

PROGRAM MANUAL
FOR
PH.D. IN COUNSELING PSYCHOLOGY
LEHIGH UNIVERSITY

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<https://ed.lehigh.edu/academics/programs/counseling-psychology>

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This Program Manual is designed to provide an overview of the Counseling Psychology (CP) Program at Lehigh University. It is also intended to answer some of the more common questions asked by students and prospective students and to serve as a resource for faculty in the program and other university and outside personnel who need information about the CP program. Students should consult with their advisor concerning any specific concerns or questions about the program that may arise. The College of Education Graduate Student Handbook should be consulted for answers to general college questions or information concerning university-wide requirements and/or deadlines, which are published in the University Catalog. A copy of this handbook can be obtained from the Admissions Coordinator, Donna Johnson (610-758-3231). The Lehigh web page is also a good source of current program and college requirements, policies, and deadlines (see <https://ed.lehigh.edu/academics/programs/counseling-psychology>). Although the CP faculty endeavor to provide as much information as possible directly to the student, the student still bears the responsibility for timely completion of university and program deadlines and requirements.

Program Accreditation

The Counseling Psychology Program is accredited by the American Psychological Association (APA approved) and is a designated program listed in the American Association of State Boards of Psychology. The Committee on Accreditation of the American Psychological Association is located at 750 First Street, NE, Washington, DC, 20002 (202-336-5500). The program also maintains full institutional membership in the Council of Counseling Psychology Training Programs (CCPTP) and is a subscribing member to the Association of Psychology Postdoctoral and Internship Centers (APPIC). Questions regarding APA accreditation may be addressed to the APA Office of Accreditation at: Office of Program Consultation and Accreditation, 750 First St, NE, Washington, DC 20002-4242, Telephone: (202) 336-5979, TDD/TTY: (202) 336-6123, Fax: (202) 336-5978, <http://www.apa.org/ed/accreditation/>

Counseling Psychology Program Philosophy and Mission

The Lehigh University Counseling Psychology faculty feel strongly about the kind of program we aspire to become and the kind of student we hope to admit and to graduate. Lehigh University's Counseling Psychology Program endeavors to train students to become effective counseling psychologists who demonstrate the clinical awareness, knowledge, and skills necessary to deliver mental health services to multicultural client populations in various settings.

The program's faculty openly embrace and encourage student development with respect to issues such as race, ethnicity, gender, sexual orientation, disability, spirituality, age, religion, and socioeconomic status and provide educational opportunities for students to further their professional development with respect to these issues. It is our goal to produce students who can readily counsel individuals or groups from diverse backgrounds within the context of the client's culture. The counselor training to which students are exposed adheres to a scientist-practitioner model, which presumes skillful and professional practice that is undergirded by sound principles and models of psychological science.

The mission of Lehigh University's Counseling Psychology Program is to train Counseling Psychologists who will emerge as leaders within the scientist-practitioner model that presumes skillful professional practice that is undergirded by sound principles of psychological science. Graduates of the program are expected to provide leadership to the field and readily integrate theories of counseling within a multicultural framework in the communities that they serve. As students they will develop the skills (a) to deliver counseling services and provide psychological appraisal and assessment that reflects an understanding of the client's social context and interpersonal relationships with an emphasis on healthy development and adjustment, (b) to provide supervision and evaluation of a broad array of scientifically-based and empirically supported psychological and vocational interventions, and (c) to conduct, disseminate, and synthesize high quality psychological research. A successful graduate may be employed in a wide variety of settings and work as a practitioner, teacher, and/or researcher while simultaneously serving as a liaison for the profession through regional, national and/or international leadership.

Preparation in Counseling Psychology as a Field. In addition to the above minimum threshold requirements for preparation as a psychologist, the CP program holds certain expectations for its students in the field of counseling psychology. Counseling psychology combines scientific understanding of human behavior with a positive mental health approach that attempts to maximize human potential. The following statement from Kagan et al. (1988) is consistent with the emphasis in Lehigh University's CP program. Counseling psychology is based upon:

1. "A perspective that values the empowerment of individuals to gain mastery over their own lives and methods that focus on strengths, adaptive strategies, and strategies for change such as advocacy, political involvement, and direct teaching of skills relevant to promoting the psychological health of individuals, groups, and systems.

2. An understanding and appreciation of career development--the areas of work, work identity, leisure, and retirement--as related to human productivity, satisfaction with personal life style, and socio-organizational health.

3. A focus on development across the life span with attention to diverse developmental issues and paths, building upon the developmental models that form the cornerstone of counseling psychology and generating new techniques for application in three primary service modes--prevention, developmental enhancement, and remediation.

4. The importance of viewing people and their behavior in a contextual manner because psychology itself exists in a socio-cultural context influenced by variables of culture, ethnicity, gender, sexual orientation, age, and socio-historical perspective.

5. The value of programmatic research for both forming and informing the profession, for discerning effective intervention strategies, and for investigating client and therapist variables as influences on counseling psychology processes and outcomes.

6. The essential role of research in providing a basis for practice and the need for counseling psychologists to use scientific methods to evaluate their practice critically" (Kagan et al., 1988, p. 351).

Program Goals, Objectives, and Outcome Competencies. Following from the Program's philosophy and mission, the program articulates goals and objectives, that in turn are operationalized and assessed via a multi-method approach, intended to result in linked outcome competencies. These goals, objectives, and competencies are consistent with the revised mission statement and outline the faculty's expectation that students have a strong generalist training in psychological science in addition to their specific preparation as multiculturally competent counseling psychologists.

Relationship between CP Program Goals/Objectives and Outcomes. Table 1 is a delineation of the two CP overall program goals, specific objectives related to each goal, and the benchmark competencies associated with each of the objectives. The benchmark psychology competencies (Foundational; Functional; Organizational) are derived from Fouad et al. (2009) and a revision by the Council of Counseling Psychology Training Programs (CCPTP) adapting the benchmark competencies for Counseling Psychology Training (Campbell, Fouad, Grus, Hatcher, Leahy, & McCutcheon, 2013). The Lehigh University Counseling Psychology Program

adopted these competencies in 2013, and Table 1 describes how these competencies align with the program's overall goals and objectives.

Table 1. CP Program Overall Goals, Objectives, and Competencies

Goal #1	1. To prepare counseling psychologists who are skilled in conceptualizing and treating human problems and practicing and supervising appropriate and effective therapeutic interventions from a preventative, developmental, and multicultural perspective.
Objectives for Goal #1	<p>1.A: To prepare counseling psychologists who have the skills and attitudes consistent with the practice of counseling psychology in a culturally diverse society.</p> <p>1.B: To prepare counseling psychologists who are knowledgeable of the ethical, legal, professional, social, and environmental issues and contexts affecting practice as a counseling psychologist.</p> <p>1.C: To prepare counseling psychologists to engage in psychological assessment and diagnosis, including personality and intellectual functioning, and the ethical use of psychological tests and inventories</p>
Competencies Expected for these Objectives (Sync to Benchmark Competencies)	<p>1. <i>Professional Identity</i>: Demonstrates understanding of self as a counseling psychologist; considers contextual and cultural influences in practice, science, teaching, supervision and other roles; committed to holistic strength-based development through preventive, vocational, and social justice approaches.</p> <p>2. <i>Relationships</i>: Relates effectively and meaningfully with individuals, groups, and/or communities.</p> <p>3. <i>Individual and Cultural Diversity</i>: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy and the Counseling Psychology</p>

	<p>Model Training Diversity Statement.</p> <p>5. <i>Reflective Practice</i>: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care</p> <p>7. <i>Ethical and Legal Standards and Policy</i>: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.</p> <p>8. <i>Advocacy</i>: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.</p> <p>9. <i>Intervention</i>: Interventions designed to alleviate suffering and to promote health and well being of individuals, groups, and/or organizations; integrates research and clinical expertise in the context of client factors (evidence-based practice; EBP).</p> <p>11. <i>Assessment</i>: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.</p>
Goal #2	<p>2. To prepare counseling psychologists who generate and disseminate new knowledge to basic science and practice in the field of Counseling Psychology and who will base their professional practice upon prevailing scientific knowledge in the field of Counseling Psychology and Psychology generally.</p>
Objectives for Goal #2	<p>2.A: To prepare counseling psychologists who have a thorough grounding in the basic core areas of psychological science.</p> <p>2.B: To prepare counseling psychologists for psychological intervention and practice, based upon empirically-supported individual and group counseling and therapy, career counseling, multicultural counseling, and supervision.</p> <p>2.C: To prepare counseling psychologists who are</p>

	capable of conducting and evaluating psychological research.
Competencies Expected for these Objectives (Sync to Benchmark Competencies)	<p>4. <i>Professional Values and Attitudes</i>: as evidenced in behavior and comportsment that reflect the values and attitudes of counseling psychology</p> <p>6. <i>Scientific Knowledge and Methods</i>: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.</p> <p>10. <i>Supervision</i>: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.</p> <p>12. <i>Research and Evaluation</i>: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.</p> <p>13. <i>Teaching</i>: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in counseling psychology.</p> <p>14. <i>Interdisciplinary systems</i>: Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning.</p> <p>15. <i>Consultation</i>: The ability to provide expert guidance or professional assistance in response to a client's needs or goals, wherein the client may be an individual, group, or organization.</p> <p>16. <i>Management</i>: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs/departments, or agencies (OPA).</p>

Admission to the CP Program

Admission to the CP doctoral program occurs once each year on a competitive basis. Admission requires the online submission of a completed application before the **December 1 deadline**. Additional requirements include undergraduate and graduate transcripts (where applicable), GRE scores no more than five years old, two letters of recommendation, an application fee, and a formal statement of interest in the program. Prospective students will be asked to interview with faculty members. Students may apply during or after completion of a recognized Master's program or directly following completion of undergraduate studies. The *minimum* requirements for consideration for admission to the Lehigh University College of Education include an undergraduate GPA of 3.00 (on a 4.00 scale) OR a graduate GPA of 3.50 on at least 24 graduate credits.

Admission Procedures for "Inside" Candidates. A current Lehigh student seeking admission to the CP program must submit the same materials (application form, GRE scores, two current letters of recommendation, etc.) using the same online application as outside candidates (described above) by **December 1st** of the year in which they seek admission.

Admission Procedures for International Students. International students whose native language is not English are required to submit scores on the Test of English as a Foreign Language (TOEFL) with their application. Personal interviews are scheduled with those applicants under consideration for admission. Telephone interviews or electronic interviews using videoconferencing software are a possibility in cases where travel to Lehigh is not possible.

Application from a B.A. Students may apply for admission to the CP doctoral program directly from a bachelor's degree program. Students admitted with only a bachelor's degree must also meet the basic requirements (30 credits) of master's coursework; most of this master's coursework is normally completed within the first year at Lehigh. If you wish to also be considered for admission to our terminal master's program in Counseling and Human Services, you will have the opportunity to indicate this on your online application.

Application from a Master's. Students may also apply for admission to the CP doctoral program directly following completion of a master's degree. Students who have received their master's degree elsewhere or in an unrelated field must meet the basic requirements (30 credits)

of master's coursework. A review of remedial coursework required at the Master's level is normally conducted at student orientation.

Admission Criteria

The following criteria have been identified by the faculty as important in the evaluation of prospective applicants. Information concerning these criteria is taken from the application, letters of recommendation, test scores, interviews, and other information submitted by the student:

1. Identification with the field of counseling psychology. We look for students who have demonstrated counseling psychology interests and/or participation. The program seeks students who are involved in Division 17 of APA and identified with counseling psychologists.
2. Balance of scientific and professional interests. The Counseling Psychology Program seeks to admit students with potential or actual interest/background (e.g., a "track record") in both scientific inquiry and professional practice).
3. Potential to handle statistics and research content. Previous exposure to statistics and/or research, especially a completed thesis or research paper, and previous statistics grades are good indicators of ability in this area.
4. Mature clinical skills and/or potential. Identified in letters of recommendation or in previous work experience.
5. Diverse cultural experiences. Openness to, or ability to handle and affirm, diversity in multiple realms.
6. Persistence, tolerance for ambiguity, and flexibility under duress. These are important qualities in a graduate student and later on in professional career.
7. Motivation level. High level of motivation to complete the program and to produce quality work. Can be seen in letters of recommendation and in records of previous research and professional activity.
8. Academic aptitude. Can be found in undergraduate and graduate GPA and, to an extent, in GRE scores, and letters of recommendation that address ability to handle doctoral-level work.
9. Match with Faculty Interest. Expressed interest in working with a particular faculty member on her or his research program.

Admission Ratios

Although numbers vary from year to year, the program generally receives about 100 doctoral applications and aims for a cohort of 4-6 doctoral students. Students who are not

accepted directly into the doctoral program may elect to have their application considered for the master's program in Counseling and Human Services, which is considerably less competitive in nature and provides good preparation for doctoral study at Lehigh or elsewhere.

Financial Support

Financial support for students comes from a variety of sources. All students enrolled in the College of Education receive a 40% reduction in the per credit cost of graduate tuition. In the academic year 2016-2017, tuition for College of Education students was \$565 per credit hour. Students who are interested in financial support are encouraged to complete the College of Education's Financial Aid form. A limited number of half time (10 hours per week) and occasionally full-time (20 hours per week) graduate assistantships are available for students in the CP Doctoral Program. Stipends for a 10 hr/week assistantship are approximately \$7,000 per academic year, plus tuition remission for 18 credits for the academic year. Upon admission to Lehigh, a list of additional assistantships is made available to new students. Typically, all incoming doctoral students receive at least partial tuition support. Most receive assistantships outside the department. These assistantships require a letter of interest and a vita to be sent to the appropriate agency (University Counseling Services, the Iacocca Institute, local school districts, Student Affairs, International Students Office, Lehigh University School Study Council, Graduate Student Council, and Centennial School). Students are encouraged to continue persistent efforts toward securing support. Applications for federal or state financial aid (grants, loans) should be directed to the Financial Aid Office, 218 West Packer Avenue, Bethlehem, PA 18015. The CP program endeavors to support as many students as possible.

Student Representation

All doctoral students are represented in the Counseling Psychology Student Governance as well as the university-wide Graduate Student Council. The Counseling Psychology Student Governance links directly to the faculty through a representative who attends all faculty meetings. In every faculty meeting, this student representative is allocated time to present and discuss issues, concerns, and needs of the doctoral students; a job description for this position is given in the next paragraph. The Graduate Student Council serves graduate students throughout the university and is a resource for graduate student needs such as housing, transportation, healthcare, and financial assistance.

Job Description of Student Representatives for Counseling Psychology. Students in the

Counseling Psychology (CP) Program will have representation in the CP Program meetings by one doctoral student and two master's students (one for CHS, one for School Counseling) who will represent student perspectives in the monthly program faculty meetings. The purpose of the student representative position is to ensure that student needs and concerns are brought to the attention of the CP faculty on a consistent basis and responded to in a timely fashion. Student Representatives are expected to attend the program meetings. Each student representative is allocated time to present and discuss concerns raised by students for their respective degree program. The meetings are traditionally held on Thursday mornings; however, the time may vary each semester. The representative position provides an excellent opportunity for students to develop leadership skills within the program, coordinate important issues that affect students, and work closely with the entire CP faculty. The duties of the representative are the following:

- Attend each program meeting with faculty
- Present programmatic issues/concerns raised by their peers to the faculty
- Maintain consistent contact with peers and inform them of upcoming events, deadlines, and opportunities
- Inform students of faculty decisions made in program meetings
- Assist in planning of fall and spring program wide social events as well as other activities as needed

At the end of each academic year, the Program Director will inform students when there is an opening for becoming a student representative. At this point, students will have one week to nominate peers for the position and an additional week to vote. The CP faculty will also contribute to the final determination of who the student representatives will be.

Ph.D. Program in Counseling Psychology

Areas of required coursework conform to APA accreditation standards as well as American Association of State Boards of Psychology and revised regulations for licensure as a psychologist in the Commonwealth of Pennsylvania. The curriculum begins from the baccalaureate level and presumes the completion of 30 credits of specific required master's coursework. Any student not having all of the 30 required credits, or having a master's degree in a related or unrelated field, must complete the master's coursework indicated below (or its equivalent). An advising session will be held during orientation with the doctoral advisor to specify which master's level courses have been satisfied. In some cases, doctoral requirements may also be satisfied, but no student will be exempt from any CP **core** course, regardless of previous experience or coursework. The program's general goal is to minimize the number of courses required while at the same time ensuring that all students satisfy program requirements and content necessary for optimum functioning as a counseling psychologist.

