



COLLEGE OF EDUCATION
AND HUMAN SERVICES

SETON HALL UNIVERSITY

**Department of Professional Psychology
And Family Therapy**

**School and Community Psychology Program
Student Handbook**

2009-2010 Revision

SETON HALL UNIVERSITY

College of Education and Human Services
Department of Professional Psychology and Family Therapy
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School and Community Psychology Program Student Handbook *2009-2010 Revision*

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Seton Hall University

School and Community Psychology Program Student Handbook

The mission of the College of Education and Human Services is to promote professional practice. We strive to do that by developing competent, socially conscious, reflective professionals. What does this mean for a candidate in the college? The faculty and the professionals we work with in the community are committed to: (i) the development of a broad, deep knowledge base that can be translated into practice; (ii) a respect and valuing for differences in our society, (iii) and the ability to practice introspection regarding self-development and practice. An integral step toward achieving these goals is the alignment of our programs with the National Association of School Psychologist Domains of School Psychology Training and Practice and those of the New Jersey Department of Education.. When a candidate graduates from the Seton Hall University's College of Education and Human Services, he/she will be recognized for these qualities and future potential.

The School and Community Psychology Ed.S. Program trains graduate students to address the psycho-educational and socio-emotional needs of school age children and adolescents. As previously noted, SHU's Program goals are consistent with the National Association of School Psychology Domains of School Psychology Training and Practice standards. Inherent in this training is the belief that children must be viewed in the contexts in which they live. The social, economic, and cultural contexts shape their feelings, thoughts, and actions. The school can usefully be regarded as the second nurturing agent beyond the family. Consequently, it is intimately involved in the growth and development of societies' youngest members. Students are provided with professional and academic training to address the individual, contextual, and systemic needs of children and adolescents as well as those who nurture and support them. The National Association of School Psychologists Domains of School Psychology Training and Practice also guides the students' professional development and practicum/ internship experiences (<http://www.nasponline.org/standards/FinalStandards.pdf>).

This program has two separate parts and requires two separate admission applications. First, there is a 36 credit Master's degree (*known as the Masters in Psychological Studies – School and Community Psychology Concentration*) which also requires passing the comprehensive examination. Upon successful completion of the Masters program, students need to reapply for admission to the 42-credit program leading to the Education Specialist (Ed.S.) degree. The Ed.S. program includes a Pre-Internship (Practicum) field experience of 300 hours as well as an Internship of 1200 hours. The masters and specialist program in School and Community Psychology takes four and one-half years to complete. The successful completion of both the Master's and Ed.S. programs leads to licensure by the New Jersey Department of Education as a school psychologist. This licensure only allows one to work in the schools. It is not a license leading to private practice. The theoretical model of the program is an integration of dynamic and systems thinking. The program is recommended for individuals who primarily work in schools, as well as in child and adolescent mental health facilities, and/or to prepare for doctoral study.

Admissions to the Master's Program (Level I)

The faculty of the School and Community Psychology Program are seeking applicants who are dedicated to the field of school psychology. This includes being passionate about working with diverse children, families, and staff in schools. Successful applications are able to demonstrate their: (1) dependability, (2) respect and empathy for others in thought and action, (3) open-

mindedness, (4) ability to identify, admit and learn from their mistakes, (5) professional and ethical integrity, (6) ability to successfully cope with stress; and (7) self care skills. Experience working with students in schools and other settings is highly valued although it is not a requirement for admission to the program.

All students who are interested in the School and Community Psychology Program are required to apply to the Masters program (*known as a Masters in Psychological Studies – School and Community Psychology Concentration*). Generally, candidates for admission to the Masters program have earned their undergraduate degree in psychology or in a related area (i.e., education) although other undergraduate majors are also considered.

An application to the College of Education and Human Services Graduate School can be found online <http://www.shu.edu/academics/education/> or obtained from the Graduate Office located in Jubilee Hall, 4th floor. In addition to University admission regulations, candidates who apply to the Masters in Psychological Studies (School and Community Psychology concentration) program are required to submit the following:

- A completed graduate application and fee;
- Official copies of all previous undergraduate and graduate transcripts;
- Three letters of recommendation, *including at least two from former professors.*
- Recent (within three years) scores on either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE); and
- A statement of career goals.
- *Once the application is complete, they will be reviewed by program faculty. A personal interview by the program director and/or admissions committee will be arranged with applicants who are considered potential candidates for the program. It is the applicant's responsibility to follow up with the Graduate Admissions office to verify that all application materials have been received. Please be sure that your application displays your professionalism.*

Admission Application Timelines: The program previously had rolling admissions for both the Master's and Educational Specialist degree programs. However, in the past few years we have many more applicants than we can accept. Therefore, completed applications received on or before February 1 of each year will be given full consideration for Fall admission. February 1 applicants will be advised of their status by April 1 of each year. Since there is no longer rolling admissions, students that enter the program will become part of a cohort group and will follow a program plan throughout the masters and special level programs.

Students may be admitted on a full or part-time basis; however, students must follow the sequenced program plan of courses outlined on page 8 of this manual.

Students admitted to the Masters Program complete the courses outlined elsewhere in this Handbook. These students will earn the masters degree after successful completion of the 36-credit program, passing the comprehensive exam, and displaying the ethical/professional behaviors required for functioning as a school psychologist.

Advanced Standing: Candidates who have already earned their Master's degree or have some graduate credits would need to have their graduate transcript reviewed to determine if any of their courses are applicable to the program. A maximum of eighteen credits can be accepted for advanced standing at the master's level. Courses accepted towards the Masters program from

other universities must be approved by the program director and/or admissions committee. *Students with graduate credit would still need to apply to the Masters program in order to complete their Masters level required courses and take/pass the comprehensive examination.*

Non Matriculated Students: Students who are interested in the program can also take up to 3 Master's courses (a total of 9 credits) as a non matriculated student. Please discuss this option with the Program Director. Taking courses as a non matriculated student does not guarantee admission into the program.

Admissions to the Ed.S. Program (Level II)

Students can apply to the Ed.S. Program in School and Community Psychology. Completion of the Master's program does not guarantee admission to the Ed.S. program. It is a separate application process. This 42-credit program, including practicum and internship, leads to the specialist degree and licensure in School Psychology from the New Jersey Department of Education. Students admitted to the Ed.S. Program on or after September 1, 2007 will be required to take the Praxis (School Psychology-0401) as part of their Ed.S. graduation requirements. See link below.

<http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnextoid=315baf5e44df4010VgnVCM10000022f95190RCRD&vgnnextchannel=d378197a484f4010VgnVCM10000022f95190RCRD>

An application to the College of Education and Human Services Graduate School can be found online <http://www.shu.edu/applying/graduate/> or obtained from the Graduate Office located in Jubilee Hall, 4th floor. In addition to University admission regulations, candidates who apply to the Ed.S. program School and Community Psychology are required to submit the following:

- A completed SHU graduate application and fee;
- Official copy of graduate transcripts documenting a 3.25 GPA;
- Two letters of recommendation preferably from Seton Hall University full time faculty; and
- A statement of career goals.
- *Once the application is complete, they will be reviewed by program faculty. A personal interview by the program director and/or admissions committee will be arranged. It is the applicant's responsibility to follow up with the Graduate Admissions office to verify that all application materials have been received. Please be sure that your application displays your professionalism. There is rolling admissions to the Ed.S. program.*

Admission Application Timeline: Completed applications received on or before February 1 of each year will be given full consideration for Fall admission. February 1 applicants will be advised of their status by April 1 of each year. Students will be admitted to the master's program only in the fall of each academic year.

Advanced Standing: Students who already have completed a Master's Degree should review the requirements in the *Admissions to the Master's Degree: Advanced Standing* section.

Non Matriculated Students: Non-matriculated students are not permitted to enroll in Ed.S. program courses.

Admission Decisions

MA and EdS applications are reviewed by the Program Faculty, and selected candidates are invited in for a personal interview. Candidates are then ranked by Program Faculty. There are four rankings made: acceptance, conditional acceptance (such as pending graduation from undergraduate college/university, etc.), wait listed, and not accepted.

All Candidates will be informed of their status by mail within the time period noted above through the Graduate Admissions Office. Candidates who are accepted are asked to mail in an "Intent to Enroll" postcard within two weeks of receipt to reserve your space in the program. Should an accepted candidate decide not to enroll, we would respectfully request that you advise us of your decision within the same two week period so that candidates on the waiting list can be contacted.

Accepted candidates who intend to enroll are required to contact the respective MA or EdS advisor to arrange an appointment as soon as possible in order to develop their course schedule. Students may enroll on a full or part-time basis at the masters level, but all students are required to take courses sequentially. At the EdS level, students are generally enrolled full-time taking the required sequence as outlined on pages 8 and 9 of this document.

We have many more qualified candidates than we can accept. Therefore some qualified candidates will not be accepted into the program based on the rankings they received in comparison to other candidates who apply within the same application period. As such, we do not provide individual feedback on why a candidate was not accepted into the program. Suffice it to say that his/her ranking were not as high as other candidates, and we have limited space in the program.

Master's candidates who were not accepted can consider enrolling as a non-matriculated student in Master's courses. They take up to 3 Master's courses (a total of 9 credits) as a non matriculated student. Please discuss this option with the Program Director. However, please note that taking courses as a non-matriculated student does not guarantee admission into the program. Non-matriculated students are not permitted to enroll in Ed.S. courses.

