



College of Education &
Human Development

SCHOOL OF EDUCATION

School Psychology Handbook

www.education.udel.edu

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Introduction

WELCOME to what we believe is among the best school psychology programs in the nation -- a claim based on an established history of attracting, and graduating, outstanding students. We hope you will find that our small, selective program is characterized not only by outstanding students, but also by a highly productive and caring faculty of excellent teachers and researchers. The purpose of this handbook is to provide you with information regarding the procedures and requirements for completing either the specialist program or the Ph.D. program in school psychology and to help guide you to resources that should be helpful to you at the university.

Please note that the school psychology "program" at the University of Delaware actually consists of two separate, yet closely interrelated, programs: the specialist program and the Ph.D. in Education program with a specialization in school psychology. Because the two programs share many goals, courses, and requirements, they are often referred to as one program, including within this handbook.

The specialist program has been approved by the National Association of School Psychologists since 1994, while the doctoral program received full approval during the summer of 2007. Although the two programs have many courses in common, the Ph.D. program provides greater breadth and depth in knowledge domains and competencies, particularly in research skills. Both programs are based on the *Standards for Graduate Preparation of School Psychologists* developed by the National Association of School Psychologists (2010).

In order to become familiar with these two programs, read all sections of this electronic handbook thoroughly. Throughout the handbook references will be made to the [University's Official Student Handbook](#), the [Graduate Catalog](#), and the Policy Guidelines for the Doctorate of Philosophy in Education. You should be familiar with all of these documents. Each contains important information not found in this handbook. Additionally, you should review the web site of the [School of Education](#) and the web site of the [College of Education and Human Development \(CEHD\)](#). The school psychology program is housed within the School of Education, which is one of two academic units within CEHD.

Selecting an appropriate graduate school is a decision that requires considerable deliberation. Admission to the school psychology program at the University of Delaware represents a commitment by you and by the program's faculty. The faculty wants to attract, teach, and learn from students of high academic and professional potential. Consequently, we seek students whose likelihood of success is great - both during graduate study and throughout their professional careers. Applications for graduate study may be completed online by going to <http://www.udel.edu/gradoffice/apply/>.

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Together with the above documents, this handbook should answer most questions you have about the program. For questions not addressed in this handbook, please see your advisor or the program coordinator. This year's program coordinator is Kathleen Minke. She can be reached by e-mail (minke@udel.edu) or phone (302-831-1648). You may also direct questions to Marika Ginsburg-Block (marika@udel.edu) or George Bear (gbear@udel.edu). We hope that your educational career at the University of Delaware is both challenging and rewarding. Again, welcome to the University of Delaware!

What Do School Psychologists Do?

The most basic function of a school psychologist is problem solving in schools. Problems may involve individuals (children, parents, or educators) or they may involve larger systems (e.g., school wide prevention programs, school community problems). Despite these varying forms, all problems or issues must be assessed systematically and interventions must be developed in ways that facilitate evaluation of their efficacy. This problem solving process requires multiple competencies in a wide range of functions, as outlined in the [NASP Model for Comprehensive and Integrated School Psychological Services](#). School psychologists:

- *Assess children's intellectual, social, and emotional functioning.* School psychologists often are called upon to determine the significance and nature of children's problems in order to recommend and provide interventions. This requires consideration of multiple contributing factors, including the child's behavior, thoughts, and feelings and their interaction with the school and home environments. Assessment requires skills not only in administering and interpreting individual tests of intelligence, academic achievement, and social and personal functioning, but also skills in classroom observation, clinical interviewing, curriculum-based assessment and measurement, and response to intervention methodology. More importantly, it requires the ability to integrate information from multiple sources in a manner that leads to interventions that effectively address children's problems. In providing these skills, during the first year in the program students must complete courses covering assessment of cognitive ability, social-emotional and behavioral skills and academic achievement. In addition, in their second semester on campus, students complete an extensive assessment-focused practicum that requires two days per week (working under supervision) in the schools.
- *Design and implement interventions for promoting children's academic, cognitive, social, and emotional development.* The primary purpose of assessment is to guide intervention. School psychologists play either a direct or indirect role in the delivery of interventions. For example, whereas school psychologists often work directly with children in counseling or social skills training, they also help children by planning and coordinating interventions that are implemented primarily by others (e.g., remedial instruction, family counseling, and changes in the learning environment). In most cases, children's problems call for multiple interventions, particularly those based on modern theories in psychology that have been shown to be effective. In preparing for the role of interventionist, students in the school psychology program take courses in applied human development, counseling, consultation, and a methods course on instructing exceptional learners. Practicum components are included in most courses. Additionally, students are required to complete practica during their third and fourth semesters (two days per week each semester), in which intervention skills are emphasized.
- *Consult and collaborate with parents, teachers, and others.* When assessing problems and providing interventions, it is critical that school psychologists work effectively with others. This entails problem solving consultation and collaboration with parents, regular education teachers, special education teachers, administrators, school counselors, physicians, clinical psychologists, etc. Effective consultation requires not only a broad base of knowledge in psychology and education, but also important interpersonal and

problem solving skills that are developed and practiced through coursework in consultation and family-school collaboration and through field experiences.

- *Design and implement comprehensive prevention and intervention programs for children, school personnel, and parents.* Many school psychologists are called upon to assist in the development of school-based preventions and interventions, such as school-wide positive behavioral supports and interventions; programs for preventing and responding to discipline problems, school violence, suicide, non-completion of school, and substance abuse; and programs for promoting conflict resolution, friendships, and student achievement. This role includes needs assessment and evaluation components, as well as the provision of training opportunities for teachers and parents. Several courses help prepare students for these functions, including a course in research and evaluation at the specialist level and multiple research courses at the doctoral level. Moreover, these functions are expected of students in several other courses as well as in the required full year internship. During their internship students must develop a portfolio documenting their competencies in this area, as well as each of the areas above.
- *Conduct research and evaluation in psychology and education.* The scientist/practitioner model assumes that school psychologists will contribute to the knowledge base in psychology and education. Such contributions would include reports of intervention effectiveness using either single subject or group research designs, the development and/or validation of psychoeducational instruments, in-depth examination of educational policies as well as more traditional experimental studies of development and behavior. This function receives greatest emphasis at the doctoral level, as reflected in required doctoral seminars, and extensive coursework in research and statistics, supervised research, a research portfolio, and the dissertation.

For more information about school psychology as a career, you may be interested in consulting these resources:

- [The National Association of School Psychologists](#)
- [U.S. News on Best Careers](#)

Why Choose the University of Delaware?

There are many outstanding school psychology programs in the nation. For the following reasons, we hope you will agree that we are among them:

- *A highly productive and nationally visible faculty.* Three professors are assigned full-time to the school psychology program. Adjunct faculty and faculty in other program areas (e.g., special education, measurement) also teach courses in the program. Faculty have published in each of the major journals in school psychology, developmental psychology, educational psychology, and special education and have assumed leadership roles in school psychology at the national and state levels. For example, during the 2010- 2011 school year, Kathy Minke served as President of the National Association of School Psychologists (NASP) and Marika Ginsburg-Block served as President of the Delaware

Association of School Psychologists (DASP). Dr. George Bear currently serves on the editorial boards of *School Psychology Review*, *School Psychology Quarterly*, *Journal of Educational and Psychological Consultation*, and the *Journal of School Violence*.

- *A small, talented, body of students.* Each year, 8-10 outstanding students are admitted to the specialist level. Currently, approximately 30 full-time students (including interns) are enrolled. We expect to admit only 2 students each year at the doctoral level. As a result, classes are very small, fostering not only quality instruction but also the development of close student/student and faculty/student relationships.
- *A course of study that emphasizes practice, research, and theory.* The program balances applied skills with the related knowledge of research and theory. Unlike many other programs, students acquire approximately 1,800 hours (2,200 for doctoral students) of field experience through practicum and internship experiences in diverse settings. Although most hours are spent in culturally diverse public schools, students sometimes work in mental health centers, hospitals, alternative programs, and various other settings committed to the mental health and education of children and families, including schools for low incidence disabilities. In each of these settings students apply and extend the knowledge and skills learned in their coursework. Further, in each setting students gain greater recognition and appreciation of individual differences. Note that our practica requirements greatly exceed those required by NASP and most other training programs and our students have viewed this as a major strength of our program.
- *Financial support.* Most specialist level and all doctoral level students have received financial support through assistantships or tuition scholarships over the past 10 years. Decisions regarding financial support are made annually and are based on availability. Additionally, all in-state interns have been offered a stipend by the school district in which they are employed. Most in-state interns are paid \$16,000.
- *An excellent atmosphere to live and study.* The University of Delaware consistently ranks among the top universities in the nation, offering exceptional library and technology resources as well as an attractive learning environment. UD's School of Education is ranked 30th for best graduate programs in education in by *US News and World Report* (2013). If you have not visited yet, you should do so. We think that you'll agree that the colonial-style campus is among the most attractive in the nation.