Students who enter the program directly from the bachelor's degree or after partial completion of the requirements for a master's degree may elect to complete the M.Ed. degree as well as the Ph.D. degree. Students desiring to complete an M.Ed. degree en route to the Ph.D. should discuss this possibility with their advisor.

Completion of the program typically averages approximately 5 years with a master's degree and 6 years without a master's degree. **Timely completion of all program requirements and progress through the doctoral sequence is expected of all students. Please see the "Recommended Course Sequence and Timeline" table for specific time frames for completion of program requirements. Progress through the program will be monitored annually for each student by the advisor and noted in the student's annual review letter. *Any student not making timely progress will be required to submit a detailed schedule by which remaining program requirements will be completed. This schedule will be reviewed by the advisor annually to ensure compliance. Any student behind with respect to the dissertation will be required to (a) attend the Dissertation Boot Camp held by the graduate student life office and (b) attend a dissertation support group on a monthly basis.***

REQUIRED MASTER'S LEVEL COURSEWORK

- _____ Educ 403 Research (3)
and
_____ Educ 408 Introduction to Statistics (3)
and
_____ CPsy 427 Assessment and Appraisal in Counseling (3)
and
_____ CPsy 439 Theory and Practice of Group Counseling (3)
and
_____ CPsy 440 Introduction to Family Counseling (3)
and
_____ CPsy 442 Counseling and Therapeutic Approaches (3)
and
_____ CPsy 430 Professional Seminar (3)
and
_____ CPsy 451 Helping Skills (3)
and
_____ CPsy 455 Advanced Techniques in Counseling (3)
and
_____ CPsy 471 Diversity and Multicultural Perspectives (3)
Total Credits=30

DOCTORAL COURSEWORK

General Psychology Core

(3) Biological Bases of Behavior (e.g., physiological psychology, comparative psychology, neuropsychology, sensation, psychopharmacology)

- _____ BioS 404 Behavioral Neuroscience (3)
or
_____ Educ 491 Advanced Seminar: Behavioral Neuroscience (3)

(3) Cognitive-Affective Bases of Behavior (e.g., learning, memory, perception, cognition, thinking, motivation, emotion)

- _____ Educ 451 Applied Principles of Cognitive Psychology (3)

(3) Social Bases of Behavior (e.g., social psychology; cultural, ethnic and group processes; sex roles; organizational systems and theory)

- _____ Educ 473 Social Basis of Human Behavior

(3) Individual Behavior (e.g., personality theory, human development, individual differences, abnormal psychology)

_____ CPsy 472 Human Development Across the Lifespan (3)

(3) History and Systems of Psychology

_____ CPsy 484 History and Systems of Psychology (3)

(12) **Counseling Psychology Core**

_____ CPsy 460 Foundations of Counseling Psychology (3)
and

_____ CPsy 436 Culture-Centered Career Intervention (3)
and

_____ CPsy 473 Advanced Research Methods in Applied Psychology (3)
and

_____ CPsy 481 Advanced Multicultural Counseling (3)

(9) **Assessment Core**

_____ CPsy 461 Assessment of Adult Intellectual Functioning (3)
or

SchP 422 Assessment of Intelligence (3)
and

_____ CPsy 462 Assessment of Personality (3)
and

_____ Educ 412 Advanced Applications of Psychometric Theory (3)

_____ CPsy 466 Current Issues In Counseling and Therapy:
Projective Techniques (3) (optional)

(6) **Advanced Applications in Counseling**

_____ CPsy 476 Supervision and Consultation in Counseling (3)
and

_____ EdL 488 Program Evaluation (3)

(3) **Advanced Seminar**

_____ CPsy 466 Current Issues in Counseling and Therapy: Topical Seminar (3)
or CPsy 467 Doctoral Seminar (3)

(5) Apprenticeship

- _____ CPsy 482 Practicum in University Teaching: Counseling Psychology (1)
and
_____ CPsy 470 Independent Study: Research Apprenticeship (1)
and
_____ CPsy 477 Supervision Apprenticeship (3)

(6) Research Methods

- _____ Educ 410 Univariate Statistical Models (3)
and
_____ Educ 411 Multivariate Statistical Models (3)

(9) Practicum

- _____ CPsy 487 Advanced Practicum I (3)
and
_____ CPsy 488 Advanced Practicum II (3)
and
_____ CPsy 489 Advanced Practicum III (1)
and
_____ CPsy 491 Advanced Practicum IV (1)
- _____ CPsy 492 Advanced Field Placement (1) if not taken as part of master's (course can be repeated)

(2) Internship

- _____ CPsy 498 Counseling Psychology Doctoral Internship; 2 semesters full-time, or four semesters half-time (1)

(1) Qualifying Project

- _____ Educ 486 Doctoral Qualifying Research Project (1)

(at least 4) Dissertation

- _____ CPsy 499 Dissertation (1-3) [Note credit requirement explained in dissertation section]

Minimum Total Credits for the Doctoral Degree Program = 102

Waiving courses for the doctoral degree program

Currently, the doctoral program as specified above requires a total of 102 credits, which are composed of 30 master's level credits plus 72 doctoral level credits. A student who enters the counseling psychology doctoral program already holding a master's degree, regardless of where

the degree was obtained, may have up to a total of the 30 credits of required master's level coursework waived, with the waiver granted based on a review of the student's transcript and/or course syllabi to ensure that the prior course taken was of similar content to the course offered by Lehigh. Waived master's level credits do count toward the total number of credits (i.e., 102) needed for the doctoral degree, but do not appear on the student's Lehigh transcript. A doctoral student may also request to have a maximum of 3 courses (plus CPSY492 Advanced Field Placement) listed as Doctoral Coursework be waived based on prior courses taken elsewhere; however, in contrast to waived master's level courses, these credits must still be taken by substituting another course/credits in their place to reach 72 credits taken as a student in the Lehigh counseling psychology doctoral program. Also please note that CP core courses (CPSY460, CPSY473, and CPSY481, but not including CPSY436) as well as the doctoral practicum sequence (i.e., CPSY487, CPSY488, CPSY489, CPSY491), and the Research Apprenticeship course (CPSY470) **may not be waived**. After conferring with his or her advisor, the student will complete an internal petition to have any credits waived, and this petition must be approved by both the advisor and the program director. Syllabi/transcripts should be included with the petition. Typically, the advisor and/or program director will consult with the faculty who teach the course(s) being waived to confirm equivalence of content .

LEHIGH UNIVERSITY POLICY ON MINIMUM CREDITS FOR DEGREES

The university course catalog contains the following information regarding doctoral degree requirements:

- “Doctoral students whose graduate study is carried out entirely at Lehigh University must register for a minimum of 72 credits beyond the Bachelor's degree. ... Students who have earned a Master's degree at another university must register for a minimum of 48 credits. If the minimum degree registration requirement of 72 or 48 credits is attained prior to formal admission to doctoral candidacy, continued registration of at least three credits per semester is necessary. Such registration does not automatically grant full-time student status, however. Full-time student status must be certified on the graduate registration form.” (Lehigh University course catalog, pp. 60-61).

Obtaining the M.Ed. in Human Development en route to the Ph.D.

(Policy approved 1/24/2017)

Students who enter the counseling psychology doctoral program without a master's degree may work to complete a master's degree in Human Development. At the Education and Human Services (EHS) departmental level, this master's degree is awarded after successful completion of 30 credit hours, which must include a 3-credit research competency and a 3-credit diversity course, with the remaining 24 credits approved by the advisor. Students enrolled in the counseling psychology doctoral program may meet the required research competency by successfully completing CPSY 467 Psychological Research & Writing (or EDUC 403 Research) and may meet the diversity requirement by successfully completing CPSY471 Diversity & Multicultural Perspectives. For doctoral students, the counseling psychology program has chosen to be more restrictive than the EHS department regarding the additional 24 credits. First, 21 of the remaining 24 credits must include the 7 required master's courses listed below. Second, the 3-credit elective may not include any course listed elsewhere in this doctoral manual under Doctoral Coursework.

COURSEWORK REQUIRED FOR M.ED. IN HUMAN DEVELOPMENT
TO BE OBTAINED EN ROUTE TO PH.D. (ONLY)

Research Competency (3 cr.)

_____ CPsy 467 Psychological Research & Writing (3) **OR** Educ 403 Research (3)

Diversity Requirement (3 cr.)

_____ CPsy 471 Diversity and Multicultural Perspectives (3)

Required Master's Courses (21 cr.)

_____ CPsy 427 Assessment and Appraisal in Counseling (3)

_____ CPsy 439 Theory and Practice of Group Counseling (3)

_____ CPsy 440 Introduction to Family Counseling (3)

_____ CPsy 442 Counseling and Therapeutic Approaches (3)

_____ CPsy 430 Professional Seminar (3)

_____ CPsy 451 Helping Skills (3)

_____ CPsy 455 Advanced Counseling Techniques (3)

Elective (3 cr.)

_____ Elective as approved by advisor

Total = 30

Recommended Course Sequence and Timeline for the CP Doctoral Program

Last Revised 11/1/2017

	Fall	Spring	Summer I	Summer II	
Year 1 Courses	<p><u>All students take:</u> EDUC410 Univariate Statistical Models (3) [Fa]</p> <p>CPSY460 Foundations of Counseling Psychology (3) [Fa]</p> <p><u>Students w/o CP master's also take:</u> CPSY442 Counseling & Therapeutic Approaches (3) [Fa]</p> <p>CPSY451 Helping Skills (3) [Fa]</p> <p><u>Students w/CP master's also take:</u> CPSY455 Advanced Techniques in Counseling (3) [Fa] (if not taken as part of master's) —OR— Elective (e.g., CPSY466, 467)</p>	<p><u>All students take:</u> EDUC411 Multivariate Statistical Models (3) [Sp]</p> <p>EDUC402 Developmental Psychology [Sp] (as substitute for CPSY472 Human Development Across Lifespan (3) [Fa])</p> <p><u>Students w/o CP master's also take:</u> CPSY436 Culture-Centered Career Intervention [Fa (online) / Sp] (3)</p> <p>EDUC412 Adv Psychometric Principles (3) [Sp-even] (take if Sp-even in Y1) —OR— CPSY440 Introduction to Family Counseling (3) [Sp]</p> <p><u>Students w/CP master's also take:</u> CPSY484 History & Systems [Sp-odd] —OR— CPSY462 Assessment of Personality (3) [Sp-even]</p> <p>EDUC412 Adv Psychometric Principles (3) [Sp-even] (take if Sp-even in Y1) —OR— CPSY436 Culture-Centered Career (3) [Fa (online) / Sp]</p>	<p><u>All students take:</u> CPSY470 Research Apprenticeship (1) [note that, although this credit is taken in summer, the experience should happen in spring of the first year]</p> <p><u>Students w/o CP master's also take:</u> CPSY471 Diversity and Multicultural Perspectives (3)</p>	<p><u>Students w/o CP master's take:</u> CPSY430 Professional Seminar (3) [Su]</p> <p>Elective (3) as substitute for CPSY427</p> <p><u>Students w/CP master's take:</u> CPSY482 Practicum in University Teaching (1)</p>	<p>CREDITS BY END OF Y1</p>
	# OF CREDITS = 12 (students w/o master's) # OF CREDITS = 9 (students w/master's)	# OF CREDITS = 12	# OF CREDITS = 4 (students w/o master's) # OF CREDITS = 1 (students w/master's)	# OF CREDITS = 3 (students w/o master's) # OF CREDITS = 1 (students w/master's)	<p>31</p> <p>23</p>
Other Timeline Events		Engage in research apprenticeship (i.e., CPSY470 course) with advisor to prepare for the qualifier experience	Think about qualifier topic Organize any relevant portfolio evidence		

	Fall	Spring	Summer I	Summer II	
Year 2 Courses	<p><u>All students take:</u> CPSY467 Psychological Research & Writing (3) [Fa] {substitute for EDUC 403 for students without master's}</p> <p>CPSY487 Adv. Doc. Prac. I (3) [Fa]</p> <p><u>Students w/o CP master's also take:</u> CPSY455 Advanced Techniques in Counseling (3) [Fa]</p> <p>EDUC491 Structural Equation Modeling (3) [Fa] (take if Y2 is Fa-odd, as substitute for EDUC408) —OR— CPSY461 Assessment of Intellectual Functioning (3) [Fa-even]</p> <p><u>Students w/CP master's also take:</u> CPSY481 Advanced Multicultural Counseling (3) [Fa-odd] —OR— CPSY461 Assessment of Intellectual Functioning (3) [Fa-even]</p> <p>2nd yr students w/CP master's have no required 4th course to take but may elect to take EDUC491 Structural Equation Modeling here or in Y3</p>	<p><u>All students take:</u> CPSY488 Adv. Doc. Prac. II (3) [Sp]</p> <p>CPSY462 Assessment of Personality (3) [Sp-even] —OR— CPSY484 History & Systems (3) [Sp-odd]</p> <p><u>Students w/o CP master's also take:</u> CPSY439 Group Counseling (3) [Sp]</p> <p>EDUC412 Adv Psychometric Principles (3) (Sp-even) —OR— CPSY440 Intro to Family (3) [Sp] (take if Y2 is Sp-odd)</p> <p><u>Students w/CP master's also take:</u> EDUC486 Doctoral Qualifying Research Project (1)</p> <p>EDUC412 Adv Psychometric Principles (3) (Sp-even) —OR— CPSY436 Culture-Centered Career Intervention [Fa (online) / Sp] (3) (take if Sp-odd)</p>	<p><u>All students take:</u> EDUC473 Social Basis of Behavior (3) [Su] —OR— EDUC491 Behavioral Neuroscience (3) [Su]</p> <p><u>Students w/o CP master's also take:</u> EDUC 486 Doctoral Qualifying Research Project (1)</p>	<p><u>Students w/o CP master's also take:</u> CPSY482 Practicum in University Teaching (1)</p>	
CR. IN Y2					CREDITS BY END OF Y2
29	# OF CREDITS = 12 (students w/o master's)	# OF CREDITS = 12 (students w/o master's)	# OF CREDITS = 4 (students w/o master's)	# OF CREDITS = 1 (students w/o master's)	60
22-25	# OF CREDITS = 9-12 (students w/master's)	# OF CREDITS = 10 (students w/master's)	# OF CREDITS = 3 (students w/master's)		45-48
Other Timeline Events	Write qualifier proposal (i.e., as part of CPSY467 course above) Discuss First Year Review w/advisor Oct. 1 – submit identity paper	Continue organizing portfolio evidence			

	Fall	Spring	Summer I	Summer II	
Year 3 Courses	<p><u>All students take:</u> CPSY476 Supervision of Counseling (3) [Fa]</p> <p>CPSY489 Adv. Doc. Prac. III (1) [Fa]</p> <p><u>Students w/o CP master's also take:</u> EDUC491 Structural Equation Modeling (3) [Fa; take if Fa-odd] {substitute for EDUC 408} —OR— CPSY461 Assessment of Intellectual Functioning (3) [Fa-even]</p> <p>CPSY481 Advanced Multicultural Counseling (3) [Fa-odd] —OR— Elective (3)</p> <p><u>Students w/CP master's also take:</u> CPSY481 Advanced Multicultural Counseling (3) [Fa-odd] —OR— CPSY461 Assessment of Intellectual Functioning (3) [Fa-even]</p> <p>At least 2 additional credits to maintain full-time status of 9 credits – one option is that students may elect to take EDUC491 Structural Equation Modeling (3 credits) if it is offered</p>	<p><u>All students take:</u> CPSY473 Advanced Research Methods in Applied Psychology (3) [Sp]</p> <p>CPSY477 Supervision Apprenticeship (3) [Sp]</p> <p>CPSY491 Adv. Doc. Prac. IV (1) [Sp]</p> <p><u>Students w/o CP master's also take:</u> CPSY462 Assessment of Personality (3) [Sp-even] —OR— CPSY484 History & Systems (3) [Sp-odd]</p> <p><u>Students w/CP master's also take:</u> EDUC451 Applied Principles of Cognitive Psychology (3) [Sp]</p>	<p><u>All students take:</u> EDUC473 Social Basis of Behavior (3) [Su] —OR— EDUC491 Behavioral Neuroscience (3) [Su]</p>		
CR. IN Y3					CREDITS BY END OF Y3
23	# OF CREDITS = 10 (w/o master's)	# OF CREDITS = 10	# OF CREDITS = 3	# OF CREDITS = 0	83
22	# OF CREDITS = 9 (w/master's)				67-70
Other Timeline Events	Defend qualifier Think about dissertation topic Work on portfolio	Submit portfolio Feb. 1 st (students with CP masters) Begin writing dissertation proposal (i.e., as part of CPSY473)			