Faculty and Staff

The faculty and staff in the School and Community Psychology Program is comprised of full, part-time, and adjunct professors/instructors from the Department of Professional Psychology and Family Therapy. Dr. Thomas Massarelli, the director of the program, is a certified school psychologist, has a specialist degree in school psychology, and a doctorate in clinical psychology. Dr. Cheryl Thompson Sard, the part time associate professor, is a certified school psychologist, certified teacher, a licensed psychologist, and has a doctorate in clinical psychology. Dr. Marc Lombardy, a part time faculty member, is a certified school psychologist in New Jersey, and has a specialist degree and doctorate in school psychology. The program faculty interview prospective students and act as advisors for the students throughout the program. Adjunct faculty make up half of the staff in the program and the majority of staff have earned doctorates in school or clinical psychology. Many continue to work as practicing school psychologists. Full-time faculty and adjunct staff from the education department also comprise the faculty roster teaching the education and learning disabilities courses. All faculty from the education department have earned doctorates or master's degrees. The learning disability teacher-consultants who teach are all state certified.

Course of Study – Master’s in Psychological Studies Degree (Level I)
(School and Community Psychology Concentration)

Year 1 – Fall Semester

CPSY 6102	Psychology of Human Development	(3-credits)
CPSY 6100	Intro. to School Psychology: History, Systems and Foundations (ce)	(3-credits)
CPSY 8010	Seminar: Ethical and Legal Issues in Counseling & Psychology	(3-credits)

Year 1 – Spring Semester

CPSY 7005	Statistical Theory & Computer Applications I	(3-credits)
CPSY 7101	Research Methods (ce)	(3-credits)
CPSY 6101	Personality Theory	(3-credits)

Summer Session I

CPSY 6505	Principles of Learning & Behavior Modification	(3-credits)
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Summer Session II

CPSY 6105	Biological Bases of Behavior (ce)	(3-credits)
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Year 2 – Fall Semester

CPSY 6103	Abnormal Psychology	(3-credits)
CPSY 6001	Tests and Measurement	(3-credits)
EDST 6001 *	Comprehensive Approach to Students with Learning Disabilities (EdS level course – does not count as part of the 36 credit masters)	(3-credits)

Year 2 – Spring Semester

CPSY 6303	Counseling and Community Agencies (ce)	(3-credits)
CPSY 8100	Multicultural Counseling and Psychology	(3-credits)
EDST 6108 *	Educational Interventions for Students with Learning Disabilities (EdS level course – does not count as part of the 36 credit masters)	(3-credits)

* Not including courses EDST 6001 and EDST 6108

Total Credits: 36

(ce) concentration elective

(Students entering the program in the fall of 2009 will follow the above schedule of courses)

Master’s courses are scheduled once a week, Monday through Thursday, from either 4:30-6:40 PM or 6:50-9:00 PM. Some courses are also scheduled on weekends. Certain courses are scheduled during the May Intersession, and the Summer I and Summer II sessions.

MA courses are taken in sequence. Certain courses such as Biological Bases of Behavior, Ethics and Legal Issues in Psychology, and Principles of Learning and Behavior Modification, which run in the fall and summer months, may be taken at a different time to accommodate financial aid requirements for students. EDST 6001 and EDST 6108 are offered in the master’s sequence to provide students with additional time for assessment courses in Year 3 – Spring semester and Practicum in Year 4 – Fall Semester.

**** Passing the Comprehensive Exam is required of all Master’s level students to graduate from this program. In the event that a student does not pass the Comprehensive Examination after his/her first or second attempt, the student can consider transferring to another Master’s Program, such as the Master’s in Psychological Studies (Individual Concentration), which does not require a Comprehensive Exam in order to earn his/her Master’s Degree. However, if this option is chosen, the student is no longer eligible to apply to the Ed. S. Program in School and Community Psychology. Please consult with the Program Director about this option. ****

Course of Study – Educational Specialist Degree (Level II)

Year 3 – Fall Semester

CPSY 7501/8501	Introduction to Clinical Skills/Lab	(4-credits)
ELMP 6601	Organization and Administration of Public Education	(3-credits)
CPSY 9985	Introduction to Child and Adolescent Therapy	(3-credits)

Year 3 – Spring Semester

CPSY 7502/8502	Individual Cognitive Assessment/Lab	(4-credits)
CPSY 7503/8503	Introduction to Personality Assessment/Lab	(4-credits)

May Intersession

CPSY 8519	Seminar in Child & Adolescent Psychopathology	(3-credits)
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Summer Session I

ELMP 6665	Curriculum Development and Evaluation	(3-credits)
CPSY 7506	Individual Educational Assessment (Elective)	(3-credits)

Year 4 – Fall Semester

CPSY 6501	Professional Consultation/School Practice	(3-credits)
CPSY 8511	Practicum in School Psychology (300-hour field placement)	(3-credits)

Year 4 – Spring Semester

CPSY 8580	Internship in School and Community Psychology I (600-hour field placement)	(3-credits)
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Year 5 – Fall Semester

CPSY 8581	Internship in School and Community Psychology II (600-hour field placement)	(3-credits)
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* Include courses EDST 6001 and EDST 6108 (from Master's sequence) Total Credits: 42

Elective – CPSY 7506 Individual Educational Assessment (3-credits)

This course is suggested for students who may be considering working in states other than New Jersey where School Psychologists are required to complete a psycho-educational rather than a psychological assessment. The course runs in the June Summer Session of each year pending adequate enrollment and should be taken after year 3 when students have had some experience in conducting psychological assessments. Taking this course provides the skills needed in other states, but does not guarantee certification in other states.

* Students admitted to the Ed.S. Program on or after September 1, 2007 will be required to take the Praxis (School Psychology-0401) as part of their Ed.S. graduation requirements
<http://www.ets.org/Media/Tests/PRAXIS/pdf/0401.pdf>

** Students are required to complete all of their courses before going out on internship. Please remember to consult with your program advisor on a regular basis to be sure you are on track. This sequence of courses starts in **each Fall semester**. Students are required to complete **all** of their Ed.S. courses prior to the start of Internship. Therefore, students are required to take the “experiential sequence” of courses in this order to achieve this goal. Students are required to successfully complete a full-year internship in order to graduate from the program and be eligible for state certification as a school psychologist.

The following table indicates how the Master's and Ed.S. courses correspond to NASP Domains of Practice.

NASP Domain/Standards		Corresponding SHU MA Course	Corresponding SHU EdS Course
<i>Please note that many courses fulfill more than one NASP Domain/Standard. At least one representative course is noted in each area.</i>			
2.1	Data-Based Decision-Making and Accountability	CPSY 6001 Tests and Measurements CPSY 7005 Statistical Theory and Computer Applications I	CPSY 6501 Professional Consultation/School Practice CPSY 7502/8502 Individual Cognitive Assessment & Lab
2.2	Consultation and Collaboration	CPSY 8100 Multicultural Counseling and Psychology CPSY 6100 Introduction to School Psychology	CPSY 6501 Professional Consultation/School Practice
2.3	Effective Instruction and Development of Cognitive/Academic Skills	CPSY 6505 Principles of Learning and Behavior	EDST 6001 Comprehensive Approach to Students with Learning Disabilities EDST 6108 Educational Interventions for Students with Learning Disabilities CPSY 7502/8502 Individual Cognitive Assessment & Lab CPSY 7506 Individual Educational Assessment (<i>elective</i>)
2.4	Socialization and Development of Life Skills	CPSY 6101 Personality Theory CPSY 6102 Psychology of Human Development	CPSY 7503/8503 Introduction to Personality Assessment & Lab CPSY 8519 Seminar in Child and Adolescent Psychopathology
2.5	Student Diversity in Development and Learning	CPSY 6103 Abnormal Psychology CPSY 8100 Multicultural Counseling and Psychology	CPSY 8519 Seminar in Child and Adolescent Psychopathology
2.6	School and Systems Organization, Policy Development, and Climate	CPSY 6100 Introduction to School Psychology	ELMP 6601 Organization and Administration of Public Education
2.7	Prevention, Crisis Intervention, and Mental Health	CPSY 6105 Biological Bases of Behavior	CPSY 8519 Seminar in Child and Adolescent Psychopathology CPSY 9985 Introduction to Child and Adolescent Therapy
2.8	Home/School Community Collaboration	CPSY 6303 Counseling and Community Agencies	CPSY 6501 Professional Consultation/School Practice CPSY 7501/8501 Introduction to Clinical Skills & Lab
2.9	Research and Program Evaluation	CPSY 7101 Research Methods CPSY 6505 Principles of Learning and Behavior	ELMP 6665 Curriculum Development and Evaluation
2.10	School Psychology Practice and Development	CPSY 8010 Seminar: Ethics and Legal Issues in Counseling and Psychology CPSY 6100 Introduction to School Psychology	CPSY 8511 Practicum in School Psychology CPSY 8580 Internship in School Psychology I CPSY 8581 Internship in School Psychology II
2.11	Information Technology	CPSY 7005 Statistical Theory and Computer Applications I	(<i>ELMP 6307 Integrating Curriculum and Technology*</i>)

Program Requirements

There are no minimum cut-off scores for acceptance into the Master's Psychological Studies (School and Community Psychology concentration) program. However, the admissions committee considers 450 as an arbitrary cut-off score for the GRE's and a 45 cut-off score for the MAT's. An undergraduate GPA of 3.0 or higher is preferred. However, students with lower GRE/MAT and GPA scores who appear to have potential have been accepted into the program, as space allows, based on their related experiences and/or other criteria. Students can be "Conditionally Accepted" into the program and have a requirement of meeting the minimum 3.0 GPA within their first year of enrollment. If they meet this requirement, then they will be formally "Accepted" into the program. If they do not meet this criteria, they will be dismissed from the program. All other program requirements also need to be met.