Philosophy and Goals

The school psychology program at the University of Delaware was established in 1981, with the first class consisting of two students admitted in the fall of 1982. From 1981 to 1983, the program had two part-time faculty members in school psychology. At that time it was envisioned that the program would train school psychologists for the state of Delaware, and would eventually become nationally accredited. The program gained approval from the National Association of School Psychologists in 1994. Currently, the 3-year program has three full-time faculty members in school psychology and an enrollment of 30 full-time students and no part-time students.

The program is grounded in the scientist/practitioner model in psychology, and committed to the conceptual framework for all professional education programs at the University of Delaware. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. The candidates in our programs will implement practices and recognize students and professionals as whole persons who are developed in the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts. Candidates will embody three qualities as they to become professionals: knowledge and skills, leadership and commitment to equity. Consistent with this framework, school psychology students are provided with a strong foundation in psychological and educational theory and research and are trained to use a collaborative, data-based problem solving approach when applying this foundation to help solve social, emotional, and academic problems faced by children, schools, and families. In addition to gaining theoretical and empirical knowledge, students acquire competencies in multiple skill areas, a problem solving mindset, and sensitivity and respect for cultural and individual diversity. Consistent with the scientist/practitioner model and a leadership role, students are also expected to contribute to the knowledge base in psychology and education -- an expectation that is most clear in the doctoral program. The program's philosophy is reflected in the following goals:

1. Students will adhere to the highest standards of ethical, legal and professional conduct and will demonstrate respect for the dignity, worth, and individual differences of children and backgrounds of all cultures.
2. Students will use multiple methods of gathering reliable and valid data, including appropriate technology, in the design and implementation of a variety of empirically-supported interventions for addressing problems faced by children, schools, and families.
3. Students will acquire an in-depth understanding of modern theories and research in the cognitive, academic, physical, social, and emotional development of children, including knowledge of family and school systems, as well as knowledge of individual differences and diversity, and will apply this knowledge to the practice of school psychology.
4. Students will develop a strong knowledge base specific to the profession of school psychology including its history and foundations, the various roles and functions of school psychologists, and alternative models by which services are delivered.
5. Students will acquire and apply specific competencies in school psychology to support development of academic skills through assessment, consultation, prevention, and direct interventions, while using an ecological, problem-solving approach in the delivery of psychological services in schools.
6. Students will acquire the knowledge and skills necessary to collaborate effectively with others in developing and implementing comprehensive multi-tiered mental health services, especially school-based services for promoting mental health; developing responding to crisis; and preventing social, emotional, and academic problems.

7. Students will work collaboratively and effectively with teachers, administrators, staff, community agencies, children and their families, and others in the psychological services in the schools that have a positive impact on children, schools, families, and other consumers. This includes obtaining and applying knowledge of evidence-based strategies to support family influences on positive child development and support family-school collaboration.

8. Students will develop knowledge and skills in developing and implementing school-wide supports to maintain positive school climates and effective learning environments for diverse learners.

An additional goal for students in the Ph.D. program is that they will conduct scholarly research in which they demonstrate competence in identifying critical problems in education and psychology, reviewing and integrating existing research, designing studies and experiments that competently address such problems, collecting and analyzing data using a variety of modern statistical procedures, and formally communicating results to other researchers and practitioners.

School Psychology Specialist Program Requirements

The specialist program requires three years of full-time study. With special permission from the student's advisor and program coordinator, the equivalent of one year of coursework may be completed part-time. Upon completion of the first year of coursework (30 credits) and passing of a comprehensive exam, students are awarded a master of arts (M.A.) in School Psychology. All students are expected to continue their studies to earn the educational specialist degree in school psychology, which requires 30 additional credits including a 1,200-hour internship. It is only upon completion of the full 60-hour integrated program that a student is eligible for certification as a school psychologist in Delaware as well as most other states.

Coursework for Specialist Students

First Year (Master's Level)

During the first year, students complete the following coursework during the Fall, Spring, and Winter or Summer session. During the session in which they take their final course, they become eligible to take the comprehensive exam. Passing this exam qualifies students to receive the Master's degree.

Fall Semester (12 credits)

EDUC 618: Introduction to School Psychology

EDUC 663: Counseling Skills Laboratory

EDUC 817: Individual Intelligence Testing

EDUC 744: Educational Measurement and Progress Monitoring

Winter Session (6 credits)

EDUC 814: Psychological Assessment of Children
EDUC 623: Applied Human Development

Spring Semester (12 Credits)

EDUC 671: Practicum in School Psychology
EDUC 679: Instructing Elementary/Middle Schoolers with Mild Disabilities
EDUC 830: Consultation and Intervention: School Discipline
EDUC 870: Child Neuropsychology **OR** EDUC 842: Assessment of Special Populations

Second Year (Specialist level)

In the second year, students complete the following specialist coursework, which includes the practica:

Fall Semester (12 credits)

- EDUC 831: Advanced Counseling Techniques
- EDUC 671: Practicum in School Psychology
- EDUC 691: Applied Statistics and Research Design
- EDUC 813: Child Psychopathology

Spring Semester (12 Credits)

- EDUC 671: Practicum in School Psychology
- EDUC 651: School-Based Family Issues and Interventions
- EDUC 841: Consultation and Intervention: Mental Health
- EDUC 870: Child Neuropsychology **OR** EDUC 842: Assessment of Special Populations

Third Year (Internship)

During the third and final year of the school psychology specialist program, students complete the following requirements:

- Enroll in EDUC 688: Internship in School Psychology, for 3 credits or 6 credits per semester
- Pass the PRAXIS Exam in School Psychology
- Complete the portfolio and have it approved
- Complete the Application for Advanced Degree for conferral of the specialist Degree

Note: Students who choose to enroll for 3 credits of internship may not be considered "full-time students" for the purpose of deferring student loans. Students are responsible for determining their loan status.

Minimum GPA of 3.5

Students must maintain a minimum cumulative grade point average of 3.5 to be eligible for the master's and specialist degree [NOTE: the PhD requires a minimum GPA of 3.0]. Students also must obtain a grade of B- or higher in each practica in order to advance to the next level of the program. Additionally, a grade of B- or higher is required during each semester of the internship in order to complete the program and receive the specialist degree. Note that proficiency in oral and written expression in English is among the requirements in practica and the internship and additional competencies are required for completion of the internship.

Comprehensive Examination

The comprehensive examination is administered to first-year specialist students, usually during the last week of the spring semester. Alternate exam times are sometimes arranged for students who wish to participate in winter or summer graduation. The exam consists of several essay questions covering material from first-year courses. Successful completion of the exam and coursework results in the Master of Arts degree. The exam is graded by two or more members of the school psychology faculty. Student identities are masked for the purpose of exam grading. Students failing the exam are given the opportunity to take a second exam. At the discretion of the faculty, this second exam may cover all or part of the first year course material and may be written and/or oral. Students must pass the second administration in order to continue in the program.

Filing for a Master's or Specialist Degree

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" form to the Administrator for Graduate Student Academic Affairs in the Office of Graduate and Professional Education. Application forms are available online (<http://www.udel.edu/gradoffice/>). The application deadline for May graduation is Feb. 15. The application must be signed by the candidate's advisor (or program coordinator) and the School of Education's director. An application fee must be submitted along with the application. *When completing the application for the Master's Degree, be sure to also complete the necessary form to change your status from master's degree to specialist degree.* This is important because otherwise the University will no longer consider you as a student, since you received your degree.

Residency Requirement

All students must complete a full-time residency. Minimally, at the specialist level, students are required to spend one, continuous year (fall semester, spring semester) of full-time course work in the program. This does not include the internship. Full-time work is defined as completing nine credit hours per semester. It is strongly recommended that both years of coursework be completed on a full-time basis.

School Psychology Doctoral Program Requirements

The doctoral program yields a Ph.D. in Education with a specialization in School Psychology. Consisting of a minimum of 109 credit hours, the program is designed to be completed in five years, although students often prefer six years (i.e., completing their dissertation prior to the internship). In addition to being awarded the Ph.D. upon completion of all program requirements, students are awarded the specialist degree in School Psychology. Ph.D. requirements are presented below. This information is consistent with the *Policy Guidelines for the Doctorate of Philosophy in Education* developed by the faculty in the School of Education. Students should obtain a copy of the *Policy Guidelines* and make sure that their course of study conforms to the *Guidelines*.

Students who already have a master/s or specialist degree in school psychology may incorporate

previous coursework into their Ph.D. studies. However, all course waivers and substitutions must be approved by the student's advisor and the faculty of the school psychology program. Faculty may require demonstration of specific competencies prior to waiving courses (e.g., submission of a written psychoeducational evaluation or video demonstrating counseling skills). Doctoral students who have already completed a 1,200 clock hour school-based internship may complete a pre-doctoral internship in a non-school setting (consisting of a minimum of 750 clock hours).

In addition to the masters and specialist courses, students in the Ph.D. take a set of common core content and methodology courses (EDUC 805, 806, 850, 856). They also take at least 9 credits in a research methods core; school psychology students are generally expected to take the quantitative core. They must take at least two elective courses from other specialization areas within the Ph.D. program; school psychology students often take additional research methodology courses to fulfill this requirement. At least 4 credits of research colloquia are also required.

The schedule below is a sample only. PhD students must work closely with their faculty advisors in planning their programs of study. Not all courses are offered every year. See the PhD in education web page and policy document for details. The following samples assume that students will choose the quantitative methods core.