	Fall	Spring	Summer I	Summer II	
Year 4 Courses	<u>All students take:</u> CPSY499 Dissertation (3)	<u>All students take:</u> CPSY499 Maintenance of Candidacy (1) EDL488 Program Evaluation (3) [Sp]			
	<u>Students w/o CP master's also take:</u> CPSY492 Advanced Field Placement (1) CPSY481 Advanced Multicultural Counseling (3) [Fa-odd] —OR— Elective (e.g., CPSY466, 467) (3) Elective (3), if needed	<u>Students w/o CP master's also take:</u> CPSY492 Advanced Field Placement (1) {optional} EDUC451 Applied Principles of Cognitive Psychology (3) [Sp]			
CR. IN Y4	<u>Students w/CP master's also take:</u> Elective (3), if needed				CREDITS BY END OF Y4
17-21	# OF CREDITS = 7-10 (students w/o master's)	# OF CREDITS = 10-11 (students w/o master's)	# OF CREDITS = 0	# OF CREDITS = 0	100-104
7-10	# OF CREDITS = 3-6 (students w/master's)	# OF CREDITS = 4 (students w/master's)			74-80
Other Timeline Events	Defend Dissertation Proposal (Before November 1) & Apply for Internship	Work on dissertation research Defend dissertation if possible			

	Fall	Spring	Summer I	Summer II	
Year 5 Courses	CPSY 498 Internship (1)	CPSY 498 Internship (1)			
CR. IN Y5 2	# OF CREDITS = 1	# OF CREDITS = 1			102-106 76-82
Other Timeline Events	If not done already, defend dissertation				

Please note the following regarding the above recommended course sequence:

- **Course sequences may differ based on individual needs. Specifically, the schedule for “students w/master’s” assumes that all required master’s coursework has been waived based on previous coursework taken at the master’s level.**
- **Students with a graduate assistantship are limited to a maximum of 10 credits/semester per university rules and procedures. However, the University Registrar has waived the need for students in the counseling psychology and school psychology programs to petition to increase this maximum up to 12 credits. If more than 12 credits are needed in a particular semester, the student must petition the Standing of Graduate Students (SOGS) Committee. In semesters where 11 or 12 credits will be taken, the advisor must inform the program coordinator at course registration time of the need for a maximum credit override up to the necessary number of credits.**

Counseling Psychology Research, Teaching, and Supervision Apprenticeship Program

In order to facilitate the involvement of students in substantive applied research with faculty, the CP program requires a 1-credit research apprenticeship/participation. The goal of this requirement is to encourage collaborative work between students and faculty. The student will be expected to become involved with a faculty member on an existing research project. In some instances, a new project may be initiated. If a student contributes significant work either on the design, execution, analysis, or communication of a research project, then joint authorship on papers presented at professional meetings, or on manuscripts submitted for publication will be accorded to the student consistent with APA ethical guidelines. It should be clear, however, that the purpose of the apprenticeship is to provide a learning experience for the student that will result in an increased likelihood that the student will begin to engage in research early in the program. The beginning of the doctoral qualifying project should follow this experience.

The faculty also seek to ensure that all doctoral students have at least one experience in the teaching of psychology and the supervision of counseling. The faculty believe that gaining experience in teaching and supervision will benefit students seeking employment. Students complete this experience by participating in a 1-credit seminar connected to the course in which they serve as a teaching apprentice. This 1-credit seminar (CPSY482 Practicum in University Teaching) is supervised by a faculty mentor, which is defined as the relevant course instructor or, in the case of an adjunct instructor, is defined as the advisor or another faculty member. The following experiences are available to meet the teaching apprenticeship requirement:

1. Teaching apprentice for CPsy 442, 430, 439, 440, 451, 452, 453.
2. Assisting with small groups in CPsy 471, either in conjunction with the Advanced Multicultural course (CPsy 481) or separately from 481.
3. Teaching Assistantships (paid) are also available for other undergraduate or graduate courses in Education, Psychology, Sociology/Anthropology as long as the experience meets the requirements for an Apprenticeship.

Prior to the student engaging in the teaching apprenticeship, the faculty mentor (see mentor requirements above) must complete the approval form posted on the COE website (<http://ed.lehigh.edu/sites/ed.lehigh.edu/files/documents/Practicum%20University%20Teaching%20Form.pdf>). In addition to the COE requirements listed on the form, the counseling

psychology program's additional criteria for a doctoral student engaging in a teaching apprenticeship (i.e., teaching practicum) are:

- a) The decision or readiness to engage in a teaching apprenticeship is done in consultation with his/her advisor.
- b) Typically, the student will have taken the course (and received a grade of A) prior to serving as a teaching apprentice for the particular course.
- c) The teaching apprenticeship must contain a substantial independent teaching experience (i.e., the student must have responsibility for a significant portion of course material, lectures, and/or grading and evaluation).
- d) The course instructor must be available to give supervisory feedback to the student. Students should be aware that three pieces of supporting documentation from the teaching experience will be required as part of the doctoral portfolio (see the requirements elsewhere).

The Supervision Apprenticeship (i.e., CPSY 477) normally follows completion of the supervision course CPSY 476 and ensures a full academic year of supervision experience working with master's level trainees under the supervision of a faculty member (see below for details).

Clinical Training Component

Doctoral students engage in two sequences of clinical training, one focusing on the counseling and psychotherapy training and the other on supervision training.

Practicum Sequence and Requirements. Doctoral students receive a minimum of 5 semesters of practicum training (note that one semester is part of the required master's level coursework for students entering the doctoral program without a master's degree in counseling or other related field that provided a practicum experience). Doctoral practicum trainees spend 12-15 hours per week at their practicum site; 1 hour of this weekly time requirement must be one-on-one supervision with a supervisor who is a doctoral level psychologist appropriately credentialed for the jurisdiction in which the program is located (Policy Statement and Implementing Regulations C-26. Practicum Guidelines for Doctoral Programs, Commission on Accreditation, APA). Sessions with clients are normally recorded, and supervisors agree to listen to a portion of these recordings as part of their supervision of the student. Self evaluations and

supervisor evaluations using the benchmark competency Rating Forms are required of all students who engage in doctoral practica and must be submitted to the clinical coordinator at the middle of the semester and end of the semester. These evaluations are stored in, and accessible from, the student's academic file. Further information regarding the practicum application process, evaluation, forms, and requirements is posted on Coursesite. These documents can also be obtained from the Clinical Coordinator.

Supervision Didactic-Practicum Sequence and Requirements. Doctoral students receive two semesters of supervision didactic-practicum courses. Students will meet with 3-4 master's students for weekly supervision in each of these courses. Doctoral students, in turn, will receive supervision of their supervisory activities.

Taping Policy. Taping requirements for doctoral students are based on the level of training in which the student is enrolled. **For CPSY487 and CPSY488**, all sessions are required to be audiotaped/videotaped. If a client refuses audiotape/videotape, the student should consult with the on-site supervisor and Clinical Coordinator to determine whether it is appropriate for the trainee to continue counseling services with the client. At least one videotaped case is required for the portfolio (please consult the Portfolio policy elsewhere in this program manual). Students should be aware that some advanced doctoral practicum sites (appropriate for CPSY489, 491, & 492) do not permit videotaping, and therefore students should select a client from 487 and/or 488 for the portfolio. **For CPSY489, CPSY491, and CPSY492**, the Counseling Psychology Program encourages taping whenever possible for supervisory purposes but defers to the site's requirements for audiotape/videotape. **Equipment to use for taping:** If the site does not have audiotape/videotape equipment, it is recommended that you obtain an electronic recording device that permits files to be downloaded and saved in a password protected file on a thumb drive or a computer. It is also recommended that files be deleted one week following recording or after your supervisor listens to the file. Consult with your on-site supervisor regarding any site policies for electronic file transmission. You are NOT permitted to use your cell phone to record sessions.

Statement on Program Sanctioned Clinical Experiences

On occasion, students in Lehigh Counseling Psychology Programs may engage in clinical experiences that are not for course credit or that are above and beyond the normal clinical

requirements of a master's or doctoral program. The faculty has approved a "program sanctioned" experience category for credit or non-credit earning clinical experiences of this sort. In order for the experience to qualify for program sanctioned status, the following **four conditions** must be met:

1. The student seeking a sanctioned experience must be in good standing and have completed all regular program clinical requirements.

and

2. The student must submit a petition that must be approved by the advisor, the clinical coordinator, and the director of training covering the time period of the supervised experience.

and

3. The student must be supervised by an appropriately credentialed mental health professional, and a letter must be submitted by the supervisor stating the date range of supervision and agreement to supervise.

and

4. The Clinical Coordinator must create a training agreement specifying the terms of the experience for the covered period.

Internship

The pre-doctoral internship is normally taken following the completion of all required coursework and successful completion of the portfolio. Students must have passed the portfolio and completed the doctoral qualifying research project before applying for internship. In addition, **students must have an approved dissertation proposal by November 1st of the year they plan to apply for internship.** The internship is a one-calendar year full-time or 2-year 1/2 time professional immersion in which the student functions as a full-time staff member in training. Students must complete their internship at an APPIC approved internship site. Students must apply to one or more APA approved sites before accepting a non-APA approved (but APPIC listed) site. Both the student and the internship supervisor must complete a letter of evaluation of the experience no later than 30 days following the internship. Please also be aware that the College of Education charges a \$100 fee for each semester of internship in addition to the tuition cost.

Expectations for Internship (Adopted by CCPTP February 9, 2013 and by the Lehigh CP faculty September 5, 2013)

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.
2. Trainee successfully completed a pre-dissertation research experience.
3. Trainee passed program's comprehensive or qualifying exams (or equivalent).
4. Trainee's dissertation proposal has been accepted at the time of application to internship.
5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
6. Trainee completed at least 450 face-to-face, program-sanctioned, doctoral practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee's work.
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
 - a. Submitting a manuscript (e.g., journal article, book chapter) as an author or co-author,

or
 - b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.

Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilized evaluations obtained from different faculty and supervisors and covered the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Annual Student Reviews

All students are evaluated yearly by the faculty regarding the extent to which they are meeting program requirements and competency expectations. Each student completes a questionnaire covering their courses, goals, and objectives over the past year and a self-assessment of professional progress using the CCPTP benchmark competencies. Multiple views and perspectives of the faculty are also shared in these evaluation meetings, and attempts are made to solicit feedback from outside supervisors and instructors who may interact with students. Following this annual review, students receive written feedback related to this assessment process and are invited to discuss this feedback with their advisor. In cases where problems are noted in the annual review process, students meet with their advisor and/or the Director of Doctoral Training to formulate a specific remediation plan. Students are given an opportunity to respond in writing to the evaluation letter. The evaluation is intended to assist students in maintaining high quality doctoral work, to offer suggestions for improvement, and to prevent unexpected termination of studies at the various points of formal evaluation (e.g., qualifying project, comprehensive exams, dissertation).

Student Grievances

The Counseling Psychology program faculty adopted and follow the College of Education policies regarding student grievances. Please see the College of Education Grievance Procedures in the last section of this manual.

Course Grade Reviews

Students are responsible for being aware and monitoring the grades earned in required courses. In the event that a student receives a course grade below B in a particular semester, the Counseling Psychology Program will make every effort to send an academic warning letter immediately following that semester. Be advised that a second grade below a B will result in the Counseling Psychology faculty meeting to discuss the student's academic progress and make recommendations regarding that student's continuation in the graduate program. Student representatives are not present at these discussions. In the event that a student is dissatisfied with the course grade that was assigned and seeks to appeal the grade, the Counseling Psychology Program in conjunction with the College of Education and University handles student appeals with due process (see the Grievances Procedures policy).

Residency

All students must complete a residency requirement following successful completion of the qualifying project. For the Ph.D. in Counseling Psychology, residency is defined as full-time enrollment during four consecutive academic semesters (i.e., Fall and Spring) or the completion of 24-credit hours during one calendar year. The purpose of this requirement is to engage students in full-time graduate study for at least a two-year time period.

Doctoral Qualifying Exam/Portfolio (revised July 2017)

The university has set guidelines for the general doctoral qualifying exam, which for the CP doctoral program takes the form of a doctoral qualifying portfolio. Specifically, some of the university guidelines are: (1) the qualifying exam must be taken at least 7 months prior to graduation, (2) the content need not be limited to coursework, (3) if the exam is failed, a second exam is taken no sooner than five months from the first, and (4) if the second exam is failed, no further exam is set.

Portfolio: A portfolio is a systematic and organized collection of evidence concerning the evolving nature of a student's unique and individual professional competencies and personal growth in both academic and professional domains.

Purpose of the Portfolio and Guidelines for Preparation: One of the central goals of the Portfolio experience is to provide a means for each student to begin to crystallize his or her own authentic professional identity as a counseling psychologist. The process of preparing for and successfully completing the Portfolio is meant to provide each individual student with the opportunity to synthesize his or her professional knowledge at a new level of competence, integrating that professional knowledge in the context of individual research and clinical interests. A second aim of the Portfolio experience is to aid in the assessment of student learning and competencies gained as a result of training in the Counseling Psychology program. The various components of the Portfolio provide evidence of important professional knowledge required for the competent practice of psychology and preparation for licensure and practice.

As a matter of academic integrity, it is therefore crucial that each student engage fully in his or her own process to individually prepare his or her own responses. Although other students can be a valuable source of support to one another during the program as a whole, we expect students to prepare their portfolios independently. Each student's work can thus contribute to his or her authentic professional development and accurately reflect his or her professional knowledge and competencies. **Because this portfolio constitutes an examination, no sharing of documents with peers or faculty is allowed prior to submission (unless completed for a course), and no feedback will be given by the advisor on specific documents.**

Format and Contents of the Portfolio: With the exception of video demonstration of your supervision competency, portfolios should be presented in **a web-based format. The video**

demonstration should be submitted in person on a USB drive or disc that is password protected. Permission should be sought from your supervisee for the video demonstration. Video should only be submitted if formal consent to share the video is obtained from the supervisee. The contents and timelines of the different components of the portfolio are as following:

1. Counseling Psychology Identity Statement

The Identity Statement is a written description of one's development of a Counseling Psychology identity. This statement should include personal reflections of how multicultural competence, social justice, ethics (ethical decision making), and the other core aspects of psychology (physiological, social, developmental, and individual differences) each contribute to your identity as a counseling psychologist. Your statement should clearly describe this identity within the context of the Counseling Psychology specialty, its values, focus of practice (see Div17.org), and key writings. Your statement should reference important work in the areas of ethics (e.g., ethical decision-making models, important articles on specific ethical areas) and multiculturalism (e.g., multicultural competence in clinical work and research). The essay is not meant to be a general statement about counseling psychology or a literature review, but rather it should reflect your own personal identity as a future counseling psychologist that integrates ethical decision-making, multicultural competence, social justice, and core areas of psychology within the practice of Counseling Psychology. The statement should include:

- a. A discussion of multiculturalism as a core component of your counseling psychology identity. It should incorporate a discussion of the development of your (1) awareness of how you, as well as your clients, are individuals shaped by culture, oppression and privilege, (2) knowledge of multiculturalism, and (3) application of multicultural skills. A discussion of continued areas of attention should also be included.
- b. A discussion of how social justice is reflected in your personal counseling psychology identity. You should provide a discussion of how you have engaged in prevention interventions or efforts to secure procedural justice or distributive justice and how those activities are central to the practice of counseling psychology and your identity as a counseling psychologist.
- c. A discussion of how at least two core areas of psychology (Physiological, Social, Developmental, Cognitive, and Individual Differences) inform your identity and practice of counseling psychology.
- d. The role of ethics in the identity of a Counseling Psychologist and incorporate a specific discussion of an ethical dilemma you experienced, how it evolved, what ethical standards/codes/laws applied, the ethical decision making process used (model), and the subsequent outcome.

