of 7 years to complete the program (*see the [Graduate Programs](#) catalog for more information*).

All students who complete the program will be eligible for PDE certification (see requirements below). Only students in the MS plus CAGS program (full or part-time)

PA Certification Requirements

For the Program to recommend a student for PDE certification the following requirements and conditions must be met:

1. All coursework must be completed, and grades awarded
2. The following documents and test results must be submitted to the Program University Supervisor:
 - a. Copy of all graduate transcripts (cumulative GPA 3.0 or above)
 - b. Copy of School Psychologist [PRAXIS](#) exam score report (score must be passing – see [PA requirements](#))
 - c. Internship logs showing documentation of at least 1200 hours
 - d. Mid-Term and Final Supervisor Internship Evaluations
 - e. Professional Portfolio (see further information in the “Assessment” section below)

National Certification in School Psychology (NCSP) Requirements

MS plus CAGS students: Graduates from NASP approved programs enjoy a streamlined application process. See <https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp> for more information. Note that applications should be submitted within 10 years of program completion.

Re-Specialization CAGS students: At this time, NASP will NOT award national certification to applicants who do not have a degree in School Psychology. Unfortunately, students in our Re-Specialization CAGS program will NOT be eligible for national certification unless they hold a degree in School Psychology. CAGS is not considered a degree.

Full-time/Part-Time Students

The 48-credit Master's and the 15-credit School Psychology CAGS program offers 22 courses, 20 of which are three (3) credits and two (2) of which are 1.5 credits. Completion of the Master's Program requires 16 three-credit Core Courses, which includes a two-semester (6 credits) practicum experience for a total of 48 credits. Completion of the 15-credit School Psychology CAGS involves two 3-credit courses, two 1.5-credit courses and a two-semester (6 credits) internship experience. Successful completion of the Masters of Science plus CAGS in School Psychology program requires a total of 63 credits. Successful completion of this program leads to PA certification in School Psychology and eligibility for national certification (NCSP). *Please see Appendix D for further details regarding the sequence of courses and programs of study for Full-Time/Part-Time full program students.*

Re-Specialization CAGS Students

The Re-Specialization CAGS program allows candidates who have graduated with a Master's degree in a related field to complete coursework and field experiences culminating in PA certification in School Psychology. Re-Specialization CAGS students are NOT eligible for national certification through NASP. Re-Specialization CAGS students receive individualized programs of study with a minimum of 33 and a maximum of 48 credits (between 11 and 16 courses), therefore time from enrollment to completion of the program varies. All Re-Specialization CAGS students must also complete a two-semester (6 credits) practicum experience and a two-semester (6 credits) internship experience. *Please see Appendix E for further details regarding the program of study for Re-Specialization CAGS program students. Program sequence will vary as each student has an individualized Program of Study.*

Program Curriculum

The program begins with knowledge-based and foundational coursework in psychology, education and assessment. Soon after, students take coursework for skill-based assessment for intervention and counseling for intervention that embed considerable practical work. This intervention coursework is followed by practicum coursework and accompanying experience in the field, where students put theory into practice within a school setting. Full-time students complete their practicum in the second year while part-time students complete their practicum in their third year. The culminating professional internship year occurs in the third and final year for the full-time students (fourth year for part-time students). Both the practicum (with field experience) and culminating professional internship experiences are supervised by both the university and field supervisors. *Please see Appendix D for the Program Sequence/Program of Study for Full Time and Part Time students and Appendix F for course description information.*

Admission Requirements

Masters of Science plus CAGS in School Psychology Program:

Admission to the School Psychology Program is granted to all qualified persons regardless of their economic or social status and does not discriminate in any of its policies, programs, or activities on the basis of gender, sex, sexual orientation, age, race, handicap, marital or parental status, color, religious creed or national or ethnic origin. Eastern University is an equal opportunity institution committed to providing equal educational and employment opportunities to all.

To be admitted to the School Psychology Graduate Program, an applicant must submit the following materials:

- Submit official transcript(s) showing completion of a bachelor's degree in any field from a college or university program that has institutional accreditation recognized by the US Department of Education (and listed in the Higher Education Directory). If the bachelor's degree was awarded outside of the United States, the program of study must be equivalent to a four-year U.S. baccalaureate degree program.
- A completed application and application fee.
- GPA 3.0 required (3.2 preferred) with particular importance placed on the last two years of the undergraduate record. An applicant with a lower GPA may submit GRE or MAT scores to strengthen the application.
- Six credit hours of behavioral science courses (e.g., psychology, educational psychology, social work, etc.).
- For applicants who hold a Pennsylvania Department of Education School Certificate, a copy of the certificate is required.
- A current resume.
- Two (2) completed recommendation forms: one professional (i.e. work place supervisor) and one educational (i.e. College Professor) source.
- A personal interview with the Program Director.
- A synchronous writing sample to be completed after the personal interview.
- Waiving credit: a maximum of nine graduate semester credits may be waived from another accredited graduate program with the approval of the School Psychology instructor(s), Director(s) and the Dean. An official transcript for the course work must be received by Eastern for the course to be waived. Approval of waived credit considers such parameters as the equivalency to program coursework, rigor of coursework, when the course was taken, and grade earned. No credit will be granted for courses taken at another institution in which the student has earned less than a grade of "B." The Director(s) and course instructor must approve a request for a waive. Once approved, students need to complete an Exception to College Policy (ECP) form requesting a course substitution for the waived course and submit to the Registrar's Office. The ECP form must be approved/signed by the student faculty Advisor, School Psychology Director(s), Financial Aid Office, and the Dean of the College of Education.
- Transfer credit: a maximum of nine graduate semester credits may be transferred from another accredited graduate program if the student did not complete the degree program. Transfer credits need approval from the School Psychology instructor(s), Director(s) and the Dean. An official transcript for the course work must be received by Eastern for the course to be transferred. Approval of transfer credit considers such parameters as the equivalency to program coursework, rigor of coursework, when the course was taken, and grade earned. No credit will be granted for courses taken at another institution in which the student has earned less than a grade of "B." The Director(s) and course instructor must approve a request for a transfer.
- A completed program of study (upon completion of your file and interview).

Re-Specialization CAGS Program:

To be admitted to the School Psychology Graduate Program as a Re-Specialization CAGS student, the following additional steps need to occur:

- Submit official transcripts from all graduate work in a related field (e.g., school counseling, clinical psychology, special education). Degrees and credits submitted for PDE certification purposes must be taken at a college or university program that has institutional accreditation recognized by the US Department of Education (and listed in the Higher Education Directory).
- A completed application and application fee.
- GPA 3.0 required on undergraduate and graduate record. An applicant with a lower GPA may submit GRE or MAT scores to strengthen the application.
- For applicants who hold a Pennsylvania Department of Education School Certificate, a copy of the certificate is required.
- A current resume.
- Two (2) completed recommendation forms: one professional (i.e. work place supervisor) and one educational (i.e. College Professor) source.
- A personal interview with the Program Director.
- A synchronous writing sample to be completed after the personal interview.

- The candidate needs to refer to the Re-Specialization CAGS Documentation Form (*Appendix C*) located on the School Psychology Program website.
- Provide course descriptions, syllabi and course projects for courses taken in their masters or doctoral program in a related field.
- The candidate must have received a B or better in these courses submitted for consideration to waive.
- The School Psychology program director reviews the transcripts and course information (descriptions, syllabi, projects) closely and compares the content to determine if the courses are consistent with Eastern's course requirements and NASP standards. This review of materials helps determine whether a course waiver can occur. Those courses which are a match to Eastern's courses are waived and with Re-Specialization students, no course substitutions are necessary.
- In order to be eligible for entry into the school psychology graduate program as a Re-Specialization CAGS student, a minimum of five (5) courses (15 credits) must be found to be consistent and equivalent to Eastern's School Psychology courses through the process described above. If there are less than five (5) courses waived, the candidate can only be considered for entry into Eastern's Master's plus CAGS School Psychology program.
- Candidates can waive no more than 10 courses (30 credits) of comparable coursework in Eastern's School Psychology program.
- An individualized program of study is created for the candidate indicating the courses waived (with no course substitutions needed), sequencing of coursework, and what semester(s) coursework is offered. Most Re-Specialization CAGS students will take courses over two academic years, complete practicum in the second year, and complete internship in their third year of the program.
- Please note, at least 4.5 credits must be taken per semester to qualify for financial aid.

Graduate Assistantships

Every winter/spring, the Department awards a limited number of Graduate Assistantships. These are highly competitive (working) grants that involve research. Prospective students who are applying for a Graduate Assistantship must meet the spring deadline for application submission (see the School Psychology website for further information). The applications for the Graduate Assistantships will be posted on our website in January.

Practicum

The professional application of skills to appropriately meet the educational, cultural, and familial needs of children in a school setting is enhanced by a year-long (fall and spring semester) on-site practicum experience: Practicum in School Psychology I and II (SPSY 631 and SPSY 632). These three-credit courses expose students to a variety of professional roles within a public school setting, allowing students to practice assessment and intervention skills with a diverse population of students and families. The practicum experience involves a minimum commitment of five (5) hours a week for fifteen (15) weeks at one location for a total of seventy-five (75) hours per semester. Students who work in a school setting may work at their place of employment under the supervision of an experienced school psychologist.

During the spring semester prior to the beginning of the practicum year (the semester before the fall practicum course and while taking the SPSY 615 course), students need to research and attain a practicum site. All students will be provided with a practicum handbook, contact information for public school districts within southeastern Pennsylvania, along with a list of past school psychology supervisors. Once a training site has been identified, students will submit a site / supervisor approval form. The Field Placement Coordinator must approve the site and supervisor before students are able to begin their practicum training. The practicum contract (located in the Practicum Manual—see Attachment A) needs to be completed and signed by the student, school psychology site supervisor, and Field Placement Coordinator by the end of your coursework in SPSY 615.