Doctoral Level Curriculum

Sample program of study for students entering in odd-numbered years (e.g., Fall 2013)

Fall of Year 1

- EDUC 618: Introduction to School Psychology
- EDUC 805: Proseminar I
- EDUC 850: Methods of Educational Research I (Qualitative)
- EDUC 840: Research Colloquium Series (1 credit)

Spring of Year 1

- EDUC 806: Proseminar II
- EDUC 856: Methods of Educational Research II (Quantitative)
- EDUC 679: Instructing Elementary/Middle Schoolers with Mild Disabilities
- EDUC 830: Consultation and Intervention: School Discipline
- EDUC 840: Proseminar Exam

Fall of Year 2

- EDUC 663: Counseling Skills Laboratory
- EDUC 817: Individual Intelligence Testing
- EDUC 744: Educational Assessment and Progress Monitoring
- EDUC 874: Applied Multivariate Data Analysis (quantitative core course)
- EDUC 840: Research Colloquium Series (1 credit)

Winter Session of Year 2

- EDUC 814: Psychological Assessment of Children

- EDUC 623: Applied Human Development (students may substitute and 800 level development course elsewhere in their schedules)

Spring of Year 2

- EDUC 671: Practicum I in School Psychology
- EDUC 968: Supervised Research or Elective approved by advisor
- EDUC 812: Regression Methods in Education (quantitative core)
- EDUC 870: Child Neuropsychology **OR** EDUC 842: Assessment of Special Populations
- EDUC 840: Research Colloquium Series (1 credit)

Comprehensive Exam in School Psychology

Master's Degree Conferred**Fall of Year 3**

- EDUC 671: Practicum II in School Psychology
- EDUC 831: Advanced Counseling Techniques
- EDUC 813: Childhood Psychopathology
- EDUC 968: Supervised Research or Elective approved by advisor

Spring of Year 3

- EDUC 671: Practicum III in School Psychology
- EDUC 841: Consultation and Intervention: Mental Health
- EDUC 651: School-Based Family Issues and Intervention
- EDUC 865: Educational Measurement Theory (quantitative core)

Fall of Year 4

- EDUC 968: Supervised Research or Electives
- EDUC 832: Advanced Practicum in School Psychology (may take fall or spring)

Spring of Year 4

- EDUC 968: Supervised Research or EDUC 964: Pre-candidacy or EDUC 969: Doctoral Dissertation
- EDUC 832: Advanced Practicum in School Psychology (may take fall or spring)
- EDUC 842: Assessment of Special Populations **OR** EDUC 870: Child Neuropsychology

Fall of Year 5

- EDUC 888: Internship
- EDUC 969: Doctoral Dissertation

Spring of Year 5

- EDUC 888: Internship (1,500 clock hours)
- EDUC 969: Doctoral Dissertation

PRAXIS Exam in School Psychology

Ph.D. Conferred**Sample program of study for students entering in even-numbered years (e.g., Fall 2014)****Fall of Year 1**

- EDUC 618: Introduction to School Psychology
- EDUC 805: Proseminar I
- EDUC 850: Methods of Educational Research I (Qualitative)
- EDUC 840: Research Colloquium Series (1 credit)

Spring of Year 1

- EDUC 806: Proseminar II
- EDUC 856: Methods of Educational Research II (Quantitative)
- EDUC 679: Instructing Elementary/Middle Schoolers with Mild Disabilities
- EDUC 830: Consultation and Intervention: School Discipline
- EDUC 840: Research Colloquium Series (1 credit)

Proseminar Exam

Fall of Year 2

- EDUC 663: Counseling Skills Laboratory
- EDUC 817: Individual Intelligence Testing
- EDUC 744: Educational Assessment and Progress Monitoring
- EDUC 874: Applied Multivariate Data Analysis (quantitative core course)
- EDUC 840: Research Colloquium Series (1 credit)

Winter Session of Year 2

- EDUC 814: Psychological Assessment of Children
- EDUC 623: Applied Human Development (students may substitute and 800 level development course elsewhere in their schedules)

Spring of Year 2

- EDUC 671: Practicum I in School Psychology
- EDUC 968: Supervised Research or Elective approved by advisor
- EDUC 865: Educational Measurement Theory (quantitative core)
- EDUC 870: Child Neuropsychology **OR** EDUC 842: Assessment of Special Populations
- EDUC 840: Research Colloquium Series (1 credit)

Comprehensive Exam in School Psychology

Master's Degree Conferred**Fall of Year 3**

- EDUC 671: Practicum II in School Psychology
- EDUC 831: Advanced Counseling Techniques
- EDUC 813: Childhood Psychopathology

- EDUC 968: Supervised Research or Elective approved by advisor

Spring of Year 3

- EDUC 671: Practicum III in School Psychology
- EDUC 841: Consultation and Intervention: Mental Health
- EDUC 651: School-Based Family Issues and Intervention
- EDUC 812: Regression and Structural Equation Modeling

Fall of Year 4

- EDUC 968: Supervised Research or Electives
- EDUC 832: Advanced Practicum in School Psychology (may take fall or spring)

Spring of Year 4

- EDUC 968: Supervised Research or EDUC 964: Pre-candidacy or EDUC 969: Doctoral Dissertation
- EDUC 832: Advanced Practicum in School Psychology (may take fall or spring)
- EDUC 842: Assessment of Special Populations **OR** EDUC 870: Child Neuropsychology

Fall of Year 5

- EDUC 888: Internship
- EDUC 969: Doctoral Dissertation

Spring of Year 5

- EDUC 888: Internship (1,500 clock hours)
- EDUC 969: Doctoral Dissertation

PRAXIS Exam in School Psychology

***Ph.D. Conferred* Minimum GPA Requirement**

Doctoral students must maintain a GPA of 3.5 in school psychology courses required of the master's degree and specialist degree, and a GPA of 3.0 in additional doctoral-level courses. Students also must meet all other requirements of the specialist degree and the Ph.D. in Education, including the following scholarly apprenticeship requirements.

Scholarly Apprenticeship Requirements

All Ph.D. students will submit evidence of the following accomplishments to the school psychology faculty, and a copy of the supporting documentation will be placed in their file in the School of Education Graduate Studies Office.

1. *Research Forum*: Research experience is to begin in students' first year and continue throughout the program. The College sponsors a yearly Research Forum in which all doctoral students are expected to participate. Others, such as faculty, master's students and undergraduates seeking an honors degree are also invited to participate. All doctoral students participate according to the following schedule: first year students attend other students' presentations; second year students present a poster session; third and fourth year students present a paper.

2. *Peer-reviewed paper*: At least one paper must be submitted for publication to a peer-reviewed journal where the student is a co-author. The submitted article will serve as evidence of this accomplishment.
3. *Conference presentation*: Students must present their work at a national conference in the student's area of expertise. A copy of the conference program will serve as evidence of the accomplishment.
4. *University teaching*: Students must develop skills in university teaching. This requirement can be fulfilled by teaching as instructor of record, either as part of a teaching assistantship or s-contract, or by co-teaching or apprentice teaching with a faculty member for credit through independent study. Students are encouraged to participate in workshops offered by the Delaware Center for Teaching and Learning while fulfilling this requirement.

Individual Program Plan

By the beginning of the third semester of enrollment, students will write an Individual Program Plan (IPP) that must be approved by the student's advisor. The IPP will include a listing of the courses the student plans to take to fulfill research methods core requirements, electives and specialization area requirements, and it will outline a timeline of research the student intends to undertake. Students are expected to ensure that their IPPs are completed on time, conform to policy requirements, and are on file in the SOE Director's Office.

Annual Review of PhD Students

The specialization area faculty completes an annual review of each student's academic progress. The review will include an assessment of the student's performance in classes, their progress in completing IPP goals and the Scholarly Apprenticeship requirements, and the quality of their work in teaching or research assistantships. Prior to review by the program area faculty, the student will complete the Annual Appraisal form under the supervision his or her advisor, including input from the student's assistantship supervisor, and submit the completed form to the specialization area coordinator for the area's review. The student, the student's advisor, and the PhD Program Coordinator will be informed in writing about the results of the review. The student's advisor is responsible for ensuring that the program area review is discussed with the student.

Residency Requirement

All students must complete a full-time residency. For students in the Ph.D. program, the University requires that the doctoral program be completed within ten consecutive semesters for students admitted with a master's degree and within fourteen consecutive semesters for students admitted without it. Full time study throughout the program is strongly encouraged. Students who can devote full time to their program should earn the doctorate within five years. For students entering the Ph.D. program who have already completed all requirements of the specialist program, the first two years of study must be completed as a full-time student.

School Psychology Practica

Three carefully constructed practica (3 separate courses for a total of 9 credits) are a part of every student's program. The first practicum course orients students to the educational process and focuses on assessment skills. In addition to administering and interpreting a variety of assessment tools, students implement an academic intervention with an individual child, and conduct a functional behavior assessment linked to intervention. In the second and third practica, students refine their assessment skills and develop expertise in direct and indirect interventions (e.g., individual and group counseling, teacher and family consultation, design and implementation of behavior management programs, social skills training).

