

Department of Education
Bucknell University
Lewisburg, PA

Graduate Program in School Psychology

The following prospectus describes the School Psychology Program at Bucknell University



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Bucknell
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NOTICE OF NON-DISCRIMINATORY POLICY

Bucknell University admits students of any race, color, national and ethnic origin, religion, or gender to all the rights, privileges, programs and activities generally accorded or made available to students at Bucknell, and does not discriminate on the basis of race, color, handicap, national and ethnic origin, or religion in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs. It complies fully with the prohibitions against discrimination on the basis of sex contained in Title IX of the Educational Amendments of 1972. In employment of both students and staff, Bucknell is an Affirmative Action and Equal Opportunity Employer.

The provisions of this prospectus are not to be regarded as an irrevocable contract between the student and the University. The University reserves the right to change any provisions or requirement at any time within the student's term of residence. In addition to this prospectus, prospective students should read the latest Bucknell Graduate Studies Catalogue, copies of which are available from the Office of Graduate Studies.

MISSION STATEMENT

The Education Department works to prepare students for prominent roles as public intellectuals. We seek to cultivate citizens who are broadly educated, thoughtful, and committed to lifelong learning as a means to better themselves and society. Our blend of social sciences and professional preparation coursework is theoretically grounded and presents educational issues within social contexts that are diverse and evolving. Graduates will use their capacity for self-reflection and ethical reasoning to respond creatively to challenges encountered in their personal and professional lives.

INTRODUCTION

Bucknell University's Department of Education offers a Master's level school psychology program to prepare professionals who provide psychological services to elementary and secondary students. For individuals who already possess a Master's degree in education or closely allied field, we offer the potential to seek certification only. The School Psychology program is designed to develop graduates who are adept at identifying and resolving the learning, social, and emotional problems of diverse learners. Our program teaches graduate students to apply the scientific process to clinical issues, build and sustain consultative relationships and to conduct and evaluate research. We help students develop problem-solving skills that are effective at the individual and systems levels.

Full-time students complete the program in three academic years. Years one and two consist of foundational coursework, including fieldwork experiences and a 120 hour practicum. The third year is spent in a full-time 1200 hour internship experience. The normal course load for full-time school psychology graduate students is three courses per semester or 12 credits. Internships are arranged by the faculty to occur in the immediate surrounding area to the University. For the student seeking certification only, a program of courses is developed on an individual basis. In this case, students can receive credit for a maximum of six courses taken elsewhere. Degree-seeking candidates can receive credit for up to two courses of relevant coursework at the graduate level taken at a university other than Bucknell.

Candidates who successfully complete their program are awarded the Master of Science degree in Education and are recommended to the Pennsylvania Department of Education for certification in school psychology.

PROGRAM GOALS

Each graduate of Bucknell's School Psychology program is able to:

- Use current theory and research in education, psychology, human development and instruction to conceptualize and interpret information to facilitate the learning and adjustment of all students;

- Conduct appropriate research encompassing the variables most relevant to human learning and social-emotional adjustment to advance the knowledge base of the field;
- Consider multiple perspectives and contexts to critically evaluate and conceptualize needs;
- Engage in self-reflective practice that embraces and respects individual differences among students, their families, and the communities in which they live and learn; and,
- Act as agents of change by understanding the roles and functions of the individuals working within school systems and the broader community.

CRITERIA FOR ADMISSION TO GRADUATE STUDY AND TO CANDIDACY FOR CERTIFICATION

Admission to Graduate Study at Bucknell is a pre-requisite for admission to any graduate program. Admission to graduate study is a responsibility of the Office of Graduate Studies, an office separate and distinct from the Department of Education. The Graduate Office makes offers of graduate admission based upon recommendation by the Department of Education.

Admission to Graduate Study, while a pre-requisite to admission to certification programs, does not automatically admit one to a certification program as well. Admission to certification programs is handled within the Education Department. Applicants should request consideration for acceptance to the certification program in which they are interested at the same time they complete the application to the Graduate Program.