During practicum, consultation with parents and schools, interventions with children and adolescents, and a wide range of assessment activities are undertaken. As professional confidence and skills increase, students take on more independent responsibilities for these activities but are still under close supervision (at least ½ hour of supervision each week). Students must display adequate skills, receive a positive evaluation from site supervisors, complete all related course assignments, in addition to earning a “*B or Better*” grade to qualify for an internship placement the following year. The practicum student is supported by Eastern University through a weekly practicum seminar course that will provide both individual and group supervision and training.

Specific Requirements for the practicum experiences include:

Both Semesters:

- Observe the professional and technical skills required of a school psychologist.
- Develop understanding and responsiveness to the special needs of exceptional persons.
- Develop an understanding of the school as a social and cultural institution, and to cultivate an ability to work within a culturally diverse setting.
- Observe school psychological delivery services to become familiar with the implementation of special education laws and state-mandated procedures in the assessment and interventions used for persons with exceptionalities.
- Exposure to the organization and administrative structure of the school system including school-wide prevention and intervention strategies (MTSS, RTII, SWPBIS).
- Observe classroom instructional methods and academic interventions.
- Observe social, emotional and life skill intervention methods (classroom and groups).
- Use family involvement practices and address cultural issues that impact family involvement and other family factors that support learning and achievement in school.
- On-site Supervision: Supervision by a Certified School Psychologist for a minimum of one half hour of supervision per week.

Fall Semester:

- Develop competence in the assessment of behavioral functioning (including observations and other objective measures).
- Use assessment results to make empirically-based decision about interventions, instruction and service delivery.
- Evaluate the outcomes of intervention services (compare outcomes to goals).
- Develop consultation and collaboration skills with students, school personnel and families.
- Develop an understanding of socialization and life skill interventions.
- Demonstrate knowledge of common affective and behavioral difficulties students encounter and effective interventions.
- Follow a behavioral case(s) through taking increasing responsibility, by
 - Consulting and working effectively within a multi-disciplinary team setting, and communicating essential information about cases for decision-making through written or oral reports to the team.
 - Implementing interventions, monitoring progress and devising alternative interventions when necessary.

Spring Semester:

- Develop increased knowledge of various assessment tools.
- Understand benchmark (e.g., DIBELS, AIMSWEB) and summative assessments (e.g., PSSA, Terra Nova).
- Exhibit competence in the assessment and report writing of intelligence/cognitive abilities and academic functioning including curriculum-based measures (administration, scoring, and interpretation).
- Recommend research-based cognitive/academic interventions.
- Develop realistic and practical instructional recommendations.
- Use various ways to monitor and assess student progress toward goals.
- Explore best practices in social skills interventions.
- Follow an academic case(s) through taking increasing responsibility, by
 - Consulting and working effectively within a multi-disciplinary team setting, and communicating essential information about cases for decision-making through written or oral reports to the team.
 - Implementing interventions, monitoring progress and devising alternative interventions when necessary.

Internship

The Internship experience is one of the final steps in the student's preparation for certification as a school psychologist by the Pennsylvania Department of Education (PDE), and are to be taken at the end of the student's academic program. The Internships (SPSY633 & SPSY634) are field-based assignments in a school setting which accepts school psychology students for supervised professional experience. Students complete a minimum of 1200 hours of supervised internship experiences during the academic calendar year.

The school psychology internship (SPSY633 & SPSY634) is a field-based experience that involves full-time work during the academic school year. Interns follow the academic calendar of their K-12 school internship site. The internship is the culminating

experience of the school psychology training program during which the student functions under the direct supervision of a certified school psychologist with five (5) or more years of experience. The supervisor is required to meet with the student for at least two hours per week.

School psychology graduate students who work for a school district may NOT complete their internship placements within their place of employment. There are very rare exceptions to this policy and are considered on an individual basis.

Internship involves a minimum of a 1200-hour commitment to the internship site. In order to complete these hours, the intern will need to work from the beginning of the public school calendar in August to the end of the public school year in June. Some internship sites do provide minimal stipends, but for most internship sites, there is no monetary compensation.

As in the practicum, it is the responsibility of the student to complete the signed internship contract (see Internship Manual Attachment B). Before contracting with an internship site, the site must be approved by the Field Placement Coordinator. The signed internship contract is due before the end of the spring session prior to the internship year.

All sites must provide experiences related to school-based issues. The student functions in a carefully supervised, but relatively independent, manner as the student progressively assumes the role and functions of a school psychologist. Students can work in urban, rural, and/or suburban settings but must be exposed to students from pre-kindergarten to 12th grade, to students with diverse disabilities, and to children and families with diverse cultural backgrounds.

Each placement site will need to provide a site supervisor who is responsible for mentoring the internship student. Eastern University recognizes the important role of the site supervisors and appreciates their willingness to undertake this responsibility. The internship student will be supported by Eastern University through a weekly Internship seminar course that will provide both individual and group supervision and training.

To facilitate faculty monitoring, internship sites should be no more than a two-hour drive from the Eastern University main campus. Internship sites farther away will be considered under special circumstances, however, permission to intern at a distant site must be granted by the School Psychology Program.

Direct training for internship students is provided by the University Supervisor in weekly seminar classes held regularly in the fall (SPSY633) and the spring (SPSY634). Each course requires the submission of various assignments related to cross-battery assessment, case study, case formulation presentation, and a research project. During the course of the internship year, students are required to submit a total of (15) psychoeducational assessments by the end of the internship, which are read and approved by the internship professor. Students who are at the end of their internship experience, and who do not demonstrate adequate professional and clinical competence by earning at least a passing grade, will be asked to withdraw from the program (see Student Progress Review Policy).

The following activities are required for the intern:

- Experience across as wide an age range as possible, PreK-12. It is preferable that, if possible, interns must be exposed to students from pre-kindergarten to 12th grade, to students with diverse developmental levels and learning needs, and to children and families with diverse cultural backgrounds
- Consulting: Students are required to complete an academic case study and a behavioral case study during their internship year. Opportunity to refine consulting skills with teachers, parents and other staff members include intern participation in:
 - Developing academic and behavioral intervention plans for students at all levels and
 - Career planning and transition plans for secondary school students
- Caregiver Contact: Opportunity to meet with and participate in giving feedback to parents or legal guardians.
- Meetings: Attendance at a variety of team and child support meetings, e.g., RTI, SWPBS, IST, SAP, CST, MDT, IEP, administrative, departmental meetings, etc.
- Network/Staff Development: Opportunity to interact with a variety of professional and support staff, such as teachers, counselors, social workers, other psychologists, administrators, both within the school system, and to the extent possible, with outside personnel (e.g., therapists, private and public agencies, etc.). Attendance at and/or participation in staff development activities (in-service training, workshops, seminars, etc.) is also encouraged.
- Counseling: Opportunity to observe and if possible practice individual and group
- On-site Supervision: Supervision by a Certified School Psychologist for a minimum of two hours of individual supervision per week is required.

- Completion of at least 7 full reports with a maximum of two (2) Gifted reports each semester, before graduation. Students should complete a total of 15 reports by completion of their internship.

Student Progress Review

The faculty members in the School Psychology Program use multiple methods to conduct both formative and summative assessments to monitor student progress. These regular assessments also allow the program to evaluate its own efficacy and compliance with state and national standards. These assessments are used to inform the program's goals, outcomes and competencies and to assess student readiness to proceed with subsequent steps in the program. These assessments also inform data-based decision-making to promote program development and improvement. As a group, graduate faculty members formally review student performance with regard to both academic and professional behavior standards on the following schedule:

At any time during a student's program of study, instructors may file an "Incident of Concern" report if the student's interactions demonstrate significant deficit in the areas of professional presentation and decorum or ethical behavior. The student will receive a copy of the Incident of Concern report and may respond in writing. Any "Incident of Concern" reports and student response(s) will be placed in the student file and considered in the review processes described above.

The following section identifies specific details about student assessments procedures and the responsibility of students and faculty members.

Course Grades

Course grades reflect the instructor's evaluation that the student has mastered the content and skills of the course. Satisfactory grades fall within the A to C- range with most courses requiring a passing grade of B (83%) or better. Students who repeat a course due to earning a grade below requirements may only repeat it once, must repeat the course as soon as it is offered again, and cannot take the course elsewhere. The overall performance of students needing to repeat a course are reviewed by the School Psychology faculty members. Remediation plans may be developed by the student's advisor who then reviews the plan with the student and then tracks student's progress.

School Psychology students must achieve a minimum 3.0 cumulative GPA once 12 credits are earned. Students who fail to achieve the required grade-point average after 12 credits are placed on probation and therefore have one semester or term in which to return to good academic standing. Students with two or more incomplete grades may be placed on probation when normal progress toward graduation is in jeopardy. Graduate students in School Psychology who are placed on Academic Probation will be limited to two courses of any kind (graduate or undergraduate), or a maximum of 6 credit hours, until they return to good academic standing. Students placed on probation are automatically reviewed by the faculty advisor. The student and faculty advisor develop a remediation plan that is then reviewed and approved by graduate faculty members. If the student has a cumulative GPA below 3.0 for two consecutive semesters, the student is subject to dismissal from the program after graduate faculty review.

First Formal Student Review

There is a formal review of student progress after completion of the first academic year of the program. Instructors in each of the courses complete the *Student Progress Profile form* (SPP-I) based on their observations of students' progress in their first year. The faculty advisor analyzes the feedback and provides a summary of the SPP results to the student as a formal review of overall progress. A summary letter of this process is placed in the student file. If a significant area of improvement is identified, a meeting between the student and their advisor would be held. A remediation plan is developed by both the advisor and student, which would be included with the summary letter in the student file. The student is given a copy of the summary letter and plan for review prior to signing this agreement. At this review point, the School Psychology program reserves the right to request that a student's program of study be put on probation, temporarily deferred, or discontinued should there be unsatisfactory progress toward the degree.

Pre-Approval to Enter the Internship Program

A second formal review of student progress will be completed at the time that the student applies for acceptance into the internship program. Acceptance into the internship program is not guaranteed. Students must apply and receive approval from the School Psychology Program to enter the internship phase of training. At this review point, the School Psychology program reserves the right to request that a student's program of study be put on probation, temporarily deferred, or discontinued should there be unsatisfactory progress toward the degree. Students may be asked to complete a remediation plan to address identified weaknesses in order to be approved. Students will be notified by the Field Placement Coordinator of any special concerns. Final approval to enter internship is completed at the end of March, during the spring semester prior to internship. Acceptance into the internship is not automatic. The list of requirements is below.