The statement should represent a succinct, **integrative** summary of “who you are, how you have developed an identity as a Counseling Psychologist, and what you can do” as a developing Counseling Psychologist. This statement is completed twice: (1) **at the start of your second year and should be submitted by October 1** and will be evaluated by your advisor and a second faculty member. This statement should not exceed **6** double-

spaced pages (excluding references and title page); and (2) **when you submit your complete portfolio**. This second submission should be significantly different from your first statement and should reflect experiences and skills that you have gained during your training and that influence your identity as a Counseling Psychologist. This statement should not exceed **10** double-spaced pages (excluding references and title page).

2. Clinical Competency

Your clinical competency will be demonstrated through (1) a clear articulation of your counseling theory (including both your theoretical orientation regarding socio-emotional issues and your theoretical orientation regarding vocational issues), (2) application of your theory to a case, and (3) an integrative assessment report.

A. Articulation of a Theoretical Model for Counseling (10-15 pages for both sections combined, excluding references)

1. You should describe your theory pertaining to socio-emotional issues and articulate what your theory has to say about both etiology of client socio-emotional issues and the theory of change/treatment. You should clearly specify (defining as needed) the important constructs of your theory.
2. You should describe your theory regarding vocational issues, including what your theory has to say about career development and career counseling. You should specify (defining as needed) the important constructs of your theory.

Within each of these two sections (i.e., the socio-emotional and vocational theory sections), you should attend to the following points:

- i. If you integrate two or more theories in your clinical work, it is important to clearly articulate how you integrate the multiple theories. A thoughtful integration addresses ways in which the theories may conflict (either in terms of the etiology of problems or in the theory of change) and/or complement one another. You should discuss and clearly explain how potential conflicts are resolved in your integration and how theories complement or enhance one another.
- ii. You should discuss how your model is supported by empirical evidence and provide citations for that evidence. In supporting your model, please emphasize original theory and research rather than reviews or textbook sources. In the event that you have selected a post-modernist approach to counseling, you should discuss your views on empirically supported treatments and interventions and discuss what evidence you would use to support your approach.
- iii. In addition, it is important to articulate the limitations to your theory.

B. Case Conceptualization (10-15 pages, excluding references)

1. Your case conceptualization write up should clearly demonstrate how you apply your theory to your case including (i) how your theoretical orientation informs your understanding of the development of the presenting concern(s) and (ii) how your theoretical orientation informs your theory of change, the nature of the counseling relationship, and the tasks and goals of therapy.
2. You may present a case that illustrates an integration of both your socio-emotional and career theories, or you may present a case that illustrates either your socio-emotional OR your career theory.
3. Your case conceptualization should clearly indicate how each of the important constructs of your theoretical orientation is illustrated in the case material.
4. Your case conceptualization must integrate multiculturalism, ethics, and other key counseling psychology perspectives (e.g., strength-based orientation).
5. Your case conceptualization must include a description of a critical incident (e.g., a crisis in the work, a period of intense emotion, a “stuck” point, a shift in the relationship, a rupture, a transitional moment in the counseling) that illustrates how your theoretical orientation guided your clinical decision-making. Explicitly describe how your theory guided your clinical decision-making.

C. Integrative Psychological Assessment Report (5-10 pages)

You must submit an integrative psychological assessment report. The Association of Psychology Postdoctoral and Internship Centers (APPIC) defines an integrated psychological testing report as a report that includes a review of history, results of an interview, and at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests. For the portfolio, your integrative psychological assessment report may include a career assessment as one of the two (minimum) required psychological tests.

Your report should include the following:

- i. Purpose of the evaluation/referral questions/client needs that influenced the selection of the assessments utilized
- ii. Assessment methods
- iii. Relevant background information
- iv. Accurate interpretation of the assessment results
- v. Treatment recommendations that are clearly responsive to the referral questions/client needs

3. Supervision and Consultation Competency

Your supervision and consultation competency will be demonstrated through (1) a clear articulation of your supervision model and application of your model to the work with your supervisee, (2) a clear articulation of your consultation model and a demonstration of your model via a proposed or completed consultation, and (3) a video demonstration of how core constructs of your supervision model were applied in your work with your supervisee (and, optionally, if available, with your consultee).

Your statement must integrate multiculturalism, ethics, and other key counseling psychology perspectives (e.g., strength-based orientation).

A. Articulation and Application of Supervision Model

- a. You should describe your model of supervision. If your theory is comprised of multiple theories, make it integrative, and clarify exactly how you integrate the theories. You should clearly indicate the main constructs of your model and clearly demonstrate how you apply your model to your work with your supervisee. It is also important to include some assessment (e.g., working alliance) of your supervision relationship. (10-12 pages excluding references)
- b. In the paper, you should discuss how your model is supported by empirical evidence; you must provide citations for that evidence.
- c. In the paper, it is also important to articulate the limitations of your theory.

B. Articulation and Application of Consultation Model

- a. You should describe your model of consultation. If your theory is comprised of multiple theories, make it integrative, and clarify exactly how you integrate the theories. You should clearly indicate the main constructs of your model. To demonstrate application of your consultation model, you should detail a proposed or completed consultation. (3-5 pages excluding references)
- b. In the paper, you should discuss how your model is supported by empirical evidence; you must provide citations for that evidence.
- c. In the paper, it is also important to articulate the limitations of your theory.

C. Video Demonstration of Supervision Model

- a. Provide a digitally-recorded session that highlights your use of supervision in dealing with a challenging situation (e.g., countertransference; supervision theory does not seem to be working; supervisor feeling ineffective). Select a critical incident on the recording, and indicate the time codes for the critical incident.
- b. Critical Incident Self-Reflection paper: Write an integrative discussion by identifying a critical event/incident, how the theory contributed to an understanding of the critical incident, implications of your theory for resolving the incident, a description of how you addressed the critical incident, and a discussion of how you used supervision of supervision to influence the work you did with

your supervisee. Note: Examples of critical incidents could include a crisis, a stuck point, a shift in relationship, a rupture, a transitional moment in development of supervisee, a transitional moment in one's own development as a supervisor. (8-10 pages, excluding references)

- c. Optional: If you have a digitally-recorded session that demonstrates your consultation model, you may also include it in this section, but it is not required.
4. **Research Competency.** Your Research Competency is assessed based on multiple points of evidence.
- a. Successful completion of your qualifier. Please upload the qualifier project or a manuscript developed on the basis of the qualifier project.
 - b. At least one research presentation (poster, paper, workshop) at a conference (regional, national, or international) submitted, even if not yet accepted through the peer review process. Please upload the presentation if the presentation has already been made or prepared. If the presentation has not yet been accepted, upload the abstract submitted for review. First authorship on a research presentation is valuable; however, for the portfolio, it is not necessary that you be the first author on the presentation submitted.
 - c. Written summary of evidence that should explicitly state proficiency gained:
 - i. In at least **two methodological approaches**. Methodological approaches include different data collection methods or research designs. Examples include: survey, archival, experimental, grounded theory, CQR, observational coding, etc.
 - ii. In at least **two analytic approaches** (which can include qualitative and quantitative approaches). Provide specific examples illustrating each proficiency. At least one of the approaches should be quantitative and should be at a multivariate level (i.e., content beyond the univariate course). Illustration of proficiency could include the qualifier and at least one additional research study.
 - iii. This written summary will have two sections (one for the two methodological approaches, a second for the two analytic approaches), each of which should be a maximum of 2 pages of text. Provide specific examples for each proficiency gained. Specifically name the two methodological approaches and the two analytic approaches, and discuss the context in which the proficiencies were gained. You should provide support for your written summary of the evidence by providing the actual studies completed illustrating each competency.

Note: Irrespective of authorship, please articulate your role on the project and your understanding of the methodology/analytic approach.

5. **Teaching Competency.** Your teaching competency is assessed based on multiple points of evidence.
- a. Teaching Statement. This statement should include a philosophy of teaching, how you apply this philosophy to your practice and experience in teaching (e.g., format of class, assignments, grading criteria), and your future goals for further

- developing your teaching competency. (Page limit: 5 pages)
- b. Provide the following supporting evidence: (1) letter from instructor evaluating your teaching experience, (2) student evaluations of your teaching, and (3) lesson plans.
6. **APPIC Essays.** In preparing for your internship application process, you are required to complete the following essays (500 word limit per essay). These essays must be submitted as a part of your portfolio.
- a. Autobiographical Essay: Your essay should be cohesive, personal, authentic, relevant and compelling. Do not reiterate your CV.
 - b. Case Conceptualization Essay: Your essay should articulate how you understand why clients get “stuck” (etiology) and how change occurs (treatment). The intent is to see how you can explain complex ideas/concepts clearly. It can be helpful to illustrate your conceptualization with a particular client who shows your best work.
 - c. Diversity Essay: Your essay is a reflection of your ability to work with clients and people from diverse backgrounds. You can speak to your own personal background and how this has influenced your work. You may also wish to discuss clinical material that illustrates how you address multiculturalism in your work. You should also include research and service experiences that are relevant to show a holistic integration of diversity.
 - d. Research Essay: Your essay should speak to your overarching research interests, experiences, and goals within the context of a scientist-practitioner model. As such, you may connect this with your clinical interests.

Note: We suggest you consult the many resources that are available (e.g., workshops at the APA convention) about how to write high-quality essays for the APPIC application.

Portfolio Submission Process

1. **Students who have completed their qualifying projects are eligible to petition to complete a portfolio review.** Students must meet with their academic advisor prior to submitting the portfolio petition to review readiness and initiate the review process. Note that **the completed review should occur at least 6 months before students apply for internship, as students cannot apply for internship unless the portfolio has been PASSED by the faculty.**

2. Students then complete and submit an internal petition indicating their intent to complete the portfolio. The petition should state the date by which the portfolio will be submitted (either October 1 or February 1). (In the event that the student cannot submit the portfolio by the stated date, then a second internal petition needs to be submitted providing a clear reason for the student’s inability to submit it as per the previously stated date. Lack of a second petition or non-submission of the portfolio on the stated date will result in FAILURE of the portfolio.) Petition(s) should be given to the program coordinator, who will then forward them to the advisor and program director(s).

3. After the petition is approved, a committee made up of two CP faculty (the advisor plus another Counseling Psychology faculty) will be formed to evaluate the portfolio.

4. The Doctoral Qualifying Portfolio should be uploaded by the student onto the web-based portfolio system in use by the program at the time of submission (e.g., Mahara). After the

portfolio is submitted for review, the student will receive a Commitment to Review letter that indicates the date that the portfolio was received, the names of the committee members, and the date by which the student will receive feedback. Students will then grant online access to all portfolio materials to these faculty members. Both committee members must sign the Commitment to Review letter, indicating their commitment to review the portfolio by the indicated date. The review must be completed within 45 days of the commitment. Submission of the portfolio earlier than Oct. 1 or Feb. 1 does not guarantee that the review will be completed any earlier than 45 days from Oct. 1 or Feb. 1.

Portfolio Review Process

The two-member faculty committee (advisor and one reader) reviews the contents of the portfolio. The two faculty reviewers independently rate each section, after which they will then meet and come to consensus regarding the rating of each section of the student's portfolio. If the two-member faculty committee cannot come to consensus, a third faculty member may be brought in to arbitrate. This third faculty member provides the terminal rating of the portfolio. A letter will be given to the student with the result of the committee's ratings and feedback.

Each of the six components of the portfolio will be rated on the 5-point scale shown below, with a maximum total score of 30 points possible.

- 1 = proficiency not demonstrated or is well below what is expected for current level of training
- 2 = proficiency demonstrated is below what is expected for current level of training
- 3 = proficiency demonstrated is appropriate for current level of training
- 4 = proficiency demonstrated is better than what is expected for current level of training
- 5 = proficiency demonstrated is much better than what is expected for current level of training

To receive a “**Pass**” for your portfolio, you must (1) obtain a minimum total score of 18 points for the entire portfolio and (b) obtain a minimum score of 3 points **on each of the 6 sections**.

Portfolios will receive a “**Provisional Pass**” when the following criteria are met: (1) you obtain a minimum total score of 16 points for the entire portfolio and (2) you obtain a minimum score of 3 points for **at least four of the 6 sections** of the portfolio. However, any section that does not receive a score of at least 3 will have to be revised and resubmitted for evaluation within 45 days unless additional time is requested via petition. Final passing of the portfolio is contingent upon the revised components receiving a score of 3 or greater. If any revised section receives a score below 3, the portfolio will have been failed, and the student must wait at least 5 months before resubmitting.

Any portfolio requiring revision of three or more sections (i.e., scoring below 3 on any three or more sections) will receive a “**Fail**”, and the student must wait for at least 5 months before resubmitting a revised portfolio.

Use of client information in the portfolio

Typically students are expected to obtain informed consent from clients prior to using their information in the portfolio. Two draft forms are included below that may be used for this

purpose; the text of both forms may be modified as necessary. The first form is to be completed by the client and kept on file at the agency, VA, hospital, or counseling center. The second form is to be completed by the doctoral student for inclusion in the portfolio, attesting to the fact that clients' whose information is included in the portfolio have consented to the use of their information.

Draft of addendum to agency consent form

I, _____, hereby authorize my counselor, _____, to utilize information derived from our counseling sessions for training purposes (i.e., doctoral portfolio). This information may contain, but is not limited to, personal history, presenting concerns, personality/cognitive/vocational assessments, course of counseling, and therapy goals and outcome. I understand that my counselor will not use my name or other identifying information and that this authorization will expire three years from this date.

Client Signature/Date

Parent/Guardian (If client is under 18 years of age)

Counselor Signature/Date

Supervisor Signature/Date

Draft of student statement to be included in the portfolio

I, _____, affirm that I have obtained from the client described in this portfolio section an authorization to use her or his information for training purposes. This authorization, which was included in the client's on-site clinical file, was obtained on _____ (mo/day/year) and is valid for a period of three years from the date of signature.

Student Signature/Date

Admission to Doctoral Study

After the student has completed the first 15 hours of graduate work, the student is specifically reviewed for full admission. This review is completed during the annual review process for any student who has completed 15 hours. The student's coursework and performance and progress in the doctoral program are reviewed by the faculty. Any questions about the student's progress and plans are raised and discussed, and a vote is then taken to admit the student.

The College of Education then writes a letter of admittance to the student specifying the time line for completion of all degree requirements. Students entering with a bachelor's degree have 10 years to complete all degree requirements. Students entering with a master's degree have 7 years to complete all degree requirements.

Doctoral Qualifying Research Project

The purpose of the doctoral qualifying research project is to demonstrate research competence and to lay the groundwork for the student's dissertation. **The doctoral qualifying project must be completed before application for the pre-doctoral internship can be approved.** The project is research undertaken by the student in consultation with the research advisor and is presented in two forms:

1. **A written manuscript in APA (6th edition) format in a condition suitable for submission in a professional journal** (with one variance; see below). Acceptance for publication is not required to meet this requirement, but it is expected that research projects will be submitted for publication in a timely fashion following completion.
2. **Presentation of the project at a public colloquium.** The student presents her or his study and findings and fields questions from faculty and students in the audience. The project colloquium must be scheduled with the department chair and cleared with the dean of the College of Education well in advance of the colloquium. All students are strongly encouraged to attend these colloquia.

At the 15-hour review, or any time before, any student who has completed a master's thesis at another institution or in another program may file an in-house petition for exemption from the doctoral qualifying project requirement and must attach one copy of the full thesis. The faculty advisor and the program director will review such petitions and theses carefully using the following criteria:

- + *The content of the master's thesis must be relevant to the field of counseling psychology.*
- + *The study must be empirical in nature.*
- + *The study must have employed acceptable standards of methodological rigor as judged by the faculty.*
- + *The study must have employed specifically stated hypotheses or research questions.*

The faculty advisor will read the thesis and make a recommendation to the program director regarding approval.

Any student awarded an exemption must still present a colloquium to the department describing the research project, which is to be scheduled in the normal manner (i. e., memo to faculty and students), and must write a paper summarizing that research project for advisor approval.

Students who complete their doctoral qualifying project at Lehigh University will include a section at the bottom of the title page where the advisor will sign and date at the conclusion of the colloquium, indicating acceptance of the qualifying project. Following the colloquium, this signed copy is placed in the student's academic file.