Doctoral students take a fourth semester of practicum, typically during the fourth year of the program. This practicum is individualized to the student's goals and training needs. It may be completed in a school or non-school setting, such as programs for children with physical and/or sensory impairments, alternative schools, schools for children with autism or other severe disabilities. Students interested in a particular area should discuss possible placements with the University practicum supervisor.

Additional practicum experiences are embedded in several of the content-based courses. For example, during the first semester students shadow and interview a school psychologist and administer a variety of intelligence tests.

Practicum assignments are made by faculty to ensure that students gain experience with children a variety of ages, cultures, and disabilities. Practica require 2 full days per week and typically are completed in regular school settings. Supervision is provided on-site by a certified school psychologist; students also attend weekly group supervision meetings with a University faculty member.

Students should read and be thoroughly familiar with the program's [Practicum Guidelines](#). The [Field Experience Checklist and Evaluation Form](#) is used to plan field experiences during each semester of practicum. It is also used for mid-term and final evaluation by your on-site supervisor.

School Psychology Internships

For students in the specialist program, an internship is completed in the third year of training. Doctoral students typically complete the internship during the fifth year in the program. The objective of the internship is to insure competency and integration of knowledge and skills in all domains of school psychology and to broaden such knowledge and skills.

The internship is a culminating experience during which students not only continue to develop a full range of competencies across all domains of school psychology practice, but more importantly demonstrate the integration and application of such competencies. The internship requires full-time participation, five days per week for one academic year. Interns must log a minimum of 1,200 clock hours (1,500 for Ph.D.). Internship sites follow guidelines established

by the National Association of School Psychologists, as outlined in the [Internship Guidelines](#).

A plan of objectives and activities, which are consistent with goals of the program, are delineated and evaluated on the [Field Experience Checklist and Evaluation Form](#). As described in the [Internship Guidelines](#), a written contract between the university, internship site, and intern must be formalized prior to beginning an internship. This contract states the responsibilities of the training program, the internship site, and the intern. The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance. Students typically handle a case load roughly half of that required for a certified school psychologist. They must participate in a minimum of 4 hours of weekly supervision from a certified school psychologist (or someone with other appropriate credentials for placements in non-school settings) and log at least 1,200 clock hours (1,500 for Ph.D.) that document a full range of experiences and services with a diverse population of students. During the internship, competencies in the domains of school psychology are assessed not only by field supervisors using the Field Experience Checklist Evaluation Form, but also by the University supervisors' evaluation of a comprehensive portfolio that includes counseling and consultation videos, a psychological report, two comprehensive case studies (documenting positive outcomes), documentation of professional development activities, and a PowerPoint presentation (to school psychologists and students) on a system-wide intervention or evaluation project that they completed.

Finding an appropriate internship site is the joint responsibility of the university supervisor and the student. While every effort is made to arrange for a paid internship, paid internships are not guaranteed. However, over the past twenty years all in-state interns have been offered paid internships (currently averaging about \$16,000). While most students have completed their internships in Delaware, others have gone to Maryland, New Jersey, Alaska, Colorado, Connecticut, Florida, Illinois, Iowa, Massachusetts, Michigan, New York, North Carolina, Pennsylvania, Texas, and Virginia.

Placements must be approved by the university supervisor. Although the supervisor attempts to place interns in locations that they most desire, the program's obligations to local school districts must be respected. As such, the University may require that an internship be completed in a local school district. Likewise, *quality* of the site is always considered to be more important than a high salary.

Students should become thoroughly familiar with the [Internship Guidelines](#) (Appendix D) prior to beginning their internship search. Assistance with finding internship sites is provided during group supervision meetings in the third practicum.

School Psychology: Getting Started

Beginning your first semester in the program can be a very busy time. Here are some tips to help make the beginning of the semester less hectic.

- Before the semester begins, contact your advisor to arrange a brief meeting and discuss

courses you will be taking. Registration can be done online, but check with the program coordinator, Dr. Minke, before registering online. Unless there are special circumstances (e.g. transfer of credits, etc.), specialist students should register for the courses as presented previously in the curriculum. Doctoral students should consult with their advisors prior to registration.

- If you have an assistantship, be sure that all required forms are completed as soon as possible (in order to be paid!). Contact Mr. David Hannah (dhannah@udel.edu, 302- 831-2394) for such forms. Also, be sure to contact your assistantship supervisor as soon as possible to be sure your start dates are arranged.
- Kathleen Minke is the current program coordinator. At the beginning of the semester, inform her of your local phone number, address, and e-mail address via email to minke@udel.edu. Keep her informed of any changes.
- Every school psychology student has a mailbox located in Willard Hall Education Building, Room 210B. This is the primary place where faculty will place memos, your papers, etc. Check your mailbox on a regular basis. You will be given a key to the mailroom and to the building (a deposit is required). Please be sure to return these keys at the end of your internship.
- Go online and join the National Association of School Psychologists as a student member (<http://www.nasponline.org/>). Not only is membership a bargain for students, but is a professional responsibility. Also, be sure to join the Delaware Association of School Psychologists (applications are available online at <http://dasponline.org/>).

Advisors

Each student admitted to the specialist program in school psychology is assigned an academic advisor at the time of admission. Because courses in the specialist program are predetermined, and set in a specific sequence, there seldom is a need to meet with your advisor before registering. If you have questions, however, be sure to see your advisor or the program coordinator.

Students in the Ph.D. program are assigned both a primary and secondary advisor at the time of admission. Every attempt is made to match the research interests of students with those of their advisors. However, there is no guarantee that the advisor initially appointed will eventually oversee the student's dissertation research. Students are free to seek new advisors if their interests or the interests of their advisors change. When students desire to change advisors, they should discuss this with their current advisor and the program coordinator.

School Psychology Financial Aid

Most specialist level and all doctoral level students have received financial support through

assistantships or tuition scholarships over the past 15 years. Decisions regarding financial support are made annually and are based on availability. Over the past five years, 100% of students in the school psychology program have received either a teaching assistantship, service assistantship, or a research assistantship. Students with these positions receive approximately \$16,800 in stipend support per year and 50-100% tuition remission. Although every effort is made to find assistantships for returning students, students receiving an assistantship one year are not guaranteed support the next year. However, all full-time Ph.D. students in good standing typically receive financial support for four consecutive years (and may petition for a fifth year, if needed).

Please note that assistants are expected to work 20 hours per week during each week (except holidays) of the fall, winter and spring semesters. Review your contract for details.

Assistantships typically are housed in various research and teaching centers associated with CEHD and the School of Education. Centers that often award assistantships to school psychology students are the [Center for Disabilities Studies](#), the [Center for Educational Research and Development](#), and the [Delaware Center for Teacher Education](#).

For questions or concerns about assistantships and fellowships, please contact [Dr. Gail Rys \(gailrys@udel.edu\)](#), Assistant Dean, Graduate Services. Dr. Rys is responsible for coordinating assistantships. Whereas many assistantships require individual interviews, others are arranged by Dr. Rys.

Students who do not receive an assistantship often work part-time. We strongly recommend that students do not work more than 20 hours per week. Schedules must accommodate the need to be free two full days each week during semesters when students are in practicum.

Housing

Most graduate students at the University of Delaware live off-campus. An off-campus housing listing is provided by the [Office of Housing Assignment Services](#), which is located at 5 Courtney Street (off of Academy Street; across the street from the Student Center Parking Lot exit). They maintain a list of housing on [Places4Students.com](#).

A limited number of on-campus graduate apartments are available for married and single graduate students. For information, go to <http://www.udel.edu/reslife/>.

In looking for housing, new school psychology students are encouraged to contact current students in the program.

School Psychology Student Progress Assessment

The school psychology program seeks candidates for admission with qualities that will enable them to become outstanding school psychologists. School psychologists must have the skills to analyze educational problems at all levels of the system; design, implement, and evaluate interventions to prevent or solve these problems; and collaborate with families, educators, and community members to promote healthy educational and psychological outcomes for all

children. Therefore, we seek candidates who demonstrate the following dispositions:

- Approach new experiences with initiative, enthusiasm, flexibility, dedication, and willingness to learn.
- Engage in thoughtful analysis of performance, seek feedback, and incorporate suggestions into work.
- Are eager to learn, recognize that learning is never completed, and are committed to lifelong professional development.
- Demonstrate excellent critical thinking and writing skills.
- Demonstrate responsibility, trustworthiness, reliability, cooperation and respect of others.
- Enjoy working with children, parents, and educators.
- View all children, families, and educators as having strengths and a capacity to learn and change.
- Embrace diversity as a source of enrichment rather than deficit; treat others with respect and a desire to understand their points of view.
- Are committed to ethical practices and to serving as agents of renewal and change within schools and communities.
- Value working collaboratively with students, families, educators, and the wider community in the pursuit of common goals.
- Understand that practice must be based in sound scholarship, viewing themselves as both producers and consumers of scholarly knowledge.
- Are committed to the profession of school psychology and seek to make contributions to the field.