1. Submit an unofficial EU academic record. A student's course grade and cumulative grade point average (GPA) represented the overall quality of their work during the program. In accordance with graduate school policy, a student must maintain a cumulative GPA of 3.0 at all times during the program.

[NOTE: If any of the courses have been waived, or if the student has transfer credits (which do not yet appear on the EU academic record), students would include copies of the course waiver or transfer documents with the application. Re-Specialization CAGS students must include a copy of the individualized Program of Study].

2. Create a list of remaining courses in the program, and provide a timetable for taking them.
3. **Write a three-page letter to the faculty.** If errors in writing interfere with understanding the content of the report, the report will be rated as "Unsatisfactory" and resubmission will be required. Please address the following three topics, using them as sub-headings in your letter:

- Reflection upon the mission statement of the School Psychology Program

"The mission of the School Psychology Program at Eastern University is to train a diverse body of students to be competent and ethical practitioners who apply knowledge and skills gained from thoughtful integration of the Christian worldview and empirically supported best practices in educational settings."

Describe how you have been impacted by training in a program with this particular mission. For example, how has the training program increased your knowledge and skills for practice in school psychology? How has the Christian distinctive of the program influenced your understanding of social justice and responsibility, and human potential/transformation? *Please Note: you do not have to identify as Christian or other faiths/belief systems, rather please discuss how Eastern's mission has impacted and/or influenced you in the areas mentioned above.*

- Reflection on your academic preparedness for internship

Our mission of the School Psychology Program also "involves training masters level graduates who are 1) competent in the use of data based assessment, consultation, prevention/intervention strategies and effective instruction for the promotion of optimal learning opportunities across diverse school communities, and 2) academically prepared to seek state certification as school psychologists."

Describe your academic strengths and weaknesses in the training program and discuss their implications for the internship phase. Note academic difficulties (if any) experienced in the program (e.g., academic probation, skill deficits noted in your initial review meeting) -- and what you did to address them.

- Reflection on your personal preparedness for internship

Address the issue of your personal growth and why you believe you are personally ready to enter the internship program. Discuss the steps you have taken to carve out time for your internship hours and responsibilities. Comment on how the program or other life experiences have fostered personal growth (e.g., work experience, readings beyond course materials, workshops, and personal therapy). Note if any personal development issues were raised in your initial review meeting—and how you have addressed these.

See Appendix A in Internship Manual: Scoring Rubric for Pre-Approval Essays

4. **Student Progress Profiles from First Year.** Mean scores from your SPP will be reviewed by your advisor. Students need to earn a mean of 2.0 or above on all three sections: 1) Ethical Responsibilities, 2) Professional Work Habits, and 3) Professional Relationships.

See Appendix B in Internship Manual: Student Progress Profile

5. Applications will be reviewed by School Psychology faculty after which students will receive an official letter regarding his/her internship status. Please note: It is departmental policy to delay application decisions for students whose

academic records show repeated course(s). During this time faculty will review a current work sample (e.g., current test report for School Psychology students) along with the application to assess readiness for internship.

Final Approval to Enter the Internship Program

Students are required to submit materials for final approval to enter internship at the end of March during the spring semester prior to internship. Faculty members from the School Psychology program review materials and any submissions deemed not acceptable must be revised and resubmitted prior to the end of the spring semester. If any resubmitted materials are not acceptable, the student will not be approved to enter internship the following fall semester. The list of requirements is below.

1. Internship Application Form
2. Completed Application for Internship Site/Supervisor Approval (Appendix E in Internship Manual)
3. Signed Placement Contract, if applicable (Appendix F in Internship Manual)
4. Submit an unofficial EU academic record. A student's course grade and cumulative grade point average (GPA) represents the overall quality of his/her work during the program. In accordance with graduate school policy, a student must maintain a cumulative GAP of 3.0 at all times while enrolled in the program.
5. One (1) Evaluation Report from the Practicum II course. Please note it is expected that reports be free from errors in grammar, syntax, spelling, and punctuation. If errors in writing interfere with understanding the content of the report, the report will be rated as "Unsatisfactory" and resubmission will be required.
6. Behavioral Case Study Report from the Practicum I course. Please note it is expected that the case study will be free from errors in grammar, syntax, spelling, and punctuation. If errors in writing interfere with understanding the content of the report, the report will be rated as "Unsatisfactory" and resubmission will be required.
7. Practicum I supervisor evaluation. Students should earn an overall mean of 2 or higher for every section (10) of the evaluation. For students earning an overall mean <2 in one or more areas must submit their Practicum II evaluation for final approval. Again, students should earn an overall mean of 2 or higher for every section (10) of the evaluation.

Application Review. Applications will be reviewed by School Psychology faculty at monthly department meetings, after which students will receive an official letter regarding internship approval status.

Professional Portfolio

Candidates submit a professional portfolio as a requirement for completion of their internship course. Specific guidelines and grading rubrics are found in Appendix G. Specific

The main goals for students in the MS plus CAGS in School Psychology and Re-Specialization CAGS in School Psychology programs are to demonstrate excellence in professionalism, content knowledge and practice. These competencies are developed and honed through a variety of learning and practical experiences throughout the school psychology program, and culminate in the last year during the internship experience.

In addition to the internship course assignments, all interns submit a professional portfolio toward the end of their placement with requirements focused mainly on performance assessments. The following artifacts are required of all interns: 1) Self-Development and Assessment, 2) three examples of Psychoeducational Evaluation Reports, 3) a professional development presentation, and 4) One Behavior case study research report, and 5) One Academic Case Study Report. These portfolio artifacts are submitted by mid-April during the internship field placement. These artifacts demonstrate the range of knowledge and skills acquired by the student during their professional internship year.

The portfolio must be organized in an electronic format with files and artifacts as follows:

1. Self-Development and Reflection: Internship Plan and Internship Self-Assessment
2. Three Examples of Psychoeducational Evaluation Reports

3. One Example of a Professional Development Presentation
4. One Behavior Case Study Report
5. One Academic Case Study Report (mid-April)

The portfolio is assessed by the School Psychology faculty members at the end of April. Rubrics for each assessment are used to evaluate the portfolio. Two faculty members evaluate the portfolio materials. If there are differences in each faculty member's rating, they discuss their rationale for their rating and a final rating is reached by consensus.

Interns must receive a rating of 2 (meets expectations) or 3 (exceeds expectations) for each of the five sections to be approved or to pass the section. If an intern does not receive approval for one or more sections of the portfolio, the program faculty will meet to determine if a remediation plan should be created for the intern to address the deficiencies or if, in more serious cases, the intern should be dismissed from the program.

Application for Certification in School Psychology

The main goal for students in the School Psychology Program is to earn recommendation to the Pennsylvania Department of Education (PDE) from the department for Educational Specialist I School Psychologist. The Program provides coursework and field experience that meet and often exceed PDE requirements of the certification. When students have completed their academic and field experience requirements, the Program reviews their progress then makes the recommendation for certification to our College of Education Certification Office.

For the Program to recommend a student for PDE certification the following requirements and conditions must be met:

1. All coursework must be completed, and grades awarded
2. The following documents and test results must be submitted to the Program University Supervisor:
 - a. Copy of all graduate transcripts (cumulative GPA 3.0 or above)
 - b. Copy of School Psychology Praxis Exam results
 - c. Internship logs showing documentation of at least 1200 hours
 - d. Mid-Term and Final Supervisor Internship Evaluations
- e. Professional Portfolio (submitted in April of internship year)

Alumni Feedback and Assessment

In addition to the various methods used to monitor student progress noted above, we also monitor our alumni feedback using the "School Psychology Alumni Feedback Survey" that is disseminated to students one year after program completion and for four consecutive years thereafter. A copy of this instrument can be found in Appendix H.

Program Policies

Clearances/Background Checks

Upon entering the School Psychology Program all students must create a [Castle Branch \(CB\) account](#). There is a fee for both the account and the clearances listed below:*

- Act 34 State Criminal History Clearance
- Act 151 Child Abuse Clearance
- Act 114 FBI Criminal History Clearance

Professional Associations

Students are required to become members of NASP and recommend one other professional association. This association can be either a state or national organization. We highly recommend becoming a student member in one or both of our state associations: the Pennsylvania Psychological Association (PPA) School Psychology Board or the Association of School Psychologists of Pennsylvania (ASPP). Students are offered discounted membership fees in all these professional associations.

Policy on Professional Liability

Students are required to maintain liability (malpractice) insurance when completing practicum and internship experiences. The NASP website maintains a list of agencies which may provide such insurance. Students typically (not mandatory) purchase liability insurance through:

American Professional Agency, Inc.
95 Broadway
Amityville, NY 11701
(800) 421-6694

Professional Behavior Standards

In addition to the mastery of various areas of formal course content, students are also expected to demonstrate professional, ethical, and interpersonal behaviors in keeping with the professional standards of school psychology. Professional conduct expectations are based on Pennsylvania Department of Education Code of Professional Practice and Conduct and the following guidelines established by the National Association of School Psychologists *Principles for Professional Ethics (2010)*:

- School psychologists will respect the dignity and rights of all persons
- School psychologists will practice professional competence and responsibilities
- School psychologists will demonstrate honesty and integrity in the professional role
- School psychologists will act responsibly toward schools, families, the community, the profession, and society

Policy for Students Delaying Practicum and Internship

Students may find it necessary to delay the normal progression of their coursework due to unforeseen conditions (financial, health, job demands, extenuating personal circumstances). When a student has not registered for coursework for over one year, the student must apply for re-admission into the School Psychology Program (see the School Psychology Program website for the re-admission checklist) and be approved for re-entry into the program. **If a school psychology student has not registered for coursework one year prior to their practicum or internship semester, the student must follow these additional procedures outlined below:**

In the *summer or winter break* before your intended return to either the Practicum or Internship course, a student must:

- 1) Sign out one WISC- V and WIAT-4 test kit (be sure to ask for a protocol for each kit). Please email the School Psychology administrative assistant, to set up a time to sign-out the kits.
- 2) Administer the WISC-V and WIAT-4 assessments to a child or adolescent volunteer. This session will need to be video-recorded so that the practicum/internship instructor can review your administration skills (please ask your volunteer and their parents to sign the assessment consent forms distributed in the SPSY 616 course).
- 3) Write a report using the Initial Evaluation Form downloaded from the PATTAN website.
- 4) After redacting the report, send it and the video-taped administration of the measures electronically to the School Psychology Field Placement Coordinator.
- 5) If your work is satisfactory, the School Psychology Field Placement Coordinator will send you written notification that you may reenter the program. If your work requires remediation, a remediation plan will be developed.