Students are accepted part time or full-time into the Master's Psychological Studies (School and Community Psychology concentration) program. Students follow a set sequence of courses and are expected to be continuously enrolled each semester. The MA and EdS advisors of the program are responsible for course advisement. Dr. Lombardy is the Program Advisor for the masters program and Dr. Massarelli is the Program Advisor for the EdS program. Students maintain contact with their advisor through e-mail, phone, and course advisement interviews.

As stated in the Graduate Catalogue, adequate academic performance is necessary for continuation in programs within the Department of Professional Psychology and Family Therapy. Students must show continued evidence of academic achievement by maintaining a 3.0 GPA at the master's level and a 3.25 GPA at the Ed.S. level. Students who drop below these averages, as measured at semester intervals, will be given a warning by the Academic Standards Committee and may not register until a final decision has been rendered by the committee.

If a student receives a grade of "C", s/he is placed on academic probation. If the student receives a second "C" s/he may be dismissed from the program. The Program Director may require the student to retake a course in which a "C" grade was earned.

Adequate academic performance is necessary but not sufficient for continuation in the program. Students must also demonstrate ethical, professional, interpersonal and self care skills throughout the program, but particularly through practica and internship experiences. Despite adequate academic performance, as measured by the GPA, students may be prevented from continuing in the program, graduating, or denied a recommendation for certification if, in the judgment of the program faculty, they have not demonstrated particular competencies or have violated the ethical principles of the National Association of School Psychologists (NASP) and/or the American Psychological Association (APA). Students are required to sign that they have read, understood, and agree to abide by the various ethical/professional behavior policies upon entry into the program, in some of their courses, and at the beginning of their practicum and internship that outline the expected ethical and professional behaviors. Some of the Policies are listed below.

(1) *Seton Hall University's College of Education and Human Services Professional Code*
http://education.shu.edu/academicprograms/edstudies/elementary/ug_elementary%20and%20special.html

(2) *Policy on the Retention and Remediation of Students*
http://education.shu.edu/academicprograms/profpsych/policies/policy_retention_students.pdf

(3) Plagiarism /Academic Integrity Policy

<http://education.shu.edu/academicprograms/profpsych/policies/Plagiarism%20Policy.pdf>

(4) NASP Professional Conduct Manual/Principals for Professional Ethics/Guidelines for the Provision of School Psychological Services

<http://www.nasponline.org/standards/ProfessionalCond.pdf>

(5) APA Ethical Principles of Psychologists and Code of Conduct

<http://www.apa.org/ethics/code2002.html>

Comprehensive Examination: Students sign up for the comprehensive exam during the last semester of the masters program (three weeks before the exam). Students are required to pass the comprehensive exam at the end of their master's level of training (last semester of MA program). A grade of pass with distinction, pass, conditional pass, or not passed may be earned. Students who have a conditional pass are required to retake parts of the exam over the summer. Students who do not pass are required to take the entire exam over the summer. Failure to pass the exam after a second attempt results in dismissal from the program. However, the student can consider transferring to another program that does not require passing a comprehensive examination in order to obtain their Masters degree. Please see the [Comprehensive Examination Information and Study Guide](#) for more information.

Praxis Examination Requirement: Students admitted to the Ed.S. Program on or after September 1, 2007 will be required to take the Praxis (School Psychology-0401) as part of their Ed.S. graduation requirements <http://www.ets.org/Media/Tests/PRAXIS/pdf/0401.pdf>. Students accepted into the Ed.S. program prior to this time will be encouraged to take the Praxis. Results of the Praxis is one of the requirements needed to complete the application for our program to become a NASP approved program.

Leaves of Absence: Students who need to take a leave from the program are expected to make their request in writing to the Program Director. The Program Director will interview the student and make a determination if the leave is approved. If the Leave of Absence is approved, the Program Director will provide the student with a letter and the time period of the leave. Approved Leaves of Absence are granted for no more than one calendar year. Students are expected to return to the program after the leave period is completed. Students who need to take a leave for a longer than one calendar year may be required to reapply to their respective program (MA or EdS) although readmission is not guaranteed. Students may not be granted Leaves of Absence during the transition from Cognitive Assessment to Practicum, and from Practicum to Internship as this needs to be a continuous experience.

Practicum and Internship Requirements: During practicum or internship training, if a student does not successfully meet the requirements of his/her contract, the student may not proceed in the program. In certain situations, students may require additional time in order to successfully complete their practicum or internship. Agreement must be reached among the student, supervising psychologist, practicum/internship trainer, and program director if this is to occur. Failure to meet minimum standards, as witnessed on the supervisor's evaluation form, may result in dismissal from the program.

Requirements to go out on Practicum include: Successful completion of MA program requirements; admission to the Ed.S. program; completion of all Ed.S. classes (with the exception of Practicum, Consultation, and Internship classes); and completion of the Practicum Contract, Ethical Agreement Form, Professional Liability Insurance Form, Supervisor's Information Form, and other required forms.

Requirements to go out on Internship include: successful completion of all Ed.S. courses (with the exception of the Internship courses); Successful completion of Practicum course; Faculty Endorsement Forms; and completion of the Internship Contract, Ethical Agreement Form, Professional Liability Insurance Form, Supervisor's Information Form, and other required forms.

The Practicum Experience

CPSY 8511: Practicum in School Psychology

Placement of practicum students is made with attention to the criteria set forth by the National Association of School Psychologists Standards for Training Program, Field Placement Programs and Credentialing Standards, the National Council on Accreditation of Teacher Education (NCATE), and the New Jersey/NASDTE indicator of compliance for certification as a school psychologist. The practicum is essentially a supervised experience where the trainee learns psychological practice from a certified, competent, professional psychologist who has at least three years experience in the field. The professional work of the trainee is reviewed by the supervisor on a face-to-face, individual basis for at least two hours a week throughout the practicum experience. Practicum students must complete a minimum of 300 practicum hours (Fall semester). Usually the student is at a practicum site for at least three days a week at a maximum of 6.5 hours daily for 16 weeks. It is the responsibility of the student to secure a practicum site before registering for the course. A list of potential practicum placements is available. Students meet in the beginning of the third year with the program director and are given all necessary paperwork for practicum. Students are asked to provide a resume (vitae) of their work and school experience, as well as a cover letter stating their intention to begin their practicum. The program director follows up with each student to make sure all students have a site before the fourth year of the practicum experience. Throughout the practicum semester students are required to submit a monthly journal, based on NASP Domains of School Psychology Training and Practice, and supervisor's comments are submitted by the student to the faculty supervisor documenting their experiences, as well as the amount of hours completed. A Supervisor's Final Evaluation is required at the end of the Practicum experience. Both the practicum student and supervising psychologist sign-off on the monthly journal. Professional liability coverage is required of all students enrolled in CPSY 8511 - Practicum in School Psychology.

With regard to the competencies of the practicum student at this level of training, observational methods of learning are encouraged at the beginning of the practicum experience. Practicum students are expected to start functioning more independently under supervision as the practicum experience continues. The student is also required to conduct and interpret at least one psychological assessment, participate in the Intervention and Referral Services team activities, and participate in individual and/or group counseling sessions. An article entitled *Successfully Navigating School-Based Training Experiences: A Guide for Graduate Students* outlines the development of skills, expectations and learning experiences expected while in a practicum setting. <http://www.nasponline.org/students/sbtraining.pdf>

Transition from Practicum to Internship

Students need to complete all Practicum and Ed.S. course requirements prior to starting Internship. These requirements include, but are not limited to:

1. Successful completion of 300 hours of Practicum experiences
2. Submission of all Journals with original signatures
3. Submission of all Supervisor's comments with original signatures
4. Satisfactory completion of all Practicum course requirements
5. Completion of all Ed.S. courses (with the exception of the Internship courses)
6. Display of appropriate ethical/professional behaviors and demeanors

Students need to apply to Internship by completing the following:

1. Internship Information Packet including:
 - a. Completed Internship Application form
 - b. Internship Contract signed by all parties
 - c. Signed Ethical Agreement Form and Proof of professional liability coverage
 - e. Two letters of endorsement by full time SHU faculty
 - f.. Signed Retention and Remediation Form and Plagiarism Policy
 - g. Other forms as required

2. Other forms you will need to review include:
 - a. Introduction letter to Director of Special Services
 - b. Internship Information Form
 - c. Monthly Log Form
 - d. Lists of Past Placement sites
 - e. Other forms as required

When students complete all their Practicum requirements, they are expected to enter Internship in the semester following Practicum (Spring Semester). If a student decides not to continue onto Internship, permission needs to be obtained from the Director of the Program under the following Options:

Option A. If a student wants to continue to participate in Practicum experiences without entering Internship, he/she would need to discuss obtaining an IN PROGRESS grade for the Practicum course from the University Practicum supervisor to continue to be under the auspices of the University with the approval of the Director of the Program. If approved, the student would have to continue meeting with the University Practicum Supervisor during the duration of the IN PROGRESS grade, and continue to submit Practicum Journals and other individualized requirements. The schedule of meetings will be developed between the student and the University Practicum Supervisor.