Admissions Assessment Process

Several basic considerations guide the admissions process:

- Evidence of the dispositions cited above in the applicant's written statements, letters of recommendation, and interview.
- A minimum grade point average of at least 3.0 in all undergraduate and graduate course work. (Note, however, that most admitted students have a G PA above 3.2 and average is 3.5.)
- A grade point average of at least 3.0 in all graduate work completed.
- Submission of GRE verbal, quantitative, and writing scores. (Note that the scores of students admitted into the mean)
- Submission of three letters of recommendation.
- Submission of TOEFL scores for foreign students.

Students' applications for the Ed.S. Program are due **January 15** (applications to the Ph.D.

Program are due **December 15**) and are reviewed by at least two faculty members.

Approximately 20 of the most promising candidates are selected for personal interviews.

Candidates' grades, test scores, letters of recommendation, and personal statements are reviewed for evidence of the qualities and dispositions listed above.

All students are interviewed prior to admission. The interview process consists of three components. First, students participate in a small group orientation (usually about 8-10 students are included in a group). During this process, candidates introduce themselves to each other, listen to a presentation about the program from faculty, and ask questions about the program. Second, candidates participate in a series of 15-20 minute interviews with at least two individual faculty members. Third, candidates have the opportunity to talk with current students in the program (while taken on campus tour, during lunch, and during other scheduled times).

Following the interview, each applicant is rated by 2-3 faculty members and evaluative comments from current students are solicited. Candidates are then 1) offered admission, 2) placed on the waiting list, or 3) not accepted. Each year's entering class consists of 8-10 specialist students and 0-2 doctoral students.

Assessment Process in Coursework and Practica

Figure 1 outlines the assessments that occur periodically throughout the program. At the close of the first year and in each subsequent semester, and in accordance with procedures established by the Faculty Senate, the faculty in the school psychology program will evaluate the progress of each graduate student toward meeting the academic standards of the program. The outcome of these evaluations will be shared with students, including meetings with individual students, as needed. As shown in the figure, in addition to graded coursework (which includes the assessment of knowledge, as well as specific performance-based skills in several courses that involve course-linked practicum experiences), students' progress is evaluated through a comprehensive exam and performance in three separate practica (four for doctoral candidates) and an internship. Field-based school psychologists/supervisors play an active and critical role in the evaluation process.

At any decision point, a student may not be permitted to progress to the next level if satisfactory performance has not been demonstrated. The [Field Experience Checklist and Evaluation Form](#), which is completed by field-based supervisors, outlines procedures for evaluating progress in practicum and internship experiences. More details are in the practicum and internship guidelines and course syllabi.

Throughout coursework and field experiences, students must adhere to the University's Code of Conduct, which is published in the [Official Student Handbook](#). Additionally, students are expected to know the ethical standards of the National Association of School Psychologists and abide by them. Procedures for evaluating professional and ethical standards are directly linked to both the University's Code of Conduct and the ethical standards established by the National Association of School Psychologists.

As students progress through the program, their progress in assessment, counseling, and consultation is evaluated using specific rubrics ([Appendix E](#)). Note that similar evaluation tools are used throughout the program; however, students' performance is evaluated relative to their levels of training. That is, the performance considered "adequate" for each element is gradually increased over the course of the program.

These rubrics are used, at a minimum, within one formal course or practicum, and the internship

portfolio. Additional information about the performance-based assessments can be found in the [Practicum Guidelines](#) and [Internship Guidelines](#). Note also that the student gives feedback to the program regarding each semester's practicum placement using the [Site Evaluation Form](#).

As described previously, students are required to pass the comprehensive exam in school psychology in order to receive the Masters degree and advance to the second year of the program (or third year for Ph.D. students).

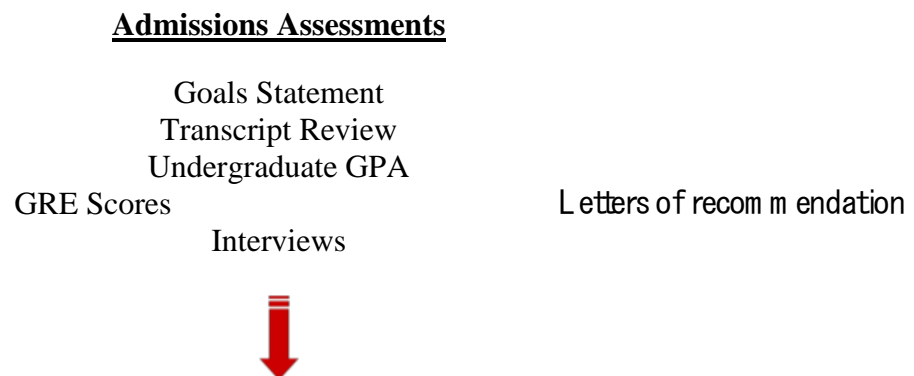
Internship Assessment Process

Interns at both the specialist and doctoral levels must satisfactorily complete internship portfolios consisting of a comprehensive psychological report, two comprehensive case studies that links assessment to an effective intervention, demonstration (via recordings) of effective counseling and consultation skills, documentation of professional development activities, and a "special project" that demonstrates systems-level involvement in a prevention program, curriculum program, or program evaluation. Portfolio items are evaluated by two university supervisors. Interns also are evaluated by their field supervisors using the [Field Experience Checklist and Evaluation Form](#) at the close of each semester of internship for the purpose of assessing skills in all domains of school psychology practice. Internship logs, submitted the first of every month, also are evaluated by the university-based supervisor and feedback on the logs is given to the intern.

Additionally, interns are required to achieve a passing score (147) on the National School Psychology Examination administered by the Educational Testing Service. The School Psychologist test, code 5402, is administered through the Praxis Series of Educational Testing Service. Information about the test and available test dates are available on the [NASP web page](#) and the [Delaware Department of Education's](#) web site.

Finally, each intern participates in an exit interview with one or more program faculty to evaluate progress, plan for ongoing professional development, and offer feedback on strengths/weaknesses of the program.

Figure 1. Assessment of Students in the School Psychology Program: From Admissions to Employment



First Year

Course Grades (reflecting knowledge and skills)
 Practicum Performance
 Written Comprehensive Exam
 Program Review of Individual's Progress

**Second Year**

Course Grades (reflecting knowledge and skills)
 Practicum Performance
 Program Review of Individual's Progress
 Professional Dispositions of Effective Educators Form

Subsequent Years of Course Work (Doctoral Students Only)

Course Grades (reflecting knowledge and skills)
 Practicum Performance
 Ph.D. Proseminar Assessment and Research Portfolio
 Dissertation Proposal Defense
 Dissertation Defense

Internship (Both Specialist and Doctoral Students)

Internship Performance
 Portfolio Review
 National Exam in School Psychology
 Exit Interview
 Professional Dispositions of Effective Educators Form

Assessment Process of Interpersonal and Professional Competencies

Because all candidates will be working and collaborating with students, families, teachers, and administrators, the program recognizes the importance of interpersonal and professional competencies, in addition to traditional academic skills. These competencies are carefully monitored by faculty and site supervisors through course work and practicum experiences and evaluations. At the conclusion of second practicum and of internship, students will be evaluated by their site supervisors according to the 'Professional Dispositions of Effective Educators Form,' which assesses the interpersonal and professional dispositions of students that are necessary to be effective in today's schools. In accordance with the [Professionalism Policy for Professional Education Programs at the University of Delaware](#), all students must review the new policy and complete the Signature of Professional Education Candidate form prior to participating in any field experience. More information can be found on the Office of Clinical

Studies website at <http://www.udel.edu/ocs/>.

When problems are noted, one or more faculty members will meet with the student, inform him/her of the nature of the concerns, and assist the student in developing a remediation plan, if necessary. Interpersonal and professional difficulties subject to remediation plans may include (but are not limited to): accepting and utilizing feedback in supervision, developing and maintaining productive working relationships with faculty, peers, colleagues and clients, and behaving ethically and professionally (including all of the professional behaviors listed in the [Field Experience Checklist](#)) in practicum and classroom environments. In addition, personal or mental health problems that interfere with the quality of a student's work may be subject to the provisions of this policy. Remediation plans may include (but are not limited to) additional practicum experiences, additional practicum supervision, personal therapy, and/or a leave of absence.

If the concern is not satisfactorily remediated as agreed upon by the student and faculty member(s), written notification will be mailed to the student with details of the reasons for possible dismissal from the program. The student will have two weeks to prepare a response to such notification and to ask for a formal review by the school psychology faculty. At such a review meeting, the faculty and student will both have the opportunity to present their perceptions of the situation. The faculty committee will then make a final determination regarding dismissal.

Procedures for Dismissal from the Program

If in the professional judgment of the school psychology faculty a student has failed to make satisfactory progress toward meeting the standards of the program, the faculty may vote to dismiss that student from the program. Rarely have students been dismissed. Dismissal may occur for the following reasons: (a) failure to maintain the required GPA, (b) failure to complete practicum requirements, (c) ethical violations (e.g., plagiarism, cheating, lack of professionalism in field placements), (d) failure to pass the comprehensive exam in school psychology, and (e) serious deficiencies in interpersonal or professional competencies (as described above). When a student violates ethical standards or demonstrates deficiencies in interpersonal or professional competencies, the decision as to whether the student will be offered an opportunity to remediate deficiencies or will be immediately recommended for dismissal is solely at the discretion of the faculty.