Applications for graduate study and other related materials may be obtained from:

Dr. James Rice, Dean of Graduate Studies
Office of Graduate Studies
Bucknell University
228 Marts Hall
Lewisburg, PA 17837
Phone: 570-577-1304

Applications can also be obtained on-line at:

http://www.bucknell.edu/Offices_Resources/Offices/Graduate_Studies/Admissions.html

Priority for admission for the fall semester will be given to prospective students who apply by May 15th. However, candidates who are planning to apply for financial aid should complete their application process by February 1 so that they may meet the financial aid application deadline of March 1st.

Among the requirements for admission is the completion of the application form, including a statement of professional goals. Candidates must also submit two references and official transcripts of all previous undergraduate and graduate work. Applicants must also submit scores from the Graduate Record Exam (GRE). Successful applicants typically have earned an undergraduate/graduate GPA of 3.0 or better, combined GRE verbal and quantitative scores of 1000 or better, and positive letters of recommendation that indicate potential for successful completion of graduate studies. In addition, the Department of Education for the state of Pennsylvania requires all students seeking initial certification to have completed 1 English Literature course, 1 English Composition course, and 2 Math courses. Statistics courses fulfill the math requirement. Students must achieve a final GPA of 3.0 in their Master's or certification program to earn Pennsylvania certification as a school psychologist.

Prior graduate course work may be applied to the Bucknell Master's degree, depending on its relevance to the program and when it was taken. This process of comparing courses for planning programs leading to a Master's degree and/or certification should not be confused with the actual transferring of credit from one institution to another for degree purposes. No more than 8 credits or 2 courses of transfer credit may be

included in a Bucknell Master's program, and such transfer credit must be approved both by the academic department involved and by the Office of Graduate Studies. The successful completion of the individual program of studies and proof of successful completion of any and all state-mandated tests will lead to Bucknell's recommendation to the Pennsylvania Department of Education that the candidate receive the appropriate certificate.

Those interested in applying for Graduate Study should consult the Graduate Studies Catalogue for full details as to application procedures. The deadline for application for financial aid (available to full time degree candidates only) is March 1st prior to the year you intend to enroll.

ADMISSIONS PROCEDURES FOR CANDIDATES WHO ALREADY HAVE EARNED MASTER'S DEGREES FROM OTHER INSTITUTIONS

Candidates in this category must follow the admissions procedures stipulated by the Office of Graduate Studies. Essentially, these procedures are the same as those outlined earlier for degree candidates. A formal application, two references and official transcripts of both undergraduate and graduate courses are required.

http://www.bucknell.edu/Offices_Resources/Offices/Graduate_Studies/Admissions.html

During the Graduate Admissions process certification candidates should arrange for a conference with the Director of the program. The purpose of the conference is to review all previous graduate courses to determine their comparability to similar courses in the Bucknell program. In preparation for this conference, applicants should assemble course outlines, or syllabi, class notes, papers and projects from their previous graduate work. The conference will involve a detailed review of each of the graduate courses previously taken that have applicability to certification in school psychology. Either at the conclusion of this conference or shortly thereafter, the candidate will be informed of the extent to which his or her prior graduate work is applicable to the certification program of interest.

Assessing the comparability of courses for certification only purposes is done by the Education Department and does not involve other offices on campus. In assessing prior coursework, the following guidelines are followed:

- In order to receive course credit a course must be comparable to the Bucknell course in major topics, concepts, and depth and breadth of treatment.
- A minimum grade of B is required in a course under consideration.
- Unless the candidate is working regularly in the specialization covered by the course such that current knowledge is demonstrated on a regular basis, no more than seven years may have elapsed between the time the course was taken and admission to the certification program.
- Full credit will be considered for comparable courses satisfactorily completed within the last seven years.
- No more than six courses of comparable coursework will be included in any program of study for certification.

FINANCIAL CONSIDERATIONS

Because tuition rates change almost yearly, applicants should check with our graduate office for the current costs. For further information, please call 570-577-1304.