Academic Policies

Please follow this link for the current [University and Academic Policies](#)

The following is not intended as a comprehensive restatement of the academic policies and procedures of Eastern University. Some material is excerpted from longer statements printed in the [College Catalog](#) and the Catalog includes policies not noted here. The student and instructor are referred to the Catalog for college-wide policies and to Student and Instructor Handbooks of the programs or departments in which this course is offered for supplements or context-specific definitions of those college-wide policies.

Time to Complete Graduate Degree

All requirements for a graduate degree, including courses, practicum, and internships must be completed within seven (7) years of enrollment as a degree candidate.

Satisfactory Academic Progress

Graduate students must achieve a minimum 3.0 cumulative GPA once 12 credits are earned.

Academic Probation

Students who fail to achieve the required grade-point average for their level of credits are placed on probation and have one semester or term in which to return to good academic standing. Students with two or more incomplete grades may be placed on probation when normal progress toward graduation is in jeopardy. Graduate students in the School Psychology program who are placed on Academic Probation are limited to taking only two courses of any kind, or a maximum of 6 credit hours, until they return to good academic standing.

The School Psychology Program reserves the right to request that a student be placed on academic probation, or that the student's program of study be temporarily deferred or discontinued should there be unsatisfactory progress toward the degree. Unsatisfactory progress may be evidenced by a grade point average (cumulative or course-based) that does not meet program competence, including failed courses or courses where a B or better is required but not obtained. The Graduate Catalog states:

“A student who has received a grade of ‘F’ in a required course cannot graduate unless this deficiency is corrected. This course must be repeated the next time it is offered in the regular academic year. The course must be repeated at Eastern.”

The School Psychology Program further specifies that students in its graduate program may not take additional coursework until the deficiency is corrected. Thus, students who receive an F will have their program of study halted until the semester in which the course is offered again, at which time they will be permitted to repeat the course. This repeat policy may also apply to courses where a B is required to progress in the program (*see Programs of Study in Appendix D&E for identification for courses with B or Better requirements*). These situations will be reviewed by the faculty and decided on a case-by-case basis.

Dismissal

Students may be dismissed from Eastern for failure to maintain the required cumulative grade-point averages, for ethical misconduct, or for failure to complete graduate degree requirements within the allowed period of seven years. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted. The Dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation. Students receiving one or more failing grades in a session or semester will have their cases reviewed. The Dean has the option to require immediate withdrawal regardless of prior academic performance when there is little or no likelihood of success following two or more failing grades.

Academic Appeals Policy

The Eastern University Graduate-Level Catalog contains specific information about grade and dismissal appeals policies.

Graduation

It is the responsibility of the student to notify the Registrar's Office of his/her intention to graduate. Notification must be given six months in advance of the anticipated graduation date. It is the student's responsibility to make sure that all transfer credits are recorded on the transcript prior to submitting a notification of intent to graduate. In order to receive a diploma, the student must have completed all requirements for the degree and must have a minimum grade point average of 3.0. Diplomas are issued to graduates on May 31 and December 31 of each year. Diplomas are withheld from graduates who have unpaid bills or other obligations. Commencements are held at the close of regular academic semesters in May. Students who receive diplomas in August are included in Commencement exercises the following May. Students must be registered for and plan to complete all required coursework by May 31st/ December 31st to be eligible to participate in the May ceremony.

Appendix A

Conceptual Framework Matrix: Course Alignment with NASP Standards

NASP Standard	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
Course	See Key for List of Standards									
SCSP 500				x	x	x	X			
SCSP 503	x		X		X			X		X
SPSY 504			x	x						
SCSP 507				x		X			X	
SCSP 511			x	x			x	X		
SCSP 514					x					X
SCSP 520					x	x	x	X		
SCSP 545							x	x		
SCSP 575	x								X	
SCSP 601				X		x	x			
SCSP 611	x								x	X
SPSY 615	X	x	x					x		x
SPSY 616	X	x	X		X			x		x
CPSY 570	x	X		x		x				
SCSP 620	x	x		X		X	x			
SPSY 623	X			x		X				x
SPSY 631	x	X		X	x	x	X	x	x	x
SPSY 632	x	X	X	x	x	x	x	x	x	x
SPSY 633	x	x	x	x	x	x	x	x	x	x
SPSY 634	x	x	x	x	x	x	x	x	x	x
SPSY 680	x	x	x	x	X		X		X	

*Courses that address Standards are indicated with an “x” and courses that address and assess the standard are indicated with a yellow highlighting and a large “X.”

List of Standards:

- 2.1 - Data-Based Decision Making and Accountability
- 2.2 - Consultation and Collaboration
- 2.3 - Interventions and Instructional Support to Develop Academic Skills
- 2.4 - Interventions and Mental Health Services to Develop Social and Life Skills
- 2.5 - School-Wide Practices to Promote Learning
- 2.6 - Preventive and Responsive Services
- 2.7 – Family-School Collaboration Services
- 2.8 - Diversity in Development and Learning
- 2.9 - Research and Program Evaluation
- 2.10 - Legal, Ethical, and Professional Practice

Appendix B

Table 1
NASP Domains Linked to Courses
(Course in Bold are Primary)

NASP Domains	Linked Courses
Domain 1: Data-based decision making and accountability	SCSP 503 – Introduction to Special Education & Inclusion SCSP 575 – Research Design and Statistics SCSP 611 – Introduction to Assessment SPSY 615 – Assessment for Intervention I SPSY 616 – Assessment for Intervention II SPSY 623 – Assessment for Intervention III CPSY 570 (previously CNSL 617) – Consultation & Positive Behavior Strategies SCSP 620 – Advanced Child/Ad. Counseling & Intervention SPSY 631/632 – Practicum in School Psychology I/II SPSY 680 – Research Project SPSY – 633/634 – Internship in School Psychology I/II
Domain 2: Consultation and Collaboration	CPSY 570 (previously CNSL 617) – Consultation & Positive Behavior Strategies SCSP 620 – Advanced Child/Ad. Counseling & Intervention SPSY 615 – Assessment for Intervention I SPSY 616 – Assessment for Intervention II SPSY 631/632 – Practicum in School Psychology I/II SPSY 680 – Research Project SPSY – 633/634 – Internship in School Psychology I/II
Domain 3: Interventions and Instructional Support to Develop Academic Skills	SCSP 503 – Introduction to Special Education & Inclusion SPSY 504 – Biological Basis of Beh. Cognition & Learning SCSP 511 – Lifespan Development SPSY 615 – Assessment for Intervention I SPSY 616 – Assessment for Intervention II SPSY 632 – Practicum in School Psychology II SPSY 680 – Research Project SPSY – 633/634 – Internship in School Psychology I/II
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills	SCSP 500 – Intro. Counseling Theory, Schools and Family SPSY 504 – Biological Basis of Beh. Cognition & Learning SCSP 507 – Groups for Children and Adolescents SCSP 511 – Lifespan Development SCSP 601 – Intro. Child/Adoles. Counseling & Intervention CPSY 570 (previously CNSL 617) – Consultation & Positive Behavior Strategies SCSP 620 – Advanced Child/Ad. Counseling & Intervention

	<p>SPSY 623 – Assessment for Intervention III SPSY 631/632 – Practicum in School Psychology I/II SPSY 680 – Research Project SPSY – 633/634 – Internship in School Psychology I/II</p>
Domain 5: School-wide practices to promote learning	<p>SCSP 500 – Intro. Counseling Theory, Schools and Family SCSP 503 – Introduction to Special Education & Inclusion SCSP 514 – School Law, Ethics and Professional Practice SCSP 520 – Multicultural Issues in School Settings SPSY 616 – Assessment for Intervention II SPSY 631/632 – Practicum in School Psychology I/II SPSY 680 – Research Project SPSY – 633/634 – Internship in School Psychology I/II</p>
Domain 6: Preventative and Responsive Services	<p>SCSP 500 – Intro. Counseling Theory, Schools and Family SCSP 507 – Groups for Children and Adolescents SCSP 520 – Multicultural Issues in School Settings CPSY 570 (previously CNSL 617) – Consultation & Positive Behavior Strategies SCSP 601 – Intro. Child/Adoles. Counseling & Intervention SCSP 620 – Advanced Child/Ad. Counseling & Intervention SPSY 623 – Assessment for Intervention III SPSY 631/632 – Practicum in School Psychology I/II SPSY – 633/634 – Internship in School Psychology I/II</p>
Domain 7: Family-School Collaboration Services	<p>SCSP 500 – Intro. Counseling Theory, Schools and Family SCSP 520 – Multicultural Issues in School Settings SCSP 545 – Career Dev. In Theory and Practice SCSP 511 – Lifespan Development SCSP 601 – Intro. Child/Adoles. Counseling & Intervention SCSP 620 – Advanced Child/Ad. Counseling & Intervention SPSY 631/632 – Practicum in School Psychology I/II SPSY 680 – Research Project SPSY – 633/634 – Internship in School Psychology I/II</p>
Domain 8: Diversity in Development and Learning	<p>SCSP 503 – Introduction to Special Education & Inclusion SCSP 511 – Lifespan Development SCSP 520 – Multicultural Issues in School Settings SCSP 545 – Career Dev. In Theory and Practice SPSY 615 -- Assessment for Intervention I SPSY 616 – Assessment for Intervention II SPSY 631/632 – Practicum in School Psychology I/II SPSY 633/634 – Internship in School Psychology I/II</p>
Domain 9: Research and Program Evaluation	<p>SCSP 507 – Groups for Children and Adolescents SCSP 575 – Research Design and Statistics SCSP 611 – Introduction to Assessment</p>

