The School Psychology Program offers two degree programs: An Educational Specialist (Ed.S.) degree and a doctoral degree (Ph.D.). Certification as a school psychologist in the state of Pennsylvania is associated with both degree programs.

Both degree programs are approved by the National Association of School Psychologists (NASP), while the Ph.D. program is additionally accredited by the American Psychological Association (APA). The Pennsylvania Department of Education has approved our program’s certification in school psychology.

Graduates of the Ed.S. program are prepared to serve as school psychologists in school districts. Graduates of the Ph.D. program have a broader range of employment options, including practitioner positions in school district, clinical, and hospital settings, as well as positions as researchers and professors in academic settings.

Fundamental to the School Psychology program is a commitment to a scientist-practitioner model. Students in our degree programs complete coursework and field-based experiences that prepare them to apply critical skills for delivering evidenced-based practices to children and youth. Moreover, our programs operate from an ecological perspective. Students are well prepared to address the contextual influences on children’s educational achievement and health.

The School Psychology program continues to develop concentrated training opportunities, including coursework and practicum, in unique areas consistent with faculty expertise. For example, in the Ed.S. program, students have had the opportunity to seek specialized training in facilitating inclusion for students with autism and leading Response-to-Intervention initiatives. The Ph.D. program is distinguished by offering concentrations in School-Based Prevention and Pediatric School Psychology, currently.

For additional information about the School Psychology program, please visit:
http://coe.lehigh.edu/academics/disciplines/sp (http://coe.lehigh.edu/academics/disciplines/sp/)

Questions regarding APA Accreditation may be addressed to the APA Office of Accreditation at:
Office of Program Consultation and Accreditation
750 First St, NE, Washington, DC 20002-4242
Telephone: (202) 336-5979
TDD/TTY: (202) 336-6123
Fax: (202) 336-5978
Email (apaaaccred@apa.org) (General Questions) (apaaaccred@apa.org)
Email (aro@apa.org) (Annual Report Online only)

**Professors.** Christine L. Cole, PhD (University Wisconsin-Madison); George J. DuPaul, PhD (University of Rhode Island); Robin L. Hojnoski, PhD (University of Massachusetts Amherst); Patricia H. Manz, PhD (University of Pennsylvania)

**Associate Professor.** Bridget V. Dever, PhD (University of Michigan)

**Assistant Professor.** Ethan R. Van Norman, PhD (University of Minnesota Twin Cities)

**Emeritus.** Christine Novak, PhD (University of Iowa)

**Doctor of Philosophy in School Psychology**

**DOCTORAL CORE (3 HOURS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHP 496</td>
<td>Doctoral Seminar in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or SPED 490</td>
<td>Doctoral Seminar in Special Education</td>
<td></td>
</tr>
</tbody>
</table>

**PSYCHOLOGICAL FOUNDATION CORE COURSES (18 HOURS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 402</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 451</td>
<td>Applied Principles of Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 404</td>
<td>Behavioral Neuroscience</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 473</td>
<td>Social Basis of Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 429</td>
<td>Special Topics in School Psychology</td>
<td>1-3</td>
</tr>
<tr>
<td>SCHP 484</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**RESEARCH CORE (24 HOURS) Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 410</td>
<td>Univariate Statistical Models</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 411</td>
<td>Multivariate Statistical Models</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 461</td>
<td>Single-Subject Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 406</td>
<td>Research Methods and Design</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 408</td>
<td>Dissertation Proposal Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 491</td>
<td>Advanced Seminars: (with subtitle)</td>
<td>1-6</td>
</tr>
<tr>
<td>EDUC 412</td>
<td>Advanced Applications of Psychometric Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