Doctoral Dissertation

This section of the CP program manual describes the basic responsibilities of the student and the research advisor in the research process, as well as the role of the committee, and the characteristics of the finished document. In addition, the student should consult the College of Education's *Doctoral Program Requirements and Procedures* document for additional procedures and details (<https://ed.lehigh.edu/insidecoe/ehs>).

Acceptable Research Topics and Methods. Considerable flexibility exists in the choice and selection of a research topic, most of which is exercised between the advisor and the student. The topic should be of interest to the student both intellectually and in terms of future practice considerations and, ideally, of interest to the faculty member as well. Methodologies should be of prevailing rigor and standards appropriate to the method selected; however, considerable choice exists in selecting a research paradigm (qualitative and quantitative designs). As in any research undertaking, students should be careful to select topics that are of theoretical and/or practical importance and that advance an existing area of inquiry.

Dissertation Proposal

The student works with her or his advisor in developing a working proposal for the dissertation. This proposal consists of the first three chapters of the dissertation (Introduction, Literature Review, and Methodology). When the proposal, in both the student's and the advisor's opinion, is ready to go forward, a committee consisting of the Chair and three additional members is established and approved by the Department Chair and the Dean of the College of Education. The committee must contain one faculty member outside of the Counseling Psychology Program. Students should anticipate a 2-4 week turnaround on all dissertation documents, depending on the time of the semester. In addition, students should expect that they will have to complete multiple drafts of their dissertation proposal before approval (typically 4-6 drafts). As such, it is the student's responsibility to plan accordingly.

The advisor, then, normally consults with the committee members to ascertain that a proposal meeting is appropriate. When, in the judgment of the committee, the proposal is ready for a committee meeting, the advisor schedules a formal proposal meeting. No member of the CP faculty is required to attend dissertation proposal meetings during the summer. Following approval of the proposal and sign-off by the committee, forms must be submitted to the Human Subjects Committee for approval. **No student may conduct any research until Human Subjects approval is secured.**

The approved proposal, along with the applicant's graduate academic record (including courses yet to be taken to satisfy degree requirements), is transmitted to the Dean of the College of Education office where the proposal and course of study are reviewed. A conference is held with the student and a member of the Dean's office to review all remaining requirements, timelines, and other obligations. Once this process is complete, the student is normally admitted to doctoral candidacy.

Prior to, and including the semester in which a proposal is approved, students must register for 3 dissertation credits each fall and spring semester. Similarly, for the semester(s) following the approval of the dissertation proposal, students must take 1 maintenance of candidacy credit up until, and including, the semester in which the dissertation is defended. The only exception to this policy is during the time the student is on internship, **during which only internship credits need to be taken.** The matter of taking these dissertation credits should be

taken seriously. Students who do not follow this procedure, and take fewer credits than required, will find that they will not be able to graduate until back-credits are paid for.

In addition, students who have not completed their dissertation 4 years after having their doctoral portfolio approved will need to submit an updated portfolio for reapproval in order to continue in the program.

Dissertation

After the student has collected and analyzed data, an initial draft of the manuscript is written in close collaboration with the advisor. The draft is revised until the advisor approves the work for distribution to the committee. The committee may suggest alterations, revisions, or new work or analyses to be undertaken to make the dissertation satisfactory. It is the student's responsibility to ensure that this work is completed in a timely fashion in accordance with the committee's intentions. The advisor, of course, plays an important role during the revision process and may request that the committee meet with the student a number of times for discussion of the draft. The committee then approves the dissertation for the public defense and signs the draft signature page endorsing the document and its acceptability. Complete agreement among committee members must be obtained before the final defense is scheduled.

Public Defense

After the committee agrees that the manuscript represents a viable dissertation, the committee chair contacts the dean of the College of Education to arrange the public defense. The focus of the examination is on content and interpretation of the findings and should not, under normal circumstances, be concerned with mechanics of expression or style. Style matters are handled by input from the committee in advance of the defense.

When the committee has finished their direct examination, the process may be opened to those in attendance. As stated in Lehigh University College of Education: Procedures for the Matriculation of Students, the members of the committee vote either pass or fail on this oral examination. However, additional revisions may be required before final approval is granted.

In the event the oral examination is not passed, the student may be granted a second opportunity on the following conditions:

1. Approval is obtained through petition to the Graduate and Research Committee; and
2. The initial examining committee conducts the second examination; and
3. Rules governing the first oral examination are applied to the second attempt.

Policy on Student Problematic Behavior, Impairment, Incompetence, and Ethical Misconduct

(This policy draws on the policies of a variety of academic/educational programs at Seton Hall University, The University of Iowa, University of Wisconsin, Milwaukee, and University of Missouri.)

(Updated May 23, 2018 by approval of the CP faculty)

I. Introduction

The purpose of this policy is to clarify and identify areas of professionalism and ethical conduct expected of the students in the Counseling Psychology Program at Lehigh University, and to describe the procedures for identifying, assessing, and addressing issues related to problematic behavior, incompetence, impairment, and ethical misconduct.

The Counseling Psychology Program at Lehigh University has a responsibility to protect clients, students, faculty, and the public from harm. The Program also has a responsibility to protect students' rights. This policy has been developed with both of these principles in mind. The Counseling Psychology (CP) Program at Lehigh University endorses and complies with the ethical standards of the American Psychological Association and the American Counseling Association. These standards describe the professional and ethical behavior expected of students seeking degrees or credit in the CP program. Adherence to these standards is a requirement for admission to and continuance of the doctoral degree program and all courses. Students are required to familiarize themselves with these standards and with the laws and court precedents concerning the professional practice of psychology and counseling in the Commonwealth of Pennsylvania.

II. Definitions

Problematic Behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

Impairment is defined as interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct occurs when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) are not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

[Reference: Lamb, D. H., Cochran, D. J., & Jackson, V. R. (1991). Training and organizational issues associated with identifying and responding to intern impairment. *Professional Psychology: Research and Practice*, 22, 291-296.]

III. Procedures in addressing Problematic Behaviors, Impairment, Incompetence, and Ethical Misconduct.

Students are evaluated annually by the entire CP faculty through an annual review process and provided feedback on their academic, clinical, research, and interpersonal competencies. In addition, problematic behaviors, impairment, incompetence, and/or ethical misconduct, may be identified in a variety of other ways and by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Students are also represented in the program by a counseling psychology doctoral student representative, who may bring any concern to the faculty during a Counseling Psychology Program meeting. These meetings are held every 2 – 3 weeks, and at every meeting, the doctoral student representative is allotted time to express concerns or ask questions. In attending to the concerns, an internal process within the program as well as a formal process external to the program exists; both processes are described below.

A. Internal Process for Identification of Problems

As is consistent with the APA ethical codes, concerns should be addressed first with the relevant persons (i.e., relevant faculty member, relevant student). If not resolved, students who have a concern should then discuss the issue with their own advisor, who will then raise the issue with other Program faculty if needed. Faculty and advisors who have a concern should first discuss the issue with the student in question, but at any point, may also consult other faculty. Practicum or Internship supervisors should initially discuss their concerns with the Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Advisors and faculty members will protect the confidentiality of any student reporting a potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, or if raised between meetings, will discuss it at the next scheduled meeting or at a special meeting called by the program director. If necessary, following this meeting, the advisor of the student and the Clinical Coordinator, as needed, concerned will gather additional data and will report to the Program faculty within one week. The faculty/supervisor/advisor may offer suggestions for change and will normally document the occurrence and content of the meeting with the student. If the concern appears valid to go to a formal process, a formal review

will take place as described below.

B. Formal Process for Identification of Concerns

If, in the professional judgment of a departmental faculty member, a student's behavior appears to be professionally inappropriate or unethical, the following steps provide a guideline for handling the case:

The concern should be brought to the attention of the Program Director. Confidentiality will be ensured at all times. When a potential concern reaches the Program Director, the Director will inform all members of the Counseling Psychology Faculty, and the issue will be discussed at the next faculty meeting, unless in the judgment of the faculty a special meeting should be called. Following this meeting, the student will be informed in writing by the advisor (cc to Program Director) of the issues surrounding the case and may be asked to meet with the advisor, a subgroup of the faculty, or the entire Counseling Psychology Faculty to discuss the situation. Ample time will be allowed in these meetings for the student to present his/her view of the situation and to ask questions.

Areas to be reviewed and discussed at this meeting will likely include the nature, severity, and consequences of the situation. The following questions may be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

1. What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the program?
2. How and in what settings have these behaviors been manifested?
3. What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
4. Who observed the behaviors in question?
5. Who or what was affected by the behavior (e.g., clients, agency, atmosphere, training program, etc.)?
6. What was the frequency of this behavior?
7. Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
8. Has the feedback regarding the behavior been documented in any way?
9. How serious is this behavior on the continuum of ethical and professional behavior?
10. What are the student's ideas about how the problem may be remediated?

Although each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent an impairment rather than a problematic behavior:

1. The student does not acknowledge, understand, or address the problematic behavior when it is identified.
2. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person suffers.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.
6. A disproportionate amount of attention by training personnel is required.

7. Behavior that does not change as a function of feedback.
8. Behavior negatively affects public image of agency of the university or training site.

After the meeting with the student, the faculty will meet to determine next steps. If the faculty determines that further steps in the form of remediation are required in response to the situation, they will develop a written plan for remediation and will schedule a meeting to discuss this concern with the student within four weeks of their initial meeting with the student. Students may submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be in writing and documented by the student's advisor.

The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the program faculty will consider any new evidence presented by the student and will provide written documentation of their decision within three weeks of the date that the rebuttal was received. At this point, the student may file a grievance if desired (the Counseling Psychology program faculty have adopted and follow the College of Education grievance procedures to address student grievances; please see the Redress of Non-Course-Related Grievances policy that appears later in this manual).

Regardless of the outcome of the meeting, the student and his/her advisor will schedule a follow-up meeting to evaluate the student's adjustment to the process and to recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include – but are not limited to – an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once per semester. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan, including student comments and faculty signatures must be filed in the student's academic file. If progress is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

If, in the judgment of the program faculty, the matter is sufficiently serious and of such a character that it should result in the removal of the student from the program (please also see the Termination of Student Status policy later in this manual), the Program Director will write a letter to the student (with CC to the Associate Dean, the advisor, and the Registrar's Office) informing him/her of the faculty decision. At this point, the student must be advised that a grievance may be filed if desired (the Counseling Psychology program faculty have adopted and follow the College of Education grievance procedures to address student grievances; please see the Redress of Non-Course-Related Grievances policy that appears later in this manual).

In case of academic dishonesty, the issue may be sent directly to the university judicial system after the informal procedure. A university-wide student judicial system exists to handle academic

dishonesty and other problems and complaints. For specific information on this judicial system, please refer to College of Education Graduate Student Handbook. The University has also adopted a policy for dissent. For these general guidelines, please refer to the University Catalog. Please note that this step may be bypassed by moving the petition directly to the SOGS committee for a decision.

This petition then moves forward to the SOGS committee for a decision. If dissatisfied with the decision of the SOGS committee, student may request that the full Graduate and Research Committee review the petition and issue a decision.

IV. Additional Points of Emphasis

- A. Clearly not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk.
- B. Confidentiality should be maintained at all times.
- C. This policy is subject to annual review/revision.

Student Remediation Form

Student Name:

Date of Initial Meeting with Student:

Faculty Members Present (Must include the Clinical Coordinator and Student's Advisor or Mentor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Date of Faculty Review Meeting:

Faculty Decision

- No action required
 Remediation required (attach copy of plan)
 Dismissal

Signatures

Student's Advisor or Mentor _____ Date _____

Clinical Coordinator _____ Date _____

Program Director _____ Date _____

Student Performance Remediation Plan

(check one) Initial Plan Review Follow-up Final Review

Date: _____

Identified Areas of Concern:

- A.
B.
C.
D.

Remediation Plan and Schedule:

Area:

Specific Behavioral Objectives	Target Dates	Method of Remediation	Target Dates	Met (Y/N)
A				
B				
C				
D				

Progress Since Last Review (if applicable): Sufficient Insufficient Not Applicable

Faculty Comments and/or Recommendations:

Student Comments and/or Reactions:

Date of Next Review (if applicable):

Signatures:

Student: _____ Date _____

Student's Advisor or Mentor _____ Date _____

Clinical Coordinator _____ Date _____

Program Director _____ Date _____

**Procedure for Investigation and Resolution of Formal Complaints by Faculty of
Discrimination under the Lehigh University Policy on Equal Opportunity/ Affirmative
Action/ Non-Discrimination**

For the purpose of this procedure, a grievance is a claim that a faculty member has been discriminated against on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status in violation of the University's policy on Equal Opportunity/ Affirmative Action/ Non-Discrimination. For redress of grievances based on harassment, see the Lehigh University Policy on Harassment.

Before filing a formal grievance, the complainant may discuss the complaint with a department chair, dean, or the ombudsperson, as indicated in the University's policy on Equal Opportunity/ Affirmative Action/ Non-Discrimination. This step provides an opportunity for the informal resolution of a situation that may be discriminatory.

Where the matter is not subject to informal resolution, the faculty member may file a formal grievance with the Provost as required under the University's Policy on Equal Opportunity/ Affirmative Action/ Non-Discrimination. A copy of the grievance must be sent to the person or group perceived to be the source of the grievance.

Formal Faculty Grievance Procedures

1. The Provost will appoint one or more tenured faculty to review, investigate, and interview the parties involved in a grievance alleging discrimination. A faculty investigator will not accept the assignment if he or she is a member of the same college as the complainant or the accused, or if there is another conflict of interest.
2. An investigator(s) may be challenged for cause by either party and such challenge will be decided by the Provost.
3. The grievance should be in writing and should provide the name and address of the grievant, the nature and date of the alleged violation, the name of the person or group responsible for the alleged violation, and any relevant background information.
4. The person or persons alleged to be responsible for the action that resulted in the grievance should with reasonable promptness following receipt of a copy of the complaint send to the investigator(s), with a copy to the grievant, a statement explaining the rationale for the action complained about.
5. The investigator(s) of a grievance alleging discrimination will promptly undertake an examination of the information provided by both parties in such manner as seems appropriate to the investigator(s) to fully bring to light all aspects of the grievance. Any additional information arising in the investigation will be made known to both parties. The investigator(s) is/are expected to use their judgment and consult or refer a grievance to other University offices or resources to bring about an amicable resolution between the parties if this is acceptable to both, and may, at any time, dismiss a grievance that the investigator(s) consider to be unjustified.
6. The investigator(s) will prepare a written report on each grievance for submission to the Provost, with a copy to both parties. The report will set forth the findings of the investigator(s), conclusions regarding the merit of the grievance and a recommended disposition of the case. While such recommendations are to be accorded serious consideration, they are advisory and not binding upon the Provost. The Provost will make a

final decision regarding the grievance and, if necessary or appropriate, decide any remedial actions. The Provost will notify both parties and the investigator(s) in writing of the decision.

CP Program Policy on Harassment

The CP program strongly supports Lehigh University's policy on harassment based on age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status. This policy applies not only to interactions between faculty and students, but also to interactions among students themselves, between doctoral student supervisors and their master's level supervisees, and between field supervisors and students. Harassment policies pertain as well to interactions between graduate students and undergraduate students during teaching and/or research apprenticeships and other on-campus responsibilities. A student may request confidential consultation or file a grievance. See the Redress of Grievances Based on Harassment policy later in this manual. Information on whom to contact is available at this link: <http://www.lehigh.edu/~policy/>.

Professional Competence as a Doctoral Student in Counseling Psychology at Lehigh University

The following policy is adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) approved on March 25, 2004 and is the governing policy for our training program in terms of the evaluation of student professional competencies:

Students in the doctoral training program should know – at the outset of their training – that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology training programs strive to not “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive exams/portfolios, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

- (a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public)*

- (b) *self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*
- (c) *openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and*
- (d) *resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

Please note that the four evaluative areas listed above overlap with the counseling programs' Training Goals, which address student willingness to engage in self-examination and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values.

Competence to Practice While Enrolled As a Doctoral Student in Counseling Psychology at Lehigh University

Students in Lehigh University graduate programs in counseling in Counseling Psychology normally complete counseling practica, for credit, in approved settings, and under direct on-site and/or university supervision. Students are expected to practice within their competence, and in adherence to both the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association (APA), and the *Ethical Code of Conduct* of the American Counseling Association (ACA) at all times (see below).