Option B. If a student does not want to continue onto Internship, and does not want to obtain an IN PROGRESS grade, permission needs to be obtained from the Director of the Program. Students selecting this option can no longer participate in School Psychology Practicum experiences in any site as they will no longer be under the auspices of the University. These Practicum experiences include but are not limited to conducting psychological evaluations, interpreting psychological reports, developing IEPs, counseling students, etc. Once this option is selected, the student will no longer have the option of enrolling in Internship Course in the semester following Practicum (Spring Semester). He/She will be able to enroll in the Internship Course in the next semester (Fall Semester). Students and their On Site

Supervisors will have to sign an Ethical Agreement Form that they acknowledge and will adhere to these conditions.

Note: A student will not be permitted to apply for emergency certification unless the student is enrolled in the Internship course.

The Internship Experience

CPSY 8580/8581: Internship in School & Community Psychology

Placement of students as school psychology interns is made with attention to the criteria set forth by the National Association of School Psychologists Standards for Training Program, Field Placement Programs and Credentialing Standards, the National Council on Accreditation of Teacher Education (NCATE), and the New Jersey/NASDTE indicators of compliance for certification as a school psychologist. The internship is a supervised experience where the trainee learns psychological practice from a certified, competent, professional school psychologist who has at least 3 years experience in the field. The professional work of the trainee is reviewed by the supervisor on a face-to-face, individual basis for at least two hours a week throughout the period of Internship.

Most students will continue their internship in the same placement as their Practicum site. The site must be approved by the program director and must be in a Pre-k through 12 school district in a public school setting. Students can opt to do half of their required 1200 hours of internship in a non-public school setting; however, a certified school psychologist must be available to provide supervision and the site must conform to the NJ Department of Education requirements for an approved non-public school setting. (See Internship Contract – Appendix I, p. 30)

Internship students must complete a minimum of 1200 internship hours (Spring/Fall semesters). The intern is “employed” by the school system for approximately one year and works a full day schedule (maximum 6.5 hours daily). The intern is entitled to all the benefits that full-time staff receives with regard to the amount of vacation/sick time and professional days. Unfortunately, school psychology internship sites in New Jersey are generally unpaid positions with no health or medical benefits. Professional liability insurance and health and medical coverage are the responsibility of the student.

The Seton Hall Internship in the School and Community Psychology Program has as its major objective the preparation of school psychologists to function in institutional settings, usually regular public schools or private schools for handicapped children. Students who successfully complete this phase of the program become New Jersey Certified School Psychologists whose preparation and functions are those noted by NASP and similar to those APA calls specialists in school psychology. Licensure as a school psychologist by the New Jersey Department of Education does not enable the person to practice privately in New Jersey.

It should be kept in mind that our program's emphasis is on Community Psychology and that the school is but one, albeit a highly significant one, aspect of our societies arrangements for the guidance and welfare of children and youth. Therefore, while we realize the unique importance of the educational structures, we do not neglect attention to cultural patterns and mores, systems of foster care, the effects of poverty and racism, the impact of politics and legislation, and the maze of systems in child guidance and juvenile justice. The field of Community Psychology has not yet emerged as a well-defined specialty in psychological practice. As a graduate program, we intend to contribute toward the growth and definition of this timely frontier in psychology.

Procedures for School Psychology Internship Students Seeking Paid Positions Under Emergency Certification

As a school psychology intern, you can be employed as a school psychologist with emergency certification under the existing New Jersey Administrative Code 6A:9-13.9(d) 1-5 [<http://www.nj.gov/education/code/current/title6a/chap9.pdf>, pp. 234-241, and esp. pp. 239 (d)].

In order to fulfill the Seton Hall University Ed.S. school psychology program and internship requirements, and NJDOE school psychologist certification requirements, you will continue to need the training, experiences, and continuing supervision for the duration of your internship by a NJDOE certified school psychologist who has at least three years of experience in the field.

In order to assure that you fulfill these requirements, these procedures have been established.

1. Any school psychology internship student seeking a paid position under emergency certification needs to inform Dr. Massarelli once they are considering submitting a letter of interest and a resume.

2. School psychology internship students will need to put the following statement in their letter of interest.

I am a school psychology intern who can be employed as a school psychologist with emergency certification under the existing New Jersey Administrative Code 6A:9-13.9(d)1-5 . I will continue to require training and experiences as well as supervision for one year, or the duration of my internship experience, by an on-site NJDOE certified school psychologist who has at least three years of experience in the field. This will enable me to fulfill Seton Hall University's Ed.S. School Psychology program and internship requirements in order to become fully licensed by the NJDOE.

3. School psychology internship students will provide Dr. Massarelli with a copy of their letter(s) of interest to any and all positions applied to, while a student at SHU, within one week of mailing the letter.

4. At your interview, you will need to confirm that you would have an on-site NJDOE certified school psychology supervisor who has at least 3 years experience in the field to fulfill your SHU and NJDOE supervision requirements.

5. Once it appears that you might be hired under emergency certification, school psychology graduate students will provide Dr. Massarelli with a name, telephone number and email address of your potential employer so that Dr. Massarelli can contact them to assure that you will obtain the training, experiences, and supervision you require to fulfill SHU and NJDOE requirements.

6. Dr. Massarelli needs to approve your potential employment site prior to you signing a contact with the district.

9. Dr. Massarelli reserves the right to reject a potential placement if it appears that you will not be able to obtain the training, experiences, and supervision required to meet Ed.S. and NJDOE requirements.

10. These procedures are to be followed by all school psychology internship students. If a student does not follow these procedures it may place their Ed.S. degree and NJDOE school psychology certification in jeopardy.

I understand, agree, and will abide by the procedures set forth above. I understand the potential consequences for not following these procedures.

Graduate Student Signature

Date

Application for Master's and Ed.S. Degree Information

The timelines for applying for your Master's and Ed.S. degrees are: **June 15** for an August 20 expected degree date; **October 15** for a December 20 expected degree date; **December 15** for a January 20 expected degree date; and **February 15** for a May 20 expected degree date. There is only one graduation ceremony for all degrees which is held in May of each year. It is essential that you submit your paperwork on time in order to be eligible to participate in the graduation ceremony. If you do not complete your paperwork on time, you will probably not be eligible to participate in the current year's graduation ceremony, but would be able to do so in the following year. Please consult with the Program Director if you have questions. The Registrar's Office in Bayley Hall can provide you with additional information.

The Application for Graduate Degree Form can be found on:

http://provost.shu.edu/advising/forms_library.htm

http://admin.shu.edu/enrollmentservices/es_pdfs/registrar/application_grad_degree.pdf

Application for NJDOE Certification as a School Psychologist Information

The Application for New Jersey Department of Education (NJDOE) Certification as a School Psychologist is processed by Dr. Manina Huckvale, Assistant Dean of the College of Education and Human Services. You may obtain an application packet from Dr. Huckvale's office which is located in Jubilee Hall, CEHS Dean's Suite, 4th Floor. Please complete the form and enclose a certified check for \$75.00 (which of course is subject to change, so check with Dr. Huckvale's office about the current fee) made payable to the New Jersey State Department of Education. The application and fee is processed by Dr. Huckvale's office and sent to the NJDOE once all program requirements are completed.

Faculty and Program Activities

The faculty at Seton Hall University are involved in professional development activities and provide seminars and workshops for the students in all programs. The Seton Hall faculty has specialties in school psychology, counseling psychology, marriage and family therapy, mind/body/spirituality, and sports psychology. They are involved in research in such areas as career decisions, cultural diversity, infant mental health, learning disabilities, neuropsychology, psychopathology, trauma issues, etc. The faculty at Seton Hall University are dedicated to promoting scientific research in a professional and ethical manner.

Dr. Massarelli and Dr. Thompson-Sard present at national and state association meetings. Dr. Massarelli's research interests include: behavioral management, adolescent counseling, advocacy, etc. Dr. Thompson-Sard's areas of research include: multicultural competencies, biracial identity, treatment of violent adolescents, psychoanalytical therapy, etc. Dr. Lombardy's research interests include athletes with learning disabilities. Graduate students are always welcome to participate in these activities which may lead to joint research, presentations and/or publications.

The School Psychology Leadership Association of Seton Hall (SPLASH) was established in 2005, and developed this Mission Statement: *The School Psychology Leadership Association of Seton Hall (SPLASH) represents the interests of graduate school psychology students engaged in the enhancement of Seton Hall University's School and Community Psychology Program. The mission of SPLASH is to heighten the awareness of and advocate for issues relevant to the professional field of school psychology. Members of SPLASH intend to accomplish this through building a strong network of colleagues, remaining informed about current issues that affect our profession, and encouraging others to enter the school psychology profession. It is our goal as future school psychologists to become competent, socially conscious, and reflective professional leaders who advocate for the needs of a diverse society of students, families, and communities.* The SPLASH student organization is a full-time residency for all MA and EdS students. Students are continuously enrolled in this organization. SPLASH serves as an avenue for students to collaborate with faculty, other candidates and professionals in the field. Graduate school psychology students meet twice a semester to network, discuss mutual interests, share professional experiences, etc. They publish a newsletter twice a year. SPLASH has adopted the Polar Bear Plunge in 2007 as their service activity which raises funds for Special Olympics (and people go swimming in February!). SPLASH is also involved in recruiting various professionals in the field to speak on a variety of topics associated with school psychology. In November 2008, Dr. Michael Osit, author of *Generation Text*, spoke on children and technology. This year, through SPLASH, students have become involved in NASP and will be presenting at the national convention posters and papers. Students are encouraged to join the New Jersey Association of School Psychologists (NJASP) and the National Association of School Psychologists (NASP) as student affiliate members and to attend professional conferences, workshops, and other professional meetings.