	SPSY 631/632 – Practicum in School Psychology I/II SPSY 680 – Research Project SPSY – 633/634 – Internship in School Psychology I/II
Domain 10: Legal, Ethical and Professional Practice	SCSP 503 – Introduction to Special Education & Inclusion SCSP 514 – School Law, Ethics and Professional Practice SCSP 611 – Introduction to Assessment SPSY 615 – Assessment for Intervention II SPSY 616 – Assessment for Intervention II SPSY 623 – Assessment for Intervention III SPSY 631/632 – Practicum in School Psychology I/II SPSY – 633/634 – Internship in School Psychology I/II
Major courses that address and assess the Domain are bolded	

Table 2
NASP Domains Linked to Learning Outcomes and Competencies

NASP Domain	Student Learning Outcome	Competencies
Domain 1: Data-based decision making and accountability	Student Learning Outcome 1: Students engage in accurate data-based decision making	<ol style="list-style-type: none"> 1. Demonstrates knowledge of a variety of models and methods of assessment and data collection. 2. Appropriately selects assessment methods based on unique characteristics of the student and the presenting concern. 3. Accurately administers, scores, and interprets a range of assessments. 4. Uses assessment results to make empirically based decisions about interventions, instruction and service delivery. 5. Evaluates the outcomes of intervention services (compares outcomes to goals)
Domain 2: Consultation and Collaboration	Student Learning Outcome 2: Students engage in effective consultation and collaboration with all educational stakeholders	<ol style="list-style-type: none"> 1. Demonstrates knowledge of varied models and strategies of consultation. 2. Applies a systematic consultative problem-solving process for planning, implementing, and evaluating instructional, mental well-being and behavioral health services. 3. Demonstrates effective communication and collaborative relationships among diverse stakeholders.
Domain 3: Interventions and Instructional Support to Develop Academic Skills	Student Learning Outcome 3: Students create and implement effective interventions and instructional supports to develop cognitive and academic skills	<ol style="list-style-type: none"> 1. Demonstrates knowledge of effective instructional strategies (application of learning theory) 2. Recommends research-based cognitive/academic interventions. 3. Links assessment data to recommendations regarding instructional strategies for referred student. 4. Promotes the use of instructional strategies for diverse learners and to meet individual learning needs. 5. Develops various ways to monitor and assess student progress toward goals
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills	Student Learning Outcome 4: Students create and implement effective interventions and mental health services to develop social and life skills	<ol style="list-style-type: none"> 1. Displays competence in the develop of behavioral, affective, social and adaptive behavioral goals for students 2. Displays competence in the development of interventions to promote appropriate student functioning (e.g., conflict resolution, problem solving, prosocial behavior, etc.) 3. Understands and accurately applies behavior support strategies in the school setting

		<ol style="list-style-type: none"> 4. Consults with families about principles of behavioral and social change for use within the home 5. Assists in developing behavioral, affective, social and adaptive interventions
Domain 5: School-wide practices to promote learning	Student Learning Outcome 5: Students engage in school-wide practices to promote learning	<ol style="list-style-type: none"> 1. Understands the organization and administrative structure of the school system 2. Operates consistently with school system policies and procedures 3. Participates as a member on various teams (e.g., RTII, MTSS, SWPBIS, student assistance, multidisciplinary evaluation, IEP, staff trainings, etc.) 4. Facilitates policies and practices that maintain a supportive and effective learning environment for students
Domain 6: Preventative and Responsive Services	Student Learning Outcome 6: Students engage in the development and implementation of preventative and responsive services.	<ol style="list-style-type: none"> 1. Demonstrates knowledge of contextual factors (e.g., environmental, protective, risk, resilience) and services that enhance learning, mental, and physical well-being, and prevent negative outcomes. 2. Demonstrates knowledge of assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities. 3. Identifies home, school and community resources to promote learning, mental health, school climate and safety and physical well-being. 4. Demonstrates knowledge of school/district-wide protocols, management planning, recovery and response to crisis.
Domain 7: Family-School Collaboration Services	Student Learning Outcome 7: Students promote and engage in effective family-school collaboration.	<ol style="list-style-type: none"> 1. Demonstrates knowledge of evidence-based practices and policies that facilitate family-school partnerships and interactions with community agencies to enhance academic, learning, social and mental health outcomes for all children. 2. Demonstrates knowledge of diverse issues, situations, contexts, and other factors that impact family-school interactions to inform the provision of services for families. 3. Uses data-based decision making, consultation, collaboration and evaluation methods to promote and provide comprehensive services to students and families
Domain 8: Diversity in Development and Learning	Student Learning Outcome 8: Students promote and respect the	<ol style="list-style-type: none"> 1. Identifies the impact of culture, background and unique individual

	impacts of diversity in development and learning.	<p>characteristics on learning, behavioral and mental health outcomes.</p> <ol style="list-style-type: none"> 2. Plans, implements, and evaluates school psychology services in the context of equity and social justice principles. 3. Demonstrates awareness of own subtle biases and their influence on professional functioning. 4. Demonstrates ability to identify inclusion practices for diverse student populations including English Language Learners.
Domain 9: Research and Program Evaluation	Student Learning Outcome 9: Students engage in school-related research and program evaluation.	<ol style="list-style-type: none"> 1. Critically evaluates and synthesizes research to inform practice. 2. Applies findings from intervention research to design appropriate educational and mental health interventions. 3. Uses knowledge of technical characteristics/psychometrics of assessment tools and ability to select appropriate tools.
Domain 10: Legal, Ethical and Professional Practice	Student Learning Outcome 10: Students engage in legal, ethical and professional practice.	<ol style="list-style-type: none"> 1. Practices according to existing ethical and professional codes of conduct. 2. Adheres to federal and state legislation and regulations. 3. Participates in supervision and professional development to inform effective practice. 4. Demonstrates effective interpersonal and professional skills, including oral and written communication. 5. Demonstrates sound and professional judgment.

Appendix C
School Psychology Re-Specialization CAGS Program Documentation
(For students waiving credits from another completed degree program)

For: _____

Date: _____

The graduate courses below represent the School Psychology Re-Specialization CAGS program courses the above-named candidate completed at an external institution. Upon syllabi and competency review and discussion with the candidate, certain graduate courses, as specified below, have been counted towards completion of the Re-Specialization CAGS Program and are consistent with both PDE and NASP standards.

EU Curriculum	Completed at EU	Waived Courses (Prefix and Course Number of Equivalent Course)	Institution
SCSP 500 - Introduction To Counseling Theory, Schools And Family			
SCSP 503 – Introduction To Special Education			
SPSY 504 - Biological Bases Of Behavior/Cognition And Learning			
SCSP 507 - Groups For Children And Adolescents			
SCSP 511 – Lifespan Development			
SCSP 514 - School Law, Ethics And Professional Practice			
SCSP 520 – Multicultural Issues In The School Setting			
SCSP 545 – Career Development Theory And Practice			
SCSP 575 - Research Design/Statistics			
SCSP 601 - Introduction To Child And Adolescent Counseling And Intervention			
SCSP 611 - Introduction To Assessment			
SPSY 615 - Assessment For Intervention I			
SPSY 616 - Assessment For Intervention II			
CPSY 570 - Consultation And Positive Behavior Support Strategies			
SCSP 620 - Advanced Child And Adolescent Counseling And Intervention			
SPSY 623 - Assessment For Intervention III			
SPSY 631 Practicum In School Psychology I			
SPSY 632 Practicum In School Psychology II			
SPSY 633 - School Psychology Internship I			
SPSY 634 - School Psychology Internship II			
SPSY 680 Research Project 1.5, 1.5 Credits			

 Director, School Psychology Program (Signature)

Appendix D
Program Sequence/ Programs of Study for Full and Part Time Students

**MASTER OF SCIENCE and CERTIFICATE OF ADVANCED GRADUATE STUDIES IN
SCHOOL PSYCHOLOGY [Full-Time]**

COURSES			Number of Credits
FALL YEAR I			
	SCSP 500	Introduction to Counseling Theory, Schools and Family <i>[Grade of B or Better Required]</i>	3
	SCSP 503	Introduction to Special Education and Inclusion Practices	3
	SCSP 611	Introduction to Assessment <i>[Grade of B or Better Required]</i>	3
SPRING YEAR I			
	SCSP 601	Introduction to Child & Adolescent Counseling and Intervention <i>[Prerequisite or Co-requisite: SCSP 500] [Grade of B or Better Required]</i>	3
	SPSY 615	Assessment for Intervention I <i>[Prerequisite: SCSP 611] [Grade of B or Better Required to Progress to SCSP 616]</i>	3
	SCSP 520	Multicultural Issues in School Settings	3
SUMMER I - YEAR I			
	SCSP 545	Career Development Theory and Practice	3
	SCSP 575	Research Design/Statistics	3
SUMMER II – YEAR I			
	SCSP 620	Advanced Child & Adolescent Counseling and Intervention <i>[Prerequisite: SCSP 601] [Grade of B or Better Required]</i>	3
	CPSY 570	Consultation and Positive Behavior Strategies <i>[Prerequisites: SCSP 500, 503] [prev CNSL 617]</i>	3
FALL YEAR II			
	SCSP 511	Lifespan Development	3
	SPSY 631	Practicum in School Psychology I <i>[Prerequisite or Co-requisite: SPSY 615, 616] [Grade of B or Better Required]</i>	3
	SPSY 616	Assessment for Intervention II <i>[Prerequisite: SPSY 615] [Grade of B or Better Required to Progress to SPSY 623]</i>	3
SPRING YEAR II			
	SCSP 514	School Law, Ethics and Professional Practice	3
	SPSY 623	Assessment for Intervention III <i>[Prerequisites: SPSY 615, 616] [Grade of B or Better Required]</i>	3
	SPSY 632	Practicum in School Psychology II <i>[Prerequisite: SPSY 631] [Prerequisites or Co-requisites: CPSY 617, SPSY 623] [Grade of B or Better Required]</i>	3
Masters of School Psychology Completion			48
APPLY FOR CAGS IN SCHOOL PSYCHOLOGY			
SUMMER II- YEAR II			
	SPSY 504	Biological Bases of Behavior/Cognition and Learning	3
	SCSP 507	Groups for Children and Adolescents	3
FALL YEAR III			
	SPSY 633	School Psychology Internship I <i>[Prerequisites: SPSY 632] [Graded Pass/Fail]</i>	3
	SPSY 680	Research Project <i>[Prerequisite: SCSP 575]</i>	1.5
SPRING YEAR III			
	SPSY 634	School Psychology Internship II <i>[Prerequisite: SPSY 633] [Graded Pass/Fail]</i>	3
	SPSY 680	Research Project <i>[Prerequisite: SCSP 575]</i>	1.5
Certificate of Advanced Graduate Studies in School Psychology Completion			15
Total Credits:			63

