PH.D. PROGRAM

IN

SCHOOL PSYCHOLOGY

Manual of Policies and Procedure

College of Education

Department of Education and Human Services

Lehigh University

http://www.lehigh.edu/education/sp/phd_sp.html

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The Ph.D. program in School Psychology is accredited by the American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP). This manual provides relevant information about the Ph.D. program in School Psychology and serves as a guide for your program of study. Students should work closely with their advisor to ensure that all relevant policies and procedures are followed.

Program Philosophy

The School Psychology program at Lehigh University has pioneered the advancement of school psychology; new directions for practice and research are evident in the two degree programs that are offered: the Educational Specialist (Ed.S.) and Doctoral (Ph.D) Programs. Both degree programs operate from a scientist-practitioner model to prepare highly competent school psychologists who can serve as leaders at many levels (e.g., district, region, national). The faculty of the School Psychology program has designed the curriculum to adhere to a scientist-practitioner model of training within a behavioral, problem-solving, and ecological orientation. We believe strongly that school psychologists must be able to function effectively in a variety of roles. Provision of psychological and educational services must be based on empirical research and conducted within a problem-solving framework. As such, students must demonstrate a solid foundation in understanding human development and behavior as well as skills in assessment and intervention implementation to support academic, behavioral, and social-emotional growth.

The clinical components of the Ed.S. and Ph.D. programs emphasize psychological and educational foundations, psychoeducational assessment of general and special populations, consultation, and intervention development, implementation and evaluation. Courses and supervised practica are designed to help students view and understand the school as a central

component of the multiple systems that affect children's academic, behavioral, and emotional functioning. Training is intended to provide an opportunity for students to develop the expertise and confidence to apply psychological principles and skills towards solving problems occurring in schools, families, and communities. Advanced doctoral training engages students in further developing their clinical knowledge and skills, preparing them as health-service professionals.

No one theoretical orientation can provide a comprehensive, empirically-valid approach to providing school psychological services. However, the research offered from a behavioral orientation provides perhaps the largest single source of research substantiating all aspects of service delivery, assessment, intervention, and consultation. Although students are exposed through coursework to multiple theoretical approaches to conceptualizing academic and social-emotional development of school-age populations, the behavioral orientation is the primary focus emphasized in coursework and clinical training. In addition to approaching service delivery from a behavioral framework, the program emphasizes the ecological influences of family, community, and culture in the problem-solving process. The program focuses on the school as the point of intervention while recognizing that school psychologists must have sufficient understanding of other systems, such as families, communities, and healthcare, that impact children's well-being and academic achievement. Moreover, operating according to ecological perspectives requires school psychologists to have knowledge and competence to work with children, families, and professional colleagues who represent a range of cultural backgrounds, values, and perspectives. Use of an ecological perspective also assists in preparing school psychologists to work effectively in a range of settings (e.g., pediatric, health care, community-based mental health) as health service professionals.

The program's behavioral, problem-solving, and ecological orientation is evident in the training objectives, course sequence, and practicum/internship experiences. Students receive extensive and rigorous training in assessment for academic and social/emotional problems, prevention and intervention strategies for a range of child concerns, and the use of behavioral and systems consultation as the method for delivering service. In addition, students receive rigorous training in traditional assessment techniques (intellectual and educational assessment), and are exposed to knowledge, techniques, and theoretical orientations evident in Counseling Psychology, Special Education, and core psychology areas such as developmental, cognitive, social, and biological bases of human behavior.

The school psychology program is strongly committed to providing students with a knowledge and experiential basis in multicultural perspectives. Operating from a broad definition of diversity, it is extremely important for students to understand and appreciate multiple contexts that influence children's academic performance, behavior, and development (e.g., ethnic, cultural, racial, gender). Specifically, students in the School Psychology program must demonstrate knowledge of these contextual influences as well as cultural competence in their interactions with children, families, and other professionals. Training of doctoral level school psychologists is increasingly requiring additional focus and specialization. The school psychology program at Lehigh University offers students the opportunity to focus in school-centered prevention and pediatric/health.

School-Centered Prevention

School psychologists frequently work to assess and intervene with students who have been referred because of academic and/or behavior problems. These children often present significant challenges to school personnel. Using a problem-solving model, school psychologists

frequently are called upon to serve as consultants to help schools develop, implement, and evaluate programs for students who are either at-risk for or have identified disabilities. The pivotal focus of school psychologists is the prevention of the development of academic and behavior problems in children and youth. Knowledge and competencies in the adaptation of instruction, functional assessment, functional analysis, and interventions for difficulties in academic and emotional/behavior domains, are required for effective delivery of school psychological services. Likewise, school psychologists need knowledge of system-wide change processes to develop prevention programs that are likely to affect broad scale change in schools and school systems. All students receive a strong foundation in training as a school psychologist at the doctoral level. To further advance the knowledge and skills of those students who intend to work in schools as a primary setting, the doctoral school psychology program has developed additional coursework and practicum. The overall objective of this focus is to develop school psychologists with specialized skills to serve as effective problem-solving change agents who can identify students at-risk for developing psychological and/or academic skills problems, work with school personnel within a problem-solving model as effective consultants to facilitate empirically supported interventions, and advocate effectively in support of school-wide change processes. At the core of this specialization is the development of competencies in areas of special education, school-wide organizational change, and effective interventions for students identified with significant academic as well as behavior difficulties.

Pediatric/Health

Many children and youth experience significant health problems that have a marked effect on their academic performance and/or social functioning and that place them at-risk for more serious deleterious outcomes. Over the past several decades, leaders in both the public and

private sectors have sounded a call for the development of health promotion programs that reduce the need for expensive medical interventions. There is an emerging consensus that comprehensive school health programming in full-service schools can be a cost-effective method of addressing the growing health and social problems of youth and preventing the emergence of unhealthy patterns of behavior. A similar movement towards integrated behavioral health has developed within primary pediatric health care wherein psychologists work alongside physicians and medical professionals to proactively identify and address mental health needs of children and adolescents. To partially meet needs identified in education and health care systems, the doctoral school psychology program has developed a Pediatric/Health focus for students interested in developing additional competencies beyond those already identified within the core school psychology program. The overall objective of this specialization is to develop school psychologists as leaders in the research and practice of meeting the educational and mental health needs of children with physical health concerns as well as youth who may be at-risk for physical health concerns. At the core of preparing pediatric school psychologists are competencies for linking salient systems in promoting children's educational success and mental health, including families, schools, healthcare providers and communities. The program aims to develop truly integrated professionals who are capable of practicing within both schools and health care settings to provide integrated services for youth.

Program Goal & Objectives

The primary goal of the doctoral program is to prepare competent leaders in school psychology who operate from a scientist-practitioner model. Graduates are expected to emerge as capable researchers *and* practitioners. As professional psychologists, they will operate from a strong foundation of basic psychology while being expertly skilled in the application of psychological knowledge to promote children's academic achievement as well as their behavioral, emotional, social, and physical well-being. Moreover, graduates will be knowledgeable and skilled to partner with families and various service providers for the purposes of integrating services across settings (e.g. home, school, hospitals, etc.). A systems-orientation is fundamental to our doctoral training. This emphasis coupled with the opportunity to concentrate training in School-Centered Prevention or Pediatric/Health School Psychology supports the development of professional psychologists who can serve children and youth whether they are employed within or outside of the school setting.

The school psychology doctoral program identifies five objectives of training to ensure that students acquire core psychological knowledge as well as the foundations for school psychology; develop an advanced understanding of cultural and contextual influences; demonstrate skills in contemporary and evidenced-based practices in assessment, intervention, and consultation; possess a strong understanding of various research methods and data analytic approaches; and, lastly, exhibit a keen awareness of ethical, legal, and professional considerations. Below each objective is identified and accompanied with the associated competencies. Please see Appendix A for a comprehensive presentation of the Program's goals and expected knowledge, evaluation tools, and measurement processes.

Objective 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychology areas.

Expected Areas of Competency/Knowledge
➢ Typical and atypical development in major domains, including cognition and learning ➢ Biological and social basis for human behavior ➢ History of psychology and of school psychology

Objective 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health.

Expected Area of Competency/Knowledge
➢ Systems-ecological theory and application to providing services to children in various contexts (e.g., home, school, healthcare settings).

Objective 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis.

Expected Areas of Competency/Knowledge
➢ Research design and analyses, including ANOVA, MANOVA, SEM, correlation, regression, HLM, single-case, and qualitative. ➢ Standards, procedures, and statistical analyses associated with test development ➢ Conceptualization, implementation, and communication of independent research

Objective 4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns.

Expected Areas of Competency/Knowledge
➢ An understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and developmental concerns in addition to children from various cultural backgrounds. ➢ Design, implementation, and evaluation of interventions for children with a range of academic, social, behavioral, and developmental concerns as well as for children who represent various cultural backgrounds ➢ Application of consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to monitor student progress. ➢ Effective prevention and intervention to promote children's health through multi-systemic practices involving families, schools, and healthcare providers

Objective 5: To produce school psychologists who are knowledgeable and practice according to professional, ethical, and legal standards.

Expected Areas of Competency/Knowledge
➢ Ethical standards and legal regulations for providing psychological services in schools and healthcare settings

➢ Theories of clinical supervision

Admission Standards

The School Psychology program adheres to the minimum admission standards for the College of Education (http://coe.lehigh.edu/admissions/apply/deadlines-requirements). These include the following:

1. Completed online application along with application fee.

2. Final undergraduate GPA minimum of 3.00 out of 4.0 for undergraduate or average GPA of at least 3.00 for the last two semesters of undergraduate study

3. GPA minimum: 3.0 for undergraduate psychology classes

4. If the student has completed 12 credits or more of graduate courses, a minimum graduate GPA of 3.00 out of 4.0 for graduate OR successfully satisfied probationary conditions as an associate graduate student.

5. At least two letters of recommendation (of which at least one must be from a university/college faculty member who is familiar with the student's academic abilities)

6. Completion of specific statements for the school psychology program of research interests, professional experience, and diversity perspective.

7. GRE test scores at the 75th percentile are recommended; however, evaluation of GRE scores is combined with the GPA such that, in some circumstances, an applicant can be admitted if they meet the GPA requirement but fall below the GRE recommendation.

8. Acknowledgement of College of Education Policy on Clearance: https://ed.lehigh.edu/deadlines-and-requirements/acknowledgement-college-education-policy-clearances

9. Curriculum Vitae

Having a Bachelor's and/or Master's degree in some area related to human services (e.g., Psychology, Education, Social Work, Nursing, Human Development, Family Studies) is advantageous. For students who do not have degrees in these areas, they should have had at least one course in general or educational psychology, one course in atypical development (e.g., abnormal psychology, exceptional children), one course in typical development of children and/or adolescence (e.g., developmental psychology), and one course in experimental psychology/statistics/research methodology.

Before a student can be considered for admission, they must submit transcripts from all previous undergraduate and graduate work, scores on the Graduate Record Examination (Advanced GRE are optional), and letters of recommendation. International students whose native language is not English are required to submit scores on the Test of English as a Foreign Language. All students must provide written statements regarding research interests, professional experience, and diversity perspectives. These written statements are considered critical by faculty in making admission decisions. Personal interviews are scheduled with those applicants found to be promising. Typically, the program sponsors two interview days when select students are invited to campus for interviews as well as informational sessions. Attendance at the interview days is necessary for students to be accepted into the program. In exceptional circumstances (e.g., serious illness or weather-related delay), the faculty may offer an alternative means for students to visit campus and personally interview as part of the admissions process.

Because the doctoral program includes completion of graduate work that allows students to be eligible for certification as a School Psychologist in the Commonwealth of Pennsylvania, all students must complete certification requirements stipulated by the Pennsylvania Department

of Education (PDE) by the time they apply for certification

(http://www.education.state.pa.us/portal/server.pt/community/pa_certification/8635.) PDE

requirements for certification can be independent of the program's admission or degree

completion requirements. Should PDE requirements change during students' training, they may

need to make alterations in order to remain in compliance with Pennsylvania's standards for

certification. Any changes that may occur during the students' training will be communicated by

faculty, who will also work with the students to efficiently satisfy requirements. The

certification office in the College of Education serves as an important resource for certification

related issues. All students who are offered admission to the School Psychology program must

also obtain and present to the appropriate faculty or staff member in the College (e.g.

Coordinator of Teacher Certification) current (not more than 1 year old) clearance documents.

Clearance information can be found at https://ed.lehigh.edu/insidecoe/otc/college-education-

clearances-policy. These clearances must be updated and presented each year in order for

students to complete practicum and internship training in school or healthcare settings.

Curriculum and Degree

Students who enroll in the doctoral program with a Bachelor's degree will acquire a

Master's degree in Human Development. The Master's in Education (M.Ed.) with a major in

Human Development is awarded after 30 semester hours, including meeting a competency in

research, showing that students have a fundamental, applied understanding of research methods

as well as the ability to communicate research findings. The research competency for the

Master's Degree is satisfied by successfully proposing the qualifying project proposal under the

mentorship of their academic advisor (this corresponds with registering for up to 3 credits of

Educ 486 Doctoral Qualifying Research Project). In some instances, students may petition the

faculty for approval of the research competency based on their prior experiences with research and scholarship. Approval of the research competency through petition requires students to present evidence that they achieved the research competency, which would include papers which they have authored/co-authored and that have been published and/or presented at national conferences.

The Ph.D. is awarded after the completion of a minimum of 102 semester hours, including the 30 hours for the Master's degree. For students entering the program with previous graduate course work, the courses are reviewed by the student's advisor, and where appropriate, recognition is given for courses directly fulfilling school psychology program requirements. A maximum of 45 hours can be credited for previous graduate work; however, the University requires that students complete a minimum of 48 credit hours post-master's at Lehigh to receive a Ph.D. degree. Coursework taken more than 10 years prior to entering the program is not credited toward the hours needed to complete the degree program. Students must complete their program within 10 years of admission if entering with a bachelor's degree or within 7 years if entering with a Master's degree.

Course Sequence for Ph.D. Program

The doctoral program is designed to provide students a strong foundation and breadth in psychology and school psychology, with options for students to concentrate their later training in School-Centered Prevention or in Health/Pediatrics. For the first two years, all doctoral students follow a similar course sequence. In reference to the Ph.D. Curriculum in School Psychology (pp. 15-20), students complete most courses in the Psychological Foundations, Research, and Professional School Psychology core areas. In the third and fourth years, all students complete advanced courses in the Research Core (e.g., Educ 413 HLM; Educ 414 SEM; SchP408: Dissertation Proposal Seminar) and Doctoral Core. Additionally, during these final two years of

coursework and practicum, students will complete the requirements associated with their selected specialization in School-Centered Prevention or Pediatric/Health.

The Program's course sequence is designed to be completed in four years (including summer courses). Students are strongly encouraged to advance their dissertation research and apply for internships during their fifth year. Internships are typically completed in the sixth year, with the seventh year being dedicated to the completion of their dissertation (if needed). The average time to complete the doctoral program is about seven years.

Ph.D. Curriculum in School Psychology

Doctoral Core   (3 hours)

   SchP 496   Doctoral Seminar in School Psychology (3)
                                    or
   SpEd 490   Doctoral Seminar in Special Education (3)

Psychological Foundation Core Courses (18 hours)

   Cognitive/Affective Basis of Human Behavior (6)

      Educ402 Developmental Psychology (3)

      Educ 451 Applied Principles of Cognitive Psychology (3)

   Biological Basis of Human Behavior (3)

      Psyc 404 Behavioral Neuroscience (3)

   Social Basis of Human Behavior (3)

      Educ 473 Social Basis of Human Behavior (3)

   Individual Differences (3)

      SchP 418: Children in Context: Families, Schools, & Communities (3)

   History & Systems of Psychology (3)

      SchP 484 History & Systems of Psychology (3)

Research Core (24 hours)

   Required courses (24)

      Educ 410 Univariate Statistical Models (3)
      Educ 411 Multivariate Statistical Models (3)
      Educ 461 Single-Subject Research Design (3)
      Educ 412 Advanced Applications of Psychometric Principles (3)
      Educ 413 Hierarchical Linear Modeling (3)
OR
      Educ 414 Structural Equation Modeling (3)
AND
      SchP 406 Research Methods & Design (3)

        Educ 486 Doctoral Qualifying Research Project (up to 3)
        SchP 408 Doctoral Proposal Seminar (3)

   Electives
        Educ 409 Analysis of Experimental Data (3)
        Educ 460 Program Evaluation (3)
        Educ 495 Independent Study: Research (up to 9)
        SchP 434 Applied Research Practicum (up to 9)

Professional School Psychology Core (39 hours)

        EdL 400   Introduction to Organizational Leadership: Theory and Practice (3)
        SchP 402 Applied Behavior Analysis (3)
        SchP 404 Historical and Contemporary Issues in School Psychology (3)
        SchP 407 Crisis Management in the Schools (3)
        SchP 412 Consultation Procedures (3)
        SchP 422 Assessment of Intelligence (3)
        SchP 423 Behavioral Assessment (3)
        SchP 425 Assessment & Intervention in Educational Consultation (3)
        SchP 426 Advanced School and Family Interventions (3)
        SchP 431 Practicum in Consultation Procedures (1)
        SchP 432 Practicum in Assessment of Intelligence (1)
        SchP 433 Practicum in Behavioral Assessment (1)
        SchP 435 Practicum in Assess.& Intervention in Educational Consultation (1)
        SchP 437 Advanced Child Psychopathology (3)
        SchP 442 Doctoral Practicum in School Psychology (2)
        SchP 436 Practicum in Supervision (2)
        SchP 444 Doctoral Internship (2)

School-Centered Prevention Electives (15 hours)
or
Pediatric/Health Electives (15 hours)

Dissertation (hours as necessary)

Total Hours   102 hours minimum

School-Centered Prevention Focus (15 hours)

Doctoral Seminars (6 hours)

SpEd 490   Doctoral Seminar in Special Education (3)
                              and/or
SchP 496   Doctoral Seminar in School Psychology (3)

Note: These seminars are *in addition to* those listed under Doctoral Core.

Special Education Law (3 hours)

EdL 432   Special Education Law (3)

Counseling Psychology and Special Education Electives (6 hours)

Counseling Psychology Electives (3 hours):

    CPsy 439 Theory and Practice of Group Counseling
    CPsy 440 Intro to Family Counseling (3)
    CPsy 442 Counseling & Therapeutic Approaches (3)
    CPsy 445 School Counseling I (3)
    CPsy 451 Helping Skills (3)

    Others by advisor approval.

Special Education Electives (3 hours):

    SpEd 332 Education and Inclusion for Individuals with Special Needs (3)
    SpEd 409 K-12 Classroom Environment and Management (3)
    SpEd 418 Life Skills and Transition Strategies (3)
    SpEd 419 Academic Interventions K-8 (3)
    SpEd 421 Academic Interventions Secondary Level (3)
    SpEd 432 Positive Behavior Support (3)
    SpEd 465 Advanced Methods for Inclusion (3)
    SpEd 490 Doc. Seminar in Sp. Ed. (up to 6)

    Others by advisor approval.

Pediatric/Health Focus (15 hours)

Pediatric/Health Core Courses (9 hours)

SchP 438   Health/Pediatric Psychology (3)
SchP 439   Comprehensive School Health Programs (3)
Educ 491   Advanced Seminar: Clinical Psychopharmacology (3)

Note: These courses *replace* the Doctoral Seminar requirement for the Doctoral Core (3)

Professional School Psychology Core

Practicum (4) requires 480 clock hours in pediatric setting

Counseling Psychology and Special Education Electives (6 hours)

Counseling Psychology Electives (3 hours):

CPsy 439 Theory and Practice of Group Counseling
CPsy 440 Intro to Family Counseling (3)
CPsy 442 Counseling & Therapeutic Approaches (3)
CPsy 445 School Counseling I (3)
CPsy 451 Helping Skills (3)

Others by advisor approval.

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SpEd 332 Education and Inclusion for Individuals with Special Needs (3)
SpEd 409 K-12 Classroom Environment and Management (3)
SpEd 418 Life Skills and Transition Strategies (3)
SpEd 419 Academic Interventions K-8 (3)
SpEd 421 Academic Interventions Secondary Level (3)
SpEd 432 Positive Behavior Support (3)
SpEd 465 Advanced Methods for Inclusion (3)
SpEd 490 Doc. Seminar in Sp. Ed. (up to 6)

Others by advisor approval.

Practicum, Certification and Internship Experiences

The heart of any program to prepare professional psychologists lies in the practical and supervised experience they receive. Across the first four years of full-time doctoral studies, students attain a minimum of 1,200 clock hours of practicum experience; at least 600 of these hours must be in an educational setting. Consistent with the NASP definition of a "school setting," these 600 hours must be in an educational setting "in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes students who are enrolled in Grades pre-K–12 and has both general education and special education services..." For students who are specializing in Pediatric/Health, the remaining hours must be completed in pediatric settings. Following successful completion of practica and coursework, a full-time, full-year (academic or calendar) pre-doctoral internship is completed by students. Practicum and internship experiences are detailed below.

For first-year students who have limited experiences in school settings, they will complete a non-credit observational practicum. This affords the students who have limited background in educational settings to become familiar and comfortable with school settings, and the functions of the school psychologist within that setting. Determination of the need for the observational practicum will be made in conjunction with the student's adviser at the start of their graduate training. Students needing this experience will complete it during their first semester, prior to starting the course embedded practica.