Students who are degree candidates and plan to study full time may apply for the fellowships which provide tuition remission for as much as two courses per semester. (The Department of Education does not offer assistantships.) Applications for financial aid may be obtained from Dr. James Rice, Dean of Graduate Studies, Graduate Studies Office; or on-line at:

http://www.bucknell.edu/Offices_Resources/Offices/Graduate_Studies/Financial_Aid.html

The deadline for applying for financial aid is March 1st. Applications received by this date are given preference.

The acquisition of fellowships is highly competitive since a limited number of them are available to the Education Department. Fellowships are not automatically renewable. Therefore, a student who receives a fellowship in a given year must re-apply for a second year. The criteria for determining who will be recommended to Bucknell's Associate Vice President for Academic Affairs for fellowships are the following. First, students under consideration must have been accepted into a degree program for full time academic work and must have applied for a fellowship by March 1st of the academic year previous to their entry into graduate school. These students are then ranked according to their undergraduate GPA. Next, other information such as that based on interviews, recommendations, and GRE's is considered to determine if there is any reason to alter the initial ranking. Once any adjustments in this respect are made, recommendations to the director of our graduate school are made based on the final ranking.

Elementary and secondary school teachers receive a 40% remission on their tuition. Thus, the actual tuition paid by candidates who are public school teachers is comparable to that paid at other institutions.

SCHEDULING INTERVIEWS WITH PROGRAM COORDINATORS

Preliminary interviews to provide additional information about the program in school psychology are conducted by telephone or scheduled by appointment with the professor in charge of the program. More extensive conferences to evaluate prior graduate work are scheduled by appointment with the professor in charge of the program.

Appointments can be arranged by calling Dr. Golightly, Education Department (570) 577-1324 or e-mail at acarney@bucknell.edu.

THE COURSE SYSTEM AND ACADEMIC CREDIT

Bucknell operates on a course system rather than a credit system. Each full course, designated by a 1.0 in transcripts and other materials, is the equivalent of four semester credit hours in a credit system. Some courses carry less than four credits and are designated as .5 in transcripts and other materials. Some courses carry more than four credits and are designated as 1.5 in transcripts and other materials.

REQUIREMENTS FOR COMPLETION OF THE MASTER'S DEGREE AND CERTIFICATION

Candidates who successfully complete their program are awarded the Master of Science degree in Education and are recommended to the Pennsylvania Department of Education for certification in school psychology. Successful completion of a program means that a graduate student has:

- Fulfilled course requirements with a minimum GPA of 3.0, no D's or F's, and not more than two grades of C;
- Completed an intensive, supervised, competency-based 1200 hour internship in school psychology to the satisfaction of University and field supervisors;
- Compiled a portfolio that documents that the student has satisfied the program competencies;
- Engaged in a culminating scholarly activity of publishable quality, either a thesis or an in-depth case study;
- Passed a final, oral examination in which the candidate demonstrates an acceptable level of the professional problem solving skills using the best of current knowledge about children, children's

issues and school and family systems;

- Passed at the state-specified cut-score the pre-professional PRAXIS exams of reading, writing, and math as well as the School Psychologist PRAXIS exam.
- Demonstrated, at minimum, adequate professional behavior and attitude towards learning each semester, in all courses and related learning activities (see below).

The school psychology program is competency-based. This means that in addition to goals established for individual courses, we explicitly indicate to students the skills, (i.e., the competencies), which they must develop to function as a successful psychologist. Thus, to receive both the master's degree and recommendation for certification, a student needs to complete the required course work and meet the stated competencies. In addition to process and content competencies, competencies associated with professional dispositions are assessed each semester by the faculty with whom the student is taking classes. If a student receives a rating of "below standard" or "poor" in any area by two or more of his/her professors, a conference with the student and two of the program faculty will occur. At this conference, steps for improvement will be developed and the student's progress monitored over the next semester. In the unusual circumstance where a student is unable to make the necessary adjustments in areas of professional dispositions noted, the student may be asked to leave the program. Within this framework, meeting degree requirements in terms of courses does not guarantee that recommendation for certification will occur; however, we have designed the teaching strategies of our program to maximize the probability of attaining both.