**MASTER OF SCIENCE and CERTIFICATE OF ADVANCED GRADUATE STUDIES IN
SCHOOL PSYCHOLOGY [Part-Time]**

COURSES			Number of Credits
FALL YEAR I			
	SCSP 500	Introduction to Counseling Theory, Schools and Family <i>[Grade of B or Better Required]</i>	3
	SCSP 503	Introduction to Special Education and Inclusion Practices	3
SPRING YEAR I			
	SCSP 514	School Law, Ethics and Professional Practice	3
	SCSP 520	Multicultural Issues in School Settings	3
SUMMER I - YEAR I			
	SCSP 545	Career Development Theory and Practice	3
	SCSP 575	Research Design/Statistics	3
FALL YEAR II			
	SCSP 511	Lifespan Development	3
	SCSP 611	Introduction to Assessment <i>[Grade of B or Better Required]</i>	3
SPRING YEAR II			
	SCSP 601	Introduction to Child & Adolescent Counseling and Intervention <i>[Prerequisite or Co-requisite: SCSP 500] [Grade of B or Better Required]</i>	3
	SPSY 615	Assessment for Intervention I <i>[Prerequisite: SCSP 611] [Grade of B or Better Required to Progress to CNSL 616]</i>	3
SUMMER I - YEAR II			
	SCSP 620	Advanced Child & Adolescent Counseling and Intervention <i>[Prerequisite: 601] [Grade of B or Better Required]</i>	3
SUMMER II - YEAR II			
	CPSY 570	Consultation and Positive Behavior Strategies <i>[Prerequisites: 500, 503] (prev CNSL 617)</i>	3
FALL YEAR III			
	SPSY 631	Practicum in School Psychology I <i>[Prerequisite or Co-requisite: 617, 616] [Grade of B or Better Required]</i>	3
	SPSY 616	Assessment for Intervention II <i>[Prerequisite: 615] [Grade of B or Better Required to progress to SPSY 623]</i>	3
SPRING YEAR III			
	SPSY 623	Assessment for Intervention III <i>[Prerequisite: SPSY 615, 616] [Grade of B or Better Required]</i>	3
	SPSY 632	Practicum in School Psychology II <i>[Prerequisite: SPSY 631] [Prerequisite or Co-requisite: 617, 623] [Grade of B or Better Required]</i>	3
Masters of School Psychology Completion			48
APPLY FOR CAGS IN SCHOOL PSYCHOLOGY			
SUMMER II - YEAR III			
	SPSY 504	Biological Bases of Behavior/Cognition and Learning	3
	SCSP 507	Groups for Children and Adolescents	3
FALL YEAR IV			
	SPSY 633	School Psychology Internship I <i>[Prerequisites: SPSY 632] [Graded Pass/Fail]</i>	3
	SPSY 680	Research Project <i>[Prerequisite: SCSP 575]</i>	1.5
SPRING YEAR IV			
	SPSY 634	School Psychology Internship II <i>[Prerequisite: SPSY 633] [Graded Pass/Fail]</i>	3
	SPSY 680	Research Project <i>[Prerequisite: SCSP 575]</i>	1.5
Certificate of Advanced Graduate Studies in School Psychology Completion			15
Total Credits:			63

Appendix E
Program of Study for Re-Specialization CAGS

Re-Specialization Certificate of Advanced Graduate Studies (CAGS)--SCHOOL PSYCHOLOGY

Semester	COURSES		How Requirement Will Be Met*
	SCSP 500	Introduction to Counseling Theory, Schools and Family <i>[Grade of B or Better Required]</i>	
	SCSP 503	Introduction to Special Education and Inclusion Practices	
	SCSP 511	Lifespan Development	
	SCSP 514	School Law, Ethics and Professional Practice	
	SCSP 520	Multicultural Issues in School Settings	
	SCSP 545	Career Development Theory and Practice	
	SCSP 575	Research Design/Statistics	
	SCSP 611	Introduction to Assessment <i>[Grade of B or Better Required]</i>	
	SCSP 601	Introduction to Child & Adolescent Counseling and Intervention <i>[Prerequisite or Co-requisite: SCSP 500] [Grade of B or Better Required]</i>	
	SCSP 620	Advanced Child & Adolescent Counseling and Intervention <i>[Prerequisite: SCSP 601] [Grade of B or Better Required]</i>	
	SPSY 615	Assessment for Intervention I <i>[Prerequisite: SCSP 611] [Grade of B or Better Required to Progress to SPSY 616]</i>	
	CPSY 570	Consultation and Positive Behavior Strategies <i>[Prerequisites: 500, 503] [Requirement formerly met by CNSL617]</i>	
	SPSY 631	Practicum in School Psychology I <i>[Prerequisite or Co-requisite: SPSY 615, 616] [Grade of B or Better Required]</i>	
	SPSY 616	Assessment for Intervention II <i>[Prerequisite: 615] [Grade of B or Better Required to Progress to SPSY 623]</i>	
	SPSY 623	Assessment for Intervention III <i>[Prerequisites: SPSY 615, 616] [Grade of B or Better Required]</i>	
	SPSY 632	Practicum in School Psychology II <i>[Prerequisite: SPSY 631] [Prerequisites or Co-requisites: SPSY 617, 623] [Grade of B or Better Required]</i>	
Certificate of Advanced Graduate Studies in School Psychology			
	SPSY 504	Biological Bases of Behavior/Cognition and Learning	
	SCSP 507	Groups for Children and Adolescents	
	SPSY 633	School Psychology Internship I <i>[Prerequisites: CPSY 632] [Graded Pass/Fail]</i>	
	SPSY 680 (1.5 credits)	Research Project <i>[Prerequisite: SCSP 575]</i>	
	SPSY 634	School Psychology Internship II <i>[Prerequisite: SPSY 633] [Graded Pass/Fail]</i>	
	SPSY 680 (1.5 credits)	Research Project <i>[Prerequisite: SCSP 575]</i>	
Certificate of Advanced Graduate Studies in School Psychology Completion			15 credits

* EU = course to be taken at Eastern University * WAIVE= course waived by equivalent graduate course

** **Candidates can waive no more than 10 courses (30 credits) of comparable coursework**

Appendix F Course Descriptions

SCSP 500 - INTRODUCTION TO COUNSELING THEORY, SCHOOLS AND FAMILY

An introduction and overview of the prominent theoretical approaches to counseling and working with schools and family will be provided, including the presentation of personality conceptualization underlying various approaches. Each theoretical model will be reviewed in terms of therapeutic process, client/therapist relationship, as well as specific goal and techniques. Theoretical approaches will be critiqued from a Christian perspective. This course is predominantly lecture based with emphasis on student dialogue. Grade of “B” or better required.

SCSP 503 – INTRODUCTION TO SPECIAL EDUCATION

This course provides an overview of the ten categories of exceptionality, including current research and legislation. Students will examine current practices in the field, including classifications/definitions, patterns of behavior, learning, and assessment. Intervention and instructional strategies for inclusion of exceptional and divergent learners will be emphasized.

SPSY 504 - BIOLOGICAL BASES OF BEHAVIOR/COGNITION AND LEARNING

This course examines how the structure and function of the brain relate to behavior and learning. Course content will introduce the fundamentals of basic neuroanatomy, neurophysiology, and neurochemical functioning, and will focus on applying these principles to the study of sensory processes, learning, memory, cognition, and emotion. Topics will also include a review of the biology of psychological disorders, including major affective disorders, anxiety disorders, autistic spectrum disorders and stress disorders, as well as a review of the effects of drugs on the nervous system and behavior.

SCSP 507 - GROUPS FOR CHILDREN AND ADOLESCENTS

This course will teach research-based interventions and techniques for planning and implementing groups for children and adolescents in both school and clinical settings. Specific areas explored are topic-focused group counseling, group guidance, group process, outcome evaluation and ethics of group counseling. Each student is required to plan and conduct several group counseling experiences.

SCSP 511 – LIFESPAN DEVELOPMENT

This course will review current research in human development across the lifespan. It is a study of the developmental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact the counseling relationship.

SCSP 514 - SCHOOL LAW, ETHICS AND PROFESSIONAL PRACTICE

This course will explore school law, regulations and ethical issues with an emphasis on ethical decision-making. An overview of the philosophy of educational counseling and psychological services will be addressed as well as an exploration of other service delivery models in pupil services that address the needs of divergent learners. Further topics include the organizational structure of schools, increasing parental/caretaker involvement and inclusion practices.

SCSP 520 – MULTICULTURAL ISSUES IN THE SCHOOL SETTING

This course is designed to introduce students to a critical examination of the issues, perspectives, and challenges involved in a multicultural and diverse school setting. An examination of human differences will be discussed, including racial, ethnic, cultural, socioeconomic, religious, sexual orientation, disability issues, and gender differences. Particular emphasis will be placed on identifying the instructional needs of English language learners in the schools.