Integrated Course-Related Practicum (SCHP 435 & SCHP 433)

During the second year of the program, students enroll in an integrated practicum (1 credit each semester) in conjunction with three courses (Consultation Procedures, Behavioral Assessment, and Assessment & Intervention in Educational Consultation). Throughout the year, students spend a minimum of 200 clock hours in supervised school-based experiences, or the equivalent of approximately one day per week. Students are directly supervised by a district school psychologist and also participate in weekly group supervision with the University faculty. Trainees are expected to apply their course-based knowledge in the practicum site by conducting academic and behavioral assessments, developing interventions to address academic and behavioral difficulties for referred children, consulting with a family and teacher to address concerns regarding a referred student, and observing the routine activities of school psychologists, taking on a more active role as the year progresses (see Appendix B for Guidelines and Goals). Field site supervisors complete an evaluation of students at mid-year and end-year (see Appendix C); mid-year evaluations are reviewed to set goals for the remainder of the practicum experience. All practicum hours should be logged using Time2Track. At the end of the practicum experience, students complete an evaluation of the site and supervisor (see Appendix D) to ensure the quality of the sites in which students are placed.

Advanced Doctoral Practicum (SchP 442 & SchP436)

During the third and fourth (and optional fifth) years of the program, doctoral students register for 1 credit of practicum each semester. Third-year doctoral students register for SCHP 442-10 Doctoral Practicum in School Psychology, while fourth-year students register for SCHP 436 Specialized Practicum in School Psychology: Supervision. During the optional fifth year, students register for SCHP 442-11 Doctoral Practicum. The overall sequence of practicum

courses increasingly emphasizes the development of student competencies in clinical supervision. The general framework for the practicum experience requires students in the third and fourth years to spend two full days per week (approximately 16 hours per week), from September to June, in different types of educational/clinical settings. Within these practica, students are required to engage in activities such as conducting assessments, providing consultation and counseling services, and acquiring knowledge about working with students with academic or behavior concerns (see Appendix E Guidelines and Goals).

During the third and fourth years of the program, students focused on focusing on School-Centered Prevention spend two days per week in school settings, typically a public school district, intermediate unit, or early childhood education program in PA or surrounding states. These practicum experiences follow the public school calendar, beginning around September 1 and ending around June 15. Students focused on Pediatric/Health complete 480 clock hours of the required 1,080 hours within sites that link pediatric and educational service delivery. The remaining hours (at least 600) are completed in educational settings, including school districts.

Students who enter the program already certified, may be required to take one practicum beyond those linked to specific courses to allow faculty to determine the student's level of clinical skills. Assuming no deficiencies, all other practica are waived for these students. Decisions on the amount of practica needed for these students are made in conjunction with the student's adviser and program faculty. A full-time, doctoral internship, however, is still required.

Throughout all advanced doctoral practicum experiences, students are jointly supervised by University and field supervisors. Field supervisors must be permanently school certified

and/or licensed psychologists, preferably at a doctoral level, with at least three years of experience in the field. Under certain circumstances students may complete practicum in sites where field-based supervision is provided by an appropriately credentialed professional, in connection with the University-based supervision. Goals for the practicum are based on student's personal plan for meeting program competencies. Evaluation of the student's skills is provided through a competency-based evaluation form. Students must accrue satisfactory ratings on all items on the evaluation form by the end of the practicum sequence in both school settings (see Appendix F) and pediatric/health settings (see Appendix G). All practicum hours are recorded using Time2Track. After completing each practicum experience, doctoral students must complete the Doctoral Practicum Site and Supervision Rating form (see Appendix H).

Certification

Upon completion of all coursework, successful passing of general exams, and demonstrated progress toward the dissertation, students will be certified by the program as a School Psychologist in Pennsylvania. To apply for certification, students must complete the required form contained in Appendix I. Please note that applicants for certification must take and pass the PAPA and PRAXIS tests administered by the State and earn a minimum passing score determined by the agency.

Students who enter the program with significant and documented previous clinical experiences (e.g., Master's degree in clinical psychology or counseling and 5 years as a child therapist in a mental health agency or certified school psychologist) may have some of the required clock hours toward certification waived. However, these students must still accumulate a total of 1,200 clock hours (including those given for previous experience and graduate work) of which 600 must be in a school setting to achieve certification. An additional option for such

students with previous clinical experience is to enter their doctoral internship pre-certification and achieve certification during the course of the academic year they serve as interns. If students elect this option, they <u>MUST</u> do their doctoral internship in a school setting.

Doctoral Internship (SchP 444)

The doctoral internship is an organized, planned sequence of training experiences that develop the intern's professional competencies in health service psychology and the specialty of school psychology. The internship is the culminating supervised training experience of the doctoral program, designed as an opportunity for students to merge scientific and educational concepts into an operational practice for the welfare of children and the development of their competencies as professional psychologists. The internship includes a minimum of 1,500 clock hours. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. Because students are already certified as school psychologists, the doctoral internship may be in either an educational setting or a clinical setting such as a hospital, mental health clinic, research institute, and other setting appropriate for advanced doctoral training. It is important to note that although students can complete their internship in a non-traditional setting, a minimum of 600 previous hours of school-based experience under the supervision of a permanently certified, licensed school psychologist must be demonstrated. To individualize the internship experience, students complete the Doctoral Internship Goals form (Appendix J) with their field supervisor at the start of the internship.

A student may apply for a doctoral internship in School Psychology when the following criteria are met:

1. Successful completion of all required courses;

2. Successful completion of the Comprehensive Exam; and

3. ***Substantial evidence*** toward the completion of an approved dissertation, as determined

by the student's advisor. With few exceptions, students should have a complete and

approved draft of their dissertation proposal prior to beginning their internship.

It is recommended that students obtain internships through the Association of Psychology

Postdoctoral and Internship Centers (APPIC). When a student obtains an internship outside of

APPIC, they are responsible for completing the Independent Internship Proposal form (see

Appendix K). Internship sites must meet the standards set forth in the 2017 Council for

Directors of School Psychology Programs (CDSPP) Doctoral Internship Guidelines (see

Appendix L). Program Director and Training Director approval of the internship will be based

upon whether the site meeting the CDSPP standards described. Further, the site must view the

student as an intern, not as an employee, and provide training experiences that reinforce and

extend those experiences that the student obtained during their graduate training. Students who

are employed by a school district at the time of their internship may NOT fulfill part or all of the

internship requirements by working for the school district in which they are presently employed.

Past experiences suggest the learning experiences of the internship are compromised when

former school district employees attempt to function as interns. Previous job roles and

responsibilities inhibit the educational freedoms needed by the intern to explore the new niches

filled by school psychologists. Appendix M provides a list of past doctoral intern sites.

There are several important administrative requirements of the internship. Students are

required to log all internship hours using Time2Track. Supervisor evaluations of the intern's

performance are obtained at the end of each semester using the form located in Appendix N or

using the site's evaluation form. At the end of the year, students also provide an evaluation of

the internship site and experience using the Internship Site and Supervision Rating Form

(Appendix O). At the time students complete their internship, they will continue to register for credits each semester until all program requirements are complete and they are able to graduate. Post-internship, the amount of credits students register for each semester depends on whether they have achieved candidacy (i.e., obtained an approved dissertation proposal). Lehigh University regulations require that if a student has completed all course requirements as well as having met a minimum credit registration of either 48 hours post-master's or 72 hours post-bachelor's, the student must register for a minimum of 3 semester hours every semester until they have advanced to candidacy. Once the student advances to candidacy, students register for 1 credit every semester (not including summers) to maintain their candidacy until they complete their dissertation. Students who fail to meet this registration requirement will be required to register for all previous semesters at the time they complete their degree.

Program Requirements for Independent Research

Doctoral students are expected to understand University and College-wide regulations regarding the completion of the Ph.D. degree; Appendix P contains the college-wide procedures for doctoral study. Doctoral students are expected to complete two primary research projects during their training -the doctoral qualifying project and the dissertation.

Doctoral Qualifying Project

The doctoral qualifying project is an independent research project that is conducted under the close mentoring of the faculty advisor. In an ideal situation, the qualifying project is the beginning of an evolving line of inquiry that will enable students to develop their personal research interests as they advance through the doctoral program. The qualifying project enables students to explore their initial research interests within established areas of school psychology faculty expertise, perhaps setting the stage for later dissertation study. The qualifying project

also provides the students with initial experiences and opportunities to acquire competencies in conducting independent research.

There are two major sources of support to assist students in completing the qualifying research project in a timely manner. Mentoring from the student's advisor is a critical component of the process. Students should schedule regular, ongoing meetings with their advisors throughout the completion of their qualifying projects. Second, doctoral students complete the Research Methods and Design (SchP406) course, which provides an introduction to research design and analysis and structured guidance and assistance for students' in conceptualizing their qualifying project research objectives and writing a complete proposal draft.

Students form a qualifying project committee consisting of the faculty advisor and two faculty members from the College of Education. In some circumstances, students may include a committee member who is a doctoral-level researcher but not a faculty member at the College of Education, to fulfill a particular area of expertise related to the qualifying project. This is permitted with the approval of the student's advisor.

The steps for completing the proposal are as follows. Following the process of finalizing the qualifying project proposal, the advisor distributes the proposal to the committee for their review. Committee members decide if the proposal is ready for formal presentation to the committee or if significant revisions are necessary. When the advisor and committee member deem the proposal ready for formal presentation, a proposal meeting is held in which the student provides a brief (10 to 15 min) presentation of the proposed study and the committee shares feedback regarding the conceptualization and methods of the proposed research. The committee meeting equally serves as a learning opportunity for the student to acquire leadership as well as

collaboration skills with regard to conducting research. The meeting concludes with the student, advisor, and committee members arriving at a mutually acceptable plan for conducting the research. Following approval of the proposal by the committee, the student and advisor obtain approval from the University's Institutional Review Board (IRB). Once IRB approval is obtained, the student completes the research project and prepares a final written document, under the advisor's supervision. Note that the proposal and final document are prepared according to the current Publication Guidelines of the American Psychological Association.

Similar to proposal preparation, once the student and faculty finalize the complete document, it is distributed to the committee for their final determination of the students' success in completing the qualifying project. Committee members independently review the final document and convey their evaluation to the advisor; a formal meeting or defense is not required. The committee members review the written project and evaluate it as a **High Pass, Pass, No Decision/Revise**, or **Fail**. To pass the project, two out of three committee recommendations must be a minimum of **Pass**. Should a student fail the qualifying project, the student's qualifying project committee decides the appropriate action. For example, the student may be required to significantly revise the written document or research methods if they were not followed as delineated in the approved proposal.

The qualifying project is expected to be conducted and written in a manner that it is publishable in a peer-reviewed journal. Therefore, the school psychology program faculty expects that students, along with their faculty advisors, will submit the project for publication. However, acceptance of the study for publication is not required for the student to pass the project. Additionally, the student is required to present the approved project as a poster at a School Psychology Program Student Research Colloquium, typically offered at the end of each

semester. Students are strongly encouraged to present their work at relevant local, regional, or national conferences.

In summary, the steps required for completion of the qualifying project are as follows:

1. Research rationale, objectives, and methods are developed with advisor, in conjunction with the students' completion of the Research Methods (SchP406) course.

2. Formal proposal is written and accepted by faculty advisor.

3. Written proposal is approved by qualifying project committee and proposal meeting is scheduled.

4. Proposal presented to qualifying project committee for revision and approval.

5. Approval for research with human subjects is obtained from the University's IRB

6. Study is conducted and final written document is prepared

7. Final write-up of study is evaluated by qualifying committee.

8. If passed, qualifying project is presented as a poster at the student colloquium.

9. If passed, qualifying project should be submitted for publication in a peer-reviewed journal and for presentation at a national conference.

10. If not passed, qualifying project committee decides on appropriate remedial actions.

Research theses that were completed in a Master's degree program prior to beginning the doctoral program may be considered as meeting the qualifying project requirement. The decision to consider the thesis as meeting the qualifying project will be made in conjunction with the student's faculty advisor and a committee of two other faculty members. In general, an appropriate thesis is a research project that was led by the student, under the supervision of his/her previous faculty mentor. It should be focused on a topic that is relevant for school psychology. If the advisor feels that the thesis should be considered, he/she will formulate a

review committee which consists of two additional school psychology program faculty. The thesis will be independently reviewed by the advisor and two faculty committee members to determine if it meets the program's requirements for a qualifying project. The thesis will be determined to meet the qualifying project if two of these three independent reviews concur.

Successful completion of the qualifying project serves as the formal admission of the student into the doctoral program. Students admitted to doctoral study with a Master's degree are expected to complete the qualifying project within two years of admission to graduate study in the program. Those students whose highest degree at admission is a Bachelor's degree are expected to complete the qualifying project by the end of their third year of graduate study. Students who do not complete the qualifying project in a timely manner may not be allowed to continue to register for classes or serve as graduate or research assistants until the project is complete. These actions are not intended to be punitive, but rather to ensure students are better positioned to manage the demands of the qualifying project.

The qualifying project research and document preparation serve as an opportunity for faculty to evaluate students' initial competencies for conducting independent research, and to gauge their needs for future support as well as their potential for successful completion of the advanced research and writing demands that are associated with dissertation research. In their roles as advisors of the qualifying project research, faculty members expect to provide close mentoring and guidance to students. At the same time, faculty members are expecting students to seek guidance from their advisors, demonstrate independence in their writing (e.g., satisfactorily respond to faculty guidance and editing), complete research in an effective and ethical manner, and meet the timelines that are collaboratively identified with their advisors. Students are expected and supported to complete their qualifying project by the conclusion of

their third year of graduate study. In addition to mentoring from their advisors, students will receive feedback on their progress from all faculty members during the annual reviews. Successful completion of the qualifying research project is necessary for the student to progress and complete the doctoral program. Students who are delayed in conducting their qualifying project research beyond the third year of the program are at risk of successfully completing the program. Any such situation will be discussed by the program faculty, who will determine a course of action.

Dissertation

Dissertation research is the hallmark of doctoral training. The dissertation is the culminating product of the students' personal concentration of their doctoral training. In ideal circumstances, the dissertation can define the students' emerging expertise and affirm their competence to independently conceptualize, conduct, and communicate research. Although the dissertation is one of the final milestones in obtaining a Ph.D., its conceptualization and the plan for completing it should begin early in students' training. The qualifying project can be viewed as the first step in the sense that it provides an initial opportunity for students to lead a research project (with faculty mentoring) and it also enables students to concentrate in a potential line of inquiry. As doctoral students will profit from close research mentoring and the resources afforded through existing research, students' research interests should align with at least one of the program faculty member's research interests and projects. Close association with faculty research nourishes students' personal research interests and competencies.

Dissertation Proposal Formats. Students have two possible doctoral dissertation proposal formats at Lehigh, a three-chapter format and a two-chapter format. The primary difference is the nature of the presentation of the detailed literature review.

Three-chapter dissertation proposal. With this format, the first chapter provides an introduction to the topic and the rationale for the study. This chapter typically includes general background information and identification of the problem, a brief review of relevant literature, identification of limitations and gaps in the literature (the rationale), a statement of purpose, and the research questions and associated hypotheses. With this format, the longer second chapter provides an in-depth, critical, and integrative review of the literature. The third chapter presents the methodology of the study.

According to Cone and Foster (1993), the challenge of the three-chapter format is to present sufficient information in the first chapter for the reader to understand why the research question is important without being redundant with the longer second chapter. The primary advantages of the three-chapter format include: (a) the in-depth work required for a complete review provides a student with assurance that the area has not yet explored; (b) a thorough review of the literature acquaints the student with all the procedural and design details of research in the area, helping to avoid the mistakes others have made; and (c) the precision required to write a comprehensive literature review chapter will force a student to think through the study details in much more depth than will merely reading the literature and providing a brief overview in the proposal (Cone & Foster, 1993).

Two-chapter dissertation proposal. With this format, the first chapter combines the introduction to the topic and the review of relevant literature (i.e., this more streamlined chapter combines the material of the previously-described two chapters into one). With this format, the first chapter begins with an introduction to the topic, then launches into a concise, but focused and integrated, literature review that concludes with a statement of purpose, and the research

questions and associated hypotheses. The second chapter presents the methodology of the study

(equivalent to the third chapter in the two-chapter proposal).

According to Cone and Foster (1993), the challenge of the two-chapter format is to

present sufficient information in a very succinct manner to convince the reader that the student

has a thorough understanding of the background literature. The expected depth and detail of the

literature review is similar for both the two- and three-chapter models. To accomplish this in the

two-chapter model, students may add a table, listing studies and relevant information to be

included as an appendix. The primary advantage of the two-chapter format is that it is similar to

the format required by professional journals so, when the dissertation process is completed, a

student is one step closer to submitting a paper for possible publication.

Selecting a proposal format

Dissertation chairs will guide students in selecting the dissertation proposal format that

will best meet each student's needs and best reflect the proposed research. For instance, the

three-chapter model may provide needed support for the student to organize and integrate the

literature to formulate a strong rationale for the dissertation study. The three-chapter format may

also be preferable to the two-chapter format if the chair and student anticipate that a written

account of the literature review (i.e., chapter two) may be a scholarship opportunity (i.e.,

published literature review, conference presentation). The primary advantage of the two-chapter

proposal is that students' final dissertations will likely need minimal revision in preparation of a

manuscript for publication. If the priority is to readily publish the manuscript, dissertation chairs

may direct students to the two-chapter proposal.

Appendix P details the University's guidelines and requirements for the dissertation. Although these are highlighted below, students should become thoroughly familiar with the guidelines as the approach their dissertation work. According to the university's guidelines, the dissertation must: (1) be directed (e.g., chaired) by a voting member of the program's faculty at Lehigh in School Psychology; (2) be approved by the dissertation chair, committee and the graduate committee at least six weeks prior to graduation; (3) consist of original research; (4) provide evidence of scholarship that is publishable in a peer-reviewed journal; and contribute knowledge to the respective field of study. For the Ph.D. in School Psychology, the following guidelines also apply: (1) the research must be an empirical study (n.b. surveys and historical research can be appropriate pilots to empirical research and may be included as such); (2) employ statistical analyses well-suited for the type of design and data collected (i.e., single-subject, group, correlational, or qualitative research designs are acceptable); (3) the style and quality of writing must meet the standards of the American Psychological Association; and (4) University approval of research with human subjects must be obtained to conduct and publish the study.

The primary impetus for successful completion of the dissertation is the dissertation chair-student mentoring relationship. In collaboration with the dissertation chair, the student will initially conceptualize and plan for the dissertation. Additionally, students complete a Dissertation Proposal Seminar (typically in the spring of their fourth year), which provides a supportive context for preparing a complete draft of the dissertation proposal. Another source of support for students' dissertation research is the special committee. Early in the dissertation process, students formulate a special committee. Regulations of the University stipulate that the special committee must consist of a minimum of four members (at least one outside the

program). The Chair will assist the student in assembling a special committee with collective

expertise that aligns with the proposed research (e.g. committee members represent various areas

of content and methods expertise). The student is responsible for inviting the committee

members. The Chair and the student will work with the program coordinator to complete

necessary paper work to obtain approval of the committee from the Dean of the College;

approval is a prerequisite for the students' formal proposal of the dissertation research.

With the support of the proposal seminar and the dissertation committee, the student

works with the Chair to prepare a dissertation proposal. The Chair will distribute the proposal to

the committee for their evaluation and recommendation as to the students' readiness to formally

present their proposed research. Once each committee member approves the students' readiness,

a proposal meeting is held. During this proposal meeting, the student presents a brief overview

of the project and the committee poses questions and feedback. The student is excused while the

committee considers the feedback, identifies necessary revisions, and determines if the student is

ready to begin the research activity. The student returns and the committee reviews the final

feedback and next steps with the student. Following approval of the proposed dissertation

research, the student is responsible for completing the project with routine mentoring from the

Chair. Students are encouraged to keep the committee informed and to rely on their unique

expertise as needed. Any changes to the research questions or methods during the course of the

study should be discussed with and approved by the committee. Presenting to the dissertation

committee a final project that was conducted different than proposed is not advisable. As the

study is completed, the student should collaborate with the Chair to prepare the final written

product.

The Chair will determine when the written product is ready to be reviewed by the committee and he/she will distribute it to the members. The process at this point is similar to the committee's response to the dissertation proposal: each member will inform the Chair if the student is ready to defend and the 2-hour defense is scheduled. During the defense the student presents an overview of the study, the committee provides feedback and questions, the student is excused while the committee deliberates. The committee discerns if the student passed the dissertation defense and if the dissertation is approved. Feedback, as well as required the revisions are presented to the student when he/she rejoins the committee. At this point, the student is responsible for completing the next steps that were delineated by the committee and following University procedures for submitting the dissertation and graduate.

Students who have completed all course and internship requirements but have failed to present an acceptable proposal for their dissertation are required to register for 3 credits every fall and spring semester until a proposal is accepted. Students who have completed all requirements for the degree and have been advanced to candidacy (have an accepted proposal), are required to register for 1 credit every fall and spring semester until such time as they complete and defend their dissertation. Students who have completed all requirements except internship and dissertation proposal must register for 1 credit of Dissertation every fall and spring semester until they begin their internship.

Comprehensive Exam

The comprehensive exam is an opportunity for the school psychology program faculty to evaluate the degree to which a student has synthesized and integrated their clinical and academic experiences that were obtained throughout their doctoral training. Approval of the qualifying project and formal admittance into the doctoral program are required before students can take the

comprehensive exam. Further, successful completion of the comprehensive exam is a necessary step before students can propose their dissertation and apply for internship. Thus, timely completion of these requirements is imperative for students to complete the program in the allowed time period. Typically, the comprehensive exam is completed during the fourth year in the program. There are guidelines set by the University for completing the Comprehensive Examination (see Appendix P for Procedures for the Matriculation of Students, section on "General Examination").

The comprehensive exam is two-tiered and includes a written portfolio and oral interview. Successful preparation of the portfolio begins with the student's very first experiences upon entering the program and continues through the final program requirements. A detailed description of the required portfolio contents and the procedures is below. Subsequent to the faculty's judgment that the written portfolio has passed, students complete an oral interview to further demonstrate competencies and to present themselves as doctoral candidates; these procedures are detailed below.