Excerpted From the APA Ethical Principles:

“2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard [2.02, Providing Services in Emergencies](#).

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.”

Excerpted from the ACA Ethical Code:

C.2.a. Boundaries of Competence

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. (See A.9.b., C.4.e., E.2., F.2., F.11.b.)

C.3.a. Accurate Advertising

When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

C.3.b. Testimonials

Counselors who use testimonials do not solicit them from current clients nor former clients nor any other persons who may be vulnerable to undue influence.

Any student practicing, or holding out to the public (i.e., advertising) as a psychologist and/or mental health service provider (e.g., individual counseling, workshops, groups, consultation, etc) outside of the auspices, credit, and supervision of Lehigh University must do so within their competence level. Students may not list, or in any other way imply, Lehigh University endorsement unless they are practicing under a signed and authorized contractual agreement and are enrolled in a credit bearing course (e.g., being enrolled as a Lehigh student does not imply professional level credentials). Students may not invoke Lehigh University in a way that may be interpreted by the public to imply credentials either present or future, prior to the completion of that degree. Misrepresenting one’s credentials or competencies in any way will be considered an ethical violation and will cause the student’s status in the CP program to be reviewed.

Preparing Professional Psychologists to Serve a Diverse Public

The following statement was developed by the APA Education Directorate's Working Group on Restrictions Affecting Diversity Training in Graduate Education, and approved by the APA Board of Educational Affairs in March 2013. The CP Faculty at Lehigh University has adopted this statement as policy for all masters and doctoral counseling training programs (i.e., School Counseling, Counseling and Human Services, International Counseling, and Counseling Psychology). Your signature on the orientation attestation indicates that you have read and understand this and all other policies in the program manual appropriate to your degree.

Statement of Purpose

For psychologists to competently serve all members of the public now and in the future, professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills and awareness to work effectively with diverse individuals. Clients/patients are complex individuals who belong to diverse cultures and groups. Trainees also bring a complex set of personal characteristics and diverse cultural or group memberships to the education and training process. An important component of psychology training to explore is when and how trainees’ world views, beliefs or religious values interact with and even impede the provision of competent professional services

to members of the public. It is essential that potential conflicts be acknowledged and addressed during training so that psychologists are prepared to beneficially and non-injuriously interact with all clients/patients. This statement is intended to help training programs address conflicts between trainees' worldviews, beliefs or religious values and professional psychology's commitment to offering culturally responsive psychological services to all members of the public, especially to those from traditionally marginalized groups.

Commitment to a Supportive Training Environment

Training environments foster the ability of trainees to provide competent care to the general public, and trainees' competencies in professional practice are evaluated regularly. Some trainees possess worldviews, values or religious beliefs that conflict with serving specific subgroups within the public. For example, they may experience strong negative reactions toward clients/patients who are of a particular sexual orientation, religious tradition, age or disability status. Trainers take a developmental approach to trainee skill and competency acquisition and support individual trainees in the process of developing competencies to work with diverse populations. Trainers respect the right of trainees to maintain their personal belief systems while acquiring such professional competencies. Trainers also model the process of personal introspection; the exploration of personal beliefs, attitudes and values; and the development of cognitive flexibility required to serve a wide diversity of clients/patients. Training to work with diverse clients/patients is integral to the curriculum, and consists of both didactic coursework and practical training.

Training programs, trainers and trainees cannot be selective about the core competencies needed for the practice of psychology because these competencies are determined by the profession for the benefit of the public. Further, training programs are accountable for ensuring that trainees exhibit the ability to work effectively with clients/patients whose group membership, demographic characteristics or worldviews create conflict with their own. Trainers respectfully work with trainees to beneficially navigate value- or belief- related tensions. At times, training programs may wish to consider client/patient re-assignment so trainees have time to work to develop their competence to work with client/patients who challenge trainees' sincerely held beliefs. Trainers utilize professional judgment in determining when client/patient re-assignment may be indicated in this situation as in all other possible situations in which client/patient re-assignment may be considered. The overriding consideration in such cases must always be the welfare of the client/patient. In such cases, trainers focus on the trainees' development, recognizing that tensions arising from sincerely held beliefs or values require pedagogical support and time to understand and integrate with standards for professional conduct. Thus trainees entering professional psychology training programs should have no reasonable expectation of being exempted from having any particular category of potential clients/patients assigned to them for the duration of training.

Commitment to Transparency in Educational Expectations, Policies and Procedures

Psychology training programs inform prospective trainees and the public of expected competencies to be attained during training. Publicly available program descriptions and admission materials should include the program's goals and objectives, content about training standards and the commitment to serving a diverse public. These expectations are reiterated throughout the course of training and in documents such as practicum contracts. Training programs are responsible for notifying prospective trainees, current students and the public that the failure to demonstrate appropriate levels of competence as set forth and assessed by the program could lead to dismissal from the doctoral training program.

Commitment to Establishing and Maintaining Standards for Professional Competence to Protect the Public

As the largest professional and scientific organization of psychologists in the United States, the American Psychological Association has sought to create, communicate and apply psychological knowledge for the

public's benefit for more than a century. It does this, in part, by establishing a professional code of ethics and standards for professional education and training for practice. These APA documents mandate that education and training programs take reasonable steps to ensure that doctoral-level graduates are prepared to serve a diverse public.

Footnote: This statement was prepared as an educative summary of relevant pedagogical principles applicable to doctoral training of psychologists and is consistent with both the APA Ethics Code (2010) and the Guidelines and Principles for the Accreditation of Professional Psychology Programs of the APA's Commission on Accreditation (APA, 2012). APA's Ethics Committee and the Commission on Accreditation are responsible for interpreting and adjudicating these standards. This statement supports and is not intended to supersede either of these documents.

Certification as a Full-time Student

Students who need to be certified as full-time for the purposes of student loan repayment must complete this form on the Registrar's website each semester in which they desire the certification:

- https://www.lehigh.edu/registrar/forms/Graduate_Full-time_Certification_Form.pdf

Student Leave of Absence Policy

Any student requesting a medical leave of absence or an academic leave of absence should complete a leave of absence form (obtained from the Grad Life Office), detailing the reason for the requested leave of absence. This petition is then submitted to the Associate Dean for Graduate Life (<https://gradlife.web.lehigh.edu>). A student may request up to a total of two years of leave and time spent on leave is not counted against the maximum time allowed to earn the degree.

Social Networking Statement

Students who use social networking sites (e.g., Facebook, MySpace, etc) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to "private" and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

The Counseling Psychology Faculty at Lehigh University

The doctoral program presently has seven full-time faculty (Cadenas, Caskie, Inman, Johnson, Lechuga, Liang, & Woodhouse), a professor of practice who coordinates clinical experiences (Farrell), and several primary adjunct faculty (Adams, Eckhardt, Flisser, Richman, Silvestri & Weiskotten). Additional adjunct faculty teach specialized courses at various times. The research and practice interests of the core faculty, professor of practice, and primary adjunct faculty are described below.

CORE FACULTY

GERMÁN A. CADENAS, PH.D., ARIZONA STATE UNIVERSITY

Research interests include the psychology of immigrants and underrepresented minorities, particularly its intersections with critical consciousness development, sociopolitical advocacy and activism, prejudicial attitude change, educational outcomes, and career development in STEM and social entrepreneurship. Practice and teaching interests include career development/vocational psychology, undocumented immigrant mental health, social justice advocacy, multicultural competencies, and counseling skills.

GRACE I. L. CASKIE, PH.D., UNIVERSITY OF NORTH CAROLINA (CO-PROGRAM DIRECTOR & ADMISSIONS COORDINATOR)

Research interests include cognitive development over the lifespan, the accuracy of self-reported health information and its link to cognitive change in older adults, geropsychology, and the evaluation of longitudinal measurement designs and analysis methods, focusing on the influence of missing data and time-efficient designs. Teaching interests include statistical analysis and research methods, in particular, structural equation modeling and growth models.

ARPANA G. INMAN, PH.D., TEMPLE UNIVERSITY (DEPARTMENT CHAIRPERSON)

Research and practice interests are in the area of cross-cultural and multicultural issues and span several topics including acculturation, biculturalism, racial/ethnic identities, interracial relations, international immigrant psychology and intergenerational concerns, South Asian American and Asian American concerns, psychology of women and multicultural competence in supervision, training and practice.

NICOLE L. JOHNSON, PH.D., UNIVERSITY OF AKRON

Research and practice interests include prevention of gender-based violence (e.g., sexual assault, intimate partner violence, and trans* violence), the integration and evaluation of empirically supported and culturally sensitive treatments, the intersection of oppressed identities, with a particular emphasis on sex, gender, and sexual orientation, feminist theory and practice (including teaching, supervision, and mentorship) and mixed methods research.

JULIA LECHUGA, PH.D., UNIVERSITY OF TEXAS AT EL PASO

Research interests include developing and testing health behavior change interventions for ethnic minority communities using community based participatory research methods.

CHRISTOPHER T. H. LIANG, PH.D., UNIVERSITY OF MARYLAND (CO-PROGRAM DIRECTOR & APA TRAINING DIRECTOR)

Research interests include examining the experiences of racism and racism-related stress among diverse US ethnic minority groups, multicultural psychology, social justice, and the intersections of racism, sexism, and masculinity ideologies among men and women in ethnic minority communities. Teaching interests include multicultural psychology and counseling, research methods, and gender.

SUSAN WOODHOUSE, PH.D., UNIVERSITY OF MARYLAND

Research interests focus on applications of attachment theory to (a) children's and adolescents' relationships with parents and peers, (b) process and outcomes of psychotherapy, and (c) psychotherapy research focused on improving preventive interventions for underserved, diverse families with young children to promote school readiness and mental health. Practice and clinical training interests include the integration of attachment theory, object relations, self-psychology, and relational psychodynamic approaches with a multicultural and feminist approach.

PROFESSOR OF PRACTICE & CLINICAL COORDINATOR

JEROME FARRELL, PH.D., UNIVERSITY AT ALBANY – STATE UNIVERSITY OF NEW YORK

Research interests focus on multicultural issues including racism, acculturation, and ethnic identity. An additional interest is examining multicultural training and competence. Practice and clinical training interests include PTSD and trauma, couples counseling, supervision, and the integration of relational psychodynamic approaches with multicultural counseling and social justice informed practice. Teaching interests include masters and doctoral practicum and internship courses (CHS and school), trauma and multicultural counseling.

ADJUNCT FACULTY**AIMEE ADAMS, PH.D., LEHIGH UNIVERSITY**

Research interests include client perspectives of multicultural competence, animal-assisted interventions and the human-animal bond, and treatment approaches in college counseling. Practice interests include the integration of evidence-based interventions and assessments to meet the needs of culturally diverse clients in private practice and college counseling settings. Teaching interests include research methods, assessment, career counseling, and supervision/training of master's and doctoral students.

AMANDA ECKHARDT, PH.D., LEHIGH UNIVERSITY

Research interests include examining the impact of poverty on physical health and mental well-being. Practice interests include counseling, advocating, and teaching the socially and economically oppressed in the areas of intrapersonal development, restorative family systems, transformative education, and service in the community from an integrationist perspective. Teaching interests include master's practicum courses (CHS and school) as well as social justice and multicultural counseling.

DIANE FLISSER, ED.D., LEHIGH UNIVERSITY

Currently working as a secondary school counselor. Teaching interests include school counseling.

CAROL M. RICHMAN, PH.D., VIRGINIA COMMONWEALTH UNIVERSITY

As a Licensed Psychologist practicing for over 22 years, research, teaching, and clinical interests include the treatment of depression, anxiety, stress, trauma, including childhood abuse and dissociation, eating disorders, couples counseling, group therapy, and the training and supervision of therapists. Interested in the pragmatic integration of theory and technique to meet the individual needs of clients.

TIMOTHY SILVESTRI, PH.D., LEHIGH UNIVERSITY

Research interests include performance, prevention, and the intersection between neuroscience and diversity. In addition to maintaining a private practice in which an eclectic, client-directed, outcome-informed model of practice is used, other practice interests include consulting with school districts, non-profit organizations, and businesses on issues related to diversity, prevention, wellness, and performance.

DAVID WEISKOTTEN, PH.D., LEHIGH UNIVERSITY

Professional interests include school counseling interventions, wrap-around services, group counseling, and strength-based approaches to counseling.

Departmental Resources

Departmental Location

The College of Education is located on the Mountaintop Campus of Lehigh University, which sits atop South Mountain overlooking the Lehigh Valley. The department has office space for doctoral students, a student commons area, supervision rooms, classrooms, and extensive computer facilities. Faculty offices are all located within the building. Shuttle bus service to the main campus and the well-equipped athletic facilities (including a newly renovated physical workout facility) is available at 10-minute intervals.

Library

The university library has one of the most advanced electronic systems in the United States. The library contains one million volumes, with a growing psychology collection, and easy access to a wide array of databases and external bases, including PsycArticles, ERIC, and dissertation abstracts international.

Test Files

The department maintains a growing collection of test files, including individual and group intelligence and aptitude tests, occupational interest inventories, and personality assessment instruments.

Student Offices and Mailboxes

Full-time doctoral students are assigned office space within the department. Each student also receives a mailbox for on and off-campus mail and full access to a network account.

University Counseling Service

The CP program maintains a working relationship with the University Counseling Service, which also serves as one of several first-year clinical training facilities.

Yearly Student Feedback Meetings

Toward the end of every academic year, a meeting is set up between the Program Director, faculty, and doctoral students to discuss concerns and issues in the program. In anticipation of this meeting, and to accommodate those students who cannot attend this meeting, all students are asked to complete a program feedback form. Information from these meetings has been used to modify aspects of the program such as when courses are offered and what courses are offered. All faculty discuss this student feedback in the program meetings.

Yearly Student Feedback Meetings Specific to Multicultural Issues

Toward the end of every academic year, a meeting is set up between the Program Director, faculty, and doctoral students to discuss concerns and issues directly related to the multicultural health of the program. It is our hope that students will provide a number of important suggestions

regarding the role of diversity in our program. All faculty discuss this student feedback in the program meetings.

Additional College of Education and Lehigh University Policies

TYPES OF STUDENTS

Only students who have been admitted officially by the university may register for graduate courses (400-level courses) in the college. In addition, only students admitted into one of the academic programs in the College of Education may pursue one of the degrees offered by the college.

There are three types of admitted students at Lehigh: Regular graduate students, associate graduate students and non-degree graduate students. Students should check their letter of admission to determine which status they hold. If you have any questions concerning your letter, please call the College of Education Admissions Office at 610-758-3231. Each type of student is described below.

Regular Graduate Students

Regular graduate students are fully admitted to a degree program in the college and are assigned an academic adviser. Only regular graduate students are candidates for graduate degrees.

Associate Graduate Students

Students admitted under associate status are conditionally accepted into a degree program in the college. They are assigned an academic adviser and must demonstrate within 12 credits that they qualify for reassignment as regular graduate students. The criterion for qualification is completion of at least 9 credits and no more than 12 credits with a GPA of 3.00 or better and no final course marks lower than B-. Students must petition for this change in status before being allowed to register for coursework beyond 12 credits.

Students assigned associate status because they applied during the late admission period, but who clearly qualify for admission as regular graduate students, may petition for regular status after classes begin if all credentials are in order.

Non-degree Graduate Students

In addition to degree programs, there are two non-degree options as well: (1) Regular non-degree and (2) Non-degree for external certification.

Regular non-degree admission is for students who wish to take up to 12 credits of graduate coursework at Lehigh without seeking a degree. Any transcript or other record from the university will clearly indicate the student status as non-degree. Non-degree students are not permitted to audit courses. university admissions criteria for non-degree graduate students are (a) a bachelor's degree from an accredited institution with an overall grade point average of at least 3.0 on a four-point scale (Applicants with undergraduate GPAs slightly below 3.0 may be admitted with approval from the department of Education and Human Services) or (b) to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution.

Non-degree for external certification students are admitted to pursue coursework for the purpose of obtaining certification through an external accrediting agency. Applicants are expected to have an undergraduate GPA of 3.0 or higher on a four-point scale or to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution. Applicants are assigned certification advisers on admissions and must work with the adviser to assure that they complete all requirements for certification satisfactorily. Non-degree for external certification students complete the coursework and any other required field experiences for the appropriate certification, with the number of credits and field experiences being dictated by the external accrediting agency. Given this external control of credit requirements, the number of credits will vary and will typically exceed the 12-credit limit for regular non-degree students. Certification involves qualitative components as well as credits; a

non-degree student seeking such certification must meet the quality standards of the certification program, as well as completing the necessary coursework and field experiences.