SCSP 545 – CAREER DEVELOPMENT THEORY AND PRACTICE

This course surveys theory and practice relating to the career development of children, adolescents, and adults in changing economic, psychological, social and educational contexts. Students examine multiple resources and tools for career exploration and apply these to their own career development. Students also practice conducting career exploration interviews, administering, scoring, and interpreting career assessment instruments, and integrating findings in written reports and/or feedback sessions.

SCSP 575 - RESEARCH DESIGN/STATISTICS

Analysis of major types of social science research, familiarization with biographical sources and literature survey procedures; evaluation; implication and application of research; basic statistics; survey of computerized statistical programs; and practice in common statistical and research procedures.

SCSP 601 - INTRODUCTION TO CHILD AND ADOLESCENT COUNSELING AND INTERVENTION

This course introduces the theory and practice of brief and long-term research-based counseling interventions with children and adolescents. Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Learning to build effective partnerships with caretakers, school personnel and other mental health professionals to promote success in the lives of children and adolescents will be addressed. Grade of “B” or better required. (Prerequisite or Co-requisite: SCSP 500)

SCSP 611 - INTRODUCTION TO ASSESSMENT

This course surveys the major concepts in assessment, including the social, legal, and ethical issues involved in construction, selection, administration, scoring, and interpretation of psychological tests. Students will be introduced to the major categories of assessment instruments and to representative instruments in each category. Materials fee applies.

SPSY 615 - ASSESSMENT FOR INTERVENTION I

This course will provide school psychology students with the knowledge and skills needed to administer, score, and interpret individually administered tests of intelligence/cognitive abilities and achievement. Students will be trained to communicate assessment results and to use assessment results to plan interventions. Additionally, students will learn response to intervention procedures. Grade of B or better is required to progress to SPSY 616. Lab fee applies. (Prerequisite: SCSP 611)

SPSY 616 - ASSESSMENT FOR INTERVENTION II

This course will provide the student with advanced skills in administering and interpreting developmental, cognitive, perceptual-motor, adaptive, achievement, and other processes measured in a psycho-educational assessment. In addition, students will be trained to recognize how issues such as ethnicity, SES, medical conditions, gender and linguistic and cultural diversity affect student functioning. Continued practice in communicating assessment results and forming intervention plans will be addressed. Grade of B or better is required to progress to SPSY 623. Lab fee applies. (Prerequisite: SPSY 615)

CPSY 570 - CONSULTATION AND POSITIVE BEHAVIOR SUPPORT STRATEGIES

This course introduces the theory and practice of consultation, behavior, social and learning support in the schools. Students demonstrate consultation skills, learn applied behavior analysis, practice progress monitoring, develop behavior intervention plans, use research-based intervention strategies, and observe and critically review classroom environments and instructional approaches for diverse student populations. (Course was previously CNSL617) (Prerequisites: SCSP 500, 503).

SCSP 620 - ADVANCED CHILD AND ADOLESCENT COUNSELING AND INTERVENTION

This course is the second of two courses designed to equip students with the skills and knowledge they need to provide effective counseling interventions for children and adolescents. This course focuses on advanced, research-based counseling strategies applied to specific mental health problems that are common to school-aged populations. Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Grade of “B” or better required. (Prerequisite: SCSP 601)

SPSY 623 - ASSESSMENT FOR INTERVENTION III

This course will continue to teach advanced skills in administering various assessment measures and the interpretation and integration of the findings from multiple measures. Students will be trained to administer, score and interpret numerous standardized behavioral rating scales and neuropsychological assessments. Students will continue practice in communicating assessment results and forming intervention plans. Grade of B or Better is required. (Prerequisite: SPSY 616). Lab fee applies.

SPSY 631 PRACTICUM IN SCHOOL PSYCHOLOGY I

This course combines a minimum of 75 hours of on-site field experience as well as weekly classes to support and train the practicum student prior to beginning the internship in school psychology. Students will be exposed to the range and depth of school psychological services including regular and special education, refining behavioral and instructional assessment and intervention skills. Grade of B or better is required. (Prerequisite or co-requisite: 616, SPSY570)

SPSY 632 PRACTICUM IN SCHOOL PSYCHOLOGY II

This course combines a minimum of 75 hours of on-site field experience as well as weekly classes to support and train the practicum student prior to beginning the internship in school psychology. Students will be exposed to the range and depth of school psychological services including regular and special education, refining behavioral and instructional assessment and intervention skills. Grade of B or better is required. (Prerequisite or co-requisite: SPSY 570, SPSY 631)

SPSY 633 - SCHOOL PSYCHOLOGY INTERNSHIP I

To be eligible for this course, the student must have approval of department and be in "Good academic Standing." Internship I requires a minimum of a 600-hour supervised experience as a school psychology intern in an approved setting as well as weekly classes to support and train the intern. Both individual and group supervision will be provided. Graded Pass/Fail. (Prerequisite: SPSY 632) (Formerly CNSL 638).

SPSY 634 - SCHOOL PSYCHOLOGY INTERNSHIP II

Internship II requires a minimum of 600-hours supervised experience as a school psychology intern in an approved setting as well as weekly classes to support and train the intern. Both individual and group supervision will be provided. Graded Pass/Fail. (Prerequisite: SPSY 633) (Formerly CNSL 639)

SPSY 680 RESEARCH PROJECT 1.5, 1.5 Credits

This course focuses on applying basic research principles to an empirical research project in the field of school psychology. The types of projects include but are not limited to survey research, quasi-experimental/true experimental research, single-subject research, and program evaluation. The final format of the project can be a thesis, a research report, or a manuscript ready for professional journal submission. This course is delivered over two semesters, Fall and Spring, 1.5 credits each semester. Graded Pass/Fail. Prerequisite: SCSP 575.

Appendix G Eastern University School Psychology Program Portfolio Evaluation Rubric

Self-Development and Reflection

The NASP Practice Model recommends thoughtful self-assessment of knowledge and skills while in training and throughout one's career. Both the Self-Assessment and work toward and completion of the Internship Plan are ways to both guide and assess your time devoted to various NASP standards aligned activities during internship while also highlight areas needing additional professional development. These assessments also establish goals for expanding your current knowledge and skills when formally in the field.

Completion of your Internship Plans (See Appendix H) and Self-Assessment (Appendix M) must be completed by the last day of March.

Total Score= Average score on both Self-Reflection activities

Scoring for Internship Plan:

1 = Unsatisfactory: Does not complete all planned goals.

2 = Meets: Meets planned goals but supervisor recommends continued practice in two or more planned goals.

3 = Exceeds: Meets planned goals and supervisor observed mastery in planned goals, requiring little or no additional supervision.

Scoring for Self-Assessment:

1 = Unsatisfactory: Does not complete all sections (including comments) of the Self-Assessment survey.

2 = Meets: Completed all sections of the Self-Assessment survey with satisfactory level of self-reflection in the comments sections.

3 = Exceeds: Completed all sections of the Self-Assessment survey with exemplary level of self-reflection in the comments sections.

_____ Approved

_____ Not Approved

Three (3) Psychoeducational Evaluations

Students must submit three psychoeducational reports to include in this Professional Portfolio. These reports must be full and comprehensive psychoeducational assessment of the student in multiple domains of functioning. Please note it is expected that reports will be free from errors in grammar, syntax, spelling, and punctuation. If errors in writing interfere with understanding the content of the report, the report will be rated as "Unsatisfactory" and resubmission will be required.

The assessment process should include:

_____ Specific referral concerns.

_____ Accurate psychoeducational history with reports from parents/guardian and academic records.

_____ Assessment methods listed in an accurate and clear fashion that is understandable to parents, teachers and others.

_____ Assessment methods employed logically follow the referrals question(s).

_____ Standard scores from all tests are recorded and provided, when available; all scores are presented within a range or with standard error of measurement noted.

_____ Multiple assessment methods are employed with demonstrated validity and reliability.

_____ Student interview contains information relevant to referral concern.

_____ Classroom and assessment observations conducted and integrated with referral questions and other data.

_____ Curriculum-based assessment or work-sample analysis conducted and are related to referral question and other data.

_____ Findings from various subtests and/or test instruments are integrated with one another. Contradictions are noted and attempt is made to explain them.

_____ Test information is related to classroom teacher report(s) of student's strengths and weaknesses; contradictions explained.

_____ Classification (or lack therefore) is clearly supported.

_____ The report offers multiple, specific, research-supported, and practical recommendations that address the referral question(s) at the basis for developing an IEP or intervention plan, where appropriate. Please note that if your school does not include recommendations in the report, interns are still responsible for developing data- and evidence-based recommendations.

Additional Comments:

Total Score: _ / 13 =

Scoring:

1 = Unsatisfactory: Does not meet expectations for level of training; the student needs much more practice and supervision than the majority of students are this same level of training

2 = Meets: Meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Exceeds: Student demonstrates mastery, requiring little or no additional supervision.

_____ Approved

_____ Not Approved

Professional Development Presentation

Submit a professional development presentation created for coursework or internship colleagues/staff that provides innovative learning-centered instruction and information on material that supports the school psychologist's role within the school setting. These presentations must have clear objectives, identify evidence-based interventions/materials, and expose the audience to both knowledge- and practice-based content.

_____ Overall presentation shows organization.

_____ All sections show a thorough level of detail

_____ Presentation flows well from start to conclusion

_____ Shows strong evidence of understanding and applying course material and uses references from external sources.

Additional Comments:

Total Score = X / 4 =

Scoring:

1 = Unsatisfactory: Does not meet expectations for level of training; the student needs much more practice and supervision than the majority of students are this same level of training

2 = Meets: Meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Exceeds: Student demonstrates mastery, requiring little or no additional supervision.

_____ Approved

_____ Not Approved

Case Study Reports

Students must submit two case study reports - one behavioral and one academic. The case studies must describe the consultation process in detail along with the results of the intervention. These case studies provide evidence that students are able to: 1) complete effective problem identification, both behavioral and academic, 2) develop extensive and collaborative problem analysis, 3) implement evidence-based interventions linked to observable, measurable goal statements, 4) conduct progress monitoring to inform further problem solving, decision making and future planning. Please note: it is expected that reports will be free from errors in grammar, syntax, spelling, and punctuation. If errors in writing interfere with understanding the content of the report, the report will be rated as "Unsatisfactory" and resubmission will be required.