For students matriculating into the program beginning in September 2013, the training objectives are: (1) Core psychological knowledge as well as the foundations for school psychology; (2) Contextual and cultural influences relevant to children's development, academic achievement, and behavioral health; (3) Contemporary and evidenced-based practices in assessment, intervention, and consultation,; (4) Understanding of various research methods, designs, and data analytic approaches; and (5) Awareness of ethical, legal, and professional considerations. Corresponding competencies for each domain are described further under Program Goals. Note that these objectives have been revised from the prior training domains that have been described in prior program manuals. For students who matriculated into the

program prior to September 2013, the training domains were: (1) Core Psychological

Knowledge, (2) Research Design & Application, (3) Psychological Application, (4) Professional

Issues/Multicultural Perspectives and (5) one of the two sub-specializations -School-Centered

Prevention or Health/Pediatric School Psychology.

The table below provides an overview of the Portfolio's components; each component is

further detailed in the text that follows. A complete rubric for evaluation of the portfolio

components is available in Appendix Q.

Portfolio Components:

✓ Personal Specialization Paper

✓ Curriculum Vitae

✓ Integrative Reflection Paper, Evidence, and Annotated Bibliography per objective:

  o Core psychological knowledge as well as the foundations for school psychology

  o Contextual and cultural influences relevant to children's development, academic achievement, and
    behavioral health

  o Contemporary and evidenced-based practices in assessment, intervention, and consultation

  o Understanding of various research methods, designs, and data analytic approaches

  o Awareness of ethical, legal, and professional considerations.

Personal Specialization Paper. The Personal Specialization Paper is a detailed,

insightful account of the area of competence that students sought to acquire advanced knowledge

and experience during their doctoral studies. Students will have completed course work, clinical

work, original research, attended workshops, have done excessive reading, presented in classes

and at conferences, and done other activities documenting their work in this area of

specialization. Typically, the area identified as the specialization is also students' dissertation

focus. In the specialization paper, students' are required to: (1) define their specialization, (2)

trace their personal development toward the specialization, (3) discuss the application of their specialization to the practice of school psychology, (4) discuss needed research that would advance the specialization area, and (5) conclude by discussing their intentions for extending their specialization into early career. In this final element, students should discuss a potential early career trajectory that illustrates the type of position they would like to obtain, along with the distinct steps that they will need to take towards this position while they complete their doctoral degree.

In writing this paper, students are expected to demonstrate the scientist-scholar-practitioner model under which they have been trained. The paper must be written according to APA style and should not exceed 25, double-spaced pages.

CurriculumVitae. Students will include a curriculum vitae (CV) in the portfolio. Doing so enables the faculty to provide feedback regarding the structure and content of the CV to the student. There is no rubric for evaluating the CV.

Evidence for School Psychology Doctoral Program Objectives. For each of the five school psychology training objectives, students will provide an ***integrative reflection paper*** and ***select achievements*** (i.e., evidence) to demonstrate attainment of the competencies within the training objective. The integrative reflection paper is the students' account of the extent to which he/she meets the competencies associated with the specific objective. Each integrative paper should be 5 – 8 pages, not to exceed 8 pages. The paper should be double-spaced and follow APA Publication Guidelines. The paper should discuss the following:

(1) The collection of training experiences that fostered acquisition of the objective. This aspect of the paper can discuss a host of relevant experiences; yet it should provide a clear rationale of how the achievements selected for the portfolio are comprehensive (e.g.

represents relevant course, research, and field experiences) and strong evidence that demonstrates that the competency was mastered.

(2) Specific strengths associated with the distinct competencies that have been acquired. This discussion should reference the evidence that is presented in the portfolio.

(3) Acknowledgement of competencies within the objective that have not been fully achieved, along with a plan as to how they will be achieved.

(4) Appraisal of their relative strengths and competencies for future development to their personal specializations and early career aspirations. In other words, in students' personal reflections on the period of time remaining in their doctoral training and the transition to early career, they should identify experiences that will enable them to advance within the specific objective. This may include emphasis on their scholarship (e.g., publication of their dissertation or other research accomplishments), seeking a certain type of position following PHD completion (e.g. post-doc or practitioner position),

Complementing the integrative reflection paper, students should select representative achievements from their works in courses, practica, and research to provide as evidence for mastery for each competency in the objective. The students' integrative paper should provide a clear justification for selected evidence. Evidenced should be varied, representing the range of training experiences. For example, students may blend course assignments with reports prepared for practica or research presentations at national conferences. The same work can be applied to multiple objectives and competencies when appropriate. However, its distinct association to specific competencies should be made clear in the integrative paper. The table below provides the number of works (evidence) permitted for each objective. These limitations are strategically applied to encourage students' to exert discernment in selecting evidence.

Evidence allowed per objective:

Objective	Number of Competencies	Maximum Number of Evidence (works) per Objective
1	3	9
2	1	3
3	3	9
4	4	12
5	2	6

Annotated Bibliography. For each objective, students will prepare an annotated bibliography of key works that the student identifies as having a substantial impact on their training relative to the objective. The annotated bibliography should include 5 – 10 publications. The work will be cited according to APA style, and followed by a brief (3 – 5 sentences) description of its relevance to the objective.

Major Steps in the Portfolio Evaluation:

1. Students must be approved to take their comprehensive exam by submitting a petition to the school psychology program director. There are three exam periods offered each year: late August, late January, and late June. The first two exam periods may be used for the initial portfolio review, while the **June exam period can only be used for students who were not successful in their first general exam and are re-submitting their portfolios a second time**. Students must petition the faculty by the according to the following schedule:

Last Petition Date	Portfolio Conference	Oral Interview
April 30	Late August	Late September
September 30	Early January	Early February
February 28	Early June	Early July

2. Student meets with advisor throughout the period between petition and portfolio conference to review materials and ensure progress.

3. There will be three faculty members (advisor, who serves as chair, plus two School Psychology faculty) on each student's portfolio committee. Faculty are assigned to committees by the Program Director.

4. Students must identify, prioritize, and include a best piece of evidence for each competency. Additional evidence should be included at the student's discretion. Students should exercise discernment in selecting the collection of evidence; quality, not quantity, is critical for the student to demonstrate their ability to link evidence to competencies.

5. Program faculty will assign a date for the Portfolio Conferences during the exam periods noted above. During the brief, 15-minute portfolio conference, the student presents his/her portfolio to the committee. The portfolio conference is directed by the student and is informative only, not evaluative. The goal is to ensure that each member of general examination committee has an overview of the student's work. All subsequent meetings are scheduled at this point. These include a faculty-only review meeting to determine if the student has passed the portfolio and can progress to the oral exam and the oral exam.

6. Following the portfolio conference, each committee member independently reviews the student's portfolio according to the rubric in Appendix R. Each of the five program objectives is reviewed by rating the integrative paper, evidence per individual competency, and global quality of combined evidence for the objective. Final determination of the student's demonstration of evidence for understanding and acquiring the evidence is based upon all three ratings for the objective. To pass the objective, students must obtain a 2 or greater on the integrative paper, a median score of 2 or greater across for the ratings for

individual competencies. To be approved to progress to the oral interview, students must receive "pass" evaluations for 3 of the 5 objectives in addition to the average rating of 2 or greater on the Personal Specialization paper. If the portfolio does not meet these criteria, the student will have to re-submit the portfolio during the next exam period.

7.   If the student's portfolio is judged as passed, the faculty will identify topic areas they would like to address during the oral exam. Each faculty member of the committee provides a list of possible oral exam questions to the chair. The Chair is responsible for finalizing the list of possible questions, sending them to the student, and managing the actual oral exam. Students receive the list of possible questions 10 days prior to the oral exam. It is important to note that, although questions are provided in advance, additional questions may be asked in the oral interview. Students are expected to maintain all of their other responsibilities (i.e., attend classes, practicum, complete other assignments) during the preparation period.

The ***oral exam component*** of the comprehensive exam follows successful evaluation of the portfolio, and consists of the following:

1.   Oral exams are conducted with only the General examination committee and student present.

2.   Ten days prior to the interview, the student will receive a list of possible questions from the committee chair (e.g. advisor). This list does not restrict the entire content of the interview, but it is intended to guide the student preparation. Students are permitted to prepare materials (e.g. outlines) related to their responses for each question and to use these materials during the oral exam. However, students are cautioned to not rely on

these materials during the exam. Students are expected to be fluent in their oral responses and use these materials to only guide their presentation.

3. The oral exam is scheduled for 75 minutes. During this time, faculty will ask students questions from the list that he or she was given prior to the interview. However, the faculty committee is not limited to this list when asking questions. They may ask additional questions related to the initial question or ask questions that were not specified on the list.

4. Immediately following the 75-minute exam, the student leaves the room briefly so the faculty committee can discuss their impressions about the student's performance. Upon the student's return, the chair provides initial feedback regarding the committee's impressions of the student's performance during the oral exam. Typically, feedback concerns the manner in which the student prepared for the exam, responded to questions, and utilized her/his materials. The student may receive some initial feedback on the content of responses to questions. This feedback provided is pertinent only to the oral interview. The determination of the students' performance on the Comprehensive Exam in its entirety requires the faculty to integrate their impressions of the oral exam and portfolio component.

Within 14 days of the oral exam, the student will receive a formal letter from the chair stating if she/he passed the comprehensive exam. Passing the exam involves passing the written portfolio in addition to the oral exam. An evaluation and written feedback concerning strengths and weaknesses for each objective, as evidenced by both the portfolio and exam are provided to the student. The evaluation approach for the portfolio and oral exam components, as well as the

overall determination of the comprehensive exam, is completed for each training objective. The evaluation is conducted according to a 4-point rating system:

> 4 = outstanding performance; evidence exceeds what is expected at students' level of training (e.g,, student has extensive experiences, comprehensive and integrated evidence, unique perspectives on experience)

> 3 =expected performance; evidence consistent with expectations (e.g., student presents evidence that is common given the program's provided experiences; evidence demonstrates expected performance)

> 2 = inconsistent or questionable performance; below expectations for the student's level of training (e.g., expected evidence does not show adequate performance or is not fully presented)

> 1 = competence has not been achieved (e.g., expected evidence is missing or indicates unacceptable performance).

Final determination of the comprehensive exam performance proceeds as follows:

1. Based on the analysis/review of the materials submitted during the portfolio conference and the student's oral exam performance, each faculty member of the comprehensive exam committee will provide a rating and brief written feedback for each of the training objective. The chair of the committee compiles the ratings and written feedback from the committee members.

2. A median rating of 3 or higher for each objective is needed for a student to pass the general examination. A median rating less than 3 in any single objective will require the student to offer additional evidence and/or elaboration of the portfolio materials in the specific objective(s) of concern within 2 weeks of receiving the written feedback. The

specific remediation plan will be determined by the general exam committee. A follow-up review by the program faculty must result in a median level of 3 or higher for the student to have successfully passed their general examination. A median rating less than 2 in any objective results in failure and will require another portfolio conference and oral interview.

Concentrated Learning Requirement

All students must complete a concentrated learning requirement. For the Ph.D. in School Psychology, the concentrated learning requirement is registration as a full-time student during a consecutive fall and spring semester of the same academic year. Full-time status is defined as registration of a minimum of 9 semester hours. Students may petition for full-time status if they meet specific criteria (see Appendix R). In addition, students may only complete their concentrated learning requirement after successful completion of their qualifying project. However, students who maintain full-time status for three consecutive years prior to completing the qualifying project may meet the requirement without additional full-time enrollment. The requirement applies equally for students in full- or part-time status. Students may request a waiver of the requirement for the school psychology program (by petition) if they meet the University residency requirement which is (either) two semesters of full-time Lehigh graduate study or 18 credit hours of Lehigh graduate study, either on or off campus, within a 15-month period must be completed.

Ongoing Review

After students are admitted to graduate studies, they receive a letter of evaluation from their advisor at the end of each academic year. Students are asked to complete a Student Annual Accomplishment Form (see Appendix S). Student progress is evaluated consistent with the

program objectives and in three broad areas: academic, clinical, and professional. Academic achievements are reflected in the student's attained grades in coursework and faculty members' comments regarding the quality and quantity of their in-class contributions. Further, students' academic progression is evaluated according to the timeliness in which they accomplish training milestones (e.g., completion of qualifying research, comprehensive exam, dissertation proposal, etc.). Clinical competence is evident through the reports of faculty and field supervisors regarding the students' performance in various practica and/or internship requirements. As a program designed to train professional psychologists, judgments of clinical competence are crucial in the evaluation process. Professional competence refers to those skills needed to function effectively as a psychologist including the following of ethical guidelines, relationships with student colleagues, faculty, and practicum/internship supervisors and clients, and fulfilling responsibilities related to graduate training in a timely and reliable manner.

The Program faculty members meet annually to collaboratively discuss each student's progress in the program. The faculty considers the Student Annual Accomplishment Form and practicum/internship evaluations (if appropriate) as well as the faculty members' experiences with the student during the year. The student's advisor provides a written summary of the faculty's impressions of the student's accomplishments and training needs. This letter specifies the student's performance to date in coursework, responsibilities related to their form of support and other academic scholarship (e.g., collaboration with faculty) as well as their active involvement in the profession. In addition, the letter provides feedback regarding the student's professional/clinical skills. This letter is intended to help the student maintain high quality doctoral work and to prevent unexpected termination of studies at the various points of formal evaluation (e.g., qualifying project, general exam, dissertation). Satisfactory progress as stated in

the letter is required to retain ongoing funding and continuation in the program. Students are requested to sign and return the letter and encouraged to respond in writing to the evaluation letter provided by faculty.

Minimal Levels of Achievement

Continuation in the program is dependent upon several factors. Students must adhere to the ***Minimal Academic Standards*** that are described in the College's Student Handbook. Students are expected to maintain high quality performance indicative of graduate level training. Students must ***maintain at least a 3.00 GPA*** throughout their enrollment in the program and can receive no less than a B- in 12 credits.

A second important factor in continuation within the program is the demonstration of ***effective clinical skills*** in prevention, intervention, and assessment. As school psychologists must possess abilities beyond those evident in academic coursework, students must reach acceptable competency levels in performing clinical responsibilities. Students' emerging clinical skills are reflected in faculty members' observations in course-related field experiences, research activities that involve clinical skills, and in the evaluations that are provided by field-supervisors of students' practica. In the event students are noted to have difficulties in acquiring expected levels of clinical competencies they are provided with additional opportunities and experiences to remediate their skills. The nature of the remedial experiences is devised to meet the individual needs of the student. The faculty makes every effort to advise graduate students who may be in danger of not reaching acceptable levels of competency in clinical skills.

Third, school psychologists must maintain effective use of ***ethical and professional standards*** in their work. As such, graduate students are also evaluated in their ability to (a) demonstrate applications of ethical principles, (b) establish and maintain effective relationships

with fellow graduate students and faculty in addition to field-based training supervisors and colleagues, and (c) complete the obligations and responsibilities associated with their funding source.

Students who do not sustain minimal levels of achievement may be placed on *probation*, as determined by the faculty and in adherence with the procedures stated in the College's Student Handbook (Appendix T).   Appendix T also describes the procedures for student termination. The terms of probation will align with the individual student's needs and are clearly indicated in a letter that is provided by the student's advisor. A meeting between the student and the program faculty is held to discuss the evaluation letter as well as its terms. Should the student be dissatisfied with the outcomes of this meeting, they have the right to appeal the decision to the Department Chairperson, Dean of the College of Education, and the Office of the Provost, in that order.

Transition of New Students into the Program

Upon each student's acceptance into the school psychology program, they are connected to current students, who serve as "mentors." The purpose of these student mentors is to help the new student find a place to live, become familiar with the Lehigh Valley, and get acquainted with other students in the program. The program provides opportunities (e.g., program meetings, luncheon) for the new students to connect with their student mentors as well as all students in the program. New students also are provided with an orientation to the program. At this orientation, students are directed to the Lehigh University Course Catalog, the College's Student Handbook, and the School Psychology Doctoral Program Manual. The College of Education also provides a full day of orientation activities to familiarize students with College and University-wide resources.

Student Records

The program documents and maintains accurate records of each student's education and

training experiences and evaluations for evidence of the student's progression through the

program, as well as for future reference and credentialing purposes. Student files are created

when students enter the program and documentation is stored separately in two files: one file is

for advising, annual evaluations, and other administrative documents (e.g., scholarship

information, memorandum on forming the dissertation committee); and the second file is for

practicum and internship related documents (e.g., practicum evaluations, site evaluations). These

files are kept in a locked file cabinet in the program coordinator's office. The program is also in

the process of creating electronic files for all students to facilitate data analysis and reporting.

Electronic files will be password-protected with limited access to program coordinator and

program faculty. The program informs students of record retention policies through the program

manual and during new student orientation. Records are kept active for a period of 10-years for

reporting purposes.

Student Participation in Program Development

Input and participation of graduate students in school psychology is very much

encouraged by the faculty. Students in the program remain affiliated with SASP (Student

Affiliates in School Psychology) through Division 16 (School) of the American Psychological

Association throughout their program. Doctoral students also serve as representatives to the

National Association of School Psychologists (NASP), the Association of School Psychologists

of Pennsylvania (ASPP), and Lehigh University's Graduate Student Senate (GSS). Directly

related to program development, from the student membership, two individuals are selected for a

one-year term, one from the Ed.S. program and one from the Ph.D. program, as formal

representatives to the faculty. These representatives are expected to attend monthly program faculty meetings, and provide a means for students to formally make recommendations and communicate with faculty. Additionally, these representatives serve with the school psychology faculty on admission committees.

Student Grievance Procedures

Students enrolled in the School Psychology program are governed by the rules and regulations of Lehigh University and the policies, procedures, and guidelines approved by the Department of Education and Human Services. The Department and the College of Education, in conjunction with the University, handles student problems and complaints with due process (see Appendix T).

All faculty in the School Psychology program are committed to creating an educational environment in which both students and faculty are treated with courtesy and respect. Following the *APA Ethical Principles of Psychologists and Code of Conduct* (http://www.apa.org/ethics/code/index.aspx) and the *NASP Principles for Professional Ethics* (http://www.nasponline.org/standards/ProfessionalCond.pdf), the faculty strives for the highest ethical conduct in interactions with students and colleagues. However, if a student believes faculty has treated them in a manner that is unfair or disrespectful, or the student encounters some other type of problem with a fellow student or faculty member, the student should first attempt to solve the problem informally using the following steps as a guide (see Appendix U):

1. *Discussion with the person*. As future school psychologists, it is important for students to learn to effectively handle uncomfortable situations in a clear, direct, and tactful manner. Therefore, students should first "attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate" (APA, 2002, p. 3).

2. *Discussion with another program faculty member* (e.g., advisor, Program Director, instructor). There may be situations in which students do not feel comfortable approaching the faculty member or fellow student directly. In this case, students may then wish to consult with their advisor, the Program Director, or another program faculty member to discuss the situation and develop possible alternatives to resolve the issue.

3. *Consultation with the Program Director and relevant parties*. If informal strategies are unsatisfactory and the student wishes to take action, the next step may involve a meeting between the student, the Program Director, and the faculty member or fellow student to attempt to resolve the situation. The purpose of this meeting may be to provide the student an opportunity to air the complaint and request specific action(s), and to allow the faculty member or fellow student to respond to the complaint.

4. *Consultation with the Department Chairperson*. If the student believes the issue has not been resolved satisfactorily, the student may present the situation to the Department Chairperson. At this point in the process, the student should present the grievance in writing, with supporting documentation included. As with the previous step, this may involve a meeting between the student, the Department Chairperson, and the faculty member or fellow student to attempt to resolve the grievance. Within 30 working days of the final meeting, the Department Chairperson will send a written response to the student and the faculty member or fellow student to describe the proposed resolution.

5. *Formal Appeal to the Dean of the College of Education*. If the student believes the proposed resolution is unsatisfactory, the decision may be appealed to the Dean of the College of Education. All documentation including the student's written complaint and other materials, and the Department Chairperson's written decision will be forwarded to the Dean for review.

Relevant individuals may be interviewed as deemed necessary by the Dean. Within 30 working days of the final meeting/interview, the Dean will provide a written decision to the student, the faculty member or fellow student, and the Department Chairperson.

6. *Formal Appeal to the University Graduate Committee.* If the student continues to be dissatisfied with the proposed resolution, the decision may be appealed to the University Graduate Committee. All documentation including the student's written complaint plus other materials, the Department Chairperson's written decision, and the Dean of the College of Education's written decision will be forwarded to the Committee for review.

7. *Formal Appeal to the University Provost.* If the student continues to be dissatisfied, the Dean's decision may be appealed to the University Provost. All documentation including the student's written complaint plus other materials, the Department Chairperson's written decision, the Dean of the College of Education's written decision, and the University Graduate Committee's written decision will be forwarded to the Provost for review.

As soon as a grievance comes to the attention of a program faculty member, it will be tracked using the Student Grievance Record (Appendix U), a checklist used to indicate the informal or formal steps that have been taken, related documentation, and necessary signatures as a mechanism for tracking these issues. The Student Grievance Record is kept in the Program Director's office in a file separate from the student's program files until the process reaches a formal complaint level. This also allows the Program Director to have access to the data in order to report accurately to APA the number, outcomes, and other information regarding student grievances.

Students may express their concerns at any stage within the grievance procedure; however, they are encouraged to follow these aforementioned steps whenever possible. If, after

step #7, the student is still dissatisfied, the student may bring his/her complaint to the university

judicial system. 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 the Lehigh University Student Handbook (https://studentaffairs.lehigh.edu/handbook).

Faculty

Primary Faculty

Cole, Christine L. (1988). Professor
B.A., St. Olaf College, 1975; M.S., University of Wisconsin-Madison, 1977;
Ph.D., University of Wisconsin-Madison, 1982.

Research interests: Pervasive Developmental Disorders, self-management interventions,
positive behavior support, functional behavior assessment

Dever, Bridget V. (2013). Associate Professor
B.A., University of Notre Dame, 2002; M.A., Marywood University, 2004; Ph.D.
University of Michigan, Ann Arbor, 2009.

Research interests: identification of risk and the contextual and individual-level variables
that support educational resilience; universal screening for behavioral and emotional risk,
achievement motivation among at-risk students, and issues related to measurement and
assessment in education and psychology.