EDUC 486 Doctoral Qualifying Research Project 1-3

**Professional School Psychology Core (39 HOURS):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 400</td>
<td>Organizational Leadership and Change Management</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 402</td>
<td>Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 404</td>
<td>Introduction to School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 407</td>
<td>Crisis Management in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 412</td>
<td>Consultation Procedures</td>
<td>2</td>
</tr>
<tr>
<td>SCHP 422</td>
<td>Assessment of Cognition and Achievement</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 423</td>
<td>Social-Emotional and Behavioral Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 425</td>
<td>Academic Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 426</td>
<td>Advanced School and Family Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 431</td>
<td>Practicum in Assessment of Intelligence</td>
<td>1-3</td>
</tr>
<tr>
<td>SCHP 432</td>
<td>Practicum in Assessment of Intelligence</td>
<td>1-3</td>
</tr>
<tr>
<td>SCHP 433</td>
<td>Practicum in Assessment of Intelligence</td>
<td>1-3</td>
</tr>
<tr>
<td>SCHP 434</td>
<td>Specialized Practicum in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 442</td>
<td>Doctoral Practicum in School Psychology</td>
<td>1-6</td>
</tr>
<tr>
<td>SCHP 444</td>
<td>Doctoral Internship</td>
<td>1-6</td>
</tr>
</tbody>
</table>

In this program, students have the opportunity to choose one of the two options for developing specialized expertise. These two core options are: 1) School-Based Prevention subspecialization (additional 18 hours, total of 99), 2) Pediatric/Health subspecialization (additional 18 hours, total of 99). DISSERTATION HOURS as necessary - minimum of 2

**Educational Specialist (Ed.S.) program in School Psychology**

**AREA I:**

**RESEARCH CORE (6 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 403</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>or SCHP 434</td>
<td>Applied Research Practicum</td>
<td></td>
</tr>
<tr>
<td>EDUC 408</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 409</td>
<td>Analysis of Experimental Data</td>
<td></td>
</tr>
</tbody>
</table>

**AREA II:**

**PSYCHOLOGICAL FOUNDATION CORE (12 HOURS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 471</td>
<td>Social Basis of Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 429</td>
<td>Special Topics in School Psychology</td>
<td>1-3</td>
</tr>
<tr>
<td>SCHP 484</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
EDUC 451 Applied Principles of Cognitive Psychology 3
or PSYC 403 Cognitive Psychology
PSYC 402 Developmental Psychology 3
EDUC 491 Advanced Seminars: (with subtitle) 1-6
or PSYC 404 Behavioral Neuroscience
CPSY 471 3

AREA III:
COUNSELING PSYCHOLOGY (3-9 hours)
CPSY 439 Theory and Practice of Group Counseling 3
CPSY 440 Introduction to Family Counseling 3
CPSY 442 Counseling and Therapeutic Approaches 3
CPSY 445 School Counseling I 4
CPSY 462 Assessment of Personality 3
CPSY 480 Master's Internship I (Others by advisor approval) 3
Others by advisor approval

AREA IV:
SPECIAL EDUCATION (3 - 9 HOURS)
PSYC 338 Phenomenology and Theory of Childhood Disorders 4
SPED 332 Education and Inclusion of Individuals with Special Needs in K-12 3
SPED 418 Alternative Curricular Approaches 3
SPED 419 Intensive Intervention in Reading 3
EDL 470 Special Topics in Educational Leadership 1-3
Others by Advisor Approval
Autism Subspecialization (6) (Requires 480 clock hours in ASD)
Bi-weekly Seminar: Autism Spectrum Disorders (0)
Bi-monthly seminar: Diversity Sensitivity Consulting (0)
Daily Practicum in Autism Spectrum Disorders (0)
SPED 465 Advanced Inclusionary Practices in K-12 3
Others by advisor approval.
Specialist in RTI Implementation (25)
SCHP 429 Special Topics in School Psychology 1-3
SCHP 437 Advanced Child Psychopathology 3
SCHP 443 Certification Internship 1-6
Others by advisor approval.