In the case of dismissal, the program coordinator will send a report to the Office of Graduate and Professional Education that states the faculty vote on the decision causing dismissal and the justification for this action. This office will notify the student in writing when the student is being dismissed for failure to make satisfactory progress in the program.

Appeals

Students may appeal faculty decisions. Students should address requests for course waivers and appeals related to faculty interpretations of these guidelines to the School of Education Graduate Studies Committee. Appeals of grade and decisions to dismiss students from the program follow University procedures and are handled outside the School. For these decisions, students should

follow the Academic Appeals process outlined in the University Catalog. Students should keep in mind that all the regulations and guidelines in the University Catalog apply to them over and beyond the requirements in this document.

Do Not Forget!

(1) Tuberculosis Test and Background Check for Practica

In order to comply with state regulations, students must show written proof of a negative PPD Tuberculin Test before working in the schools. Students may have the test administered by their physician, a public health clinic, or at the [Student Health Center](#) on campus. There is a \$5.00 charge to students who have this service performed at the health center. If you use an off campus site, the results must be on file with the Student Health Center so that the Office of Clinical Studies can clear you.

Schools also require that all members of their staff, including practicum students and interns have a criminal background check completed with the Delaware State Police. The requirements for background checks change frequently and vary by state. These checks require at least 6 weeks to complete and you will not be permitted into the schools without the appropriate clearances.

Students should consult the Office of Clinical Studies website for current details on both of these clearances, timelines for completing them, and required forms (<http://www.ocs.udel.edu/>).

Clearances must be updated annually. It is the student's responsibility to make sure all required clearances are achieved in order to begin each semester.

(2) Obtain Professional Liability Insurance Coverage

It is recommended that students obtain professional liability insurance, particularly for practica and internship. Such insurance is relatively inexpensive for members of NASP. An application form is available online at www.nasponline.org.

(3) Think About Continuing Education Activities

Education is a lifelong experience. The school psychology program is committed to providing the highest quality of education. As part of this commitment, we strive to offer an active learning environment and opportunities that promote the continuing education of practicing school psychologists throughout the state of Delaware. Often, we offer courses beyond the regular school psychology curriculum that fit the needs of professionals working in the field. These courses are generally offered during the summer. The faculty also works cooperatively with DASP to provide a high-quality, annual state convention, which students are expected to attend. Likewise, interns are required to outline their professional development goals and to document activities for obtaining these goals. Graduates are encouraged to pursue their professional development through workshops, coursework, etc. Upon graduating from the program, students should apply for national certification (NCSP), which requires 75 hours of continuing education every three years.

(4) Join Professional Organizations in School Psychology

- **National Association of School Psychologists (NASP).** NASP is committed to enhancing the profession of school psychology and promoting the rights, welfare, education, and mental health of youth. With a membership of over 25,000, NASP is the primary professional organization for school psychologists. NASP publishes *School Psychology Review*, a professional journal, and the *Communique*, a newsletter. All students are expected to join NASP as a beginning step in their commitment to continuing professional development. Our NASP student leader for the 2014-2015 school year is Lori Glass. As our representative, she communicates with classmates about the roles and benefits of NASP, recruits new members, and organizes a school psychology awareness week event. She also passes along resources, information and professional development opportunities related to school psychology.

Application forms for membership are available online at www.nasponline.org.

- **APA, Division of School Psychology (Division 16).** With a membership of approximately 2,500, the Division has supported efforts that encourage research in the application of psychology to schooling and to improve the lives of children. Division 16 publishes a professional journal *School Psychology Quarterly*, and a newsletter, *The School Psychologist*. Doctoral students, especially, should consider joining Division 16.
- **Delaware Association of School Psychologists (DASP).** The Delaware Association of School Psychologists (DASP) represents approximately 100 practicing school psychologists in the state. DASP sponsors periodic workshops, dinner meetings, and an annual spring convention. All students are expected to join DASP (student membership fee is only \$10.00). Membership forms are available online at <http://dasponline.org/>.

School Psychology Program Evaluation

The school psychology program is committed not only to assessing students in an ongoing and systematic fashion, but also to assessing the program's effectiveness. For the purpose of improving the overall quality of the program, the following performance-based measures of program effectiveness are used:

- **Course and Instructor Evaluations.** As required by the University, students complete a course and instructor evaluation form (in class or on-line) at the end of each course. Please take these evaluations seriously. Results are reviewed by the individual faculty member and by the Director of the School of Education, both of whom examine aggregated scores as well as written comments from students. This information is used not only to improve courses, but also is used to help determine the promotion and salaries of individual, full-time faculty members. Where appropriate, be sure to recommend ways that a course might be improved.
- **Evaluations of Field Supervisors.** In addition to evaluating courses and course instructors, you also are required to evaluate your practica and internship placements and the respective supervisors. Again, please take these evaluations seriously. Your

evaluations are used by the university-based field supervisor and program coordinator to select and maintain quality sites. Your feedback is kept confidential, however.

- **Ratings of Students by Field Supervisors.** With regard to evaluating the effectiveness of the program, ratings of our students by their field supervisors are of critical importance. Such ratings reflect not only the competencies of our students, but also reflect the quality of the training they receive. Ratings for all skills and competencies are aggregated across students. We look closely at these ratings and attempt to make changes in our program, as needed, when a pattern of low ratings is detected across students.
- **Internship Portfolio.** The internship is a culminating experience during which students are expected to integrate and apply knowledge and skills in multiple psychology. In addition to supervisor ratings of specific skills, an assessment of a comprehensive, performance-based portfolio. The results of this assessment reflect not only the skills of our interns, but the quality of the training they receive throughout the program. As with supervisor ratings, patterns of weakness across interns indicate the need for us to make improvements in our training.
- **Exit Interviews of Interns.** Near the end of the internship, we ask interns how we might improve our program. We listen, and have made changes, based on that input.
- **National Exam in School Psychology.** This is another indicator of both student competencies and the quality of the program. With respect to program evaluation, scores on the national exam are aggregated and closely examined.
- **Surveys of Field Supervisors.** Our field supervisors tend to represent the best school psychologists in the profession. We truly respect their feedback about students and the program. During most site visits of practicum and internship placements, we solicit such feedback. A more systematic and deliberate attempt to solicit their feedback occurs during the individual exit interview with the intern and his/her supervisor.
- **Surveys of Students and Alumni.** Periodically, we ask students and graduates to complete comprehensive surveys in which they are asked to evaluate the program and offer specific recommendations for improvement. The last survey was conducted in spring of 2013. Past surveys have led to several course changes.
- **Admissions, Graduation Rates, Paid Internships, and Employment of Graduates.** We closely examine admissions data, paying particular attention to the quality and diversity of those offered, and those accepting, admission. We also closely monitor the percentage of students who successfully complete the program (approximately 90% have done so over the past 10 years), the percentage of students receiving paid internships (100% have received paid internships, with most paying \$16,000), and percentage of

graduates who are offered a full-time position in school psychology (100%).

- **Reviews for Accreditation.** Approximately every 5-7 years, the program is reviewed by several accreditation agencies. The most thorough and comprehensive of these reviews is jointly conducted by the National Association of School Psychologists and the Council for the Accreditation of Teacher Education. The Department of Education also conducts a review. Both the specialist and doctoral programs have been very highly rated in these reviews.

School Psychology Faculty

Coursework in the program is integrated throughout the School of Education. Thus, faculty members in several programs, especially special education and measurement, statistics, and evaluation, contribute to the training of students in school psychology. However, three faculty members are assigned primarily to the school psychology program and advise students in the program. The primary faculty members are:

GEORGE G. BEAR, Ph.D. (U. of Virginia), Professor

Dr. Bear teaches school consultation and intervention, introduction to school psychology, and discipline and classroom management. He also supervises practicum students and interns. Before joining the University in 1985, Dr. Bear served for six years as a school psychologist and administrator of special education. For many years, he worked one day weekly as a practitioner at The College School. At the state level, since 2002 he has served as a member of the Delaware's School-wide Positive Behavioral Supports leadership team while assuming a major leadership role in the development of measures of school climate that are used in over 70% of public schools in Delaware.

At the national level, Dr. Bear has been an active member of the National Association of School Psychologists, having served as state delegate, chair of the Research Committee, a member of the Publications Board, and a member the Program Approval Board. Currently, he continues to review school psychology programs for NASP/NCATE approval and serves as team leader of the Technical Assistance Team of the NASP Graduate Education Workgroup.

Dr. Bear serves on the editorial boards of *School Psychology Review*, *School Psychology Quarterly*, *Journal of Educational and Psychological Consultation*, and *Journal of School Violence*.

His primary research interests are in the areas of school discipline and school climate. His most recent publications include:

- Bear, G.G., Whitcomb, S., Elias, M., & Blank, J. (in press). SEL and Schoolwide Positive Behavioral Interventions and Supports. In J. Durlak, T. Gullotta, C. Domitrovich, P. Goren, & R. Weissberg (Eds.), *Handbook of social and emotional learning*. Guilford Press.
- Bear, G.G., Yang, C., & Pasipanodya, E. (in press). Assessing school climate: Validation

of a brief measure of the perceptions of parents. *Journal of Psychoeducational Assessment*.