DuPaul, George J. (1992). Professor and Associate Dean for Research, College of Education
B.S., Wesleyan, 1979; M.A., Rhode Island, 1982; Ph.D., Rhode Island, 1985.

Research interests: Assessment and intervention for youth with attention-deficit
hyperactivity disorder, school-based intervention for academic and behavioral problems,
early intervention for children with behavior disorders, pediatric school psychology and
integrated behavioral health

Hojnoski, Robin L. (2006). Associate Professor and Program Director
B.A. Smith College, 1991; M.A. Tufts University, 1994; Ph.D., University of
Massachusetts Amherst, 2002.

Research interests: assessment and intervention with early learning and social behavior;
Application of school psychology principles and practices to early childhood at-risk
populations.

Manz, Patricia H. (2003). Associate Professor

B.S., St. Joseph's, 1986; M.S., University of Pennsylvania, 1987; Ph.D., University of Pennsylvania, 1994.

Research interests: Development and evaluation of early intervention programs directed towards promoting child development and family involvement for low-income, urban toddlers and preschool children; prevention and intervention of language and emergent literacy challenges for young, low-income children

Van Norman, E. (2018). Assistant Professor
B.S. Illinois State University, 2010; M.A. University of Minnesota, Twin Cities, 2012; Ph.D. University of Minnesota, Twin Cities, 2015.

Research interests: databased decision making within multi-tiered systems of support; assessment practices and decision- making frameworks that school psychologists and educators use: to a) identify students that are at-risk for academic difficulties and need supplemental support as well as b) determine whether students are showing sufficient improvement while those interventions are being delivered.

Related Faculty & Staff

Students complete courses that are offered college-wide or by specific programs within the College. As indicated in the curriculum descriptions, students take courses across the College, and specifically with faculty in the Special Education and the Counseling Psychology programs. Faculty in the Special Education program who may teach courses, support students as research assistants, or may serve on students' qualifying project and dissertation research include Drs. Ana Duena, Minyi Shih Dennis, Lee Kern, (Director of Center for Promoting Research to Practice), Esther Lindstrom, and Kristi Morin. Faculty in the Counseling Psychology program who may teach courses, support students as research assistants, or may serve on students' qualifying project and dissertation research include Drs. German Cadenas, Grace Caskie, Arpana Inman, Nicole Johnson, Christopher Liang, Susan Woodhouse. Students may also take courses from faculty in the Educational Leadership program, and these faculty may be asked to serve on student research committees as well. These faculty include Drs. Katilin Anderson, Floyd Beachum, Craig Hochbein, and Jihyun Kim. Finally, the school psychology is fortunate to have

several dedicated adjunct faculty who continue to support our program, including Drs. Kevin

Kelly, Jeff Rudski, and Brittany Zakszeski.

Faculty - Student Research

The faculty of the School Psychology program is actively engaged in conducting and

disseminating research. Many of the faculty are nationally recognized leaders in the field and are

involved through presentations at national meetings, appointments to editorial boards of journals,

and invitations to contribute to professional books. Continued efforts in this direction are clearly

noted in each faculty member's involvement in grant writing, collaborations across universities

and disciplines, novel research ideas, and engagement with graduate students in on-going

research. An important aspect of any training program involves including students in faculty

research programs, and all school psychology students are expected to actively participate in

research. The following is a partial list of papers and publications co-authored with graduate

students or alumni (who are noted in bold).

Selected Faculty-Student Research (2015 - 2019)

In Press & 2019

Busch, C.Z., DuPaul, G.J., Anastopoulos, A.D., **Franklin, M.K**., **Jaffe, A.R., Stack, K.F**., & Weyandt, L.L. (in press). First-year college students with ADHD: Risk for and correlates of alcohol and substance use. *Journal of Post-Secondary Education and Disability.*

Gormley, M.J., DuPaul, G.J., Anastopoulos, A.D., & Weyandt, L.L. (in press). First year GPA and academic service use among college students with and without ADHD. *Journal of Attention Disorders.*

Hochbein, C., Dever, B. V., White, G., Mayger, L., & **Gallagher, E.** (In Press). Methodological challenges in the study of school leader time use: A pilot study. *Educational Management Administration & Leadership.*

Hojnoski, R. L., **Cawley, R.,** Wood, B. K., & **Zakszeski, B.** (in press). The effect of response cards on preschoolers' engagement during a mathematics activity. *Education and Treatment of Children.*

Hojnoski, R. L. & **Polignano, J. C.** (2019). How does an instructional team improve learning outcomes for all children through data-based decision making? In J. Carta & R. Miller Young (Eds.), *Multi-Tiered Systems of Support for Young Children: A Guide to Response to Intervention in Early Education.* Baltimore: Brookes Publishing.

Manz, P. H., **Rigdard, T., Faison, J., Whitenack, J., Ventresco, N., Carr, D., Sole, M., & Cai,**

Y. (in press). Little Talks: A modular treatment approach for promoting infant and toddler language acquisition through parents' preferences and competencies. In S. Sonnenschein & B. Sawyer (Eds.), *Building on Black and Latino Families' Strengths to Support the Early Academic Development of Their Children*. New York, NY: Springer International Publisher

2018

Bambara, L. M., Cole, C. L., **Chovanes, J., Telesford, A., Thomas, A., Tsai, S., Ayad, E**., & **Bilgili, I.** (2018). Improving the assertive conservational skills of adolescents with Autism Spectrum Disorders in a natural context. *Research in Autism Spectrum Disorders, 48*, 1-16.

Barrett, C. & DuPaul, G.J. (2018). Impact of maternal and child race on parent ratings of attention-deficit/hyperactivity disorder symptoms. *Journal of Attention Disorders, 22,* 1246-1254.

DuPaul, G.J., Kern, L., **Belk, G., Custer, B., Daffner, M., Hatfield, A.,** & **Peek, D**. (2018). Face-to-face vs. online behavioral parent training for young children at-risk for ADHD: Treatment engagement and outcomes. *Journal of Clinical Child and Adolescent Psychology, 47(sup1),* S369-S383.

Manz, P. H., & **Ventresco, V**. (2018). Longitudinal examination of quality in Early Head Start Home-Based Program: Application of the HOVRSA+v2. *Infant Mental Health Journal.*

2017

DuPaul, G.J., Dahlstrom-Hakki, I., **Gormley, M.J.,** Fu, Q., Pinho, T.D., & Banerjee, M. (2017). College students with ADHD and LD: Effects of support services on academic performance. *Learning Disabilities Research & Practice, 32*, 246-256.

DuPaul, G.J., **Pinho, T.D., Pollack, B.L., Gormley, M.J., & Laracy, S.D**. (2017). First-year college students with ADHD and/or LD: Differences in engagement, positive core self-evaluation, school preparation, and college expectations. *Journal of Learning Disabilities, 50*, 238-251.

Manz, P. H., Power, T. J., Roggman, L. A., **Eisenberg, R. A., Gernhart, A., Faison, J., Ridgard, T., Wallace, L.,** & **Whitenack, J**. (2017). Integrating the Little Talks Intervention into Early Head Start: An Experimental Examination of Implementation Supports Involving Fidelity Monitoring and Performance Feedback. *Children and Youth Services Review, 79*, 87-96.

Repasky, P., Hojnoski, R. L., & **Zakszeski, B. N**. (2017). What does Daddy do? Father participation in early mathematical activities. *Perspectives on Early Childhood Psychology and Education, 2*, 47–85.

Rocchino, G.H., Dever, B.V., **Telesford, A.,** & **Fletcher, K**. (2017). Internalizing and externalizing in adolescence: The roles of self-efficacy and gender. *Psychology in the Schools, 54*, 905-917.

Zakszeski, B.N. & DuPaul, G.J. (2017). Reinforce, shape, expose, and fade: A review of treatments for selective mutism (2005-2015). *School Mental Health, 9*, 1-15.

2016

Bambara, L. M., Cole, C., L., **Kunsch, C., Tsai, S., & Ayad, E**. (2016). A peer-mediated

intervention to improve the conversational skills of high school students with autism spectrum disorder. *Research in Autism Spectrum Disorders, 27,* 29-43.

Dever, B.V., Raines, T.C., Dowdy, E., & **Hostutler, C.A.** (2016). Disproportionality in special education: The promise of a universal screening approach to referral. *Journal of Negro Education, 85,* 59-71.

Laracy, S.D., Hojnoski, R.L., & Dever, B.V. (2016). Assessing the classification accuracy of early numeracy curriculum-based measures using Receiver Operating Characteristic Curve analysis. *Assessment for Effective Intervention, 41,* 172-183.

Manz, P. H., **Eisenberg, R. A., Gernhart, A., Faison, J., Laracy, S., Ridgard, T., & Pinho, T.** (2016). Engaging Early Head Start Parents in a Collaborative Inquiry: The Co-Construction of Little Talks. Early Child Development and Care, 187(8), 1311-1334.

Pollack, B., Hojnoski, R., DuPaul, G.J., & Kern, L. (2016). Play behavior differences among preschoolers with ADHD: Impact of comorbid ODD and anxiety. Journal of Psychopathology and Behavioral Assessment, 38, 66-75.

2015

Gormley, M.J. & DuPaul, G.J. (2015). Teacher to teacher consultation: Facilitating consistent and effective intervention across grade levels for students with ADHD. *Psychology in the Schools, 52,*124-138.

Manz, P. H., **Bracaliello, C. B., Pressimone, V. J., Eisenberg, R., Curry, A**., Fu, Q., & Zuniga, C. (2015). Toddler's expressive vocabulary outcomes after one year of Parent-Child Home Program services. *Early Childhood Development and Care*, 186(2), 229-248.

Missall, K. N., Hojnoski, R. L., Caskie, G., & **Repasky, P**. (2015). Examining home numeracy environments of preschoolers: Relations between mathematical activities, parent mathematical beliefs, and early mathematical skills. *Early Education and Development, 26, 356-376.*

Student Body

The student population of the School Psychology program consists of individuals who have entered the program immediately after completion of an undergraduate degree and those students who have earned a Master's degree. The program is designed primarily for full-time students.   The school psychology program is very dedicated to the recruitment of individuals from ethnic, cultural, and linguistically diverse backgrounds. Applications from students representing minority groups are very welcomed and will be given special consideration by the faculty for support. At present, the program has a large percentage of women (almost 84% of student enrollment) and has actively recruited students from culturally and linguistically diverse

backgrounds. These efforts were successful in recruiting Hispanic and African-American students to the department. Currently, 20% of the students who are enrolled in the Ph.D. and Ed.S. Programs are from culturally diverse backgrounds. Students have entered the program from widely diverse backgrounds. Some have undergraduate degrees in Psychology, Social work, and Education. Others hold Master's degrees in Counseling, Special Education, and Educational Psychology; still others have degrees in unrelated fields such as economics or business.

<p style="text-align:center">Financial Support</p>

The school psychology program has resources available to provide at least partial support to most students admitted for full-time study. Support is provided through student employment on research and training grants, University graduate assistantships, and tuition scholarships. Students employed in these various projects work approximately 20 hours per week and earn a stipend of approximately $1600/month for a 9-month academic year or 12-month full year plus the equivalent of full-time tuition (e.g. tuition for 20 credits per academic year). **It is important for students to recognize that financial support is not guaranteed.** Although historically students who enter the program have been maintained on some form of support for a period of up to four years, students entering the program must anticipate that they will be expected to bear the cost of their education for a significant portion of their graduate program.

The tuition for all students enrolled in the College of Education is reduced by approximately 40% of the per credit tuition paid by graduate students in other units of the University. For academic year 2019-20, tuition for College of Education students is $580.00 per credit hour. Full-time status is considered as enrolling in 9 credit hours per semester. Most

students enroll in approximately 10 hours per semester. Given the number of credits required for program completion, students typically take courses in the summer as well.

Resources

Departmental Location

The College of Education is located in the Mountaintop Campus, which sits atop South Mountain, overlooking the Lehigh Valley. The school psychology program is one of five programs located within the Department of Education and Human Services within the College of Education. Housed primarily on the third floor of the northern most building, the Department has office space for graduate students, several conference rooms, a student lounge, a multicultural resource center, and classrooms all located within a central site. In addition, computer facilities as well as faculty offices are all located within the building. Shuttle bus service to the main portion of campus is provided.

Library

The Fairchild-Martindale Library provides an excellent resource for students in School Psychology. In addition, faculty makes their personal libraries accessible to students upon request. The University library offers a wide range of electronic data-base access services to facilitate research and scholarship.

Centennial School

The largest laboratory facility directly under the jurisdiction of the College of Education is the Centennial School. This is the University demonstration school and is located about five miles from the campus. As the University's demonstration school for students with emotional/behavioral disorders, Centennial School provides an excellent opportunity for the training of School Psychologists.

Center for Promoting Research to Practice

Located within the College of Education and Directed by Dr. Lee Kern, Professor of Special Education, the Center offers substantial opportunities for conducting research. The Center's mission is specifically focused on bringing research ideas into practice, and is the hub of significant research efforts among the faculties in School Psychology and Special Education. Many doctoral students in the School Psychology Program are employed on these projects.

Research and Training Grants

From year to year, the program faculty often receive research, training, and leadership grants focused on various topics. Projects on which school psychology students have been supported include federal grants involving the evaluation of a reading program for middle school students; implementation of professional development training in reading for teachers in rural schools; the Center for Adolescent Research in Schools; research studying the effects of school-based intervention for adolescents with ADHD, and research focused on the development of early intervention for young children with ADHD. Projects such as these change on a year-to-year basis.

Test Files

The department maintains an extensive collection of psychoeducational assessment materials for student use that are updated often.

Office Space

Full-time graduate students are assigned desk space in the College of Education on a seniority and availability basis. At present, each student is assigned to his or her own desk, however, it is possible that space limitations could result in students sharing desk space.

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.

Appendix A
Program Goals and Objectives

Program Goal: To prepare competent leaders in school psychology who operate from a scientist-practitioner model.

Objective 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychology areas.

Expected Areas of Competency/ Knowledge	Evaluation Tool	Measurement Process and Minimum Thresholds
Typical and atypical development in major domains, including: a) cognition and learning, b) development and health, and c) psychopathology.	Performance in courses which primarily target relevant skills & knowledge areas • Advanced Child Psychopathology (SchP437): • Developmental Psychology (Educ 402) • Applied Principles of Cognitive Psychology (Educ 451) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 1
Biological and social basis for human behavior	Performance in courses which primarily target relevant skills & knowledge areas • Social Basis of Human Behavior (Educ473) • Behavioral Neuroscience (Psy/Bio404) • Clinical Psychopharmacology (Educ491) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 1
History of psychology and of school psychology	Performance in courses which primarily target relevant skills & knowledge areas	Course grades ● Students must maintain a GPA

	Historical and Contemporary Issues in School Psychology (SchP404) • History and Systems of Psychology (CPsy/SchP484) Performance on Comprehensive Exam	of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 1

Objective 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health.

Expected Areas of Competency/Knowledge	Evaluation Tool	Measurement Process and Minimum Thresholds
Systems-ecological theory and cultural competence (e.g. awareness, knowledge, & skills) with regard to providing services to children in various contexts (e.g., home, school, healthcare settings).	Performance in courses which primarily target relevant skills & knowledge areas: • Children in Context: Families, Schools, & Communities (SchP418) • Assessment & Intervention in Educational Consultation & Course Practicum (SchP 425/435) • Consultation Procedures and Practicum (SchP412/431) • Introduction to Educational Leadership (EdL 400) • Comprehensive School Health (SchP 439) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 2

Objective 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating

research design, psychometrics, and data analysis.

Expected Areas of Competency/ Knowledge	Evaluation Tool	Measurement Process and Minimum Thresholds
Research design and analyses, including ANOVA, MANOVA, SEM, correlation, regression, HLM, single-case, and qualitative.	Performance in courses which primarily target relevant skills & knowledge areas: • Univariate Statistical Models (Educ 410) • Multivariate Statistical Models (Educ411) • Hierarchical Linear Modeling (Educ 413) • Structural Equation Modeling (Educ 414) • Research Methods & Design (SchP 406) • Single-subject Research Design (Educ461) • Doctoral Qualifying Research Project (Educ486) Performance on Comprehensive Exam Performance on Qualifying Project Performance in Dissertation Research	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- ● Doctoral Qualifying Research Project (Educ486) grade is reflection of committee review of project and award of "Pass" Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 3 Dissertation ● Committee determination as "Pass"
Standards, procedures, and statistical analyses associated with test development	Performance in courses which primarily target relevant skills & knowledge areas: ❖ Advanced Application of Psychometric Principles (Educ412) ❖ Multivariate Statistical Models (Educ411) Performance on Comprehensive Exam.	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a

	Performance on Qualifying Project Performance in Dissertation Research	grade less than a B- Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 3
Conceptualization, implementation, and communication of independent research	Performance in courses which primarily target relevant skills & knowledge areas: ❖ Univariate Statistical Models (Educ410) ❖ Multivariate Statistical Models (Educ 411) ❖ Hierarchical Linear Modeling (Educ 413) ❖ Structural Equation Modeling (Educ 414) ❖ Research Methods & Design (SchP 406) ❖ Single-subject Research Design (Educ 461) ❖ Doctoral Qualifying Research Project (Educ 486) ❖ Dissertation Proposal Seminar (SchP408) Performance on Comprehensive Exam Performance on Qualifying Project Performance on Dissertation Research	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- ● Doctoral Qualifying Research Project (Educ486) grade is reflection of committee review of project and award of "Pass" Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 3 Dissertation ● Committee determination as "Pass"

Objective 4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns.

Expected Areas of Competency/ Knowledge	Evaluation Tool	Measurement Process and Minimum Thresholds

An understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and developmental concerns in addition to children from various cultural backgrounds.	Performance in courses which primarily target relevant skills & knowledge areas: • Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435) • Application of Advanced Psychometric Principles (Educ412) • Advanced Child Psychopathology (SchP 437) • Assessment of Intelligence (SchP422/432) • Behavioral Assessment (SchP423/433) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- Practica and Internship Evaluations Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 4
Design, implementation, and evaluation of interventions for children with a range of academic, social, behavioral, and developmental concerns as well as for children who represent various cultural backgrounds	Performance in courses which primarily target relevant skills & knowledge areas • Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435) • Advanced School & Family Interventions (SchP426) • Children in Context: Families, Schools, & Communities (SchP418) • Health/Pediatric Psychology (SchP 438) • Crisis Management in the Schools (CPSY/SchP 407) • Behavioral Assessment (SchP423/433) • Doctoral Practicum in School Psychology (SchP442) Performance on Comprehensive Exam:	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- Practica Evaluations ● Grades for SchP442 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective

		4
Application of consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to monitor student progress.	Performance in courses which primarily target relevant skills & knowledge areas: • Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435) • Behavioral Assessment (SchP423/433) • Consultation Procedures and Practicum (SchP412/431) • Doctoral Practicum in School Psychology (SchP442) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- Practica Evaluations ● Grades for SchP442 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 4
Effective prevention to promote children's health through multi-systemic practices involving families, schools, and healthcare providers	Performance in courses which primarily target relevant skills & knowledge areas: • Advanced School & Family Interventions (Schp426) • Advanced Child Psychopathology (SchP437) • Children in Context: Families, Schools, & Communities (SchP418) • Doctoral Practicum in School Psychology (SchP442) • Health/Pediatric Psychology (SchP 438) • Comprehensive School Health Programs	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- Practica Evaluations ● Grades for SchP442 are based upon field-based supervisors'

	(SchP 439) Performance on Comprehensive Exam	recommendations; grades must conform to program's policies as stated above Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 4

Objective 5: To produce school psychologists who are knowledgeable and practice according to professional, ethical, and legal standards.

Expected Areas of Competency/ Knowledge	Evaluation Tool	Measurement Process and Minimum Thresholds
Ethical standards and legal regulations for providing psychological services in schools and healthcare settings	Performance in courses which primarily target relevant skills & knowledge areas: • Historical and Contemporary Issues in School Psychology (SchP404) • Doctoral Practicum in School Psychology (SchP442) • Special Education Law (EdL470) Performance on Comprehensive Exam.	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- Practica Evaluations ● Grades for SchP442 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above Comprehensive Exam ● Faculty committee ratings

		must result in a median of 3 (4-point scale) for Objective 5
Theories of clinical supervision	Performance in courses which primarily target relevant skills & knowledge areas: • Doctoral Practicum in School Psychology Supervision (Schp436) Performance on Comprehensive Exam	Course grades ● Students must maintain a GPA of 3.0 or higher throughout the program ● Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- Comprehensive Exam ● Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 5

Appendix B
Second Year Practicum Guidelines and Goals

Lehigh University School Psychology Program
2ⁿᵈ-YR School-based Doctoral Practicum
GUIDELINES AND GOALS

Student: _____ Contact: _____

Field Supervisor: _____ Credentials: _____

Contact: _____

University Supervisor: Christine Cole, Ph.D., L.P.   Contact: clc2@lehigh.edu   610-758-3270

The Lehigh School Psychology program has a behavioral and ecological problem-solving perspective that emphasizes the importance of evidence-based practice and data-based decision making. An integral part of this training is the field-based experience throughout their graduate training. These experiences complement academic course work, as students participate in a school-based practicum where they experience first-hand the role of school psychology professionals. This systematic training provides students with opportunities to develop skills in assessment, consultation, and intervention that prepare them well for practice in a wide variety of settings. Practicum experiences in schools help students to continue to develop their skills by working with psychologists, students, families, teachers, and other school personnel.

During the 2ⁿᵈ year, students develop specific knowledge and skills in behavioral assessment, academic assessment, and consultation. Throughout the year, students are expected to conduct academic and behavioral assessments, and develop intervention recommendations to address academic and behavioral difficulties for referred children. They also consult with families and teachers to address concerns regarding referred students. Students continuously observe the routine activities of school psychologists, taking on a more active role as the year progresses. Because students are still learning, the experience should be a gradual release toward independence throughout the school year.