AREA V:
PROFESSIONAL SCHOOL PSYCHOLOGY CORE (36 HOURS)
SCHP 407 Crisis Management in the Schools 3
SCHP 402 Applied Behavior Analysis 3
SCHP 404 Introduction to School Psychology 3
SCHP 412 Consultation Procedures 2
SCHP 422 Assessment of Cognition and Achievement 3
SCHP 423 Social-Emotional and Behavioral Assessment and Intervention 3
SCHP 425 Academic Assessment and Intervention 3
SCHP 426 Advanced School and Family Interventions 3
SCHP 431 1-3
SCHP 432 Practicum in Assessment of Intelligence 1-3
SCHP 433 1-3
SCHP 435 School-based Practicum 1-3
SCHP 443 Certification Internship 1-6

Courses
SCHP 402 (SPED 402) Applied Behavior Analysis 3 Credits
Theory and application of behavior modification methods in classroom and clinical settings. Topics include behavior analysis, outcome research, task utilization, and single case research.

SCHP 404 Introduction to School Psychology 3 Credits
This course is designed to provide students with an introduction to the profession of school psychology. The course discusses professional, ethical, and legal issues currently facing psychologists who work in schools and other clinical settings. Topics also encompass the historical development, current status, ongoing professional debates, and future opportunities and challenges related to the profession.

SCHP 406 Research Methods and Design 3 Credits
This course is designed to provide skills in the use and application of research methodologies and in the conceptualizing and writing of research proposals. Specifically, the course is focused on developing conceptual knowledge of specific research methods, interpreting data using specific methods of analysis, and developing independent research skills focused around one’s own research project. The course is primarily designed for doctoral students in School Psychology and Special Education. Permission of instructor is required.

SCHP 407 (CPSY 407) Crisis Management in the Schools 3 Credits
This course is designed to provide students with knowledge and skills related to crisis preparedness and intervention in the schools. Relevant theories and research literature will be explored as well as practical elements of crisis response that are applicable to all school systems. In addition, intervention strategies and protocols will be examined and discussed. Permission of instructor is required.

SCHP 408 Dissertation Proposal Seminar 3 Credits
The primary purpose of this course is to guide students in their independent research endeavors. Students will learn about the complexities of planning and initiating independent research, focusing on the writing process, methodological issues, and the management of time and data. Knowledge and competencies obtained in this seminar will be applied as students prepare their dissertation proposals.

SCHP 412 Consultation Procedures 3 Credits
Observational methodology utilized in consultation; rationale, theory and methods of consultation; individual, group and parent consulting. Study of research on the consultation process.

SCHP 418 Children in Context: Family, School, and Community 3 Credits
This course provides an advanced, theoretical basis for understanding various contextual influences on children's health, development, and learning. Fundamental to the course is application of ecological systems theory. A specific objective of this course is to develop students' cultural competence for implementing psychological and educational services to children of all ages and backgrounds.

SCHP 422 Assessment of Cognition and Achievement 3 Credits
This course provides training in administration and interpretation of individual tests of cognition and achievement used in school evaluations. Preparation of educational and psychological reports is also covered. Consent of instructor required.

SCHP 423 Social-Emotional and Behavioral Assessment and Intervention 3 Credits
This course provides instruction in assessment methods (direct observation, interviews, checklists, rating scales) and data-based decision making for social-emotional and behavioral concerns in educational settings. Strategies and interventions to support social-emotional and behavioral well-being are reviewed also. Consent of instructor required.
SCHP 425 Academic Assessment and Intervention 3 Credits  
This course provides instruction in academic assessment methods (e.g., curriculum based assessment, classroom observation, and teacher interviews) and data-based decision making in educational settings. Strategies and interventions to support academic achievement are reviewed also. Consent of instructor required.

SCHP 426 Advanced School and Family Interventions 3 Credits  
Overview of school-based and family-based intervention strategies for children and adolescents presenting interpersonal, emotional, developmental or behavioral challenges. Examples of topics covered include crisis intervention, peer-mediated interventions, self-management interventions, behavioral parent training, interventions for child abuse/neglect and computer-assisted instruction.  
Prerequisites: SCHP 402

SCHP 427 (CPSY 427) Assessment and Appraisal in Counseling 3 Credits  
Principles of psychological measurement (e.g., tests construction, technology, validity, reliability, functional utility). Ethical, legal, and cultural issues in the administration and interpretation of psychological tests. Case conceptualization, reporting and presentation.

