

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 develop specializations 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 a table that specifies the associated competencies along with the evaluation process and tools for ascertaining students' acquisition of them. Please see Appendix A for a comprehensive presentation of the Program's goals and expected knowledge, skills, and outcomes.

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

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 (Miller's Analogies Test and 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., SchP429 Advanced Seminar: 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

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.

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.

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 MUST 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 they 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 which 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:
 - Core psychological knowledge as well as the foundations for school psychology
 - Contextual and cultural influences relevant to children's development, academic achievement, and behavioral health
 - Contemporary and evidenced-based practices in assessment, intervention, and consultation
 - Understanding of various research methods, designs, and data analytic approaches
 - 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.

Curriculum Vitae. 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:

<u>Last Petition Date</u>	<u>Portfolio Conference</u>	<u>Oral Interview</u>
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 conversational 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.

Financial Support

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.