At the beginning of the practicum year, the student and field supervisor will design a schedule that is mutually beneficial. Depending on the arrangement, students may be at the practicum site one day, two days, or several half-days each week. Students and field supervisors also develop a systematic plan, identifying the competencies the student intends to develop as part of the training (see p. 3).

By the end of their 2ⁿᵈ year, students will accumulate over 200 hours of school-based practicum experience that includes direct contact, support activities, and supervision:
● *Direct contact* includes assessment, intervention, and consultation activities.
● *Support activities* include such things as record review, report writing, planning, data entry, and presenting professional development sessions. Students may complete support activities during regularly scheduled times on site or outside of these times/off site.
● *Supervision* takes two forms:
    o *Field supervision* is provided by the psychologist who is employed by the practicum site and assumes professional responsibility for the work the student completes in that setting. This supervision rarely occurs as one contiguous session, but consists of frequent meetings throughout the day to total a minimum of one hour per day for each day spent in practicum.

o *University supervision* is provided by Lehigh faculty through a weekly group seminar, for the purpose of overseeing the integration of professional knowledge and skills, with a focus on case discussion, completion of course activities, professional responsibilities, etc.

The specific responsibilities of each party include:

Student responsibilities:
1. The student is responsible for participating in activities at the site throughout the year, at the direction of the field supervisor and according to a schedule agreed upon with the field supervisor, and to communicate any schedule changes to the field supervisor.

2. The student is responsible for delivering psychological services with integrity, in a manner consistent with professional codes of conduct, and in accordance with all rules and requirements of the site.

3. The student is responsible for meeting with the field supervisor (a) at the beginning of the year to develop goals for the practicum, (b) at mid-year to review student progress and revise the practicum plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of student progress.

4. The student is responsible for logging all hours, having the field supervisor review and sign these logs, and providing the field supervisor with the mid-year and end-of-year practicum evaluation forms.

Field supervisor responsibilities:
1. The field supervisor assists the student in accomplishing their practicum goals by arranging for access to cases, and by scaffolding and supervising experiences according to the trainee's knowledge and skill level, with the goal of increasing independence throughout the year.

2. The field supervisor is responsible for providing ongoing feedback and direct supervision of the student's activities at the site. The practicum includes an average of 1 hour of supervision per week, most of which is provided on an individual, face-to-face basis.

3. The field supervisor is responsible for meeting with the student (a) at the beginning of the year to develop goals for the practicum, (b) mid-year to review student progress and revise the practicum plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of student progress.

4. The field supervisor is responsible for reviewing and signing the student's logs, and for completing a mid-year and end-of-year evaluation of student performance. Each evaluation must be based in part on direct observation of the student and her/his developing skills (either live or electronically). Any concerns should be brought to the attention of the university supervisor immediately so they can be resolved in a timely manner.

University supervisor responsibilities:
1. The University supervisor provides weekly or biweekly group supervision to process practicum experiences, promote critical thinking and discussion of the application of coursework to practice, develop knowledge and skills in effective supervision, and provide additional guidance as needed.

2.   The University supervisor is responsible for maintaining contact with the field supervisor, including a mid-year site visit and other contact as needed.

3.   The University supervisor is responsible for providing administrative oversight of the practicum experience.

Should concerns arise during the practicum, it is the responsibility of all parties – field supervisor, student, and university supervisor – to discuss the issues promptly so they can be resolved in a timely manner.

We agree to a 2019-2020 practicum experience at_____(site), as specified below:

- Days per week on site (circle days):   Mon   Tues   Wed   Thurs   Fri

- Hours per day on site: _____ Start/end dates: _____-_____

- On-site supervision will occur: _____

- University supervision will occur: Weekly seminar, mid-year site visit, other as needed

- Formal evaluation will occur: End of each semester rating by field supervisor

- A written log of trainee experiences: Kept by trainee, verified by field supervisor

As part of this practicum experience, the trainee will work toward developing competencies in the following areas, as negotiated with the site supervisor:

We have read and agree to these terms:

_____   _____   _____

Print Student Name   Student Signature   Date

_____   _____   _____

Print Field Supervisor Name   Field Supervisor Signature   Date

_____   _____   _____

Print University Supervisor Name   University Supervisor Signature   Date

Appendix C
Second Year Practicum
Student Evaluation Form

Lehigh University School Psychology Program
2ⁿᵈ-YR School-based Doctoral Practicum
Supervisor Evaluation

Trainee Name:_____

Supervising School Psychologist:_____

School(s):_____

Date: Mid Year:_____   End of year:_____

We recognize that during the practicum placement, trainees are continuing to develop their skills across all areas of professional practice and that supervision is a critical component of their growth and development. We do not expect students to be independent in their practice, but rather developing their competence in the context of supervision. As such, the please rate the trainee for each item based on the scale below. Please use **N/A** if the item is not applicable or was not available during practicum placement.

0 Not evident	1 Limited	2 Basic	3 Developing	4 Advanced

Mid	End	
Area 1: Consultation, Assessment, and Intervention		
		Demonstrates knowledge of problem-solving procedures, as implemented through consultation.
		Demonstrates ability to engage teaching staff in consultation processes to address student concerns.
		Demonstrates awareness of system-level influences/considerations when consulting with teaching staff.
		Demonstrates clinical skill in engaging family members in consultation processes to address student concerns.

		Demonstrates clinical skill in fostering working relationships and communication between family members and school staff.
		Demonstrates awareness and responsiveness to the interface of the various cultural and individual differences among consultees (i.e., teachers, family members, student).
		Participates meaningfully in systems level efforts related to academics or behavior (i.e., universal screening, data-based decision-making teams).
		Demonstrates knowledge of the eligibility process in the context of data-based decision making
		Demonstrates accuracy in administering and scoring basic psychological tests (i.e., cognitive and achievement instruments).
		Demonstrates accuracy in administering and scoring curriculum-based assessments of academic skills.
		Demonstrates ability to conduct direct observations in educational settings.
		Demonstrates accuracy in completing and interpreting behavioral assessment tools (i.e., rating scales; functional behavioral assessments)
		Demonstrates ability to communicate assessment findings in written reports.
		Demonstrates consideration for cultural, linguistic, and other individual factors that influence student performance.
		Demonstrates ability to make meaningful and practical recommendations based on assessment results.
		Demonstrates knowledge of interventions for academic problems.
		Demonstrates knowledge of interventions for behavioral problems.

Comments on above area:		
Area II: Interpersonal and Professional Skills		
		Demonstrates ability to establish rapport and express ideas verbally in an understandable manner with teachers.
		Demonstrates ability to establish rapport and express ideas verbally in an understandable manner with families, and children.
		Demonstrates ability to work collaboratively with families.
		Demonstrates ability to work collaboratively with school personnel.
		Demonstrates professional skills related to confidentiality, appropriate communication, interpersonal interactions.
		Recognizes when additional supervision is needed and appropriately seeks out supervision.
		Demonstrates openness to constructive feedback and reflects and uses such feedback to improve service delivery.
		Demonstrates an ability to reflect critically on skills and knowledge to improve service delivery.
Comments on above area:		
Summary		
Yes	Date	This evaluation is based at least in part on my direct observation, either live or electronic, of the competencies of this student).

Grade Assessment

Using the descriptions below, please indicate your estimation of a grade for the practicum this semester. Consider both the performance ratings given above and the student's progress toward their individual practicum goals this semester.

A or A-

The student has met or exceeded most goals set for the semester. A grade of "A" indicates an excellent to superior level of performance, while a grade of "A-" indicates that the student met the criteria at a strong level.

B or B-

While the student has not met all goals set for the semester and has performed at a level slightly below expectations, the student has shown progress toward meeting these goals. A grade of "B" indicates a moderate level of performance with some areas in need of improvement, while a grade of "B-" indicates several areas in significant need of improvement.

C

The student has not met the goals set for the semester and has performed at a level far below expectations for a doctoral practicum student. Areas in need of improvement are numerous and severe enough that questions may be raised as to whether the student is likely to reach entry-level competency by the end of the practicum sequence. Substantial remediation is required.

Appendix D
Supervisor/Site Evaluation Form

Lehigh University School Psychology Program
2ⁿᵈ-year School-based Practicum Site and Supervision Rating Form

Practicum Site: _____

Field Supervisor: _____

Student: _____ Academic Year: _____

Rate each statement using the following scale:

      1 = Never   2 = Sometimes   3 = Frequently   4 = Always

1.   My field supervisor…
_____ offered constructive criticism that helps foster growth as a psychologist
_____ was regularly available for consultation and supervision
_____ provided guidance when needed
_____ fostered my independence
_____ was open to other points of view

2.   In my school district…
_____ the school psychologist's role is clearly defined
_____ the roles of other pupil personnel staff are clearly defined
_____ pupil personnel staff works effectively together
_____ the work atmosphere is pleasant
_____ school psychologists can be effective

3. Check all activities that you had an opportunity to engage in **at least once** this year. Note the approximate percentage of time you spent in each of these activities:

_____	Classroom observation	_____ %
_____	Teacher consultation	_____ %
_____	Intervention planning/implementation	_____ %
_____	Family consultation (e.g., phone calls, informal)	_____ %
_____	Family meetings/conferences	_____ %
_____	Universal screening	_____ %
_____	Progress monitoring	_____ %
_____	Behavioral assessment	_____ %
_____	Test administration	_____ %
_____	Test interpretation and report writing	_____ %
_____	Individual or group counseling	_____ %
_____	Attend training session/workshop	_____ %
_____	Lead training session/workshop	_____ %
_____	Crisis management	_____ %
_____	Child study team involvement	_____ %
_____	Supervision	_____ %
_____	Research	_____ %
_____	other, please specify _____	_____ %

4. Identify the types of children you evaluated and/or worked with this year (check all that apply):

_____ Learning support needs
_____ Emotional support needs
_____ Life skills needs
_____ Hearing impairments
_____ Visual impairments
_____ Speech and language impairments
_____ Autism
_____ Other health impairments
_____ Other exceptionalities, please specify _____
_____ Preschool age
_____ Elementary age
_____ Secondary age

5. Identify the working conditions that were provided to you this year (check all that apply):

_____ dedicated office and/or desk space
_____ acceptable testing conditions throughout the district buildings
_____ readily available assessment materials
_____ intervention materials
_____ a personal computer
_____ computer support for assessment scoring
_____ other, please describe _____

Circle the most appropriate response for each of the following:

6. On average, how much travel between schools was required?

None   < 1 hr/day $\geq$1 hr/day

7. Approximately how many evaluations were you involved in this year?

None   1-5   6-10   11-15   16-20   >20

8. What type of evaluation report was typically required?

Lengthy   Moderate   Sketchy

9. How many psychologists did you work with this year?

1   2 $\geq$3

10. Overall, how would you rate the **_quality_** of the supervision provided by your field supervisor this year?

1	2	3	4
Poor	Fair	Very good	Excellent

11. Overall, how would you rate the **_amount_** of supervision provided by your field supervisor this year?

1	2	3	4
Poor	Fair	Very good	Excellent

12. **_Overall_**, how would you rate your practicum experience this year?

1	2	3	4
Poor	Fair	Very good	Excellent

Comments:

Appendix E
Advanced Practicum Guidelines and Goals

Lehigh University School Psychology Program
DOCTORAL PRACTICUM GUIDELINES AND GOALS

Student: _____ Contact: _____

Field Supervisor: _____ Credentials: _____

Contact: _____

University Supervisor: Christine Cole, Ph.D., L.P.   Contact: clc2@lehigh.edu   610-758-3270

The Lehigh School Psychology program has a behavioral and ecological problem-solving perspective that emphasizes the importance of evidence-based practice and data-based decision making. An integral part of this doctoral training is the field-based experience during each year of study. These experiences complement academic course work, as students participate in rich school-based and/or clinic-based practica where they experience first-hand the role of school psychology professionals. This systematic training provides students with opportunities to develop skills in assessment, consultation, and intervention that prepare them well for practice in a wide variety of settings. Doctoral students develop and refine their skills by working with psychologists, children, families, teachers, and others, under the direct supervision of a practicing psychologist in that setting. By the end of their 4th (or optional 5th) year, students will have accumulated over 1200 hours of practicum experience, of which at least 600 hours are in school settings.

Throughout the doctoral practicum sequence, trainees develop their skills across many areas of professional practice, with supervision as a critical component in students' growth and development. While students are not expected to be independent in their practice until they have completed the entire doctoral practicum sequence, more advanced (4th- and 5th-year) students should be emerging as independent professionals in a variety of professional areas.

Prior to beginning each practicum year, the student and field supervisor design a schedule that is mutually beneficial. Depending on the arrangement, students may come to the practicum site one day, two days, or several half-days each week. Students and field supervisors also develop a systematic plan, identifying the competencies the student intends to develop as part of the training.

The student is required to accrue at least 120 clock hours for a 1-day/week practicum or 240 clock hours for a 2-day/week practicum that includes direct contact, support activities, and supervision:
● *Direct contact* includes assessment, intervention, and consultation activities. As a general rule, about half of the student's logged hours will fall within this category.
● *Support activities* include such things as record review, report writing, planning, data entry, and presenting professional development sessions. Students may complete support activities during regularly scheduled times on site or outside of these times/off site.
● *Supervision* takes two forms:
  o *Field supervision* is provided by the psychologist who is employed by the practicum site and assumes professional responsibility for the work the student completes in that setting. This supervision rarely occurs as one contiguous session, but consists of frequent meetings throughout the day to total a minimum of one hour per day for each day spent in practicum.

o   *University supervision* is provided by Lehigh faculty through a weekly or biweekly group seminar, for the purpose of overseeing the integration of professional knowledge and skills, with a focus on case discussion.

The specific responsibilities of each party include:

Student responsibilities:
1. The student is responsible for participating in activities at the site throughout the year at the direction of the field supervisor and according to a schedule agreed upon with the field supervisor, and to communicate any schedule changes to the field supervisor.

2. The student is responsible for delivering psychological services with integrity, in a manner consistent with professional codes of conduct, and in accordance with all rules and requirements of the site.

3. The student is responsible for meeting with the field supervisor (a) at the beginning of the year to develop goals for the practicum, (b) at mid-year to review student progress and revise the practicum plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of student progress.

4. The student is responsible for logging all hours, having the field supervisor review and sign these logs, and providing the field supervisor with the mid-year and end-of-year practicum evaluation forms.

Field supervisor responsibilities:
1. The field supervisor assists the student in accomplishing his/her practicum goals by arranging for access to cases, and by scaffolding and supervising experiences according to the trainee's knowledge and skill level, with the goal of increasing independence throughout the year.

2. The field supervisor is responsible for providing ongoing feedback and direct supervision of the student's activities at the site. The practicum includes an average of 1 hour of supervision per week, most of which is provided on an individual, face-to-face basis.

3. The field supervisor is responsible for meeting with the student (a) at the beginning of the year to develop goals for the practicum, (b) mid-year to review student progress and revise the practicum plan as needed, (c) weekly throughout the year for individual feedback and supervision, and (d) at the end of the year for a final review of student progress.

4. The field supervisor is responsible for reviewing and signing the student's logs, and for completing a mid-year and end-of-year evaluation of student performance. Each evaluation must be based in part on direct observation of the student and her/his developing skills (either live or electronically). Any concerns should be brought to the attention of the university supervisor immediately so they can be resolved in a timely manner.

University supervisor responsibilities:
1. The university supervisor provides weekly or biweekly group supervision to process practicum experiences, promote critical thinking and discussion of the application of coursework to practice, develop knowledge and skills in effective supervision, and provide additional guidance as needed.

2.   The university supervisor is responsible for maintaining contact with the field supervisor, including a mid-year site visit and other contact as needed.

3.   The university supervisor is responsible for providing administrative oversight of the practicum experience.

Should concerns arise during the practicum, it is the responsibility of all parties – field supervisor, intern, and university supervisor – to discuss the issues promptly so they can be resolved in a timely manner.

We agree to a 2019-2020 practicum experience at_____(site), as specified below:

- ●   Days per week on site (circle days):   Mon   Tues   Wed   Thurs   Fri

- ●   Hours per day on site: _____ Start/end dates: _____-_____

- ●   On-site supervision will occur: _____

- ●   University supervision will occur: Weekly/biweekly seminar, mid-year site visit, other as needed

- ●   Formal evaluation will occur: End of each semester rating by field supervisor

- ●   A written log of trainee experiences: Kept by trainee, verified by field supervisor

As part of this practicum experience, the trainee will work toward developing competencies in the following areas, as negotiated with the site supervisor:

We have read and agree to these terms:

_____   _____   _____
Print Student Name   Student Signature   Date

_____   _____   _____
Print Field Supervisor Name   Field Supervisor Signature   Date

Christine Cole

_____   _____   _____
Print University Supervisor Name   University Supervisor Signature   Date

Appendix F
Advanced Practicum Student Evaluation Form

Lehigh University School Psychology Program
Doctoral Practicum
Supervisor Evaluation

Trainee Name:_____

Supervising Psychologist:_____

School District:_____

Date: Mid Year:_____   End of year:_____

We recognize that throughout the doctoral practicum sequence, trainees are continuing to develop their skills across all areas of professional practice, and that supervision is a critical component of their growth and development. We do not expect students to be independent in their practice, but rather, to be developing their competence in the context of supervision. As such, please rate the trainee's performance for each item based on the scale below. Please use **N/A** if the item is not applicable or was not available during the practicum placement.

0 Not evident	1 Limited	2 Basic	3 Developing	4 Advanced

Mid	End	
Area I: Consultation, Assessment, and Intervention Skills		
		Demonstrates knowledge of problem-solving procedures, as implemented through consultation.
		Demonstrates ability to engage teaching staff in consultation processes to address student concerns.
		Demonstrates awareness of system-level influences/considerations when consulting with teaching staff.
		Demonstrates clinical skill in engaging family members in consultation processes to address student concerns.

		Demonstrates clinical skill in fostering working relationships and communication between family members and school staff.
		Demonstrates awareness and responsiveness to the interface of the various cultural and individual differences among consultees (i.e., teachers, family members, student).
		Participates meaningfully in systems level efforts related to academics or behavior (i.e., universal screening, data-based decision making teams).
		Demonstrates knowledge of the eligibility process in the context of data-based decision making
		Demonstrates appropriate selection of assessment methods based on individual cases.
		Demonstrates accuracy in administering and scoring basic psychological tests (i.e., cognitive and achievement instruments).
		Demonstrates accuracy in administering and scoring curriculum based assessments of academic skills.
		Demonstrates ability to conduct direct observations in educational settings.
		Demonstrates accuracy in completing and interpreting behavioral assessment tools (i.e., rating scales, functional behavioral assessments).
		Demonstrates ability to communicate assessment findings in written reports.
		Demonstrates consideration for cultural, linguistic, and other individual factors that influence student performance.
		Demonstrates ability to make meaningful and practical recommendations based on assessment results.
		Demonstrates knowledge of interventions for academic problems.

		Demonstrates knowledge of interventions for behavioral problems.
		Demonstrates ability to effectively handle crisis intervention situations.

Comments on above area:

Area II: Interpersonal and Professional Skills		
		Demonstrates ability to establish rapport and express ideas verbally in an understandable manner with teachers or other school personnel.
		Demonstrates ability to work collaboratively with teachers or other school personnel.
		Demonstrates ability to establish rapport and express ideas verbally in an understandable manner with families and children.
		Demonstrates ability to work collaboratively with families.
		Demonstrates professional skills related to confidentiality, appropriate communication, interpersonal interactions.
		Recognizes when additional supervision is needed and appropriately seeks out supervision.
		Demonstrates openness to constructive feedback and reflects and uses such feedback to improve service delivery.
		Demonstrates an ability to reflect critically on skills and knowledge to improve service delivery.

Comments on above area:		
Area III: Systems-level Skills		
		Considers systems-level variables in all professional activities.
		Demonstrates familiarity with laws and ethical standards affecting the role and function of school psychologists.
		Demonstrates working knowledge of resources available for students and families, both within the school and the community.
		Demonstrates an understanding of the legal rights of parents and students.
Comments on above area:		

Area IV: Supervision-related Skills		
		Demonstrates openness and responsiveness to supervisor feedback.
		Demonstrates ability to integrate the recommendations of supervisor into practice.
		Demonstrates ability to recognize the need for supervision when appropriate.
Comments on above area:		
Summary		

Yes	Date	This evaluation is based at least in part on my direct observation (either live or electronic) of the competencies of this student.
Yes	No	I recommend this student for certification as a school psychologist in Pennsylvania (please circle).

Grade Assessment

Using the descriptions below, please indicate your estimation of a grade for the practicum this semester. Consider both the performance ratings given above and the student's progress toward their individual practicum goals this semester.

A or A-
The student has met or exceeded most goals set for the semester. A grade of "A" indicates an excellent to superior level of performance, while a grade of "A-" indicates that the student met the criteria at a strong level.

B or B-
While the student has not met all goals set for the semester and has performed at a level slightly below expectations, the student has shown progress toward meeting these goals. A grade of "B" indicates a moderate level of performance with some areas in need of improvement, while a grade of "B-" indicates several areas in significant need of improvement.

C
The student has not met the goals set for the semester and has performed at a level far below expectations for a doctoral practicum student. Areas in need of improvement are numerous and severe enough that questions may be raised as to whether the student is likely to reach entry-level competency by the end of the practicum sequence. Substantial remediation is required.

Appendix G
Pediatric Practicum Student Evaluation Form

Lehigh University School Psychology Program
Pediatric School Psychology
Doctoral Practicum Evaluation

Student's Name: _____

Supervising Psychologist: _____

Placement: _____ Date: _____

Please rate each item based on the scale below:

     4: Superior ability. Demonstrates skill equivalent to that of an experienced school psychologist.

     3: Competent without supervision at an entrance level or better for school psychologist; can function independently in this area.

     2: Competent with some additional supervision at an entrance level for school psychologists; needs some general guidance in this area.

     1: Minimally competent with much supervision at an entrance level for school psychologists; needs continued, direct supervision in this area.