- Bear, G.G., Yang, C., Glutting, J., Huang, X., He, X., Zhang, W., & Chen, D. (in press). Teacher- student relationships, student-student relationships, and conduct problems in China and the U.S. *Journal of International School and Educational Psychology*.
- Bear, G.G. (2014). Preventive classroom management. In E.T. Emmer & E. J. Sabornie (Eds.), *Handbook of classroom management* (2nd edition). Mahwah, NJ: Erlbaum.
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- Bear, G. G., & Minke, K. M. (Eds.) (2006). *Children's needs III: Development, prevention, and intervention*. Bethesda, MD: National Association of School Psychologists.
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- Manning, M.A, Bear, G.G., & Minke, K.M. (2006). Self-concept and self-esteem. In Bear and K.M. (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 341-356). Bethesda, MD: National Association of School Psychologists.
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G.G.
intervention

KATHLEEN M. MINKE, Ph.D. (Indiana University), Professor

Dr. Minke teaches courses in counseling techniques, family-school collaboration and supervises practicum and internship experiences. Before joining the faculty in 1991, Dr. Minke worked as a school psychologist in Virginia and Indiana. She is active in the National Association of School Psychologists and has served as Delaware delegate, member of the NCSP Board, and chair of the Professional Growth and Convention workgroups. During 2010- 11, she was President of NASP. She works with the Delaware Positive Behavior Supports Initiative providing professional development on family-school collaboration and targeted interventions. Her research interests include family-school collaboration, parent-teacher relationships and professional issues in school psychology. Her publications include:

- Hughes, T.L., & Minke, K.M. (2014). Blueprint for Health Service Psychology Education and Training: School Psychology's Response. *Training and Education in Professional Psychology*, 8, 26-30.
- Minke, K.M., Sheridan, S.M., Kim, E.M., Ryoo, J., & Koziol, N. (2014). Congruence in parent-teacher relationships: The role of shared perceptions. *Elementary School Journal*, 114(4), 527-546.
- Minke, K.M., & Jensen, K.A. (2014). Best practices in facilitating family-school meetings. In A. Thomas & P. Harrison (Eds.). *Best practices in school psychology –6*. Bethesda, MD: National Association of School Psychologists.

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- Anderson, K.J., & Minke, K.M. (2007). Parent Involvement in Education: Toward an Understanding of Parents' Decision-making. *Journal of Educational Research*, 100, 311-323.
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- Vickers, H. S., & Minke, K. M. (2002). Best practices in family-school conferences. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology - IV*, Bethesda, MD: National Association of School Psychologists.
- Minke, K.M., & Bear, G.G. (Eds.) (2000). *Preventing school problems - promoting school success: Strategies and programs that work*. Bethesda, MD: National Association of School Psychologists.

MARIKA GINSBURG-BLOCK, Ph.D. (U. of Pennsylvania), Associate Professor

Dr. Ginsburg-Block is an Associate Professor in the School of Education. She holds a Ph.D. in School Community and Clinical Child Psychology from the University of Pennsylvania. Dr. Ginsburg-Block joined the faculty at the University of Delaware in 2003 and recently completed a six-year term as coordinator for the graduate program in school psychology. She teaches courses in counseling, psychopathology, and mental health consultation, and supervises field-based internship experiences in school psychology. Dr. Ginsburg-Block's research focuses primarily on investigating school-based, peer and parent mediated intervention programs for vulnerable youth, while also seeking to better understand the numerous mechanisms that lead to student achievement. Her current work involves developing an adequate measure of family early literacy practices and with this measure clarifying the mechanisms by which families contribute to the development of language and literacy skills in their young children.

- Lewis, K. & Ginsburg-Block, M. (2014). Early childhood literacy programs: Promoting involvement of ELLs and their families. *NHSA Dialogue*, 17 (2), 17-57.
- Deniz Can, D., Ginsburg-Block, M., Golinkoff, R. & Hirsch-Pasek, K. (August 2013). A long term predictive validity study: Can the CDI Short Form be used to predict language and early literacy skills 4 years later? *Journal of Child Language*, 40(04), 821-835.
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- Manz, P. H., Power, T. J., Ginsburg-Block, M., & Dowrick, P. (Spring/Summer 2010). Community paraeducators: A partnership-directed approach for preparing and sustaining the involvement of community members in central city schools. *The School Community Journal*, Vol 20 (1), 55-80.
- Ginsburg-Block, M., Manz, P.H., & McWayne, C. (2010). Partnering with families to foster early achievement in reading and mathematics. In A.L. Reschly & S. Christenson (Eds.), *The Handbook on School Family Partnerships for Promoting Student Competence*. New York: Routledge.
- Ginsburg-Block, M., Rohrbeck, C., Lavigne, N., & Fantuzzo, J. W. Peer Assisted Learning: An academic strategy for enhancing motivation among diverse students. (in press). In A. E. Gottfried & C. Hudley (Eds.), *Diversity in Academic Motivation: Social, Cultural, and Group Differences*. Oxford Press, UK: Routledge.
- Warzon, K. B. & Ginsburg-Block, M. The Role of Cultural Continuity Between Home and School Settings in Predicting Student Motivation: What We Know, What We Need

to Learn, and Implications for Practice. (in press). In A. E. Gottfried & C. Hudley (Eds.), *Diversity in Academic Motivation: Social, Cultural, and Group Differences*. Oxford Press, UK: Routledge.

- Schaefer, B. A., & Ginsburg-Block, M. D. (2007). Helping children and adolescents dealing with divorce. In R. W. Christner, J. L. Stewart, & A. Freeman (Eds.), *Handbook of cognitive-behavior therapy (CBT) groups with children and adolescents: Specific settings and presenting problems*. Oxford, UK: Routledge.
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Rupnow, S. (2001). Community Responsiveness: Examples from Under Resourced Urban Schools. *Journal of Prevention and Intervention in the Community*, 22 (1).

Supporting Faculty

Additional faculty members and other professionals who teach courses taken by school psychology students include:

ABBY CASH, Ed.S. (U. of Delaware). Teaches courses in assessment and practicum supervision.

JOSEPH J. GLUTTING, Ph.D. (U. of Pennsylvania), Professor; Measurement, Statistics, and Evaluation Program. Dr. Glutting teaches two courses required in the school psychology program: EDUC 660, Educational Statistics and Measurement, and EDUC 691, Applied Statistics and Research Design.

NANCY JORDAN, Ed.D. (Harvard University), Professor; cognitive development, learning disabilities, mathematics and reading, assessment.

EMILY KLEIN, Ed.S. (U. of Delaware), School Psychologist in Colonial School District. Teaches courses in assessment and special populations.

ABE MENSCH, Ph.D. (U. of Delaware), Licensed Psychologist in private practice and supervising psychologist with Division of Child Mental Health Services, Delaware Youth and Family Center.

KRISTEN D. RITCHEY, Ph.D. (University of Maryland), Associate Professor; special education, instructional methods for elementary and intermediate students with mild to moderate disabilities.

Interns and Recent Graduates

One indication of the quality of a program is the success of its graduates. All of our graduates in pursuit of full-time employment as school psychologists have found it. We also encourage students to apply for doctoral study at the University of Delaware as well as other institutions of higher learning. The faculty is proud to be able to mention a few of those who have earned degrees at Delaware in the last few years (along with their initial job placements upon graduation):

Internship Placements- Class of 2015

Courtney Casperson– Colonial School District, DE

Gina Circo- Cherry Creek School District, CO

Molly Blew- Appoquinimink School District

Michelle Cain- Christina School District, DE

Samantha Gralla- Marlboro Township School District, NJ
Taylor Hamilton- Christina School District, DE
Katie Hoffman- Appoquinimink School District, DE
Sara Posey- Penn-Delco School District, PA
Nic van Oss- Christina School District, DE
Laura Wells- Colonial School District, DE

Class of 2014

Danielle Jansen- Los Angeles CA Unified School District
Dara Lipschutz- Christina School District, DE
Kristin Valle Michaelson- Princeton Public School District, NJ
Lynda Pagan- Appoquinimink School District, DE
Melissa Van Cak Wilson- Christina School District, DE
Rebecca McGraw Gerig- Fairfax County Public Schools, VA
Sarah LeMonte- Appoquinimink School District, DE

Class of 2013

Meredith Cooke- Princeton Public School District, NJ
Kathleen Eaken- Christina School District, DE
Allison Jacobus- Montgomery County Public Schools, MD
Kathryn McDonald- Success Academy Upper West, NY
Traci Ritterband- Success Academy Charter Schools Harlem 4, NY
Aaron Salisbury- Caesar Rodney School District, DE

Class of 2012 Graduates

Cassie Shutt- Marriotts Ridge High School, Howard County, MD
Mark DeGliobizzi- Smyrna School District, DE
Mike Lewis- Caesar Rodney School District, DE
Kellie Lee- Appoquinimink School District, DE
Eileen De La Cruz- New Castle County Vocational Technical District, DE
Gabrielle Koury- Red Clay School District, DE
Eric Pizzini- Red Clay School District, DE
Kelley Helie- Red Clay School District, DE
Jessica Blank- Colonial School District, DE
Kandia Lewis- Research Associate, Temple University, Philadelphia PA