1. The Behavioral Case Study Report is evaluated on the following elements:

_____ Background history of the student is clearly reviewed and relevant to the problem (including diagnosis and previous interventions, as appropriate).

_____ Special circumstances about the cases are explained, as appropriate (e.g., resistance, delays in project).

_____ Problem behaviors(s) is clearly identified and described in observable, measurable terms.

_____ Problem behaviors are appropriately assessed, including the collection of baseline data and the use of functional behavioral assessment, when appropriate.

_____ Problem behaviors are analyzed clearly and sufficiently.

_____ Generated hypotheses are linked to assessment.

_____ Reflects a collaborative problem-solving process.

- _____ Goals for intervention are clear, measureable, linked to assessment and problem analysis, and appropriate for the case.
- _____ Each intervention is clearly described such that the intervention could be replicated by others.
- _____ Intervention is linked to results of formal and informal methods of problem solving.
- _____ Intervention is linked directly to intervention goals.
- _____ Collaboration is evident in the intervention.
- _____ Interns report three student positive impact indexes: 1) Percentage of non-overlapping data (PND); 2) Goal Attainment Survey (GAS) scores from the Consultee (teacher); 3) The Social Validity Rating Scale (SVRS). Interns must meet these criteria: 1) The PND must be equal or greater than 80%; 2) GAS Mean scores at or above 1; 3) Total Mean SVRS scores at or above 4.

Additional Comments:

Total Score: _ / 13 =

Scoring:

1 = Unsatisfactory: Does not meet expectations for level of training; the student needs much more practice and supervision than the majority of students are this same level of training

2 = Meets: Meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Exceeds: Student demonstrates mastery, requiring little or no additional supervision.

_____ Approved _____ Not Approved

2. The Academic Case Study Report is evaluated on the following elements:

- _____ Background history of the student is clearly reviewed and relevant to the problem (including diagnosis and previous interventions, as appropriate).
- _____ Special circumstances about the cases are explained, as appropriate (e.g., resistance, delays in project).
- _____ Academic problem is clearly identified and described in observable, measurable terms.
- _____ Problem area(s) are appropriately assessed, including the collection of baseline data.
- _____ Problem area(s) are analyzed clearly and sufficiently.
- _____ Generated hypotheses are linked to assessment.
- _____ Reflects a collaborative problem-solving process.
- _____ Goals for intervention are clear, measureable, linked to assessment and problem analysis, and appropriate for the case.
- _____ Each intervention is clearly described such that the intervention could be replicated by others.
- _____ Intervention is linked to results of formal and informal methods of problem solving.
- _____ Intervention is linked directly to intervention goals.
- _____ Collaboration is evident in the intervention.
- _____ Interns report three student positive impact indexes: 1) Percentage of non-overlapping data (PND); 2) Goal Attainment Survey (GAS) scores from the Consultee (teacher); 3) The Social Validity Rating Scale (SVRS). Interns must meet these criteria: 1) The PND must be equal or greater than 80%; 2) GAS Mean scores at or above 1; 3) Total Mean SVRS scores at or above 4.

Additional Comments:

Total Score: _ / 13 =

Scoring:

1 = Unsatisfactory: Does not meet expectations for level of training; the student needs much more practice and supervision than the majority of students are this same level of training

2 = Meets: Meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Exceeds: Student demonstrates mastery, requiring little or no additional supervision.

_____ Approved
_____ Not Approved

Appendix H
Eastern University
 School Psychology Alumni Feedback Survey

This alumni survey provides program faculty with (a) demographic information necessary for program accreditation purposes, and (b) an opportunity to understand how your professional preparation, specifically the development of your knowledge and skills related to the practice of school psychology, has grown since your completion of the program.

Part I: Alumni Demographics			
Alumni Demographics			
Name:		Date of Birth:	
Gender:	<ul style="list-style-type: none"> • Male • Female • Other 	Race/ Ethnicity:	<ul style="list-style-type: none"> • Asian • Black/African American • Latino/Hispanic • Native American/ American Indian • Native Hawaiian / Pacific Islander • White/ Caucasian • Other: _____ • Multiracial _____
Years in professional practice:	<ul style="list-style-type: none"> • > 1 year • 1 year • 2 years • 3 years • 4 years • 5 years 		
Year exited the program:	Year Exited: _____		
Professional Employment			
Are you currently employed?		<ul style="list-style-type: none"> • Yes • No If Yes, Job Title: _____	
Will you be employed professional next year?		<ul style="list-style-type: none"> • Yes • No • Uncertain If Yes, Job Title: _____	
Select all setting types that apply to this position:	<ul style="list-style-type: none"> <li style="width: 50%;">• Public School District <li style="width: 50%;">• Community Mental Health <li style="width: 50%;">• Private School <li style="width: 50%;">• Intermediary Unit <li style="width: 50%;">• Charter School <li style="width: 50%;">• Other: _____ 		
Select all activities that apply to this position:	<ul style="list-style-type: none"> <li style="width: 33%;">• Assessment <li style="width: 33%;">• Administrative <li style="width: 33%;">• Supervision <li style="width: 33%;">• Counseling <li style="width: 33%;">• Report Writing <li style="width: 33%;">• Crisis Response <li style="width: 33%;">• Consultation <li style="width: 33%;">• Systems-level <li style="width: 33%;">• Other_____ 		
Professional Activities			
Number of professional presentations this year:			

Number of psychoeducational reports written this year:	
Number of professional development activities this year:	
Number of district level trainings you lead this year:	

Professional societies of which you are a member:	<ul style="list-style-type: none"> • NASP • ASPP 	<ul style="list-style-type: none"> • APA • Other: _____
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Professional Certifications and Credentials

Are you certified by the Pennsylvania Department of Education as a School Psychologist:	• Yes	• No
If not, are you pursuing this credential?	• Yes	• No
Are you certified by any other state Department as a School Psychologist: (If yes, which state: _____)	• Yes	• No
Are you certified by the National Association of School Psychologists as an NCSP:	• Yes	• No
If not, are you pursuing this credential?	• Yes	• No
Are you credentials as a Licensed Professional Counselor in the state of Pennsylvania:	• Yes	• No
If not, are you pursuing this credential?	• Yes	• No
Are you interested in hosting an Eastern University practicum student or intern?	• Yes	• No

Part II: Rating Instructions

For each of the statements in Part III, please rate how you perceive your competency of each of the program objectives. While you are reading the statements, please consider whether or not you believe the statement accurately describes you, and to what extent.

RATING KEY			
Your rating should reflect your <i>current</i> level of perceived competency			
1	Not at all	4	Moderately
2	Slightly	5	Extremely
3	Somewhat	NA	Not Applicable

Part III: Self-Evaluation of Program Goals and Objectives

Eastern University School Psychology Program Training Goal

To prepare competent school psychologists who can deliver effective, evidence-based services to students, educators, and families; these services include (1) assessment and data-based decision-making; (2) consultation and collaboration; (3) interventions, mental health services, and instructional support to develop academic, social, and life skills; (4) school-wide practices to promote learning; (5) preventive and responsive services; and (6) family-school collaboration.

Rate the degree to which you demonstrate competence in the following areas:

Objective 1: Assessment and Data-Based Decision Making

<ul style="list-style-type: none"> Knowledge and skills related to assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs 	1	2	3	4	5	NA
Objective 2: Consultation and Collaboration						
<ul style="list-style-type: none"> Knowledge and skills related to methods of consultation, collaboration, and communication applicable to students, educators, families, communities, and systems that are used to promote effective service delivery 	1	2	3	4	5	NA
Objective 3: Interventions and Instructional Supports to Develop Academic Skills						
<ul style="list-style-type: none"> Knowledge and skills related to developing, implementing, and evaluating direct and indirect services that support students' cognitive and academic skills 	1	2	3	4	5	NA
Objective 4: Interventions and Mental Health Support to Develop Social & Life Skills						
<ul style="list-style-type: none"> Knowledge and skills related to developing, implementing, and evaluating direct and indirect services that promote students' social, emotional, and behavioral health and well-being 	1	2	3	4	5	NA
Objective 5: School-Wide Practices to Promote Learning						
<ul style="list-style-type: none"> Knowledge and skills related to school-wide practices to promote learning including preventive and responsive services 	1	2	3	4	5	NA
Objective 6: Preventive and Responsive Services						
<ul style="list-style-type: none"> Knowledge and skills related to multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response 	1	2	3	4	5	NA
Objective 7: Family-School Collaboration Services						
<ul style="list-style-type: none"> Knowledge and skills related to family-school collaboration and supporting and communicating with families and caretakers 	1	2	3	4	5	NA
Objective 8: Diversity and Development in Learning						
<ul style="list-style-type: none"> Knowledge of individual differences, abilities, disabilities, and other diverse characteristics and skills to provide culturally responsive, effective services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, across multiple contexts 	1	2	3	4	5	NA
Objective 9: Research and Program Evaluation						

<ul style="list-style-type: none"> Knowledge and application of measurement, assessment, evaluation and research design, and statistics sufficient for understanding research and interpreting data 	1 2 3 4 5 NA
Objective 10: Legal, Ethical and Professional Practice	
<ul style="list-style-type: none"> Understand, and demonstrate professionalism and a commitment to the ethical and legal principles regarding the practice of professional school psychology. 	1 2 3 4 5 NA
Is there anything you would like us to know about how you, as a person, grew or developed in the program?	
Is there anything you would like us to know about your experience with faculty & staff during your training?	
Is there anything else you would like us to know about your experience in the program?	
THANK YOU!	

B.2 Alumni Feedback and Evaluation: Assessment Scoring Guides

The scoring guide for this assessment is provided here:

For each of the statements in Part III, please rate how you perceive your competency of each of the program objectives. While you are reading the statements, please consider whether or not you believe the statement accurately describes you, and to what extent.			
RATING KEY Your rating should reflect your <i>current</i> level of perceived competency			
1	Not at all	4	Moderately
2	Slightly	5	Extremely
3	Somewhat	NA	Not Applicable