     0: Not competent at an entrance level for school psychologists in this area.

N/A: Not applicable or not available during practicum placement.

Area I: Assessment: Schools

_____ 1. Demonstrates accuracy in scoring and administering basic psychological tests. (WISC-IV, WPPSI-III, Binet-IV, etc.)

_____ 2. Demonstrates knowledge of wide variety of testing instruments.

_____ 3. Demonstrates ability to master and utilize new standardized testing instruments.

_____ 4. Demonstrates appropriate selection of assessment methods based on individual cases.

_____ 5. Demonstrates ability to conduct curriculum-based assessments of academic skills.

_____ 6. Demonstrates ability to conduct direct observations in classroom settings.

_____ 7.   Demonstrates ability to use behavioral assessment instruments in making decisions regarding appropriate interventions for behavioral problems.

_____ 8.   Demonstrates ability to make accurate decisions about eligibility for special education from assessment results.

_____ 9.   Demonstrates ability to make meaningful and practical recommendations based on assessment results.

_____ 10.   Demonstrates ability to communicate finds of assessment through written reports.

_____ 11.   Demonstrates ability to recognize the need for related services and evaluation in areas such as physical disabilities, sensory disabilities, language disorders, etc.

_____ 12.   Demonstrates ability to adapt evaluation methods to accurately assess children from culturally and linguistically diverse backgrounds.

Area IA: Assessment: Educational, Emotional, and Familial Impact of Medical and Psychological Disabilities

_____ 1.   Demonstrates ability to assess educational, emotional, and familial impact of congenital disorders of the CNS such as spina bifida, prenatal toxic exposure, seizure disorders, etc. for students with or at-risk for E/BD.

_____ 2.   Demonstrates ability to assess educational, emotional, and familial impact of acquired disorders of the CNS such as traumatic brain injury, brain tumor, lead toxicity, meningitis, for students with or at-risk for E/BD.

_____ 3.   Demonstrates ability to assess educational, emotional, and familial impact of disorders not involving CNS such as asthma, diabetes, cancer, muscular dystrophy, for students with or at-risk for E/BD.

_____ 4.   Demonstrates ability to assess educational, emotional, and familial impact of psychiatric and neurological disorders such as ADHD, depression, anxiety, and autism spectrum disorders.

_____ 5.   Demonstrates ability to conduct school-wide screening for students at-risk for health problems.

_____ 6.   Demonstrates ability to use systematic observation in the assessment of psychological and educational difficulties associated with medical conditions.

_____ 7.   Demonstrates ability to use appropriate informant report measures in the assessment of psychological and educational difficulties for students with or at-risk for E/BD associated with medical conditions.

_____8.   Demonstrates ability to use interviewing strategies in the assessment of psychological and educational difficulties associated with medical conditions.

_____9.   Demonstrates ability to use functional analysis procedures in the assessment of psychological and educational difficulties associated with medical conditions.

_____10.   Demonstrates ability to adapt assessment methods in evaluating psychological and educational difficulties associated with medical conditions for students from culturally and linguistically diverse backgrounds.

Area II: Intervention: Educational, Emotional, and Familial Impact of Medical and Psychological Problems.

_____1. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of medical problems of congenital disorders the CNS such as spina bifida, prenatal toxic exposure, seizure disorders, etc. for students with or at-risk for E/BD.

_____2. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of acquired disorders of the CNS such as traumatic brain injury, brain tumor, lead toxicity, meningitis, for students with or at-risk for E/BD.

_____3. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of disorders not involving CNS such as asthma, diabetes, cancer, muscular dystrophy, for students with or at-risk for E/BD.

_____4. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of psychiatric and neurological disorders such as ADHD, depression, anxiety, and autism spectrum disorders.

_____5. Demonstrates a knowledge base and practical experience in the design of research related to intervention for students with or at risk of health /psychiatric problems.

Area III: Health Promotion

_____1. Demonstrates ability to facilitate curriculum development and evaluation of health promotion program.

_____2. Demonstrates ability to consult with school and health professional personnel regarding curriculum development and evaluation of health promoting activities (i.e., physical education, nutrition, protection from abuse).

_____3. Demonstrates knowledge of the development of health promotion programs in schools.

_____4. Demonstrates a knowledge base and practical experience in the design of research related to service delivery/health promotion programming.

Area IV: Interpersonal Skills

School Related

_____ 1.	Demonstrates ability to express ideas verbally in an understandable manner to school personnel.

_____ 2.	Demonstrates ability to establish effective rapport with all ages of school children.

_____ 3.	Demonstrates ability to be receptive to child's concerns during interview/counseling sessions.

_____ 4.	Demonstrates ability to interact in a supportive manner with school personnel.

_____ 5.	Demonstrates ability to recognize personal cultural influences in relating to school personnel and children.

Parent Related

_____ 6.	Demonstrates ability to establish effective rapport with parents/guardians.

_____ 7.	Demonstrates ability to be receptive to parental concerns during interview and counseling sessions .

_____ 8.	Demonstrates ability to communicate results of evaluation to parents in understandable manner.

_____ 9.	Demonstrates ability to effectively obtain an accurate case history.

_____ 10.	Demonstrates ability to recognize cultural and linguistic differences that can influence parental interactions.

Health Care Professionals

_____ 11.	Demonstrates ability to effectively communicate educational and emotional concerns to health care professionals.

_____ 12.	Demonstrates ability to interact in a supportive manner to facilitate inter-agency collaboration.

Area V. System Knowledge

_____ 1.	Demonstrates familiarity with laws and ethical standards affecting the role and function of school psychologists.

_____ 2.	Demonstrates familiarity with laws and ethical standards affecting the role of

health care providers.

_____ 3. Demonstrates working knowledge of resources available for students and families both within the school and community.

_____ 4. Demonstrates an understanding of the legal rights of parents and students.

_____ 5. Demonstrates knowledge of available community resources outside of school setting.

_____ 6. Demonstrates knowledge of health care community and its impact on educational performance of students.

_____ 7. Demonstrates knowledge of available health care resources outside of school setting.

_____ 8. Demonstrates knowledge of how cultural and linguistic differences influence provision of health and educational services.

Area VI: Consultation

_____ 1. Demonstrates ability to effectively conduct a problem identification interview with teacher/parent, and health care professionals.

_____ 2. Demonstrates ability to effectively conduct a problem analysis interview and collect baseline data.

_____ 3. Demonstrates ability to effectively consult with teacher, parent, and health care professionals regarding intervention plan.

_____ 4. Demonstrates ability to effectively graph and display results of consultation.

_____ 5. Demonstrates ability to effectively communicate in writing and verbally the results of the consultation process to appropriate school, parent, and health care personnel.

_____ 6. Demonstrates ability to effectively consult with and learn from multi-disciplinary team personnel such as reading specialists, speech therapists, instructional support teachers, etc.

_____ 7. Demonstrates ability to effectively consult with and learn from interagency personnel outside the school district (intermediate unit) such as pediatricians, neurologists, developmental specialists, nurses, social workers and other health care professionals.

_____ 8. Demonstrates ability to consult effectively with and learn from school and health

care agency administrators.

_____ 9. Demonstrates ability to consult effectively with and learn from classroom teachers.

_____ 10. Demonstrates ability to adapt consultation methods to consider cultural and linguistic differences.

Area VII: Counseling

_____ l. Demonstrates ability to effectively build a therapeutic rapport with parents and children.

_____ 2. Demonstrates ability to effectively identify appropriate goals for therapeutic intervention.

_____ 3. Demonstrates ability to use effective therapeutic interviewing strategies during counseling sessions.

_____ 4. Demonstrates ability to effectively handle crisis counseling situations with children and parents.

_____ 5. Demonstrates ability to consider cultural and linguistic differences in providing counseling services to children and families.

Area VIII: Supervision

_____ l. Demonstrates receptivity to criticism.

_____ 2. Demonstrates ability to integrate the recommendations of supervisor into practice.

_____ 3. Demonstrates ability to facilitate a free exchange of ideas with children, parents, teachers, and health care professionals.

_____ 4. Demonstrates ability to recognize the need for supervision when appropriate.

_____ 5. Demonstrates ability to work independently.

Comments: Please add any specific comments regarding the competency and/or effectiveness of the student.

This evaluation is based at least in part on my direct observation (either live or electronic) of the competencies of this student. _____

          Signature   Date

Grade Assessment

Using the anchor points noted below, please indicate your estimation of a grade for practicum for this semester.

In considering the grade assignment, this is an overall judgment that incorporates a student's professionalism, interpersonal relationships, skills, and responsiveness to supervision.

A

Student has met or exceeded all goals set for the semester and has performed at a level clearly expected for a first (second) semester doctoral practicum student. A grade of "A" indicates the student meets the criteria at a level of excellent to superior, a grade of "A-" indicates that the student meets the criteria at a strong level.

A-

B

Student has not met all goals set for the semester and has performed at a level below expectations for a first (second) semester doctoral practicum student. However, the student has shown that they will be likely to reach entry level competency by the end of the doctoral practicum period in June (applicable only to fourth year doctoral students). A grade of "B" indicates some deficiencies in the criteria, a grade of "B-" indicates significant deficiencies in the criteria.

B-

C

Student has not met all goals set for the semester and has performed at a level far below expectations for a first (second) semester doctoral practicum student. The deficiencies are severe enough that some question may be raised as to whether the student is likely to reach entry level competency by the end of the practicum period in June (applicable only to fourth year doctoral students).

Appendix H
Supervisor/Site Evaluation Form

Lehigh University School Psychology Program
Doctoral Practicum
Site and Supervision Rating Form

Practicum Site: _____

Field Supervisor: _____

Student: _____ Academic Year: _____

Rate each statement using the following scale:

    1 = Never   2 = Sometimes   3 = Frequently   4 = Always

1. My field supervisor…
   _____ offered constructive criticism that helps foster growth as a psychologist
   _____ was regularly available for consultation and supervision
   _____ provided guidance when needed
   _____ fostered my independence
   _____ was open to other points of view

2. In my school district…
   _____ the school psychologist's role is clearly defined
   _____ the roles of other pupil personnel staff are clearly defined
   _____ pupil personnel staff works effectively together
   _____ the work atmosphere is pleasant
   _____ school psychologists can be effective

3. Check all activities that you had an opportunity to engage in **at least once** this year. Note the approximate percentage of time you spent in each of these activities:

   _____   Classroom observation   _____ %
   _____   Teacher consultation   _____ %
   _____   Intervention planning/implementation   _____ %
   _____   Family consultation (e.g., phone calls, informal)   _____ %
   _____   Family meetings/conferences   _____ %
   _____   Universal screening   _____ %
   _____   Progress monitoring   _____ %
   _____   Behavioral assessment   _____ %
   _____   Test administration   _____ %
   _____   Test interpretation and report writing   _____ %
   _____   Individual or group counseling   _____ %
   _____   Attend training session/workshop   _____ %
   _____   Lead training session/workshop   _____ %
   _____   Crisis management   _____ %
   _____   Child study team involvement   _____ %
   _____   Supervision   _____ %
   _____   Research   _____ %

_____   other, please specify _____   _____ %

4. Identify the types of children you evaluated and/or worked with this year (check all that apply):

_____ Learning support needs
_____ Emotional support needs
_____ Life skills needs
_____ Hearing impairments
_____ Visual impairments
_____ Speech and language impairments
_____ Autism
_____ Other health impairments
_____ Other exceptionalities, please specify _____
_____ Preschool age
_____ Elementary age
_____ Secondary age

5. Identify the working conditions that were provided to you this year (check all that apply):

_____ dedicated office and/or desk space
_____ acceptable testing conditions throughout the district buildings
_____ readily available assessment materials
_____ intervention materials
_____ a personal computer
_____ computer support for assessment scoring
_____ other, please describe _____

Circle the most appropriate response for each of the following:

6. On average, how much travel between schools was required?

None   < 1 hr/day   1-2 hrs/day   > 2 hrs/day

7. Approximately how many evaluations were you involved in this year?

None   1-5   6-10   11-15   16-20   >20

8. What type of evaluation report was typically required?

Lengthy   Moderate   Sketchy

9. How many psychologists did you work with this year?

1   2   >3

10. Overall, how would you rate the ***quality*** of the supervision provided by your field supervisor this year?

1	2	3	4
Poor	Fair	Very good	Excellent

11. Overall, how would you rate the ***amount*** of supervision provided by your field supervisor this year?

1	2	3	4
Poor	Fair	Very good	Excellent

12. ***Overall***, how would you rate your practicum experience this year?

1	2	3	4
Poor	Fair	Very good	Excellent

Comments:

Appendix I
Certification Form

Checklist for Achieving Certification as a School Psychologist

Student's Name: _____

Date: _____

Ph.D. Students: Total Number Hours of Practicum:

    Course Based Practicum:

           SchP 431 (Consultation Procedures)   _____

           SchP 432 (Assessment of Intelligence)   _____

           SchP 433 (Behavioral Assessment)   _____

           SchP 435 (Assess & Interv Ed. Consult)   _____

    Total Course Base Practicum Hours   _____

    Formal Practica:

        3rd year site (s): _____   _____
                          _____   _____

        4th year site (s) _____   _____
                          _____   _____

    TOTAL HOURS (must exceed 1,200 clock hours)   _____

    Portfolio Completed and Approved by university supervisor   _____

    Evaluation by Practicum Supervisor Received (4th yr)   _____

    Evaluation of site by student received and approved by university supervisor   _____

    Passing score received on State exams (PAPA & PRAXIS)   _____

Ed.S. Students

Certification Internship Site _____   _____

TOTAL HOURS (must exceed 1,200 clock hours)   _____

Portfolio Completed and Approved by university supervisor   _____

Evaluation by Practicum Supervisor Received (4th yr)   _____

Evaluation of site by student received and approved by university supervisor   _____

Passing score received on State exams (PAPA & PRAXIS)   _____

Approval:

    University Practicum Supervisor   _____
    Program Coordinator   _____
    Date Approved: _____

Appendix J
Doctoral Internship Goals

Lehigh University School Psychology Program
Doctoral Internship Goals

Intern: _____ Contact: _____

Internship Supervisor: _____ Credentials: _____

Contact Information: _____

University Supervisor: Christine Cole, Ph.D., L.P.   Contact: clc2@lehigh.edu   610-758-3270
_____

The internship is the culminating supervised professional training experience prior to the granting of the doctoral degree. Its primary focus and purpose is to ensure breadth and quality of training, meeting the needs of the intern, and providing an extension of education and supervised training from the University program. The internship should consist of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, supervision, and research designed to meet the psychological, educational, and health needs of the clients served. Interns should have experiences with prevention and development of system supports, direct intervention for client problems, and cultural and individual diversity issues.

To direct and focus this training experience, the intern and internship supervisor are asked to meet within the first two weeks of the doctoral internship to discuss the internship expectations and requirements, and to develop individualized internship goals. Each goal should be specific, objective, and measurable. Once goals have been finalized, the intern and supervisor will sign the agreement, and share a copy with the University supervisor. This document should serve as a guide for planning all internship activities. The intern is encouraged to use both formative (e.g., monthly GAS) and summative evaluation (e.g., end-of-semester semester rating) methods to monitor their progress toward each goal throughout the year. Progress toward goals should be reviewed regularly by the intern and supervisor, and revised as needed.

Specifically, the intern will work toward developing competencies in the following areas, as negotiated with the internship supervisor:

We have read and agree to these doctoral internship goals:

_____   _____
 Interns Signature and Date   Internship Supervisor and Date

Appendix K
Independent Internship Form

Lehigh University
School Psychology Program
Independent Doctoral Internship Proposal (rev. 3/2013)

For students who are designing an independent (not APPIC or APA-approved) internship, approval will be based on how well the proposed experience meets the internship recommendations of the Council of Directors of School Psychology Programs (CDSPP; please see full description of recommendations at https://sites.google.com/site/cdspphome/2012guidelines.) For the purposes of providing the Program Coordinator with information for making this decision, please describe in detail how each recommendation below will be addressed. After completing this proposal in coordination with the intended field supervisor, return a signed copy to the Program Coordinator for final approval.

Student Name _____   Date _____

Proposed Internship Site _____

Address _____

Field Supervisor _____   Phone_____

1. Planned sequence of training experiences that *assures breadth and quality of training beyond that provided within the doctoral plan of study*, including a range of activities (i.e., consultation, assessment, evidence-based intervention, supervision, research, program development and evaluation, prevention, and diversity).

2. *Minimum of 1500 hours* to be completed in no less than 9 months and within 24 months. (Please check individual state requirements for licensure.)

3. Of the total hours, at least 25% is in direct *(face-to-face) service to clients* and some time should be provided for *research*, which may include evaluation of services to clients or own training activities.

4. Minimum of 2 hours weekly of *regularly scheduled individual supervision* (of services provided by intern) by a licensed psychologist.

5. Average of 2 hours per week in *group or individual supervision* with doctoral level psychologist (either licensed psychologist or certified school psychologist).

6. The supervisor is a doctoral-level psychologist, who is employed by the agency and currently licensed to practice at the independent level, and who assumes responsibility for the integrity and quality of the internship program. The site should have more than 1 psychologist on staff; however, if there is only one staff psychologist, the agency may meet this requirement through an agreement with other agencies (e.g., schools, universities) to ensure that the intern receives supervision from two or more psychologists, one of whom is actively licensed and provides at least half of the required amount of supervision.

7. Individual supervision may occur through synchronous audio and video format for no more than 1 hour of the 2 hour individual requirement, or 2 hours of the total 4 hours of supervision per week.

8. *Regularly scheduled, supervised, and documented training activities with other <u>doctoral-level psychology</u> interns* for the purposes of socialization into the profession. If the site has only one trainee, this requirement may be met through regularly scheduled, supervised, and documented training activities with interns from other, nearby sites. These activities may include inservice, case conferences, seminars, or observations and may be in conjunction with other appropriately credentialed personnel.

9. A written statement describing the *goals and content* of the internship program, which includes clear expectations for the *quantity and quality of the trainee's work*; nature of the experiences (see #1 above); and supervision (see #10 below). A contract indicating the salary, benefits, reimbursable travel and other relevant data will be required once the plan is approved.

10. *Due process procedures* for interns.

11. Trainee is given a *title designating trainee status*, such as "intern".

12. Reports completed by the intern are co-signed by the licensed psychologist responsible for supervision.

13. The agency and University School Psychology Program will issue a joint certificate or official statement of completion at the successful completion of the programmed sequence of training activities.

The details of this plan meet the CDSPP recommendations for internship and are considered to be feasible to carry out at this site.

_____   _____
                    Intern   Proposed Supervisor

Decision: _____ Approved   _____Not Approved

                    _____ Approved with the following changes:

Clinical Training Director_____ Date_____

Appendix L
Council of Directors of School Psychology Programs Internship Guidelines

Council of Directors of School Psychology Programs (CDSPP)
Doctoral Level Internship Guidelines
Initial Version Approved by the Membership, May, 1998
Revised Version approved and ratified by the Membership, November, 2012
Retrieved from: https://sites.google.com/site/cdspphome/2012guidelines

The doctoral internship is an important culminating professional practice experience in doctoral level education and training in school psychology. Following are guidelines for school psychology doctoral internships that will provide the basis for high quality internship experiences.

Although these guidelines set forth basic quality standards for doctoral level school psychology internships, internship requirements for licensure and certification are set at the state level and vary from state to state. Therefore, graduate students and training programs should consult relevant state licensure and certification requirements when considering the nature of a specific internship.

CDSPP is an organization of doctoral level school psychology programs. It is not an official accrediting body and does not evaluate, approve, or accredit internships or training programs. CDSPP guidelines may be useful for prospective interns who are evaluating the quality of school psychology doctoral internships. These guidelines may also be useful to doctoral training programs in making program development and internship approval decisions. They may also be used by organizations authorized to approve or accredit internships or training programs. Doctoral training programs and internship sites that are interested in accreditation by the American Psychological Association should refer to the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* published by the APA Office of Program Consultation and Accreditation.

In the absence of special circumstances, a doctoral internship program in School Psychology meeting these guidelines will also be considered as meeting the "Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology" developed in 1980 by the National Register of Health Service Providers in Psychology to identify an acceptable internship, which is one of several requirements for credentialing by The National Register of Health Service Providers in Psychology.*
1. A School Psychology doctoral internship is an organized training program that, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The internship is the culminating supervised professional practice training experience prior to the granting of the doctoral degree. It follows a programmed sequence of coursework, practica, and field experiences and occurs after the substantial completion of the coursework leading to the degree. Its primary focus and purpose is ensuring breadth and quality of training, meeting the needs of the graduate student/intern, and providing an extension of education and supervised training from the university program. The internship consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, supervision, and research designed to meet the psychological, educational, and health needs of the clients. Interns should have experiences with prevention and development of system supports, as well as with direct intervention for client problems, and should have experiences dealing with cultural and individual diversity.

2. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.

3. The internship agency provides a dated written statement, brochure, or website that describes the goals and content of the doctoral internship program, states clear expectations for the quality of trainees' work, training, and supervision, and is made available in advance to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern is given a written statement that includes salary, benefits, reimbursable travel, holidays, and other relevant data.

4. Interns receive a formal, written evaluation minimally at the end of each university semester, trimester, or quarter course grading period. The format for that evaluation is agreed upon in advance by the internship agency and the intern's university training program. The areas evaluated are consistent with doctoral program objectives and competencies and include evaluation of intern skills in assessment, intervention, consultation, program evaluation, and ability to deal with issues of cultural and individual diversity. Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent psychologists. The doctoral internship is a required part of the doctoral degree, and while the internship supervisor assesses student performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student's readiness for graduation and entrance into the profession. Therefore, intern performance is discussed among the training partners: the internship site and the university.

5. Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated related to intern behaviors, intern activities, or internship conditions, the university-based director of the school psychology doctoral program in which the intern is enrolled is notified by the supervisor at the internship site.

6. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours in activities described above. Interns and university training programs should consult relevant credentialing (e.g., state licensure, certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g.,completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.