SPLASH is a NASP student affiliated group; an APA Division 16 Student Affiliate in School Psychology (SASP) group; and associated with NJASP's Graduate and Undergraduate Student Organization. A great way to get involved! Come join us!

SETON HALL UNIVERSITY

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SHU'S FASTRAC AND 3 + 2 PROGRAMS

SHU'S FASTRAC PROGRAM

If you are a senior at SHU and have a 3.2 GPA or higher you are eligible for the accelerated admissions to the Master's program in Psychological Studies (School and Community Psychology Concentration).

- No application fee
- No testing (GRE or MAT)
- No references
- No personal statement

To be considered for admission, you need to:

- Obtain the Graduate Application packet from the Graduate Office
Jubilee Hall, 4th floor, (973) 761 9025
- Complete the form and write FASTRAC in bold letters on the top of the form
- Submit an unofficial SHU Transcript
- Return completed application form to the Graduate Office
Once the Application is completed and processed, you will be scheduled for a personal interview. It is the applicant's responsibility to follow up with the Graduate Office to verify that all paperwork has been received.

SHU'S 3+2 PROGRAM

*Combined BA in Psychology/MA in Psychological Studies
(School and Community Psychology, Counseling Psychology, or Marriage and Family Concentration)*

SHU students can enroll in the combined BA/MA program when they have reached 90 credits (senior status)

Once admitted, you can count 12 graduate credits (upon successful completion) towards your undergraduate elective courses

This reduces the credits to your BA degree by 12 credits, and puts you 1/3 of the way towards completion of your MA degree

Application Requirements for SHU's 3+2 Program

- Completed Graduate Application forms
- Overall Undergraduate GPA 3.0; Psychology GPA 3.2
- Letter of recommendation from your major advisor
- Submit an unofficial SHU Transcript
- Personal Statement

What courses can I take in my senior year?

For School and Community Psychology Concentration:

- CPSY 6100 Introduction to School Psychology
- CPSY 6303 Counseling and Community Agencies
- CPSY 8010 Seminar: Ethical and Legal Issues in Counseling & Psychology
- CPSY 8100 Multicultural Counseling & Psychology

For Counseling Psychology and Marriage & Family Therapy Concentration:

- CPSY 6003 Counseling Skills
- CPSY 6601 Couple & Family Dynamics
- CPSY 8100 Multicultural Counseling & Psychology
- Other Elective

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GENERAL INFORMATION

1. Full Time Status

At the graduate level, full time status is taking 2-3 classes for a total of 6-9 credits each semester.

2. Course Schedule

Once a student has been accepted into the program, you are expected to arrange an appointment with your advisor to develop your course schedule. Dr. Lombardy is the MA level advisor, and Dr. Massarelli is the EdS level advisor.

3. SHU Parking Permits: Duffy Hall (973 761 9329)

Parking Decals can be purchased from Parking Services located in Duffy Hall, Room 63. Please purchase a **part time** parking permit which permits you to park on campus after 3:00 PM. You do not need to purchase a full time parking permit as you will generally not be on campus before 3:00 PM. If you ever need to be on campus before 3:00 PM, you can obtain a daily Guest Parking pass from the gate. More information can be found on: http://parking.shu.edu/permits_student.htm

4. SHU Campus Identification Card: Duffy Hall (973 761 9771)

You will also need to obtain a Campus ID Card and Student ID number. You will need this number to access a variety of online services. The Campus ID Office is also located in Duffy Hall, Room 63. More information can be found on: <http://studentaffairs.shu.edu/campusid/index.html>

5. Course Registration: Bailey Hall (973 761 9332)

Once you are formally registered as a SHU graduate student and receive your Student ID number and PIN number, you can register for courses online. However, if you are not a matriculated student and/or do not yet have a Student ID or PIN number, you will need to register in person at the Registrar's Office in Bayley Hall. You can obtain your PIN number from your advisor. More information can be found on: <http://admin.shu.edu/enrollmentservices/registrar.htm>

6. SHU Bookstore: Duffy Hall (973 761 9065)

The SHU Bookstore is also located in Duffy Hall. You might want to consider attending your first classes prior to purchasing your texts. More information can be found on: <http://www.bkstr.com/webapp/wcs/stores/servlet/HelpContactView?langId=-1&catalogId=10001&storeId=10399&demoKey=s>

7. WebMail, OnLine Registration, Blackboard, etc.

Every student at SHU has a WebMail Account which enables you to access Blackboard, register on line, etc. Your email address is the first 6 letters of your last name and the first two letters of your first name, then @shu.edu (lombarma@shu.edu). Your WebMail ID is the same as your email address (lombarma@shu.edu). Your password is your Social Security Number. You receive your Student ID number when you obtain your ID Card. You obtain your PIN number from your advisor. The PIN number changes once a year. At that time, you need to make an appointment with your advisor to review your program and progress, and then you will receive your new PIN number.

8. Graduate Assistantships and Financial Aid

Information about graduate assistantships and financial aid can be found on: <http://www.shu.edu/applying/graduate/grad-finaid.cfm>
Information about NASP's Minority Scholarship Program can be found on: http://www.nasponline.org/about_nasp/minority.html

9. Statement on Students with a Disability: Students at Seton Hall University who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order to receive such accommodations, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan. The DSS phone number is 973-313-6003. For further information, please go to <http://studentaffairs.shu.edu/dss>

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Professional Code of the College of Education and Human Services

- (1) **Dependability:** Candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
- (2) **Respect & Empathy:** Candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
- (3) **Open-mindedness:** Candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
- (4) **Integrity:** Candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.
- (5) **Dress code:** Candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall.
- (6) **Passion for the profession:** Candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

http://education.shu.edu/academicprograms/edstudies/elementary/ug_elementary%20and%20special.html

Note: While this code was developed with teacher candidates in mind, it is applicable to all students, including graduate school psychology candidates.

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What Does a School Psychologist do?

Assessment

School psychologists work with children, parents and staff to help determine a child's:
 Academic skills
 Learning aptitudes and styles
 Personality and emotional development
 Social skills and behavior issues
 Learning environments, school climate
 Special education eligibility

Consultation

Help teachers, parents, and administrators understand child development and learning
 Provide positive alternatives for helping children with learning and behavior problems
 Strengthen working relationships among educators, parents, and community services

Prevention

Implement programs to build positive connections between students and adults
 Identify potential learning difficulties early
 Design programs for children at risk
 Help adults to address problem behavior(s)
 Foster tolerance and appreciation of diversity
 Create safe, supportive learning environments

Intervention

Work face-to-face with children and families
 Develop individualized solutions for learning and adjustment
 Plan and implement crisis response
 Provide counseling, social skills training, and behavior management solutions

Education

Train teachers and parents in:
 Teaching and learning strategies
 Parenting techniques
 Classroom management techniques
 Working with exceptional students
 Strategies to address substance abuse and risky behaviors
 Crisis prevention and response

Research and Program Development

Recommend and implement evidence-based programs and strategies
 Generate new knowledge of learning and behavior
 Evaluate effectiveness of programs and interventions
 Contribute to school-wide reform and restructuring

Mental Health Care

Deliver school-linked mental health services
 Coordinate with community resources and health care providers
 Partner with parents and teachers to create healthy school environments

Advocacy

NASP and state professional associations are dedicated to advocacy
 School Psychologists Encourage/Sponsor:
 Appropriate education placements
 Education reform
 Legislative involvement
 Community services and programs
 Funding for adequate resources

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US NEWS AND WORLD REPORT

BEST CAREERS 2008

School Psychologist: Executive Summary

By *Marty Nemko* Posted December 19, 2007

<http://www.usnews.com/articles/business/best-careers/2007/12/19/school-psychologist-executive-summary.html>

The job outlook for school psychologists should be strong. Many are reaching retirement age. Plus, parents of children with special needs are increasingly emboldened—and often armed with lawyers threatening to sue school districts if desired services are not provided. In addition, the media are focusing lots of attention these days on many of the problems school psychologists deal with: autism, school violence, bullying, and Ritalin use among active boys.

Not only is the job outlook good—the work conditions are, too. You are likely to follow the school schedule and work just nine months of the year, status is high, and the stress is manageable. And school psychologists often get to do such rewarding tasks as conduct parenting workshops, counsel teachers and parents, and screen kids for gifted-student programs. Most school psychologists also spend a lot of time assessing students for special education, writing individualized education plans, and persuading parents and teachers to sign off on them.

Median Pay

National: \$62,600. [More pay data by metropolitan area](#) (Data provided by [PayScale.com](#))

Training

The National Association of School Psychologists publishes a [list of approved graduate programs](#).