SCHP 429 Special Topics in School Psychology 1-3 Credits  
Repeat Status: Course may be repeated.

SCHP 432 Practicum in Assessment of Intelligence 1-3 Credits  
Supervised experience in the administration and interpretation of intelligence test.

SCHP 434 Applied Research Practicum 1-3 Credits  
Designing and conducting research projects in applied settings.

SCHP 435 School-based Practicum 1-3 Credits  
Supervised experience in the provision of school psychological services including assessment, intervention, and consultation.

SCHP 436 Specialized Practicum in School Psychology 1-3 Credits  
Supervised field experience in school psychology with a specific population or setting. Permission of instructor required.  
Repeat Status: Course may be repeated.

SCHP 437 Advanced Child Psychopathology 3 Credits  
Advanced training in the definition, classification, etiology, long-term outcome, and treatment of children and adolescents with various psychopathological disorders. Emphasis is placed upon the assessment and treatment of child and adolescent psychopathology in school settings. Must have admission to doctoral program or consent of instructor.

SCHP 438 Health/Pediatric Psychology 3 Credits  
Introduction to training in the definition, etiology and behavioral/academic characteristics of children and adolescents with medical disorders. Emphasis is placed on the assessment and treatment of educational and behavioral sequelae of medical disorders in both school and health settings. Must have admission to doctoral program in school psychology or consent of instructor.

SCHP 439 Comprehensive School Health Programs 3 Credits  
Examination of school-wide programs designed to address health care needs of children and adolescents in school settings. Focus is on development of primary prevention and integration of educational, medical, social and community resources. Permission of instructor required.

SCHP 440 Applications of Pediatric School Psychology 3 Credits  
Focus on further development of students’ knowledge and application of pediatric school psychology. The etiology and developmental course of pediatric medical conditions will be examined, emphasizing the impact on school, family and community environments.  
Prerequisites: SCHP 438 or SCHP 439

SCHP 442 Doctoral Practicum in School Psychology 1-6 Credits  
Field-based experience in providing psychological services in school and/or clinical settings. Must have admission to doctoral program.  
Repeat Status: Course may be repeated.

SCHP 443 Certification Internship 1-6 Credits  
Full-time experience in clinical/educational settings. Student must complete a minimum of 1,200 clock hours under joint supervision of faculty and field supervisor.  
Repeat Status: Course may be repeated.

SCHP 444 Doctoral Internship 1-6 Credits  
Full-time experience in clinical/educational settings. Student must complete a minimum of 1,500 clock hours under joint supervision of faculty and field supervisor.  
Repeat Status: Course may be repeated.

SCHP 473 (CPSY 473) Advanced Research Methods in Applied Psychology 3 Credits  
For doctoral students in applied psychology. Issues and methods of research design, data collection and data analysis. Advanced discussion of quantitative, qualitative single-case research design. Admission to the Ph.D. program in counseling psychology or school psychology or permission of the instructor.

SCHP 482 Practicum in University Teaching: School Psychology 1-4 Credits  
Mentored and guided co-teaching focused on the design, organization, pedagogy and assessment of university courses in School Psychology. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair. May be repeated for credit.  
Repeat Status: Course may be repeated.

SCHP 484 (CPSY 484) History and Systems of Psychology 3 Credits  
This doctoral level course is designed as an overview of the history of psychology in the Western world. The historical approaches to this task will include a historical developmental approach to the origins and changes of ideas over time, the study of great persons and schools of thought, and a look at the Zeitgeist of each. This course will examine the nature of psychology as a whole, and the influence of philosophical worldviews in areas such as epistemology, ontology, teleology, and axiology. Part of this study regards the nature of science, and its power and limitations as applied to the understanding of human beings.

SCHP 496 Doctoral Seminar in School Psychology 3 Credits  
Selected topics in school psychology (titles will vary) including professional issues, assessment and intervention in school settings, and supervision of school psychology services. Must have admission to doctoral program.  
Repeat Status: Course may be repeated.

SCHP 499 Dissertation 1-15 Credits  
Repeat Status: Course may be repeated.