Changing from Non-Degree to Degree Status

Non-degree students of either type may seek admission to a degree program. Non-degree students who seek admission to a degree program must meet all regular admissions criteria, complete all regular procedures, and present all documents normally required of degree-seeking applicants to that program. Courses taken by a non-degree student who later enters a degree program will count towards the completion of the program to the extent that those courses fall within the normal requirements of the program and to the extent that the student's performance in the course(s) is acceptable for degree program purposes. Any course that is counted towards the completion of a degree must be completed within the established time limits for that degree, whether taken initially as a degree or non-degree course.

TRANSFER CREDITS

The College of Education has adopted a more restrictive policy on transfer of credits than has been approved by the university. Such policy is permitted by R & P 3.22.2.

With the approval of the department chair offering commensurate courses and the student's department chair (if different), a maximum of six credits may be transferred from another university to a Lehigh master's program. Students may not transfer credits into a doctoral program.

Students must complete a *course transfer petition* (available online at https://ed.lehigh.edu/sites/ed.lehigh.edu/files/documents/LU_TransferCreditForm_122717_0.pdf) and see that it receives the necessary signatures and is submitted to the Registrar, along with course descriptions and an official transcript. Students may also be asked for a statement from their former institution to confirm that the course has not been used toward a prior degree.

To be eligible for credit towards a Lehigh *master's* program, all transferred courses must:

1. Have been taken at the graduate level
2. Be one in which the student received a final mark of B or better
3. Not have been used toward any prior degree
4. Have been completed within four years of first enrollment into a Lehigh graduate program
5. Be transferred from an institution that is accredited by one of the six regional accrediting associations.

NOTE: Students do NOT need to petition to apply courses toward meeting the requirements of certification, since there is no requirement that such courses be part of a degree program.

COLLEGE ACADEMIC STANDARDS AND EXPECTATIONS

Expectations and norms for academic performance are higher in graduate school than in undergraduate education. Final course marks, their equivalencies in GPA and typical qualitative interpretations in graduate work within the College of Education are as follows:

FINAL COURSE MARK	GPA	QUALITATIVE INTERPRETATION
A	4.0	Excellent performance demonstrating superior work.
A-	3.67	Strong performance with some room for improvement.
B+	3.33	Good performance.
B	3.00	Competent performance.
B-	2.67	Minimal performance calling for marked future improvement.

C+	2.33	Inadequate performance; multiple marks below B- lead to probation and or dismissal for poor scholarship.
C	2.00	
C-	1.67	
D+	1.33	Unacceptable performance that cannot be counted toward meeting degree or certification requirements, although such marks factor in cumulative GPA and can play a role in a student being placed on probation or dismissed for poor scholarship.
D	1.00	
D-	.67	
F	0.00	
N	----	Course not completed; may also carry a parenthetical mark to which the incomplete will convert if not removed within a year.
A	----	Audited course; such courses may not be counted toward meeting degree or certification requirements and may not be retaken for credit once audited.
X	----	Absent from the final exam; may also carry a parenthetical mark to which the final mark will convert if not removed within a year, or earlier is specified by the instructor.
Z	----	Absent from the final exam and incomplete; student has one year to remove incomplete, unless an earlier deadline is specified by the instructor.
W	----	Course was dropped before the end of the official drop period; does not count toward cumulative GPA or meeting degree or certification requirements.
WP	----	Course was dropped after the end of the official drop period and student was passing at time he or she dropped; does not count toward cumulative GPA or meeting degree or certification requirements.
WF	0.00	Course was dropped after the end of the official drop period and student was NOT passing at time he or she dropped; counts toward cumulative GPA, but does not count toward meeting degree or certification requirements.

ACADEMIC SCHOLARSHIP REQUIREMENTS FOR COE DEGREE PROGRAMS

In keeping with Lehigh University regulations, academic units may have *more stringent* scholarship requirements than those established at the university level. The standards below represent the more stringent academic performance standards required by all degree programs in the College of Education.

Associate Status Students: will be placed on probation when they receive their *first* final course mark below B- and will be dismissed for poor scholarship at the end of any semester in which they are assigned a *second* final course mark below B-. Once on probation, associate students remain on probation until they are granted regular status or receive the degree.

If an associate student is assigned two final course marks below a B- in the same semester, that student will be dismissed for poor scholarship without first being placed on probation. Receiving a final course mark below C- will also result in the associate student being dismissed for poor scholarship without being first placed on probation.

Associate status students must petition to assume regular status once they have completed 9 credits of coursework numbered 200 or above. Students who are eligible to be granted regular status but fail to apply after completing 9 credits will be evaluated according to the criteria that apply to regular status students (below).

Regular Status Students: will be placed on probation at the end of any semester in which they receive their *second* final course mark below B-. Students receiving *three* final course marks below B- will be dismissed for poor scholarship.

Academic Probation: Students placed on academic probation must submit a proposed academic improvement plan to their academic advisors. That plan must include an explanation of why the student received final course marks below B- and must offer a specific plan to address in future coursework the cause of such inadequate academic performance. This plan must be approved by the program faculty. Once regular status students are placed on probation, they remain on probation until completing the degree.

Readmission: Graduate students who have been dismissed for poor scholarship are ineligible to register for coursework in the program. After one semester away, such students may petition for readmission. The program and

the dean's office must approve the petition. Students whose petitions are granted will be readmitted on probation and will be dismissed permanently if they receive any additional final course mark below B-.

No final course mark lower than C- may be counted toward a graduate degree and pass-fail registration is not allowed for graduate students.

COLLEGE POLICY ON ADEQUATE ACADEMIC PROGRESS

The College of Education employs more stringent academic standards than the university for academic performance of graduate students (see <http://www.lehigh.edu/coursecatalog/admission-to-graduate-study.html>). Students failing to meet those standards will be placed on *probation* or *dismissed for poor scholarship*. In addition, graduate students in the College of Education (COE) must also continue to make *adequate academic progress*. Adequate progress is expected of students seeking degrees, non-degree students taking focused coursework toward subsequent admission to an academic program or toward external certification, and students seeking a Lehigh University post-baccalaureate certificate.

To assure graduate students in COE academic programs make necessary academic progress in those programs, faculty of the program in which a student is enrolled may review that student's progress. If, in the judgment of the program faculty, a student is not making adequate progress, by majority vote of the voting program faculty, they may either bar that student from registering for further coursework in the COE until he or she demonstrates adequate progress by completing specified actions, or drop that student from the program for *inadequate academic progress*. In cases where a student is non-degree, such a vote to drop shall have the effect of barring that student from taking further coursework in that academic program unless (1) that student is subsequently admitted to a COE academic program *and* (2) such coursework is required by the student's subsequent program of study.

Events that may trigger such an adequate progress review include:

- A graduate student carrying two or more incompletes in non-research courses,
- A graduate student withdrawing from the same course more than once,
- A graduate student withdrawing from more than three required courses in a program of study,
- A graduate student failing to complete non-course program requirements in a timely fashion,
- Any COE faculty member or instructor requesting such a review.

In addition, some COE academic programs mandate periodic reviews of the academic progress of all students in those programs and these reviews shall take place without the necessity of a triggering event.

In making decisions about adequate progress, program faculty shall take into consideration a student's personal health and/or life situation. To assist in such consideration, program directors may request that students clarify the reasons behind their failure to make adequate academic progress.

Right of Appeal: Students have the right of appeal if they feel academic program faculty have erred in (1) barring them from further coursework in the COE until completing some specified indicator(s) of adequate academic progress, (2) dropping them from the program in which they were enrolled, or (3) barring them from taking non-degree coursework in that academic program. Such students should follow the appeal process laid out in the *College of Education Grievances Procedures*, detailed elsewhere in this handbook. The form to use for appeals of sanctions related to *adequate progress* decisions is the *Non-course-related Grievance Form* (available online through this link: [COE_NonCourseRelatedGrievanceForm.pdf](#)).

COLLEGE ACADEMIC INTEGRITY POLICY

The Faculty of the College of Education is committed to upholding the highest standards of personal, professional, and academic integrity. Thus, each graduate student, graduate assistant, or research assistant in the College of Education is expected to act in accordance with the university's Student Code of Conduct and the standards set by the university faculty. Further, each student is expected to act in accordance with the professional standards set forth by his or her field of study (for example, the Pennsylvania Department of Education and the American Psychological Association).

The faculty will not tolerate acts of plagiarism, cheating, data falsification and other forms of academic misconduct. Using the appropriate procedure, the faculty will send suspected cases of academic dishonesty to the Office of Student Conduct and Community Expectations to initiate a fair process for resolving alleged misconduct.

Students found responsible under the Student Code of Conduct for specific charges of academic misconduct will not be eligible to receive a university recommendation for professional licensure or certification. While this ineligibility might not prevent such students from completing the coursework for a degree and receiving that degree, it would eliminate their ability to achieve certification or licensure.

Process for Resolving Suspected Student Academic Misconduct under the Policy

The COE has its own procedures for attempting informal resolution of suspected academic misconduct, procedures that are aligned with the university's process. For those procedures and relevant forms, please see this link: [COE StudAcadMisconductResolveGuide.pdf](#)

PROTECTION OF HUMAN SUBJECTS IN RESEARCH:

The university's basic policy places the primary responsibility for the protection of the welfare and the right of privacy of the individual subject on the principal investigator. The responsibility is shared by the university as an institution and, where outside support is provided, by the sponsoring agency.

All research and experimental activities in which people participate as subjects must be approved by Lehigh University's Institutional Review Board (IRB) before the involvement of the subjects. This applies to sponsored and unsponsored research, continuing education courses, and instructional projects and activities conducted by university students, staff, and faculty.

All reviews of research projects involve use of IRBNet.org. Graduate students must submit their proposed projects for IRB review online. Visit <http://research.cc.lehigh.edu/irb> to learn how to use this system. The review process begins when your project is submitted electronically, provided you have supplied all the required information. The IRB meets on the second Tuesday of each month (except March, which is usually the 3rd week due to Spring Break). All information should be submitted at least two weeks in advance of each meeting (although one month or more in advance is optimal).

TERMINATION OF STUDENT STATUS

The student status of students enrolled in the College of Education (COE) may be terminated for seven reasons:

1. *Voluntary Termination:* A student notifies the university, through academic advisers, program directors or other university officials, that he/she wishes to discontinue pursue of studies.
2. *Inadequate Academic Progress:* If, in the judgment of the program faculty, a student has failed to meet the expectations of the program in terms of making adequate academic progress, as defined by the College of Education's *Adequate Academic Progress Policy* (see below), that student may be dropped from the program.
3. *Failure to Meet Program Standards/Requirements:* Selected degree programs in the COE have periodic reviews of student performance and behavior. If, in the judgment of the program's voting faculty, a student has failed to meet the expectations/requirements of the program, that student may be dropped from the program. Such expectations/requirements include both course-related and non-course-related performances and behaviors.
4. *Dismissal for Poor Scholarship:* Regularly admitted students in degree programs who fail to meet the COE's *Academic Performance Standards Policy* will be dismissed from the college.
5. *Disciplinary Dismissal:* Students who undergo a disciplinary review in which they are found responsible, may have their student status terminated (see <http://www.lehigh.edu/~indost/conduct/handbook/sect6.shtml>). The COE has its own procedures for attempting informal resolution of suspected academic misconduct ([COE StudAcadMisconductResolveGuide.pdf](#)), procedures aligned with the university's process.
6. *Certification/Licensure Program Termination:* A student in a program leading to external certification or licensure who is found to have violated the COE *Academic Integrity Policy* will no longer be eligible to pursue such certification and licensure, although he or she may be eligible to complete a degree program that does not include such certification/licensure. Similarly, if, in the judgment of the voting program faculty, a student seeking certification is not suited to further pursuit of that certification (as might happen in programs that prepare school teachers, administrators, counselors and psychologists), that student will be offered the option of completing a degree without certification. This latter instance most frequently occurs when that student has

failed to succeed in one of more field placements and/or has demonstrated temperamental/emotional issues causing concern about recommending to the certifying/licensing agency that the student be granted certified/licensed.

7. *Termination of Doctoral Studies:* A student that fails either the Doctoral Qualifying Examination or the Doctoral General Examination, does not garner approval for the dissertation proposal, or ultimately fails to defend his/her dissertation successfully will no longer be eligible to pursue doctoral studies (see <http://www.lehigh.edu/coursecatalog/degree-information.html>). In such cases, the student may be offered, instead, the opportunity to receive a master's degree, through meeting its requirements.

The college and university have appropriate appeal processes designed to assure students have access to due process. For details of those processes, please see the College of Education *Grievance Procedures* section elsewhere in this manual.

ADVERSE WEATHER POLICIES

Closing the University/Delaying Opening: If weather conditions become hazardous overnight, a determination will be made by 6:30 a.m. as to whether or not a change in the opening of the university will be made. Please dial **610-758-NEWS** (610-758-6397) or listen to your local TV/radio stations for the latest update.

RADIO: Updates will be broadcast on the following stations.

AM STATION	FREQUENCY	FM STATION	FREQUENCY
WAEB	790 AM	WLVR	91.3 FM
WEST	1400 AM	WZZO	95.1 FM
		WLEV & WCTO	96.1 FM
		WODE	99.9 FM
		WFMZ	100.7 FM
		B104	104.1 FM

TELEVISION: Updates will appear on WFMZ-TV Channel 69

Parking Regulations for Snow Emergencies: "Snow Emergency" regulations are automatically in effect when the official accumulation of snow for the Bethlehem area reaches one inch. "Snow Emergency" regulations remain in effect until 7:30 a.m. on the third day following the end of the snowstorm, unless canceled earlier. You may contact the Lehigh Police to determine if a "Snow Emergency" is in effect. The regulations that follow apply to ALL members of the Lehigh Community including students, faculty, staff, guests and visitors, etc.

1. Prohibited parking regulations will be strictly enforced. Violations during periods of snow emergencies carry a minimum fine of \$25.
2. Parking is prohibited on the lower campus for any reason between the hours of midnight and 7:30 a.m. unless otherwise posted.
3. If classes are canceled and the university is officially closed, parking is prohibited on the lower campus until 7:30 a.m. on the day following the closing.
4. Parking is prohibited on the lower campus from 5:00 p.m Friday through 7:30 a.m Monday.
5. In addition to the above, it may be necessary to temporarily close lots at other times or to temporarily close additional lots. When this occurs, lots or areas must be vacated according to the posted snow emergency signs that specify a temporary parking area.
6. It is the responsibility of the individual to ascertain whether the snow emergency regulations are in effect. Violators will be towed at their own expense.

During and immediately following heavy snowstorms and drifting snow, crews work around the clock trying to keep roads open and parking areas clear. Stranded and improperly parked cars make it impossible to complete this work

in a timely fashion; therefore, compliance with snow emergency regulations and the complete cooperation of everyone is vital. Remember, campus safety depends upon your cooperation.

Excusing Student Absences When Buses Are Not Operating: As noted under the *University Policy on Handling Adverse Weather*, the Provost issues decisions on whether or not the university will remain open during adverse weather. On rare occasions when the university remains open in adverse weather, Lehigh buses may, however, cease to run, preventing some students from attending class. In such cases, the absences of these students are to be excused and they are to be given extensions for submission of assignments or completion of quizzes, tests or exams they missed by their absence.

The most up-to-date information on bus stoppages can be obtained by calling 610-758-1700 or by going online to: <http://www.lehigh.edu/~inubs/parking/routes.shtml>. After 4:30 p.m. this website is not updated until the next day.

Instructor Decisions on Cancelling Classes in Adverse Weather: The majority of College of Education classes meet on Mountaintop campus and, when there is adverse weather, conditions on Mountaintop can often be more treacherous than on lower campus, particularly in winter, when Mountaintop's slightly lower temperatures are more prone to produce icing. This problem may be further complicated by the fact that COE classes typically meet from 4:00-7:00 p.m. or 7:00-10:00 p.m., when plummeting winter temperatures or snow accumulations can produce increasingly dangerous driving conditions as the evening progresses.