Smart Specialty

Director of programs for the gifted and talented

Other Resources

[National Association of School Psychologists](#)

[School Psychology for the 21st Century: Foundations and Practices](#) by Kenneth Merrill

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US NEWS AND WORLD REPORT

BEST CAREERS 2007

School Psychologist: Executive Summary

By Marty Nemko Posted 12/18/06

<http://www.usnews.com/usnews/biztech/articles/061218/18schoolpsych.summary.htm>

A variety of factors are converging to create a strong job market outlook for school psychologists. The retirement rate is high, which means younger psychologists will be in demand. Parents of children with special needs are increasingly emboldened—and often armed with lawyers threatening to sue school districts if desired services are not provided. Plus, the media are focusing lots of attention these days on many of the problems school psychologists deal with: autism, school violence, bullying, and Ritalin use among active boys.

Not only is the job outlook good—the work conditions are, too. You follow the school schedule and work just nine months of the year, status is high, and the stress is manageable. And school psychologists often get to do rewarding things such as conduct parenting workshops, counsel teachers and parents, and screen kids for gifted-student programs. Most school psychologists also spend a lot of time assessing students for special education, writing individualized education plans, and persuading parents and teachers to sign off on them.

Median Salary \$59,457. [More specific salary data.](#)

Note: Salary data from the National Association of School Psychologists. Data are from 1999. *U.S. News* used the [Bureau of Labor Statistics](#) inflation calculator to express these figures in 2006 dollars.

School Psychologist: A Day in the Life

By Marty Nemko Posted 12/18/06

<http://www.usnews.com/usnews/biztech/articles/061218/18schoolpsych.life.htm>

A teacher who is unhappy with Johnny's behavior wants him placed in a special-education class, so you make a classroom observation. You see something different, however. If the teacher provided some individualized instruction for Johnny, he probably wouldn't need special ed. The teacher isn't pleased with the assessment, but you have the final say.

Next, you test another child's eligibility for special education. This time, you administer an intelligence test, an achievement battery, learning disability diagnostic tests, and personality instruments, and write the results and recommendations in a three-page, single-spaced report.

The most stressful part of your day is a meeting to agree on the annual individualized education plan for a severely disabled child—most of the time, he rocks back and forth. The parent and teacher demand more services for the child, while the principal argues they're not cost-effective. You facilitate the decision making.

The final activity of the day is illuminating: your weekly sexuality discussion group with seventh-graders.

School Psychologist: Small Subjects, Big Rewards

By Emily Brandon Posted 12/18/06 <http://www.usnews.com/usnews/biztech/articles/061218/18schoolpsych.expert.htm>

When a student isn't doing well in school, **Carl DiMartino** steps in. As a school psychologist, he interviews students, parents, and teachers about what might be wrong with a child, and figures out how to fix it. Some solutions require creativity. One kindergartner had behavior problems like breaking pencils, speaking out of turn in class, and saying he couldn't do his work.

DiMartino worked with the teacher to devise a "signaling technique": The child was allowed to say "help," even though it was disruptive, as long as he raised his hand when he was about to act out. Gradually the word "help" was eliminated, and the child simply raised his hand—the appropriate way to signal he needed assistance.

"We allowed him to do the wrong command as long as he did the right prompt at the same time," says DiMartino, who is now president of the National Association of School Psychologists. It might sound like a simple tactic, but without intervention, DiMartino believes, the child's behavior would have gotten worse and he might even have ended up in special education.

Not every case leads to success. "There are times when the frustration gets great because you are dealing with so many variables that are beyond the psychologist's control," DiMartino says. He tries to raise the odds of success by getting involved with young children before they fail in school. "Whenever a child thanks you because now all of a sudden they are successful ... that's very rewarding," he says. "I wish it happened more often."

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Top Jobs 2006

The best jobs to pursue today? *Fast Company* again draws on data from the Bureau of Labor Statistics to compile a list of 25 great careers for the years ahead.

By Yuval Rosenberg

<http://www.fastcompany.com/articles/2006/01/top-jobs-main.html>

http://www.fastcompany.com/articles/2006/01/top-jobs-main_Printer_Friendly.html

Finding your dream job can be a real nightmare. Career counselors suggest following your passion, and that's sage advice. Yet outstanding opportunities--jobs that offer high growth potential, good salaries, and intellectual stimulation--aren't always easy to come by. That's why, for the second year in a row, *FastCompany.com* has surveyed the labor landscape to determine where the best prospects for the coming years can be found.

What's changed in the span of just a year? Not a whole lot--but more than you might expect. You'll find many similarities between this year's 25 Top Jobs and last year's list: Lawyers, financial advisors, computer software engineers, and stockbrokers all rank highly once again. Health-care occupations pepper the list as well--and should present increasing opportunities given our growing and aging population. In the coming decade, "about three out of every ten new jobs created in the U.S. economy will be in either the healthcare and social assistance or private educational services sectors," the Bureau of Labor Statistics projects.

But given updated government data, we've also found a number of other appealing jobs in burgeoning fields. Those new titles are also, at least in part, the result of a slight change in our methodology:

How We Created Our List

Just as we did last year, we set out in search of jobs that will be in high demand, offer excellent potential salaries, and typically require some level of higher education. Using data from the Bureau of Labor Statistics, we started by narrowing the field to careers that would appeal most to *Fast Company* readers--business and professional occupations or those in creative fields. Then, to find positions increasingly in demand, we used projected job-growth data through 2014 and ranked the occupations to find those with the greatest growth. That ranking accounted for 40% of our final score.

Compensation is always a consideration, so next we examined government data on salary levels and again looked at the difference between the 90th percentile earnings and 10th percentile earnings for each job--an indication of the opportunities for profitable growth and advancement. That ranking also made up 40% of our final score.

Finally, because we still believe that a great job requires significant investment in education, we ranked occupations by the percentage of workers in those jobs that hold a college degree or higher. This accounted for the final 20% of our score.

In the end, we arrived at the list you see below. The outlook for each of these occupations should be bright. And more generally, as demographic trends progress, prospects for skilled and educated workers should only improve, notes Dr. Kevin Stolarick, an assistant professor at the Information Systems Program at Carnegie Mellon University

and an expert on the Creative Class. As baby boomers enter retirement starting this year, for example, employers may be hard pressed to fill their positions; for every two people leaving the workforce, only one new person is entering, Stolarick says. "You can't spontaneously create a 21-year college graduate out of thin air, South Korean cloning notwithstanding," he says. All of which means that your dream job may be closer than ever. We can't promise that you'll find it here, but this list should be a good place to start.

Top Jobs 2006 List

- Lawyer
- Personal financial advisor
- Sales manager
- Management analyst
- Computer and information systems manager
- Financial manager
- Securities, commodities, and financial services sales agent
- Marketing manager
- Computer software engineer
- Chiropractor
- Postsecondary education administrator
- Medical scientist
- Market research analyst
- Dentist
- Medical and health services manager
- Producers and directors
- Financial analyst
- Wholesale and manufacturing sales representative
- Engineering manager
- Advertising and promotions manager
- Compensation and benefits manager
- **Clinical, counseling, and school psychologist** (emphasis added)
- Real estate sales agent
- Training and development manager
- Public relations manager



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POSTGRAD GROWTH AREA: SCHOOL PSYCHOLOGY

GradPSYCH: The American Psychological Association Magazine for Graduate Students

<http://gradpsych.apags.org/jan05/schoolpsych.html>

Volume 3, Number 1, January 2005

CAREER Center

The booming school psychology field is an attractive option for students seeking diverse jobs and promising pay, psychologists say. The field offers jobs in a variety of settings, from assisting adult learners to helping children overcome academic or social difficulty.

WHY IT'S HOT:

The Bureau of Labor Statistics reports that school psychology will be among the five fastest growing doctoral-level occupations through 2012.

"We simply haven't been able to turn out enough people to fill available jobs," says LeAdelle Phelps, PhD, associate dean for academic affairs at the University at Buffalo of the State University of New York and chair of the Council of Directors of School Psychology Programs.

Why so many openings? There's a growing population of school-age children and more schools now recognize students' special needs, says APA Div. 16 (School) President Cecil R. Reynolds, PhD.

As important is the impact of recent reports, such as the 2000 "Report of the Surgeon General's Conference on Children's Mental Health," which called for more school professionals to meet children's mental health needs, notes Ron Palomares, PhD, APA's assistant executive director for policy and advocacy in the schools.

"School board members, parents and the community are now telling schools to pay more attention to mental health," he says. As schools focus on student outcomes, they see the impact mental health has on academic performance, he adds.

Moreover, many professionals in the field are nearing retirement—which will create new opportunities for future graduates, says William Pfohl Jr., PsyD, a Western Kentucky University psychology professor and president-elect of the National Association of School Psychologists (NASP).

WHAT YOU CAN DO:

About half the graduates of APA-accredited school psychology programs work in school settings, says Phelps.

So where are others working? "In clinics, mental health centers, hospitals, universities or even their own private practice," says Thomas Oakland, PhD, a University of Florida educational psychology professor and former Div. 16 president.

For example, university counselors can help students struggling with time management, and private practitioners can help children adjust to schools' social settings. A former student of Reynolds even works in IBM's learning systems group, developing teaching materials—such as interactive computer games—for adult learners.

EARNINGS OUTLOOK:

Licensed, doctoral-level school psychologists earned a median annual income of \$77,000 in 2001 while those with master's degrees earned \$61,000 that year, according to the 2001 APA Salary Survey. APA's 2001 Doctorate Employment Survey found that new school psychologists' median starting salary was \$57,444.