7. Internship agencies and the intern's university training program jointly issue to the intern written documentation (e.g., a certificate, letter, or "Certificate of Completion") reflecting successful completion of the psychology doctoral internship.

8. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychology. However, internship agencies such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. Such consortium agreements must ensure supervision of the intern by two or more psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.

9. The full-time internship includes **at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level** with the specific intent of evaluating the psychological services rendered directly by the intern and supporting the intern in the role of psychological service provider.

10. In addition to the individual supervision (**as described in #9 above**), the intern spends **at least two additional hours per week in scheduled group or individual supervision, conducted by a doctoral level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools.**

11. The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/inservice training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed

professionals other than school psychologists. The internship agency has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

12. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in # 9 above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described in #9 and #10 above). The use of telesupervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. The rationale for the use of telesupervision with interns at a particular site, and the scheduling and means for telesupervision should be clearly articulated. As with usual forms of supervision, the supervisor will retain full professional responsibility for all clinical services provided by the intern(s). Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Technology and quality requirements, as well as training in the use of the technology, are available for the supervisor and the intern. Internships using telesupervision adhere to best practices and ethical, legal, and professional guidelines.

13. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.

14. The trainee has a title such as "intern," "resident," or other designation of trainee status.

This statement may be included in these Guidelines pending review of the final version of the Guidelines by the Executive Officer of the National Register of Health Service Providers in Psychology.

Appendix M
Past Internship Sites

The following sites (which are outside of those available through AAPIC) have been used

as doctoral intern sites by prior students:

Lancaster City School District: Lancaster, PA
Milton S. Hershey School: Hershey, PA
Children's Hospital of Philadelphia
Lancaster-Lebanon Intermediate Unit, Lancaster, PA
Colonial-Northampton Intermediate Unit, Nazareth, PA
School District of Philadelphia
Solenco (Lancaster County) School District
Nebraska Consortium (APA-approved): Lincoln, NE.
Meyers Rehabilitation, Omaha Public Schools (APA-approved)
Father Flanagan's Boys' Town, Omaha, NE (APA-approved)
Lincoln Public Schools, Lincoln, NE (APA-approved)
Dallas Independent School District (APA-approved), Dallas, TX
Warren Hills Regional School District, Washington, NJ
District of Columbia Public Schools, Washington, DC
Heartland Area School District, Des Moines, IA
South Shore Mental Health Center, Chatham, MA
Norfolk School District, Norfolk, VA
CORA, Philadelphia, PA
Allentown School District, Allentown PA
Virginia Beach Public Schools, VA
Centennial School of Lehigh University, PA
Louisiana Consortium, New Orleans, LA
Galena Park Independent School District, Galena Park, TX
KIDSPeace, Orefield, PA
Colonial Intermediate Unit 20, Easton, PA
Carbon Lehigh Intermediate Unit 21, Schnecksville, PA
Center for Neurological and Neurodevelopmental Health, Voorhees, NJ
Bethlehem Area School District, Bethlehem, PA
Grove Park Elementary School, Baltimore, MD
Howard County Public Schools, Ellicott City, MD
Ossining School District, Ossining, NY
Syracuse School District, Syracuse, NY
PATTAN, Harrisburg, PA

Appendix N
Internship Supervisor Evaluation Form

Lehigh University School Psychology Program
DOCTORAL INTERNSHIP SUPERVISOR EVALUATION

Intern:_____

Supervising School Psychologist:_____

School(s):_____

Date: Mid Year:_____   End of year:_____

We recognize that during the internship year, interns are continuing to develop their skills across all areas of professional practice, and that supervision is a critical component of their growth and development. We do not expect interns to be immediately independent in their practice, but rather to be developing their competence throughout the year in the context of supervision. As such, please rate the intern's competence in each of the following areas using the scale below (use **N/A** if the item is not applicable or not available during the internship):

0	1	2	3	4
Not competent at an entrance level for psychologists in this area.	Minimally competent with much supervision at an entrance level for psychologists; needs continued, direct supervision in this area.	Competent with some additional supervision at an entrance level for psychologists; needs some general guidance in this area.	Competent without supervision at an entrance level or better for psychologist; can function independently in this area.	Superior ability. Demonstrates skill equivalent to that of an experienced psychologist.

_____1.	Assessment (testing, interviewing, observation).

_____2.	Writing a psychological report that was well organized, data based, with helpful recommendations.

_____3.	Knowledge of site policies, referral protocols, and possible service placements.

_____4.	Working knowledge of the state's rules and regulations for placements and laws (i.e., I.D.E I.A., mental health laws) for dealing with children and adolescents with disabilities.

_____5.	Performance of direct interventions (individual counseling, group skills, skills training programs).

_____6.	Service/clinical consultation to other personnel (including teachers).

_____7.	In-service training resource for the needs and personnel in the internship site.

_____8.	Resource for research questions and projects in the internship site.

_____9.   Professional interactions with teachers.

_____10.   Professional interactions with principals.

_____11.   Professional interactions with other personnel in the internship site.

_____12.   Interacting and providing services to parents of children and adolescents in a professional manner.

_____13.   Interacting and providing services to children and adolescents in a professional manner.

_____14.   Explaining test results, proposed interventions or placements to parents in an understandable manner.

_____15.   Performances and contributions in meetings.

_____16.   Responsibility with his/her time and functioning as an independent, professional psychologist.

_____17.   Overall intern rating.

_____18.   This evaluation is based at least in part on my direct observation (either live or electronic) of the competencies of this student (please initial and date).

19. The intern's greatest asset is:

20. The area this intern needs to improve the most is:

21. Is there anything that Lehigh University could do/could have done to improve the intern's experience this semester/year?

Appendix O
Internship Site and Supervision Rating Form

Lehigh University School Psychology Program
Doctoral Internship Site and Supervision Rating Form

Internship Site _____

Internship Supervisor _____

Student Intern completing this form _____ Date _____

	Do Not Agree					Agree
1. The experiences provided at my internship site enabled me to accomplish my internship goals.	1	2	3	4	5	6
2. I received an adequate amount of face-to-face supervision from my internship supervisor.	1	2	3	4	5	6
3. The quality of supervision provided by my internship supervisor was excellent.	1	2	3	4	5	6
4. My internship supervisor seemed genuinely concerned about my professional growth.	1	2	3	4	5	6
5. At times I had some concerns about the professional ethics of my internship supervisor.	1	2	3	4	5	6
6. I felt accepted and supported by most people at my internship site.	1	2	3	4	5	6

7. The internship site has reasonable expectations for interns. 1 2 3 4 5 6

8. I would recommend my internship supervisor to other Lehigh interns. 1 2 3 4 5 6

9. I would recommend this internship site to other Lehigh interns. 1 2 3 4 5 6

Comments:

Appendix P

College of Education Requirements for Doctoral Degree Programs

LEHIGH UNIVERSITY COLLEGE OF EDUCATION

PROCEDURES FOR THE MATRICULATION OF STUDENTS
IN THE ED.D. AND PH.D. PROGRAMS
(Approved March 1, 1985, Amended October 4, 1996,
September 1, 2000, Summer 2003, January 2006)

I. ADMISSIONS

  A. Admission to Graduate Standing

      1. Admission of a student to the College of Education must be executed through the College of Education Graduate Admission Office. To be admitted with regular graduate standing, all credentials must reach this office at least thirty days before classes commence for the semester in which the student wishes to register. Admission is offered only upon approval of the program faculty. Students admitted within 30 days prior to start of classes will be granted Associate admission.

      2. A graduate student who is absent from the University for a semester or more must obtain the written approval of the coordinator of his or her major program in order to be readmitted to graduate standing. Any student who has not registered for five years must submit a petition for readmission.

  B. Admission to the Doctoral Program

      1. The College of Education has established minimum standards for admission to the Ed.D. and Ph.D. programs. They are as follows:

          a. a combined score of at least 1117 across verbal and quantitative subtests of the GRE aptitude test (75th percentile for education) (program can make decisions on the use of the writing sample subtest for purposes of admissions) or the 75th percentile of the MAT or

          b. an undergraduate grade point average of at least 3.00 or a graduate grade point average (minimum 30 credits) of at least 3.5 or

          c. an undergraduate grade point average of at least 3.00 in the last two semesters;

      2. Students must successfully pass the qualifying process, which varies from program to program. Students should consult their program advisor for information on the qualifying process of their particular program. A student who successfully completes the qualifying process will be informed in writing by the Program Coordinator. At that point, the student will be considered having been formally admitted to the doctoral program.

  C. Admission to Candidacy

    In order to be admitted formally to candidacy for the doctorate, the student must submit an application, a proposed program of study, and a proposal for the dissertation (see Section III) to the Dean of Education for approval. Included in the application is verification of meeting the concentrated learning requirement. The form of the application is prescribed in an instruction sheet available from the Program Secretary's Office.

  D. A doctoral student who wishes to transfer to another program within the College of Education must:

      1. Petition the Dean of Education through the programs involved and the Department Chair to transfer into the new program, and

      2. Meet the eligibility requirements for that new program.

II. ADVISEMENT, REGISTRATION, AND REGULATIONS

A. Advisement

1. The coordinator of the program through which the student is admitted to graduate standing appoints a member of the faculty in the student's major field to advise the student on program and register the student for courses.

2. The coordinator of the program which accepts a student for doctoral study establishes a file for the official credentials, records, and correspondence which relate to that student. The student file is a program file.

3. The value placed on prior professional experience and course work of each doctoral student is determined by the faculty of the program in which the student is enrolled.

4. The program of courses for each doctoral student is developed by the student in consultation with the faculty of the program in which the student is enrolled.

B. Registration

1. Registration full-time is limited to 15 credit hours. A student holding a half-time TA, RA, or GA appointment (20 hours per week) is limited to 10 credit hours; Graduate students who are employed elsewhere and can give only part of their time to graduate work must restrict the size of their rosters accordingly.

2. Registration is expected before the first day of classes. After the first day of classes, registration and course additions are permitted only by the Registrar and a late fee is charged. Generally, registration is refused after the 15th day (8th day in summer).

3. All students using Lehigh University resources must be registered. A student must be registered in the semester in which the degree is conferred. 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 (3) credits per semester is necessary. After admission to doctoral candidacy, a student must maintain candidacy by registering at least two times each calendar year (in each academic semester or in one academic semester and one summer session). After completion of the minimal registration requirement plus any additional requirements of the student's department or program, registration is permitted for 'Maintenance of Candidacy.' The tuition charge is for one credit hour. Full-time status again must be certified on the graduate registration form.

C. Time Limits

1. All work beyond the baccalaureate submitted for the doctorate must be completed within a ten-year period after commencing graduate study. If the student interrupts his/her studies after the Master's degree, a period of seven years is granted for completion of the doctorate after re-commencing graduate study.

2. Extension of the time limit is granted only for good cause, such as serious illness or military service. Approval of such an extension is by the Registrar with the consent of the student's program faculty, the Chairperson, and the Dean. Additional registration is required to maintain continuity of candidacy.

3. Any doctoral student who feels it necessary to interrupt his/her study for more than two consecutive academic year semesters is required to petition in advance for a leave of absence.

D. Concentrated Learning

1. Each Ph.D. or Ed.D. candidate must satisfy Lehigh's concentrated learning requirement. This requirement is intended to ensure that doctoral students spend a period of concentrated study and intellectual association with other scholars. Either two semesters of full-time Lehigh graduate study or 18 credit hours of Lehigh graduate study, either on or off campus, within a fifteen-month period must be completed.

2. Variations in the concentrated learning requirement exist among programs. Students are advised to investigate specific concentrated learning requirements in their programs which exceed the basic requirements.

E. Withdrawals and Incompletes

1. Course withdrawals with a grade of W are permitted only during the first nine weeks of classes during the regular academic year. During a summer session, such withdrawals must occur before 1/2 of the session has elapsed. After that, an automatic grade of WF is indicated unless definite evidence to the contrary is available.

2. If the student withdraws from all courses, the withdrawal must be processed through the College of Education Graduate Admission Office to the Registrar.

3. Graduate students have one calendar year to remove an incomplete unless an earlier deadline is specified by the instructor. Incomplete grades that are not removed remain as incomplete (N) grades on the student's record. Thesis or research project N grades may remain beyond one year until the work is completed.

F. Disqualification

1. If the student accumulates more than four grades less than B- or lower on courses numbered 200 or above, he/she is disqualified from further study by the Dean of Education.

2. Dishonesty or plagiarism by the student may be cause for disqualification for further registration. The program faculty should confront the student with the facts of the case preparatory to submission to the Dean of Students. The University judicial process is explained in the University Student Handbook.

3. A student may be disqualified for further graduate study by a program if his/her performance or attitude indicates that he/she is not performing acceptable work.

III. DISSERTATION PROPOSAL

A. Soon after the course work begins, and no later than mid-way in the course program, the student and his/her advisor should begin consultations on a proposal for the student's research. The sooner these consultations begin the better since the remainder of the student's course work should be designed in part to prepare him/her to carry out the proposed research. It is the student's responsibility to become sufficiently immersed in his/her field so as to be able to propose research which is both timely and significant. The faculty member who plans to be chairing the student's dissertation committee files an intent to form dissertation committee through the admissions coordinator. This form is signed by the Department Chairperson.

B. Students are required to pass their general examination prior to formally proposing their dissertation. However, it is recognized that exceptional circumstances do arise in which a student may propose their dissertation prior to passing their general examination. Students need to petition through their dissertation chair and the program coordinator to the department chair for variance to this requirement.

C. When the proposal is sufficiently advanced to be examined by a special committee, the advisor, through the Department Chair, appoints a special committee to examine the proposal and, if it is found acceptable, act as the student's dissertation committee as he/she conducts the study. The minimum number of committee members is four. Of these, three, including the committee chair, are to be voting Lehigh faculty members. With the written approval of the dean of the college, one of the three aforementioned faculty members, each of whom must have a doctoral degree, may be drawn from categories that include departmentally approved adjuncts, professors of practice, university lecturers, and courtesy faculty appointees. The fourth required member must be from outside the student's department (or outside the student's program if there is only one department in the college). Committees may include additional members who possess the requisite expertise and experience. Committee membership must be approved by the University's Graduate and Research Committee; such approval may be delegated to the colleges. It is the student's responsibility to propose research that is of interest to and can be directed by the faculty of the program. It is also the student's responsibility, with the assistance of the advisor, to present his/her proposal to and acquire the commitment of prospective committee members.

D. No member of the faculty may serve as a chairperson of a special committee unless:

1. The faculty member has served as a special committee member for at least one successfully completed dissertation at Lehigh's College of Education, and

2. The faculty member has an earned doctorate and holds a full-time regular faculty appointment at the rank of assistant professor or above in the Department of Education and Human Services, and

3. His/her training, expertise and/or prior research experience, including his/her own doctoral dissertation, is in alignment with the dissertation proposal of the student, and

4. He/she is already chairing less than four doctoral special committees that are active at that time.

E. No member of the faculty may serve as a member of a special committee unless:

1. The research proposal being investigated by the student is in alignment with the training, interest, and expertise of at least one faculty person other than the chairperson, and

2. He/she has an earned doctorate and holds a faculty appointment (adjunct or non-adjunct) in the College of Education. Special committee membership may be granted to persons outside the College of Education or the University where the research proposal being investigated by the student is in alignment with the training, interest or expertise of the proposed member. Approval for all such memberships must be obtained by the program coordinator submitting in writing the proposed member's credentials to the Department Chair for transmittal to the Dean of Education for approval.

F. When the special committee approves the proposal, it then is prepared for submission to the Dean of Education. The proposal is submitted to the Dean as part of the student's application for candidacy for the doctoral degree (See I-C above).

G. The student may proceed with the dissertation after having been informed by the Dean of Education that candidacy for the doctoral degree is approved. Although the special committee reserves the right to examine the student's progress at any time, it is the student's responsibility to monitor his/her own progress and to seek advice from any or all of the special committee when necessary.

IV. THE DISSERTATION

The dissertation requirement for the doctorate shall be satisfied by the doctoral candidate according to one of the following modes of inquiry:

A. A Traditional Dissertation (Ph.D. or Ed.D.)

This requirement is the traditional research dissertation prevailing in other disciplines.

B. An Analytic Dissertation (Ed.D.)

1. The analytic dissertation is a critical examination of a substantive problem of educational practice. A problem of practice may be concerned with educational processes, outcomes, policies, and/or procedures but not necessarily limited to the above. The purpose of the analytic dissertation, other than satisfying a doctoral dissertation requirement, would be to provide a document that might be useful to other educational practitioners faced with the same or similar problems.

2. The analytic dissertation shall define a problem of educational practice, analyze the problem from a theoretical base, and draw a set of analytic specific recommendations for action. The particular kind of inquiry suggested here might be called a decision-oriented inquiry. The process being one of identifying and collecting relevant information for decision-making. The analytic dissertation is not designed to support or refute particular theoretical positions, as would be the case in traditional dissertation research, but rather to contribute to recommendations for action.

3. The traditional research investigation delimits the research analysis to a level which we might call variable-specific, and in many cases also discipline-specific, while the analytic dissertation mode of inquiry is problem-specific. The latter approach would logically require an eclectic approach which seeks to bring relevant theories and paradigms from related disciplines to bear upon the problem.

4. Methods of analysis appropriate for the analytic mode of inquiry would include, but not be limited to, policy analysis, evaluation research, operations research, or other action-oriented research methodologies.

V. GENERAL EXAMINATION

A. The general examination (comprehensive examination) for the doctorate is designated to test both the student's capacity and proficiency in his/her major and minor fields of study. The examination is not necessarily confined to the content of courses that have been taken at Lehigh University or elsewhere. The student's program faculty defines the format and evaluation process of the examination and may include sit down essays, portfolio presentation, oral presentation, formal presentation, or take-home examinations. The program coordinator notifies the candidate, Chairperson of the Department, and the Dean of Education of the decision of the program faculty.

B. The general examination is administered near the completion of formal course work. It must be passed no less than seven months prior to the date of graduation and upon completion of at least 30 semester hours of post-master's work. The student may be scheduled for the examination with the consent of the major advisor and program coordinator.

C. Should a candidate fail in any part of the general examination, he/she may be permitted by petition to the program faculty to undertake a second examination not earlier than five months after the first examination. If the results of the second examination are also unsatisfactory, no additional examination is scheduled and the program faculty must meet to inform the student of his/her status to continue in the program.

VI. DISSERTATION AND ORAL EXAMINATION

A. When the dissertation is completed in draft form and approved by and signed by each member of the special committee as being ready for examination, it is submitted to the Dean of Education. The draft should be completed to such an extent that any revisions suggested by the examination be editorial in nature and not constitute any substantial changes. It is the responsibility of the special committee to withhold approval of the draft until these conditions are met.

B. After the dissertation draft is approved by the Dean of Education, the Department Chair and the Dean approve the convening of the special committee to conduct the oral examination. The examination is public.

C. The Chair of the student's special committee, who is responsible for scheduling the oral examination, must notify the Dean of Education and the faculty of the Education and Human Services Department at least five working days prior to the examination. It is the student's responsibility to provide copies of the draft dissertation to examiners and extra copies of the abstract to the program faculty at the time of this announcement. It is the dissertation chairperson's responsibility to withhold scheduling until these documents are made available. In addition, no oral examinations may be scheduled between University Day and the first day of classes in the fall semester. Students wishing to defend during this period can petition their committee for approval. Successful petitions require the agreement of all members of the dissertation committee.

D. The chairperson of the special committee is responsible for coordinating the examination procedures with both the candidate and the examining committee. These procedures may be tailored to suit those involved but must be agreed upon prior to the examination.

E. The oral examination is primarily the candidate's defense of the work done in connection with the dissertation as opposed to the writing of the dissertation. It is the responsibility of the special committee to withhold approval of the dissertation draft until it is in such form that the examination can be conducted in this spirit.

F. The members of the examining committee vote either "Pass" or "Fail" on the oral defense of the written document. It is inappropriate to vote:

1. "Abstain" in view of the responsibility of having agreed to serve as an examiner.

2. "Recess" in view of the policy regarding all other types of examinations.

G. At the time of the oral examination, the members of the special committee also provide final approval to the written dissertation. Options for this approval are:

1. "Approve – no revisions needed."

2. "Approve – revisions needed."

H. 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 Department Chairperson and the Dean of the College of Education, and

2. The initial examining committee conducts the second examination, and

3. Rules governing the first oral examination are applied to the second attempt.

I. A report of the decision on the oral examination is made on a special form provided by the Program Secretary's Office and sent to the Dean of Education.

J. Finished copies of the dissertation must be deposited with the Dean of Education in accordance with instructions issued by the Dean's Office, no later than the published date in the University catalog.

VII. PETITIONS

Students have the right to petition through the program coordinator, Chairperson, and the Dean of Education via the Registrar to the Graduate and Research Committee for appeals to the University rules.

VIII. GRADUATION ACTIVITIES

A. A student who is (1) approved for candidacy, (2) has met residence requirements, (3) passed his/her general examination, (4) passed his/her oral examination, and (5) has, in accordance with all regulations deposited his/her dissertation with the Dean of Education is, upon clearance from the Registrar, eligible to receive the degree.

B. Students who meet (or expect to meet) all of the above requirements must apply for the degree. The deadline dates for this application are found in the University Catalog.