There may be instances in which the university remains open, but instructors and students become concerned about personal safety. Instructors may find themselves fielding inquiries about whether COE evening classes are to be held under the conditions described above. And, since many students in COE graduate courses commute from some distance to reach campus, such inquiries may begin in mid-afternoon. In addition, conditions along the routes these students must drive may be substantially worse than the conditions on campus.

Clearly, instructors should meet their classes whenever possible, particularly when the provost has decided the university will remain open during adverse weather. That said, instructors and students are expected to behave rationally, including acting in responsible ways in terms of personal safety. If, in the judgment of a course instructor, weather conditions are so serious as to put the safety of the instructor or his/her students at great risk, the instructor may cancel a class. The expectation is that instructors will then reschedule the missed class for an alternate date.

Further, an instructor may say to his/her students that they should use their best judgment about the risk in coming to class under such conditions and decide accordingly. When an instructor has provided students with the ability to make such a judgment, he or she should then honor whatever decision the student makes, without penalizing that student in any way. This may entail rescheduling class presentations, providing extensions to course deadlines involving class activities, or otherwise modifying sequences or requirements to accommodate that absence.

LEHIGH UNIVERSITY NON-DISCRIMINATION STATEMENT

Lehigh University seeks talented faculty, staff, and students from diverse backgrounds. Lehigh University does not discriminate on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status in any area, including: student admissions; scholarship or loan awards; athletic, co-curricular, recreational, or social programs; academic programs, policies, or activities; and employment and employment development. Questions and complaints about this policy should be directed to: The Provost or The Vice President for Finance and Administration, Alumni Memorial Building, Lehigh University, Bethlehem, PA 18015.

COLLEGE OF EDUCATION GRIEVANCE PROCEDURES

While our goal should be to resolve disagreements, misunderstandings and conflicts through discussions among those involved, there are times when more formal procedures of resolution are needed in order to resolve student grievances. For this reason, students in the College of Education may seek redress of grievances through various agencies and procedures within the college and the broader university. The sections that follow describe procedures to be employed in appealing specific types of grievances.

If a student feels his or her grievance is not addressed by one of the procedures below, however, or the student is unsure how to proceed and would like advice on available options for recourse, that student may meet with the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>).

Mark/Grade Appeals

1. A student (or group of students) questioning the validity of an assigned mark must file a *written* appeal with the course instructor no later than the last day of classes of the semester following receipt of the final course mark. In the case of spring and summer courses, this means the last day of class of the fall semester, while for fall courses, this means the last day of classes of the spring semester. These deadlines do not, however, limit the ability to correct a mark/grade based on miscalculation or data entry error.
2. In this written appeal, the student(s) shall, using the *Mark/Grade Appeal* form, provide the title and number of the course taken, the name of the course's instructor(s), the term (Fall, spring, summer) and year in which the course was taken, the specific mark under appeal and what it covered (for example, homework assignment, project, presentation, field experience, final course mark) and a detailed description of the reason(s) the assigned mark is inappropriate. Students may obtain the *Mark/Grade Appeal* form online at this link: [COE_GradeAppealForm.pdf](#), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. If the student(s) and instructor(s) are unable to resolve the disagreement to the satisfaction of the student(s), the written appeal –now with a written response from the instructor(s)— moves forward to the director of the academic program. (In certain cases involving adjunct instructors, however, the appeal may go first to a faculty supervisor appointed by the academic program. If such a supervisor is involved, he or she meets with the student(s) and instructor(s) and attempts to help resolve the disagreement. If unable to do so, that supervisor adds his or her comments on the merits of the appeal and sends the appeal packet to the program director.)

The program director meets with the parties to seek a resolution. If the program director is unable to facilitate resolution, he or she adds comments on the merits of the appeal to the appeal package and it then moves to the department chair who follows the same procedures in attempting to resolve the difference. If he or she is also unsuccessful, the appeal package –now including the department chair's comments—moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary— and issues a decision on the grade appeal.

4. If, upon receiving the decision of the dean, the student or students involved still wish to pursue appeal, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.

Redress of Grievances Based on Discrimination

Any student complaint of discrimination, if such complaint is not within the jurisdiction of the Committee on Standing of Graduate Students (SOGS) or the university judicial system, shall be dealt with in accordance with the university discrimination grievance procedures. This includes appeals regarding accommodations granted by the Office of Academic Support for Students with Learning Disabilities.

For the purpose of these procedures, a *grievance* is a claim that a student has been discriminated against on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation or veteran status, in violation of the university's policy on Equal Opportunity/Affirmative Action/Non-Discrimination.

Before filing a formal grievance, the complainant should discuss the complaint with the Associate Dean of Students (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) who will then advise on an appropriate course of action. This step provides an opportunity for the informal resolution of a situation that may be discriminatory. In such a resolution, the Associate Dean of Students may refer the student to other sources of help or serve as a mediator between the student and the perceived source of the problem.

Where the matter is not subject to informal resolution, the student may file a formal grievance with the Associate Dean of Students (UC 210) who serves as designee for the Provost for receipt of such grievances under the university's Policy on Equal Opportunity/Affirmative Action/Non-Discrimination. Such formal grievances will be handled using the university discrimination grievance procedures detailed in the university student handbook.

Redress of Grievances Based on Harassment

Grievances based on harassment are covered under university procedures specified in the university policy on harassment. To obtain a copy of the policy, as well as information on the university person(s) you should contact, please visit:

<http://www.lehigh.edu/~inprv/faculty/harassmentinformation.html>

Redress of Other Course-related Academic Grievances

1. A student (or group of students) with a complaint that arises out of any course but is not covered by one of the procedures above should bring the complaint first to the instructor of the course in which the source of the grievance occurred. This grievance may be presented orally, although the student(s) should make clear the nature of the grievance and what action he/she/they would like taken to resolve that grievance.
2. If, after meeting with the instructor, students do not feel satisfied, they prepare a written grievance to take to the director of the academic program in which the course is offered. This written grievance, which must be completed using the *Course-related Non-grade Grievance* form, shall document the title and number of the course taken, the name of the course's instructor(s), the term (fall, spring, summer) and year in which the course was taken, a description of the events or actions leading to the complaint and a proposed resolution to the complaint. Students may obtain the *Course-related Non-grade Grievance* form online ([COE_CourseRelatedNonGradeGrievanceForm.pdf](#)), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. The program director asks the instructor(s) to submit a written response to the grievance and attaches this response to the student grievance packet. The program director then meets with the parties to seek a resolution. If unable to do so, he or she adds comments to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is also unsuccessful, the grievance package –now including the department chair's comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary— and issues a decision on the grievance.
4. If the student/group of students has/have serious concerns about meeting with the instructor, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program. Similarly, if students have serious concerns about meeting with the program director (#2 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about holding such meetings, they may choose to do so.

This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>) for guidance on how to submit the grievance.

5. If, upon receiving the decision of the dean, the student or students involved still wish to seek redress, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.

Redress of Non-course-related Grievances

1. A graduate student (or group of graduate students) with a grievance related to an activity **outside** courses –including research activities— that is not covered by one of the procedures listed above, should bring that grievance first to the responsible faculty or staff member. In the meeting with that faculty or staff member, students may describe their grievance orally, provided that they make clear the nature of the grievance and how they would wish it redressed.
2. If, after meeting with the responsible faculty or staff member, students wish to pursue the matter further, they use the *Non-course-related Grievance* form to prepare a written grievance that (1) identifies the individuals involved, (2) notes when the events or actions leading to the grievance occurred, (3) describes why they were inappropriate and (4) proposes actions to resolve the grievance. Students may obtain the *Non-course-related Grievance* form online ([COE NonCourseRelatedGrievanceForm.pdf](#)), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. The written grievance then moves to the appropriate program director or university supervisor, who asks the responsible faculty or staff member to submit a written response to the grievance and attaches this response to the student grievance packet. The program director or university supervisor then meets with the parties involved and seeks to resolve the grievance. If unable to do so, he or she adds comments on the merits of the grievance to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is unsuccessful, the grievance package –now including the department chair’s comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and responsible faculty or staff member –if the dean deems such interviews necessary– and issues a decision on the grievance.
4. If the student/group of students has/have serious concerns about meeting with the responsible faculty or staff member, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program or the appropriate university staff supervisor. Similarly, if students have serious concerns about meeting with the program director or university staff supervisor (#3 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC

210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>) for guidance on how to submit the grievance.

5. If, upon receiving the decision of the dean, the student or students involved still wish to seek redress, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.

Right of Appeal of Academic Grievances

In general, a graduate student has the right to petition on any academic matter of concern. Petition forms are available online ([LU GradStudentPetitionForm.pdf](#)), or from all program coordinators in the College of Education, as well as the Deans Office (A325 Iacocca Hall).

With the exception of grievances involving discrimination and harassment, which are covered by separate policies and sets of procedures, student failing to gain satisfaction using the procedures described above may appeal by petition to the Committee on Standing of Graduate Students (SOGS). This committee includes the graduate associate deans of all four colleges, the Director of Graduate Student Life and a representative from the Graduate and Research Committee (GRC). The SOGS committee meets regularly with the Registrar and considers all graduate petitions. The Registrar's Office notifies the petitioner of the decision of the committee.

If a petitioner is not satisfied with the decision of the SOGS Committee, he or she may appeal the decision to the full GRC. Appeals to the full GRC are, however, rare and the appellant must make clear in writing why the decision of the SOGS Committee was inappropriate and why whatever resolution the petitioner proposes is more appropriate.

LEHIGH UNIVERSITY GRADUATE PETITIONS

Students wishing to petition, use the official university *Graduate Petition* form (available online at: https://coe.lehigh.edu/sites/coe.lehigh.edu/files/LU_GradStudentPetitionForm.pdf).

This PDF document allows the petitioner to check various types of requests, or check OTHER and then describe his or her request in 50 words or less. The petitioner has approximately 200 words to describe the reason(s) why what he or she has requested should be granted. Once again, the petitioner enters this text directly into the PDF form. Alternatively, the petitioner may prepare the text in a word-processing document and then cut-and-paste the text from that document. If the petitioner needs more than 200 words, he or she may note that fact on the form and then print out an additional page and attach it.

Whenever possible, however, the petitioner should make his or her *very best* effort to use the PDF and not attach additional pages. This environmentally conscious approach not only reduces use of paper, it is also more efficient.

The petitioner may save the form to his or her computer and complete it in several sessions. Once the petitioner has completed the form, he or she prints out a copy for distribution to obtain the necessary signatures and recommendations.

The *Graduate Petition* form notes the exact nature of required documentation and the petitioner, as well as those faculty and administrators who subsequently consider the petition, should be certain to include that required documentation. Otherwise, the petition will likely be tabled until such documentation is provided. This will delay a petition by at least two weeks and can lead to a petition being denied for lack of documentation if that documentation is not provided in a timely fashion after the petition is tabled.

Faculty may attach additional printed pages to make clear why they support or oppose the petitioner's request. Each faculty or administrative signer must either recommend *approve* or *deny*. Signers are, however, allowed in their comments to make clear any reservations they have in supporting the petitioner.

Petition-consideration Process

1. A student obtains a petition form and (1) checks the appropriate boxes for what action he/she wants taken ["I respectfully request: ...] **and** (2) enters text telling why that action is more appropriate

- than the action already taken [“Reasons: ...”]. The student fills out the top of the petition, entering contact information, prints the form and then signs and dates it.
2. The signed form then goes to the student’s academic adviser. That adviser reviews the petition, makes a recommendation [“Approve” or “Deny”], provides any justification for his/her recommendation and then signs and dates the form.
 3. The doubly signed form goes next to the graduate coordinator who reviews the petition and any attachments, makes a recommendation [“Approve” or “Deny”], provides any justification for his/her recommendation and then signs and dates the form.
 4. The triply signed form next goes to the department chair who reviews the petition and any attachments, makes a recommendation [“Approve” or “Deny”], provides any justification for his/her recommendation and then signs and dates the form.
 5. Now carrying four signatures, the petition form goes to the dean’s office where the associate dean reviews the petition and any attachments, makes a recommendation [“Approve,” “Deny” or “Defer to SOGS”], provides any justification for his/her recommendation and then signs and dates the form. [Associate deans recommend “Defer to SOGS” when they feel there may be cross-college issues that should be discussed before making a recommendation.]
 6. The petition leaves the college at this point and goes down to the registrar’s office. The registrar reviews the petition and any attachments, checks the student’s record for any additional relevant information, and determines if the petition is covered by a recent precedent by the Committee on the Standing of Graduate Students (SOGS). If so, the registrar acts on the petition based on that precedent. If not, the registrar distributes the petition electronically to all members of SOGS and schedules it for discussion at the next SOGS meeting.
 7. The SOGS committee meets every other week, including some meetings in the summer, and typically considers between four and 12 petitions at each meeting. Each petition is discussed and carefully considered and the committee votes to *approve*, *deny*, or *table* the petition.
 8. If a petition is tabled, the graduate associate dean from the petitioner’s college notifies the department/program of that fact and requests the missing documentation. A petition may remain on the table for *no more than two meetings*; if the requested documentation has not been supplied by then, the petition is automatically denied.
 9. If the committee decides to *approve* or *deny* the petition, the registrar’s office notifies the petitioner of the decision of the committee.
 10. If a petitioner is not satisfied with this decision, he or she may appeal to the Graduate and Research Committee (GRC). This appeal should be in the form of a letter to the GRC that the student delivers to the chair of the GRC. In this letter, the student should make clear (1) what action he or she wishes taken instead of the action taken by SOGS, (2) why the action taken by SOGS was inappropriate, and (3) why the requested action is the more appropriate action. For more details, visit: <http://www.lehigh.edu/~indost/conduct/handbook/sect4.shtml>
 11. The GRC as a whole considers the student’s appeal and issues its decision.

ELIGIBILITY CRITERIA FOR PARTICIPATION IN UNIVERSITY DOCTORAL HOODING CEREMONY

Purpose: The doctoral hooding ceremony takes place on the weekend prior to the May commencement exercises and recognizes the Ph.D. and Ed.D. recipients with the traditional bestowing of the doctoral hood. This policy defines the criteria that determine which students are eligible to participate in the doctoral hooding ceremony.

Eligibility: A student may participate in the doctoral hooding ceremony if he or she meets any ONE of these criteria. To preserve the integrity and dignity of the ceremony, there will be no exceptions.

1. The student has completed ALL requirements for the Ph.D. or Ed.D. and is cleared by the Registrar for graduation in the May commencement exercises.
2. The student received his or her Ph.D. or Ed.D. on one of the *preceding* fall or winter degree-granting dates.
3. The student has completed ALL requirements for the Ph.D. or Ed.D. except for a required internship that will be completed before August 31 in the same year as the hooding ceremony (that is, roughly three months after the hooding ceremony). In this case, the dissertation must be defended, signed, and submitted to University Microfilms by the close of business on the last day of classes in the spring semester prior to the hooding ceremony.

Such students must petition the Standing of Graduate Students Committee (SOGS) for permission to participate, and SOGS will determine whether the student's circumstances meet the eligibility criteria. The petition must be submitted to the Registrar at least 10 days prior to the May Commencement.

UNIVERSITY DISSERTATION AWARDS

There are two university-related dissertation awards that are awarded annually, the *Elizabeth V. Stout Dissertation Award* and the *Council of Graduate Schools/ University Microfilms International Distinguished Dissertation Award*.

One Stout Dissertation Award may be awarded in each of the four colleges each year to recognize significant scholarly achievement in a dissertation project. Stout Dissertation Awards are university-level awards, selected by the colleges. Recipients receive an honorarium, a citation, and recognition at the doctoral hooding ceremony.

Each year the university nominates outstanding dissertations for consideration for the Council of Graduate Schools/University Microfilms International Distinguished Dissertation Awards (CGS/UMI awards) in an appropriate discipline, based on the CGS schedule for recognition in specific discipline areas. CGS follows a two-year cycle in four discipline areas, recognizing two discipline areas per year.

In odd-numbered years, one award is presented in *Humanities and Fine Arts (including history and literature)*, and one award is presented in the *Biological and Life Sciences*. In even-numbered years, one award is presented in the *Social Sciences (including Education)*, and one award is presented in *Mathematics, Physical Sciences, and Engineering*.

For details on eligibility, the program nomination process and selection criteria and processes, please see the *COE Graduate Student Handbook* (available online at:

<http://coe.lehigh.edu/content/current-student-information>).