HOW TO GET THERE:

School psychology students can pursue a three-year specialist's degree or the comprehensive doctoral-level degree, which prepares students to engage in independent, private practice, unlike the specialist's degree.

In school psychology graduate programs, students complete a dissertation and take courses focusing on program evaluation, supervision, testing, learning, development and assessment; advanced training in areas like diagnosis, treatment and consultation; and additional practical experiences through a focused practicum. APA lists accredited school psychology programs at www.apa.org/ed/accreditation.

To retrain, professional psychologists might need minimal schooling to become school psychologists depending on the state, Palomares says. For example, fewer than half the states require an internship in a school setting, and those that do range from 225 required school hours in New Jersey to one academic year in Connecticut, Illinois and Kentucky.

Practice-oriented graduate student members of the American Psychological Association of Graduate Students can visit www.apapractice.org to get state-by-state regulations and credentialing criteria for school psychologists, says Palomares.

Also, he adds, many school psychology programs help psychologists retrain to meet their state's school psychology credentials.

PROS AND CONS:

The field is flexible: School psychologists often work for periods similar to the school year, which, while varying by state, is about 190 school days, Reynolds says.

As such, many school psychologists enjoy the same holidays and summer vacations that teachers do, Palomares notes. And since most states have similar training requirements, school psychologists also can find jobs nationwide, Pfohl adds.

But caveat emptor: Some school psychologists might work within a system that doesn't focus exclusively on mental health, Oakland says. "Some school officials might feel little responsibility to address mental health problems," he explains. "Their primary goal is to create conditions that will facilitate achievement among children."

Despite that, the work is rewarding, Phelps says: "You have a tremendous opportunity to provide early preventative services to children and make a significant difference in their lives."

—M. GREER

SCHOOL PSYCHOLOGY LINKS

APA's Office of Policy and Advocacy in the Schools: www.apa.org/practice/opas.html

APA Practice Portal: www.apapractice.org

Div. 16 (School) Web site: www.indiana.edu/~div16/index.html

APA survey of psychologists' salaries: <http://research.apa.org/01salary/salaries.pdf> (328K)

APA-accredited school psychology programs: www.apa.org/ed/accreditation/schoolpsy.html

The National Association of School Psychologists: www.nasponline.org

Bureau of Labor Statistics "Occupational Outlook Handbook" psychologist listings:
www.bls.gov/oco/ocos056.htm

Appendix I

School & Community Psychology Program

Internship Contract

SETON HALL UNIVERSITY
College of Education and Human Services
Department of Professional Psychology and Human Services
School and Community Psychology Program
Jubilee Hall, 400 South Orange Avenue
South Orange, New Jersey 07079

SCHOOL PSYCHOLOGY INTERNSHIP

STANDARD CONTRACT/AGREEMENT COVER SHEET

Site Name _____

Site Address _____

Site Supervisor _____

Graduate Student Name _____

SHU Course: _____ CPSY 8580 Internship in School and Community Psychology I
(600 hour field placement)

_____ CPSY 8581 Internship in School and Community Psychology II
(600 hour field placement)

Contract Due Date: _____

Contract Period: From: _____

To: _____

Total Hours Required
During Contract Period: 600 hours with at least 2 hours a week of supervision

Cost: None

Internship Coordinator: Thomas Massarelli, Ph.D., Internship Coordinator
SHU Director, School and Community Psychology Program
973.313.6129, massarth@shu.edu

SETON HALL UNIVERSITY
 College of Education and Human Services
 Department of Professional Psychology and Human Services
 School and Community Psychology Program
 Jubilee Hall, 400 South Orange Avenue
 South Orange, New Jersey 07079

SCHOOL PSYCHOLOGY INTERNSHIP CONTRACT/AGREEMENT
Fall 2009

This agreement dated _____ between (school district name) _____ located at (address) _____

herein called the "SITE", and Seton Hall University (SHU), located at 400 South Orange Avenue, South Orange, NJ 07079, herein called the "UNIVERSITY", which offers the Ed.S. in School and Community Psychology, a graduate program preparing students to become school psychologists, herein called the "PROGRAM". The above Parties agree to the following terms of this contract, herein called the "AGREEMENT", and to the terms included in the Appendices.

PURPOSE

The purpose of this agreement is to provide a qualified graduate student with an Internship experience in the field of school psychology. The Internship student is required to satisfactorily complete a minimum of 1,200 hours as defined by the New Jersey Department of Education (NJDOE) (N.J.A.C.6A:9-13.9), including at least 2 hours a week of supervision from a certified school psychologist who has at least 3 years experience in the field. The intern will be required to obtain preschool to 12th grade experiences in psychological assessment, group and individual counseling, and consultation. In order to accomplish this goal, interns will be expected to administer and write up no more than three (3) psychological evaluations per month during the first semester of internship, and no more than four (4) psychological evaluations per month during the second semester.

INTERNSHIP SITE RESPONSIBILITIES:

1. Administrative Services and Support

The administration of the SITE agrees to provide the following:

- a. Support: Administrative support including, but not limited to, providing the Internship student with adequate work space, telephone, computer, office supplies, and staff support to conduct professional activities.
- b. Orientation: Comprehensive orientation to the SITE, including but not limited to policies, philosophy, protocols, rules and expectations.
- c. Role Models: Commitment to provide a variety of role models which represent the diversity of professionals in the field. Sites will afford students the opportunity to interact with a diverse staff and student population whenever feasible.

2. Supervision

The designated Internship school psychology supervisor at the SITE will provide the following:

- a. Continuity: The supervisor shall provide a continuity of supervision and supervised activities and experiences as described herein. Starting with observation of the supervisor's activities, the student will be expected to

progress to participating and functioning in professional activities under supervision.

- b. Expertise: The supervisor shall be a clearly designated NJDOE certified school psychologist who has at least 3 years experience in the field. The supervisor will be a person who has the time and interest for training the Internship student.
- c. Client Welfare: The SITE shall maintain responsibility for client contact, care and welfare.
- d. Documentation: The supervisor shall certify the number of student hours based on the student's documentation in the 11 NASP Domains of Professional Practice, to the SITE, PROGRAM, and student. The supervisor will submit written narrative evaluations monthly, and a final rating and narrative summary at the end of the semester as required by the UNIVERSITY.
- e. Disciplinary Action: Internship students are expected to adhere to the highest level of integrity in professional, ethical and conduct standards. The supervisor will identify and inform the student, SITE administration, UNIVERSITY Coordinator, and UNIVERSITY Program Director, of potential disciplinary/ethical/professional issues in a timely manner. The Ethical and Professional Guidelines of the UNIVERSITY and respective accrediting bodies (NJDOE, NASP, APA) shall serve as the basis for such issues. (See Appendices)

3. Supervised Activities/Experiences

- The SITE school psychology supervisor will provide training activities that:
- a. are integral to the regular performance of the SITE's school psychologist normal professional functions, duties and responsibilities.
 - b. are affirming of and demonstrating a high regard for human dignity. Students shall not be required to participate in practices that restrict the exercise of civil or human rights of any person or which impair the quality and nature of professional training in school psychology as defined by the respective accrediting and professional entities.
 - c. are continuous and sequenced in an organized manner and encompass a variety of presenting problems and special education classifications.
 - d. are consistent with the fulfillment of the 1,200 minimum hours as defined by the NJDOE and client contact as defined by the NASP Domains of Practice and required by the PROGRAM.
 - f. provide the Internship student with the following experiences in order to meet NJDOE certification requirements: conduct a full psycho-educational assessment and interpret it to parent(s) and staff, counsel students individually and/or in groups, participate on the Intervention and Referral Services Team to develop consultation skills, develop IEP/Annual reviews for classified students, and all other areas of practice under the [NASP Domains of Practice for school psychologists](#). The supervisor will supervise the Internship student's assessment of students in the areas of administration, scoring, interpretation and report writing skills. All psychological reports are to be countersigned by the supervising certified school psychologist.

4. Evaluation

The SITE school psychology supervisor will:

- a. evaluate each student at the end of each month (or other pre defined interval) by completing a narrative documenting the Internship student's experiences, skill development, professional/ethical behaviors and hours.
- b. complete a final rating and narrative evaluation of the student at the end of the Internship experience that documents the completion of their 1,200 hours and their level of readiness for certification as a school psychologist.
- b. share the evaluations orally with the student, and provide it in written form to the student, SITE administrator, and UNIVERSITY Program Coordinator.

5. Insurance

- a. The SITE agrees to maintain in force General Liability Insurance coverage in an amount not less than one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) in the aggregate. In addition, the SITE agrees to maintain proof of a worker's compensation policy in accordance with State Law. If the SITE carries higher limits (including Excess Liability Coverage) then such limits must be shown on the parties Certificate of Insurance.
- b. The SITE further agrees to include and list the UNIVERSITY as an additional insurer under its policies with the following wording on a Certificate of Insurance (COI): "Seton Hall University, including its trustees, officers, directors, employees, volunteer workers, agents, and assigns, is added to policies as additional insured." The COI shall be furnished to Seton Hall University at the commencement of the term of this agreement and each renewal certificate of such policy shall be furnished to Seton Hall University upon reasonable request.

UNIVERSITY PROGRAM RESPONSIBILITIES

1. Administrative services and supports

- a. Support: Appropriate administrative support for supervised Internship training as described herein.
- b. Orientation: Comprehensive orientation to the program curriculum regarding the purpose and nature of the Internship experience, including but not limited to policies, philosophy, procedures, protocols, rules, and expectations.