GENERAL COURSE INFORMATION

The normal course load for Bucknell graduate students is minimally three courses per semester. The program may be completed on a full or part-time basis, though full time is recommended whenever possible. The degree and certification take longer to achieve when a student is not full time. Internships occur during the academic year, not during the summer. An intern is expected to devote their attention to internship full-time; other employment during this year cannot interfere with or the intern's school schedule or University supervision.

The program for candidates in school psychology consists of 15 courses for a total of 60 credit hours. Full-time students typically complete the program in three academic years. The third year is spent in a full-time internship experience, and finishing up the thesis or case study. Prior to internship, several of the courses require students to spend some time observing and/or working in schools. These experiences are designed to support the development of key professional skills in semesters prior to the internship year. As soon as possible, students entering the program should obtain (and update, as necessary) the necessary clearances to enter local schools. A complete information packet is across the hall from the department's main office (457 Olin). If you have questions, you can ask the Academic Assistant for the Education Department.

Internships are arranged by the program's faculty, in conjunction with local school psychologists. No out-of-state or out-of-area internships are allowed. All students seeking certification must complete 1200 internship hours. The internship is offered only during the academic year, not in the summer. Students should expect to spend 5 days a week during the K-12 academic year (roughly late August through early June) in internship. For example, a 7-hour day during a 180-day academic year results in 1260 hours in internship. Students should plan for the internship year in terms of the full-time commitment required. All internships occur under the supervision of a certified school psychologist in the school district and the school psychology faculty member who is internship director.

The required courses for the master's degree and recommendation for Pennsylvania certification are listed below. This is the current listing of courses; it is subject to change as necessary to best meet the needs of our students.

COURSE SEQUENCE

FALL, YEAR ONE

EDUC 601 Applied Behavioral Psychology

An exploration of human behavior in education institutions, mental health facilities, and industry with an emphasis on understanding the determinants of behavior and designing interventions that result from data-driven decision-making. Problems considered will focus on motivation, design of instructional systems, and human communications.

EDUC 605 Cognitive Learning in Multiple Contexts

Both the theories and practical applications of psychology applied to cognitive, social and emotional learning are emphasized. Additionally, the research process used to study learning is a major focus of attention.

EDUC 635 Child and Adolescent Development

Theoretical and research frameworks, as well as case studies, for exploring physical, cognitive, psychosocial, and literacy development, ages 5-22, and contexts for development, such as families, peer relationships, schools, cultures. Implications for teaching, counseling, coaching, parenting and policy-making. Field experience required.

SPRING, YEAR ONE

EDUC 622 The Psychology of the Exceptional Child

An examination of the neuropsychological theories and applications of brain-behavior research related to the identification of and the provisions of services for learning disabled, emotionally and behaviorally disordered, and mentally retarded children.

EDUC 662 Research Methods I

This course is designed to develop the skills needed to understand, evaluate, and do educational and psychological research. Both quantitative and qualitative methodologies are presented. Data analysis involves the use of the statistical package SPSS, which is broadly applicable to the social and psychological sciences.

-AND-

EDUC 618 Multiculturalism and Education

This course combines social science and education research with narrative accounts to explore the historical, philosophical, sociological, and political foundations of the multicultural movement in American education. The course will examine and critique contemporary issues, such as the educational experiences of minority groups, inclusive pedagogy, and bilingual education.

-OR-

EDUC 640 Literacy and Learning

This course focuses on the development of secondary school teacher's knowledge and skills related to the development of literacy skills in various content areas.

-OR-

EDUC 675 Methods of Teaching English as a Second Language

This course focuses on preparing to teach students for whom English is their second language (ESL). It focuses on three primary areas: instructional materials development for ESL; assessment and support of ESL students; and cultural awareness and sensitivity.

FALL, YEAR TWO

EDUC 614 Introduction to School Psychological Services

An overview of psychological services as provided by school psychologists and counselors. This course specifically addresses theory and practice of collaborative consultation and problem-solving in the school environment on individual and systems levels. Field experience required.

EDUC 628 Advanced Tests and Measurements

Introduction to the fundamental concepts of measurement and testing theory with emphasis on the application of those concepts in a variety of educational and clinical settings. Field experience may be required.