Appendix Q

Portfolio Evaluation Form

PHD Comprehensive Exam
Portfolio Review

Personal Specialization

Personal Specialization Paper		
Criteria	*Rating**	*Summary of impressions*
Area of specialization is clearly defined		
The review and integration of published literature is sufficiently comprehensive and supports the specialization area		
Relevant training experiences are described in a manner that shows how they contributed to the student's emerging specialization		
Connection of specialization to future career is described		

*4-point rating: 1) Does not meet expectations; 2) Minimally meets expectations, 3) Meets expectations; 4) Exceeds expectations

CV

Comments:

Evidence for each objective

Integrative Paper for Objective # 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychological areas		
Criteria	*Rating*	*Summary of impressions*
The extent to which the student provides a strong justification for the alignment of their coursework, clinical, and research experiences to the achievement of specific competencies identified for each objective.		
Accurate identification of competencies for which evidence		

is limited as well as the feasibility of the student's plan for achieving the competency prior to program completion		
Plan for obtaining/strengthening necessary competencies and continued mentoring/training experiences as they transition from doctoral studies to early career (e.g. post-doc, employment) is aligns with personal reflection.		
Competencies are relevant to further development in their area of specialization. The plan for continuing to develop these competencies is consistent with the early career transition		
Paper will be evaluated on the quality of its written presentation and adherence to APA publication guidelines		

Evaluation of evidence *per competency* in Objective # 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychological areas

➢ **Typical and atypical development in major domains, including cognition and learning**
➢ **Biological and social basis for human behavior**
➢ **History of psychology and of school psychology**

Criteria	*Rating*	*Summary of impressions*
Justification for the selection of evidence as meeting the competency is clearly provided by student in the integrative paper.		
For each competency, the evidence represents an appropriate mix of course, practica, and research experiences.		
Collectively, evidence demonstrates achievement of the competency.		

Evaluation of evidence for the *overall* objective		
A varied body of evidence is presented across all of the competencies identified for the objective. Evidence does not unnecessarily repeat across competencies.		
Collectively, evidence demonstrates achievement of the objective.		

Evaluation of Annotated Bibliography for Objective #1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychological areas		
Criteria	*Rating*	*Summary of impressions*
Student selected published works that are rooted in empirical science, whether works are specific reports of research or are intended for clinical practice		
Student presents a cohesive summary of the work and reason for its selection		
Collectively, bibliography aligns with objective.		

Integrative Paper for Objective # 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health		
Criteria	*Rating*	*Summary of impressions*
The extent to which the student provides a strong justification for the alignment of their coursework, clinical, and research experiences to the achievement of specific competencies identified for each objective.		
Accurate identification of competencies for which evidence is limited as well as the feasibility of the student's plan for achieving the competency prior to program		

completion		
Plan for obtaining/strengthening necessary competencies and continued mentoring/training experiences as they transition from doctoral studies to early career (e.g. post-doc, employment) is aligned with personal reflection.		
Competencies are relevant to further development in their area of specialization. The plan for continuing to develop these competencies is consistent with the early career transition		
Paper will be evaluated on the quality of its written presentation and adherence to APA publication guidelines		

Evaluation of evidence *per competency* in Objective # 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health

➢ **Systems-ecological theory and application to providing services to children in various contexts (e.g., home, school, healthcare settings).**

Criteria	Rating	Summary of impressions
Justification for the selection of evidence as meeting the competency is clearly provided by student in the integrative paper.		
For each competency, the evidence represents an appropriate mix of course, practica, and research experiences.		
Collectively, evidence demonstrates achievement of the competency.		
Evaluation of evidence for the *overall* objective		
A varied body of evidence is presented across all of the competencies identified for		

the objective. Evidence does not unnecessarily repeat across competencies.		
Collectively, evidence demonstrates achievement of the objective.		

Evaluation of Annotated Bibliography for Objective # 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health		
Criteria	*Rating*	*Summary of impressions*
Student selected published works that are rooted in empirical science, whether works are specific reports of research or are intended for clinical practice		
Student presents a cohesive summary of the work and reason for its selection		
Collectively, bibliography aligns with objective.		

Integrative Paper for Objective # 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis		
Criteria	*Rating*	*Summary of impressions*
The extent to which the student provides a strong justification for the alignment of their coursework, clinical, and research experiences to the achievement of specific competencies identified for each objective.		
Accurate identification of competencies for which evidence is limited as well as the feasibility of the student's plan for achieving the competency prior to program completion		
Plan for obtaining/strengthening necessary competencies and continued mentoring/training experiences as they transition from doctoral studies to early career (e.g. post-doc, employment) is aligned with		

personal reflection.		
Competencies are relevant to further development in their area of specialization. The plan for continuing to develop these competencies is consistent with the early career transition		
Paper will be evaluated on the quality of its written presentation and adherence to APA publication guidelines		

Evaluation of evidence *per competency* in Objective # 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis

> ➤ **Research design and analyses, including ANOVA, MANOVA, SEM, correlation, regression, HLM, single-case, and qualitative.**
> ➤ **Standards, procedures, and statistical analyses associated with test development**
> ➤ **Conceptualization, implementation, and communication of independent research**

Criteria	*Rating*	*Summary of impressions*
Justification for the selection of evidence as meeting the competency is clearly provided by student in the integrative paper.		
For each competency, the evidence represents an appropriate mix of course, practica, and research experiences.		
Collectively, evidence demonstrates achievement of the competency.		
Evaluation of evidence for the *overall* objective		
A varied body of evidence is presented across all of the competencies identified for the objective. Evidence does not unnecessarily repeat across competencies.		
Collectively, evidence demonstrates achievement of the objective.		
Evaluation of Annotated Bibliography for Objective # 3: To produce school psychologists		

who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis		
Criteria	*Rating*	*Summary of impressions*
Student selected published works that are rooted in empirical science, whether works are specific reports of research or are intended for clinical practice		
Student presents a cohesive summary of the work and reason for its selection		
Collectively, bibliography aligns with objective.		

Integrative Paper for Objective # 4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns		
Criteria	*Rating*	*Summary of impressions*
The extent to which the student provides a strong justification for the alignment of their coursework, clinical, and research experiences to the achievement of specific competencies identified for each objective.		
Accurate identification of competencies for which evidence is limited as well as the feasibility of the student's plan for achieving the competency prior to program completion		
Plan for obtaining/strengthening necessary competencies and continued mentoring/training experiences as they transition from doctoral studies to early career (e.g. post-doc, employment) is aligned with personal reflection.		
Competencies are relevant to further development in their		

area of specialization. The plan for continuing to develop these competencies is consistent with the early career transition		
Paper will be evaluated on the quality of its written presentation and adherence to APA publication guidelines		

Evaluation of evidence *per competency* in Objective #4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns

- ➢ **An understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and developmental concerns in addition to children from various cultural backgrounds.**
- ➢ **Design, implementation, and evaluation of interventions for children with a range of academic, social, behavioral, and developmental concerns as well as for children who represent various cultural backgrounds**
- ➢ **Application of consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to monitor student progress.**
- ➢ **Effective prevention and intervention to promote children's health through multi-systemic practices involving families, schools, and healthcare providers**

Criteria	*Rating*	*Summary of impressions*
Justification for the selection of evidence as meeting the competency is clearly provided by student in the integrative paper.		
For each competency, the evidence represents an appropriate mix of course, practica, and research experiences.		
Collectively, evidence demonstrates achievement of the competency.		
Evaluation of evidence for the *overall* objective		
A varied body of evidence is presented across all of the competencies identified for the objective. Evidence does not unnecessarily repeat		

across competencies.		
Collectively, evidence demonstrates achievement of the objective.		

Evaluation of Annotated Bibliography for Objective # 4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns		
Criteria	*Rating*	*Summary of impressions*
Student selected published works that are rooted in empirical science, whether works are specific reports of research or are intended for clinical practice		
Student presents a cohesive summary of the work and reason for its selection		
Collectively, bibliography aligns with objective.		

Integrative Paper for Objective # 5: To produce school psychologists who are knowledgeable of and practice according to professional, ethical, and legal standards		
Criteria	*Rating*	*Summary of impressions*
The extent to which the student provides a strong justification for the alignment of their coursework, clinical, and research experiences to the achievement of specific competencies identified for each objective.		
Accurate identification of competencies for which evidence is limited as well as the feasibility of the student's plan for achieving the competency prior to program completion		
Plan for obtaining/strengthening necessary competencies and continued mentoring/training experiences as they transition		

from doctoral studies to early career (e.g. post-doc, employment) is aligned with personal reflection.		
Competencies are relevant to further development in their area of specialization. The plan for continuing to develop these competencies is consistent with the early career transition		
Paper will be evaluated on the quality of its written presentation and adherence to APA publication guidelines		

Evaluation of evidence *per competency* in Objective #5: To produce school psychologists who are knowledgeable of and practice according to professional, ethical, and legal standards

➢ **Ethical standards and legal regulations for providing psychological services in schools and healthcare settings**
➢ **Theories of clinical supervision**

Criteria	*Rating*	*Summary of impressions*
Justification for the selection of evidence as meeting the competency is clearly provided by student in the integrative paper.		
For each competency, the evidence represents an appropriate mix of course, practica, and research experiences.		
Collectively, evidence demonstrates achievement of the competency.		
Evaluation of evidence for the *overall* objective		
A varied body of evidence is presented across all of the competencies identified for the objective. Evidence does not unnecessarily repeat across competencies.		
Collectively, evidence demonstrates achievement of		

the objective.		

Evaluation of Annotated Bibliography for Objective # 5: To produce school psychologists who are knowledgeable of and practice according to professional, ethical, and legal standards

Criteria	*Rating*	*Summary of impressions*
Student selected published works that are rooted in empirical science, whether works are specific reports of research or are intended for clinical practice		
Student presents a cohesive summary of the work and reason for its selection		
Collectively, bibliography aligns with objective.		

PHD Comprehensive Review
Final Summary Form

Student:
Rater:

<u>Summary of Written Portfolio</u>: (strengths and weaknesses)

<u>Summary of Oral Interview</u>: (strengths and weaknesses)

<u>Rating Scale</u>:
4 = outstanding (greater than expected) performance in the competency domain
3 = expected performance in the competency domain
2 = inconsistent or questionable (less than expected) performance in the competency domain
1 = competence has not been achieved in the competency domain

#	Objective	Comments	Rating
1	**To produce school psychologists who demonstrate knowledge and applied competencies in core psychological areas**		
2	**To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health**		
3	**To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis**		
4	**To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns**		
5	**To produce school psychologists who are knowledgeable of and practice according to professional, ethical, and legal standards)**		

Appendix R
Full Time Certification Form

Appendix S
Annual Student Evaluation Form

Lehigh University's School Psychology Program – Doctoral Degree
Annual Student Review according to Program Goal, Knowledge, and Competencies

Name: Date:

Year Entered Lehigh: Required Year for Graduation:

I. Program Goals, Objectives and Competencies
Using the form below, please indicate the final grade received for each of the courses you completed during this past academic year. Also, provide a brief description of your practicum experiences, if applicable, and a brief description of any other coursework (i.e., electives) or experiences (i.e., research experiences, presentations, professional development, volunteer activities) you feel have contributed to your knowledge and skills in the identified competency. Finally, please provide an overall rating for each competency that best describes your current level of competency/knowledge, using the scale below. For your own planning purposes, you may indicate the evidence that supports your skills and knowledge in this area that may be used in preparing your portfolio as you progress through the program.

1=Limited skills and knowledge in this area
2=Emerging skills and knowledge in this area.
3=Foundational skills and knowledge in this area
4=Advanced skills and knowledge in this area

Program Goal: To prepare competent leaders in school psychology who operate from a scientist-practitioner model.

Core Psychological Knowledge
Objective 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychology areas. (*NASP Domains 6 and 8*)

Expected Areas of Competency/Knowledge	Rating of Skills and Knowledge	Associated Courses and Experiences	
Typical and atypical development in major domains, including: a) cognition and learning, b)	1 2 3 4 **Evidence:**	Grade	
			Advanced Child Psychopathology (SchP437; doctoral)
			Developmental Psychology (Educ 402; both)
			Applied Principles of Cognitive Psychology (Educ 451; both)

development and health, and c) psychopathology.			Health/Pediatric Psychology (SchP 438; doctoral)
			Practicum:
		N/A	Other coursework or experiences (please specify):
Biological and social basis for human behavior	**1 2 3 4** **Evidence:**	Grade	
			Social Basis of Human Behavior (Educ473; doctoral)
			Behavioral Neuroscience (Psy/Bio404; both)
			Clinical Psychopharmacology (Educ491; doctoral)
			Practicum
			Other coursework or experiences (please specify):
History of psychology and of school psychology	**1 2 3 4** **Evidence:**	Grade	
			Historical and Contemporary Issues in School Psychology (SchP404; both)
			History and Systems of Psychology (Cpsy/SchP484; doctoral)
			Advanced Child Psychopathology (SchP437; doctoral)
			Practicum:
			Other coursework or experiences (please specify):

Diversity and Multicultural Perspective
Objective 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health. (NASP domains 5, 6, 7, and 8)

Expected Areas of Competency/Knowledge	Rating of Skills and Knowledge	Associated Courses	
Systems-ecological theory and cultural competence (e.g. awareness, knowledge, & skills) with regard to providing services to children in	**1 2 3 4** **Evidence:**	Grade	
			Children in Context: Families, Schools, & Communities (SchP429; both)
			Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435; both)
			Consultation Procedures and Practicum (SchP412/431; both)

various contexts (e.g., home, school, healthcare settings).			Historical and Contemporary Issues in School Psychology (SchP404; both)
			History and Systems of Psychology (CPsy/SchP484; doctoral)
			Introduction to Educational Leadership (EdL 400; doctoral)
			Comprehensive School Health (SchP 439; doctoral)
			Practicum:
			Other coursework or experiences (please specify):

Research Design and Application

Objective 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis. (NASP Domains 1 and 9)

Expected Areas of Competency/Knowledge	Rating of Skills and Knowledge	Associated Courses	
Research design and analyses, including ANOVA, MANOVA, SEM, correlation, regression, HLM, single-case, and qualitative.	**1 2 3 4** **Evidence:**	Grade	
			Introduction to Statistics (Educ 408; EdS)
			Analysis of Experimental Data (Educ 409; EdS)
			Univariate Statistical Models (Educ 410; doctoral)
			Multivariate Statistical Models (Educ 411; doctoral)
			Structural Equation Modeling (Educ 414; doctoral)
			Research Methods & Design (SchP 406; doctoral)
			Hierarchical Linear Modeling (Educ 413; doctoral)
			Single-subject Research Design (Educ 461; doctoral)
			Practicum:
			Other coursework or experiences (please specify):
Standards, procedures, and statistical analyses associated with test development	**1 2 3 4** **Evidence:**	Grade	
			Advanced Application of Psychometric Principles (Educ 412; doctoral)
			Multivariate Statistical Models (Educ 411; doctoral)
			Structural Equation Modeling (Educ 414; doctoral)
			Hierarchical Linear Modeling (Educ 413; doctoral)
			Practicum:

				Other coursework or experiences (please specify):
Conceptualization, implementation, and communication of research	**1 2 3 4** **Evidence:**		Grade	
				Univariate Statistical Models (Educ 410; doctoral)
				Multivariate Statistical Models (Educ 411; doctoral)
				Structural Equation Modeling (Educ 414; doctoral)
				Hierarchical Linear Modeling (Educ 413; doctoral)
				Research Methods & Design (SchP 406; doctoral)
				Doctoral Qualifying Research Project (Educ 486; doctoral)
				Dissertation Proposal Seminar (SchP 408; doctoral)
				Applied Research Practicum (SchP 434; EdS)
				Practicum:
				Other coursework or experiences (please specify):

Psychological Applications

Objective 4: To produce school psychologists who demonstrate knowledge and skills in assessment, intervention, and consultation procedures for academic, behavioral, and developmental concerns. (NASP domains 2, 3, 4, 5, 6, 7, and 8)

Expected Areas of Competency/Knowledge	Rating of Skills and Knowledge	Associated Courses	
An understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and developmental concerns in addition to children from various cultural backgrounds.	**1 2 3 4** **Evidence:**	Grade	
			Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435; both)
			Advanced Application of Psychometric Principles (Educ412; doctoral)
			Applied Behavior Analysis (SchP/Sped 402; both)
			Advanced Child Psychopathology (SchP 437; doctoral)
			Assessment of Intelligence (SchP 422/432; both)
			Behavioral Assessment (SchP 423/433; both)
			Practicum:
			Other coursework or experiences (please specify):
Design, implementation,		Grade	

and evaluation of interventions for children with a range of academic, social, behavioral, and developmental concerns as well as for children who represent various cultural backgrounds	**1 2 3 4** **Evidence:**		Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435; both)
			Applied Behavior Analysis (SchP/Sped 402; both)
			Advanced School & Family Interventions (SchP 426; both)
			Children in Context: Families, Schools, & Communities (SchP 418; both)
			Health/Pediatric Psychology (SchP 438; doctoral)
			Crisis Management in the Schools (CPSY/SchP 407; both)
			Behavioral Assessment (SchP 423/433)
			Practicum:
			Other coursework or experiences (please specify):
Application of consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to monitor student progress.	**1 2 3 4** **Evidence:**	Grade	
			Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435; both)
			Consultation Procedures and Practicum (SchP 412/431; both)
			Behavioral Assessment (SchP 423/433; both)
			Advanced Child Psychopathology (SchP 437 ; doctoral)
			Crisis Management in the Schools (CPSY/SchP 407; both)
			Health/Pediatric Psychology (SchP 438; doctoral)
			Practicum:
			Other coursework or experiences (please specify):
Effective prevention to promote children's health through multi-systemic practices involving families, schools, and healthcare providers	**1 2 3 4** **Evidence:**	Grade	
			Advanced School & Family Interventions (SchP 426; both)
			Advanced Child Psychopathology (SchP 437; doctoral)
			Children in Context: Families, Schools, & Communities (SchP 418; both)
			Health/Pediatric Psychology (SchP 438; doctoral)
			Comprehensive School Health Programs (SchP 439; doctoral)
			Practicum:
			Other coursework or experiences (please specify):

Professional Responsibility
Objective 5: To produce school psychologists who are knowledgeable and practice according to professional, ethical, and legal standards. (NASP Domain 10)

Expected Areas of Competency/Knowledge	Rating of Skills and Knowledge	Associated Courses	
Ethical standards and legal regulations for providing psychological services in schools and healthcare settings	**1 2 3 4** **Evidence:**	Grade	
			Applied Behavior Analysis (SchP/Sped 402; both)
			Historical and Contemporary Issues in School Psychology (SchP 404; both)
			Special Education Law (EdL470)
			Practicum:
			Other coursework or experiences (please specify):
Theories of clinical supervision	**1 2 3 4** **Evidence:**	Grade	
			Doctoral Practicum Seminar (SchP 442)
			Doctoral Practicum in School Psychology Supervision (Schp436)
			Other coursework or experiences (please specify):

II. Professional Activities
Complete the table below and provide the specific citations for activity during **this past academic year only**.

1. Member of professional research society or organization.	□ Yes □ No	If yes, please list.
2. Number of **published** books, book chapters, or articles in peer reviews journals with full, APA citations.	Number:	Citations
3. Number of books, book chapters, or	Number:	Citations

articles in peer reviews journals **in press, submitted, or in preparation**.		
4. Number of workshops, oral presentations, or poster presentations at professional meetings.	Number:	Citations
5. Involvement in leadership roles in professional organizations? Please specify	□ Yes □ No	Please Specify
6. Presentation on psychological topic to lay or community audience .	□ Yes □ No	Citations

III. Personal Goals and Progress

1. Describe your progress towards the training milestone(s) that you addressed this past year (e.g., qualifying research project, comprehensive examination, and dissertation); include your anticipated timeline and steps for the next academic year.

2. Please assess your satisfaction with your personal and academic growth for the year.

3. Briefly, describe your anticipated goals and accomplishments for next academic year.

4. Any additional comments for faculty to consider.

V. Doctoral Internship
Doctoral Internship *(all doctoral students complete item 1 and continue as appropriate; please circle your response)*

       a. Did you apply for internship during this past academic year (for an internship that will take place in next academic year)?
          i. Yes, applied.
          ii. Yes applied for an additional 1-year part-time internship (already completed a 1 year part-time internship)
          iii. No, still enrolled in 2-year part time internship.
          iv. No, previously satisfied the full internship requirement.

v. No, did not apply for internship

a. If you applied, did you obtain an internship? Yes   No   (if yes continue with questions)
    i. Internship name: _____
    ii. Expected start date:
    iii. Expected end date:
    iv. Is internship APA/CPA accredited? Yes   No
    v. If it is not APA or CPA accredited, please indicate if it is affiliated with (circle):
        1. APPIC
        2. CAPIC
        3. CDSPP
        4. Other
    vi. Length of time of internship (circle): 1 year   2 years
    vii. Is it (circle) Full-Time   Part-Time
    viii. Is funding provided by the internship site (circle):   Yes   No

Appendix T
College of Education Procedures for Student Termination

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 (for example, Counseling Psychology and School Psychology) 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* (see below) 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 that are 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* (see below, first paragraph of 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 in this manual.

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 manual. 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).

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 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

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 the program coordinator for their program or the departmental secretary, 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. Please visit:

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

to obtain a copy of the policy, as well as information on the university person(s) you should contact.

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 at this link: COE_CourseRelatedNonGradeGrievanceForm.pdf, or from either the program coordinator for their program or the departmental secretary, 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 at this link: COE_NonCourseRelatedGrievanceForm.pdf, or from either the program coordinator for their program or the departmental secretary, 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 at this link: 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.

Appendix U
Student Grievance Record

STUDENT GRIEVANCE RECORD

Grievance Submitted By: _____ **Date:** _____

Brief Description of Complaint: _____

_____

_____

Desired Outcome(s): _____

_____

_____

Steps Taken (check, date, and sign):

	STEPS TAKEN	DATE COMPLETED	SIGNATURE
	1. Discussion with the person		
	2. Discussion with another faculty		
	3. Consultation with the Program Coordinator and relevant parties		
	4. Consultation with the Department Chairperson		
	5. Formal appeal to the Dean of the College of Education		
	6. Formal appeal to the University Graduate Committee		
	7. Formal appeal to the University Provost		
	8. Formal appeal to the University Judicial System		

Outcome (Follow up): _____

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MAIL COMPLETED FORM AND ALL SUPPORTING DOCUMENTS TO PROGRAM COORDINATOR SEAL AND MARK "CONFIDENTIAL"