2. Supervision

The designated Internship Coordinator shall provide the following:

- a. Continuity: The Coordinator shall provide a continuity of supervision and supervised activities and experiences as described herein, acting as:
 1. the liaison between the student, SITE supervisor, the UNIVERSITY, and the Course Instructor (if different from the Coordinator)
 2. the principal monitor of the student's professional development.
 3. a provider of information to the SITE supervisor regarding the individual skill attainment of the student prior to the initial Internship placement.

- b. Expertise: The Coordinator shall be a certified school psychologist with more than 3 years experience.
- c. Client contact: The Coordinator may recommend appropriate categories of client contact. To fulfill Internship course requirements, students need to conduct psycho-educational assessments and interpret them to parent(s) and staff, counsel students individually and/or in groups, participate on the Intervention and Referral Services Team to develop consultation skills, develop IEP/Annual Reviews for classified students, and all other areas of practice under the [NASP Domains of Practice for school psychologists](#).
- d. Documentation: The Coordinator shall:
 1. assure that the Internship student has Student Professional Liability Insurance prior to the start of Internship.
 2. maintain documentation of the student's number of hours and NASP Domains of Practice activities based on the student's documentation provided to the SITE and PROGRAM as required and scheduled.
 3. monitor the student's progress based on the UNIVERSITY course and SITE Supervisor's evaluations.
 4. provide a final grade in the Internship course based on course and field work, evaluations, etc.
 5. apply for certification for the student from NJDOE upon successful completion of academic/internship requirements and demonstration of expected professional/ethical behaviors.
- e. Disciplinary Actions: Internship students are expected to adhere to the highest level of integrity in professional, ethical and conduct standards. The Coordinator will act within UNIVERSITY guidelines to identify and address disciplinary issues as brought forth by the parties to this AGREEMENT. The Ethical and Professional Guidelines of the UNIVERSITY and respective accrediting bodies (NJDOE, NASP, APA) shall serve as the basis for such issues. (See Appendices)

3. Insurance

- a. The UNIVERSITY shall provide appropriate benefits to any faculty member who is injured in a Internship related situation while engaged in the PROGRAM at the SITE and shall assume any obligations that may be imposed by the State's Workers Compensation Law in connection with injuries or disabilities sustained by reason of accident or occupational disease arising out of, or in the course of, such faculty member's participation while present at the SITE. Students will be responsible for maintaining personal health coverage insurance in the event of an accident or injury.
- b. The UNIVERSITY shall ensure that each student and faculty member is covered by general liability coverage and medical/professional malpractice insurance as more specifically set forth in the section of this AGREEMENT

and shall provide evidence of such coverage to the UNIVERSITY and SITE prior to the commencement of each student's or faculty member's involvement in the PROGRAM.

- c. Throughout the term of this AGREEMENT, the UNIVERSITY agrees to maintain in force General Liability Insurance coverage including Personal Liability coverage in an amount not less than one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) in the aggregate. In addition, the UNIVERSITY agrees to maintain proof of a workers compensation policy in accordance to state law.

JOINT RESPONSIBILITIES

1. It is mutually agreed and understood that nothing in this agreement implies an employee/employer relationship between the UNIVERSITY Instructors or students and the SITE.

2. The UNIVERSITY agrees to defend, indemnify, and hold harmless the SITE, its affiliates, subsidiaries, and parent and their directors, trustees, officers, agents, servants, and employees from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of negligent acts or omissions of the UNIVERSITY and/or its students, faculty members, employees, servants, trustees, officers, directors, or agents in connection with their duties and responsibilities under the AGREEMENT.

3. The SITE agrees to defend, indemnify, and hold harmless the UNIVERSITY and its directors, trustees, officers, employees and students from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of conditions existing at the SITE or the negligent acts or omissions of the SITE and/or its employees or agents in connection with their duties and responsibilities under this AGREEMENT.

4. Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification above.

5. Both parties agree that in the event that indemnification is sought under this provision, the party seeking indemnification shall furnish the indemnifying party, upon request, all information and assistance available to the indemnified party for defense against any such claim, suit or defense.

6. This AGREEMENT shall be governed, interpreted, and construed in accordance with the laws of the State of New Jersey.

7. Both parties agree not to discriminate against any student, in any manner whatsoever on account of race, creed, color, gender, age, national origin, sexual orientation, or mental or physical disability.

8. The SITE personnel shall provide direction and supervision to the students participating in the Internship education program. SITE personnel are responsible for all client care and all decisions regarding client care. In the event of a difference in opinion concerning the care of a client, the decision of the SITE personnel shall prevail and control all parties involved. The SITE will provide a work environment a necessary to meet requirements established by state policy making boards.

All notices to the parties must be in writing, signed by the party giving it, and shall be deemed delivered when delivered in person or three (3) days after deposit in the United States Mail, postage prepaid, addressed as follows:

Joseph DePierro, Ed.D., University Representative Dean, College of Education and Human Services, Jubilee Hall 468, Seton Hall University, 400 South Orange Avenue, South Orange, New Jersey 07079.

The term of this AGREEMENT shall be from the effective date noted above until _____..

This AGREEMENT may be terminated at any time by mutual consent of the parties or it may be terminated by either party upon thirty (30) days written notice to the other party at the address provided above. In the event of a nonconsensual termination of this AGREEMENT by either party, such termination shall not become effective until the student involved in the Internship has an opportunity to complete the current semester.

In witness thereof, the parties affix their signatures.

Graduate Student Date

SITE School Psychology Supervisor Date

SITE Administrator Date

Thomas Massarelli, Ph.D. Date
SHU Director, School and Community Psychology Program and
Internship Coordinator, 973 313 6129, massarth@shu.edu

Laura Palmer, Ph.D., Chair Date
SHU Department of Professional Psychology and Family Therapy

Joseph DePierro, Ed.D., Dean Date
SHU College of Education and Human Services

Dr. Gabriel Esteban Date
SHU Provost

APPENDIX A**SETON HALL UNIVERSITY'S COLLEGE OF EDUCATION AND HUMAN SERVICES
PROFESSIONAL CODE**

http://education.shu.edu/academicprograms/edstudies/elementary/ug_elementary%20and%20special.html

Candidates enrolled in the teacher preparation programs in the College of Education and Human Services operate under the following professional code:

1. **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. **Respect & Empathy:** candidates are respectful in their address, writing, language and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information from the Internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.
5. **Dress Code:** candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall University. (See College of Education & Human Services field guide for more information.)
6. **Passion for the profession:** candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life long learning.

Note: "School psychologist" can be substituted for "teacher" where it appears above.

APPENDIX B

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
DOMAINS OF PRACTICE

<http://www.nasponline.org/standards/FinalStandards.pdf>

(As Applied to School Psychology Internship Students)

1. Data based decision making with an emphasis on psycho-educational assessment and report writing.
2. Interpersonal communication, collaboration and consultation with students, parents, and school staff in a variety of settings such as meetings, etc.
3. Effective instruction and development of life competencies with an emphasis on consultation and IEP development.
4. Socialization and development of life competencies with an emphasis on exposure to functional behavioral assessment, behavior intervention plans, and positive behavioral supports.
5. Student diversity in development and learning by gaining sensitivity and knowledge within various cultural and other diverse contexts.
6. School structure, organization and climate by exposure to school district's philosophy, mission, goals, policies and procedures; staff hierarchy; staff roles and functions, and educational programs.
7. Prevention, wellness promotion, and crisis intervention by exposure to Intervention and Referral Service meetings, and individual/group counseling.
8. Home/School/Community collaboration by exposure and participation in parent/staff meetings including Initial/Reevaluation Planning and Eligibility meetings, etc.
9. Research and program evaluation by being able to apply learned concepts to daily practice.
10. Legal, ethical and professional development by exposure to IDEIA, NJAC, ADA, Section 504; NASP and APA ethics; professional conferences, etc.
11. Technology by use of computers for word processing, email, etc., and exposure to IEP Planners and computer scoring of standardized tests.

APPENDIX C**PROFESSIONAL INTEGRITY, ETHICS AND CONDUCT MANUAL REFERENCES****Seton Hall University**

School and Community Psychology Handbook

http://education.shu.edu/academicprograms/profpsych/comm_psych_publications/SPPSchoolPsychologyHandbook2005-2006Rev.pdf

Policy on the Retention and Remediation of Students

http://education.shu.edu/academicprograms/profpsych/policies/policy_retention_students.pdf

Plagiarism /Academic Integrity Policy

<http://education.shu.edu/academicprograms/profpsych/policies/Plagiarism%20Policy.pdf>

New Jersey Department of Education

New Jersey Administrative Code 6A

Chapter 9: Professional Licensure and Standards

13.9 School Psychologist (pp. 237- 241)

<http://www.nj.gov/education/code/current/title6a/chap9.pdf>

National Association for School Psychologists

Professional Conduct Manual

Principals for Professional Ethics

Guidelines for the Provision of School Psychological Services

<http://www.nasponline.org/standards/ProfessionalCond.pdf>

Standards for Training and Field Placement Programs in School Psychology

Standards for the Credentialing of School Psychologists

<http://www.nasponline.org/standards/FinalStandards.pdf>

American Psychological Association

Ethical Principles of Psychologists and Code of Conduct

<http://www.apa.org/ethics/code2002.html>