EDUC 612 Counseling Techniques

This course provides an introduction to counseling theory and training in the micro-skills of counseling and interviewing. Students have an opportunity to practice a wide range of counseling techniques with videotaping. Required field placement or service learning experience.

SPRING, YEAR TWO

EDUC 665 Psychological Disorders in Children and Adolescents

This course provides a theoretical overview of developmental psychopathology and its relationship to educational exceptionalities. In particular, issues from home, community, and school environments that affect children's adjustment, learning and behavior will be addressed.

EDUC 677 School Psychology Practicum

This course requires one day per week (120 hours total) to be spent working under the supervision of a certified school psychologist. Students will observe and participate in collection and analysis of various forms of data, as well as problem-solving 1:1 with the field supervisor and with the student assistance team.

EDUC 629 Cognitive Assessment

Development of the ability to administer and interpret individualized assessments of cognitive abilities. Limitations with respect to generating hypotheses related to the modification of learner behavior are discussed. Field experience required.

FALL, YEAR THREE

EDUC 617 Special Topics (Independent Study) * .5 credit

EDUC 678 School Psychology Internship

This course requires 1,200 hours of work under the supervision of a certified school psychologist as an intern. Interns are expected to perform all the duties of a certified school psychologist, and their performance is regularly assessed by both the field supervisor and the university supervisor.

SPRING, YEAR THREE

EDUC 680 Thesis OR EDUC 691 Case Study (1 credit)

EDUC 678 School Psychology Internship (.5 credit)

OUT-OF-STATE CERTIFICATION

Students who wish to acquire certification in a state other than Pennsylvania should contact that state's Department of Education, Bureau of Certification, to determine its requirements. It is the responsibility of the student to become knowledgeable of out-of-state certification requirements.

NATIONAL CERTIFICATION

Bucknell's school psychology graduate program is not currently a NASP-approved program. However, students from the program may apply for national certification by submitting an application to NCSP, completing a case study, and taking and achieving the minimum passing score on the PRAXIS exams. It should be noted that the cut-score determined by NCSP may differ from the cut-score determined by the state for state certification purposes. Therefore, students who wish to pursue national certification should strive to achieve the NCSP established minimum score.

FREQUENTLY ASKED QUESTIONS

Q: What are the admissions requirements to the program?

A: Among the requirements for admission are the completion of the application form and arranging for submission of two references and official transcripts of all previous undergraduate and graduate work. It is expected that applicants will have a 3.0 Grade Point Average in both undergraduate and graduate work, and a minimum 1000 GRE (Verbal and Quantitative). Call Graduate Studies to receive an application at 570-577-1304.

Q: How much does it cost?

A: Please contact the Graduate Studies Office to find out the current tuition rates. The Department of Education has a limited number of partial scholarships for tuition. Elementary and secondary teachers receive a 40% remission on their tuition. Thus, actual tuition paid by candidates who are public school teachers is comparable to that at other institutions.

Q: How do I apply for a scholarship from the Education Department?

A: Complete your application before March 1st and submit the financial aid request form with your application.

Q: I've missed the March 1st deadline. Can I still apply to the program to start in the summer or fall?

A: Yes, applications are reviewed through May 15 although financial aid may not be available after March 1st.

Q: When are the courses offered?

A: Courses are offered in both the day and evening. Summer courses are offered in a six-week summer session with both daytime and evening classes.

Q: Are there jobs for school psychologists in Pennsylvania?

A: Currently, job prospects for school psychologists are good. Check the Pennsylvania Department of Education's website for current job listings.

Q: What is the internship experience like?

A: The school psychology program requires that students complete a graduate internship. Internships are only offered during the academic year, not in the summer, and consist of a field experience of 1200 hours over the course of the academic year. All fieldwork occurs under the supervision of a certified school counselor. All internships are supervised by Bucknell faculty who are certified in school psychology. Students intending to acquire the master's degree and certification will need to plan for the availability of this time.

Q: Are there any prerequisite courses for the school psychology program?

A: Yes. Applicants should have taken two math courses and two English courses (one literature and one composition course). Previous coursework in education and psychology is also desirable.

FOR FURTHER INFORMATION

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