Class of 2011 Graduates

Liz Bozzo, Christina School District, DE
Natalie Bizzarro- Christina School District, DE
Maureen Sullivan, Appoquinimink School District, DE
Kendyl Suloff, Indian River School District, DE
Jessica Zdatny (Soltys)- Colonial School District, DE
Lindsay Jolley (Ambriz), Christina School District, DE

Lauren Butrie (Gaines)- Baltimore City Public Schools, MD

Class of 2010 Graduates

Ryan Wilson, Christina School District, DE
Kristen Ponder, Appoquinimink School District, DE
Daniel Patino, Appoquinimink School District, DE
Lindsay Barnes, Smyrna School District, DE
Jamie Caruso, Smyrna School District, DE
Richard Galeas, Colonial School District, DE
Cecilia Till, Colonial School District, DE
Sarah Melchoir, Montgomery School District, MD

Class of 2009 Graduates

Emily Barlow, Harford County Public Schools, MD
Karen Webster, Calhoun Intermediate School District, MI
Emily Burgdorf, Caesar Rodney School District, DE
Jessica Galeas, Caesar Rodney School District, DE
Cathy Holland, Appoquinimink School District, DE
Johanna Homan, Cambridge Public Schools, MA
Allison Solano, Capital School District, DE
Dilara Deniz Can, Research Associate, University of Washington, Seattle
Brynn Stout, Appoquinimink School District, DE

Class of 2008 Graduates

Jeremy Burroughs, Newport News Public Schools, VA
Jeffrey Duquette, Southington Public School District, CT
April Gregor, Christina School District, DE
Jennifer Le-Si, Alexandria City Public Schools, VA
Lauren Messner, North Penn School District, PA
Maggie Muklewicz, Valley View School District, PA
Julia Park, Colonial School District, DE
Annemarie Potucek, Renondo Beach, CA
Stephanie Terzian, Scott Montgomery Elementary School, D.C.

Class of 2007 Graduates

Abby Courtright, Baltimore County (North East Middle School), MD
Jessica Hackmann, Prince George's County Schools, MD
Melissa Hoffman, PA
Katie Quigley, Maternity Leave
Kerrin Rucker, Bethlehem Area School District, PA
Candace Turner, Baltimore County (Lansdowne Middle School), MD
Julie Watkins, Colonial School District, DE

Class of 2006 Graduates

Terri Dunham, Colonial School District, DE
Genae Martin, Appoquinimink School District, DE

Roseann McManus, Mansfield School District, CT
Maria Toggas, Harrisonburg City Schools, VA
Cara Trout, Mesa School District, AZ

Class of 2005 Graduates

Sarah Butler, Gibson Pike Warrick Cooperative Schools, IN
Kristi Ewing, Capital School District, DE
Mary Heim, Colonial School District, DE
Emily Klein, Colonial School District, DE
Karole Kurtz, North Penn School District, PA
Sarah Unger, Montgomery County School District, MD

Class of 2004 Graduates

Kellie Anderson (Ph.D.), Anne Arundel County Schools, MD
Polly Benkstein, Red Clay School District, DE
Jennifer Dock, Alamance Barlington School, NC
Jennifer Dugan, West Orange School District, NJ
Stacy Falls, Brandywine School District, DE
Lindsay Goetz, Colonial School District, DE
Lauren Lewandowski, NY
Andrew Maffei, Baldwinsville Central Schools, NY
Maurenn Manning (Ph.D.), Anne Arundel County Schools, MD

Class of 2003 Graduates

Shari Barkin, Ewing Township, NJ
Danielle Johnson, Cecil County Schools, MD
Holly Pomerening, Appoquinimink School District
Eileen Baker, Private Practice, DE
Jennifer Veach, Appoquinimink School District
Shannon Pearl, Baltimore City Schools, MD
Lisel Stork, Prince George's County Schools, MD

School Psychology Student Resources

Computer Services

Before you arrive on campus, you can activate your UDeNet and UD email accounts. These accounts provide access to a host of other computing resources available only to UD students. Start at <http://www.udel.edu/it/welcome.html>. Students are expected to use their UDeNet e-mail addresses for all correspondence.

Several computers in the Educational Resources Center (ERC) can be used for scoring many psychoeducational tests. Software is available in the ERC. Check the web page <http://www.it.udel.edu/computingsites> for more information about computing sites on campus.

Career Services Center (831-2392)

Located at 401 Academy Street, the [Career Services Center](#) provides students with numerous resources and opportunities for career preparation. We recommend during the second year in the program that students at the specialist level register for services at the Center. Students in the Ph.D. track should register during their fourth year in the program.

In addition to the job listings, the center offers a variety of free career programs including such topics as resume writing, interview preparation, and job search strategies. You can obtain a schedule of career program offerings from the web site.

Office of Financial Aid (831-8761)

For information pertaining to loans, fellowships, and other sources of financial aid, consult the graduate catalog or the [Office of Financial Aid](#).

Graduate Student Organizations

The Graduate Student Senate (GSS) is the advocacy and interdepartmental social organization for graduate students. The association sponsors monthly meetings and social functions, such as happy hours, picnics, and museum tours. Graduate student representatives from GSA attend faculty senate committee meetings, Board of Trustee committee meetings, and meetings of the President's Council. At the GSS meetings, the representatives discuss issues relevant to graduate students. For more information about GSS, go to <http://www.udel.edu/gradoffice/gradsenate/>.

The Education Graduate Association (EGA) is a student-run association that represents the needs of graduate students in the School of Education. The Association sponsors meetings and social functions. The purpose of these meetings is to address student concerns and discuss issues relevant to graduate students. Graduate student representatives from EGA attend the School's undergraduate and graduate curriculum committee meetings and faculty meetings (if they so desire). The representatives then report back to the EGA regarding issues pertaining to graduate students. For more information see <http://www.education.udel.edu/current-students/education-graduate-association/>.

Health Services

[Student Health Services](#) is located in Laurel Hall at the corner of South College Avenue and East Park Place. The physicians on staff are Board certified or Board eligible in the following specialties: family practice, pediatrics, gynecology, and psychiatry. All full-time students are eligible for these services and are charged the semester and Winter Session health fee. This fee also supports the mental health services offered by the Center for Counseling and Student Development (CCSD). The student health fee covers 16 counseling sessions per year at CCSD. For more information, contact the [Counseling Center](#) at 831-2141.

University Insurance Program

The University sponsors an optional Student Accident and Sickness Insurance Plan available to

all admitted full- and part-time students. Call Student Health Services for more information.

Morris Library Services

The Morris Library is the main branch of the University of Delaware libraries. The collection in this library supports all disciplines. The library has over 2.8 million printed volumes. In addition, 80% of the 31,000 journals and magazines to which the Library subscribes are electronic journals available 24/7 to all University students, faculty and staff. Over 300 databases speed research with links to full articles via “Get It” buttons.

For many graduate students, Morris is their “home away from home,” and many students and faculty consider their web site to be one of the best on campus. Graduate students are eligible to reserve study carrels.

The School of Education has a librarian responsible for collection development and library instruction in subject areas that support the curriculum and research needs of the University of Delaware. The School of Education contact is Margaret Grotti, mgrotti@udel.edu, 831-6310.

<p>Morris Library 181 S. College Ave. (302)831-2965 http://library.udel.edu/</p>	<p>Newark, De 19716 - For library hours, call (302) 831-6310</p>
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Education Resource Center (831-2335)

Located on the ground floor of Willard Hall, the [Education Resource Center \(ERC\)](#) provides many valuable services to school psychology students. In order to check out materials, students need an ERC user number, which can be obtained at the circulation desk free of charge.

The ERC has a regular circulating collection containing curriculum materials (Kindergarten through eighth grade), children's books, and professional books on education-related topics, including: regular and special education, educational research, and educational psychology. School counseling resources are also available. Materials from the regular circulating collection are available on a two-week loan period. Please note that a select group of reference books in school psychology are shelved directly behind the check-out desk. These books are useful references, especially for helping you with case studies and recommendations.

The ERC also has three special collections: standardized tests, faculty reserve readings, and education-related periodicals. The ERC has a large standardized test collection. Students use these materials for class and practicum activities. Please ask at the circulation desk for information on collection contents. Tests are available to school psychology students for a three-day loan period and may be renewed over the telephone. There is a substantial late fee for overdue test materials. The faculty reserve collection, located directly behind the circulation desk, contains many resources pertaining to school psychology. The ERC subscribes to about 20 education-related periodicals, which are available on a two-day loan period.

Student Services Building

The [Student Services Building](#) is located on Lovett Avenue behind Pearson Hall. Representatives from the following departments are located there:

- Cashier
- Scholarships and Financial Aid
- Registrar
- UD1 Flex
- Billing and Collection
- Student Services.

Practical Recommendations and Interventions

Each year, students develop [evidence-based recommendations](#) on a variety of topics. These are shared on the webpage in order to guide students' research into appropriate recommendations for practicum activities.