PH.D. PROGRAM

IN

SCHOOL PSYCHOLOGY

Manual of Policies and Procedures

College of Education

Department of Education and Human Services

Lehigh University

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

Approved: May 1985
Last Revision: March, 2016

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Preamble

Lehigh University's Commitment to Non-Discriminatory Practices

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.

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. Although effort has been made to be as specific and comprehensive as possible, there are inevitable details that have been missed. Please refer any questions to your advisor.

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. Any decisions that are made in the provision of services, however, must be based on empirical research that substantiate these decisions and conducted within a problem-solving model. As such, students must attain skills in collecting and analyzing data as well as having solid foundations in understanding human behavior. More importantly, we believe that school psychologists must be capable of linking assessment data to the development and implementation of interventions.

The clinical components of the Ph.D. program (as well as the EDS program) emphasize psychological and educational foundations, behavioral consultation, design and evaluation of behavior change programs, and psychoeducational assessment of general and special populations. The courses and supervised practica are designed to help students view and understand the school as a central component of the multiple systems which affect children's

academic, behavioral, and emotional functioning.   Further, the doctoral training is intended have students attain the expertise and confidence to apply psychological principles and skills towards solving problems occurring in schools, families, and communities.

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 behavior problems of school-age populations, the behavioral orientation is the primary focus emphasized in coursework and clinical training.   In addition to approaching consultation, assessment, and intervention from a behavioral framework, the program also 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, but also recognizes that school psychologists must have sufficient understanding of other systems, such as families, communities, and healthcare, impact children's well-being as well as academic achievement. Moreover, operating according 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. .

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 program in school psychology 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 select from one of two subspecialization areas: the Pediatric/Health or the School-Centered Prevention.

Pediatric/Health Subspecialization

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. 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. To partially meet this need, the doctoral school psychology program has developed a Health/Pediatric subspecialization for students interested in developing additional competencies beyond those already identified within the existing program. The overall objective of this subspecialization is to develop school psychologists as leaders in the research and practice of

meeting the educational needs of children with health concerns. At the core of preparing pediatric school psychologists are competencies for linking salient systems in promoting children's educational success, 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 students.

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. 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. The overall objective of this subspecialization is to develop school psychologists 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 subspecialization 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.

Differentiation from Ed.S. Program

The Ph.D. and Ed.S. programs in School Psychology differ in several ways including greater statistics and research requirements for Ph.D. students, incorporation of seminars in advanced topics into the Ph.D. curriculum, inclusion of two specialty tracks in the Ph.D. curriculum, and a greater requirement in terms of amount and diversity of clinical experience for doctoral students.

More specifically, the research requirements for the Ph.D. program far exceed those for the Ed.S. program. Students in the Ph.D. program must complete several courses in areas such as multivariate analysis, single-subject research, research methodology and proposal writing in addition to advanced statistics. These courses are taken almost exclusively by doctoral students.

In content areas, doctoral students enroll in topical seminars that enable specialized study in contemporary topics or methods within the discipline of school psychology. These courses are reserved for doctoral students only and cover advanced topics not covered in other parts of the professional core. Some of the seminars that have been offered by faculty over the past several years include Advanced Research Issues in Response to Intervention, Longitudinal Research Methods and Statistical Analyses, Partnership Models in Schools, Qualitative Research Methodologies, Antecedent Interventions, and Early Intervention for Young Children At-Risk.

Doctoral students also complete almost twice as much clinical experience compared to non-doctoral students. Whereas students in the Ed.S. program complete 200 clock hours of course-embedded practica followed by a 1200-clock hour minimum full-time, full-year internship, Ph.D. students complete 200 clock hours of course-embedded practica, a minimum of 1,000 clock hours of doctoral, field-based practica, and a minimum 1500 clock hour, full-time, full-year field based internship.

Finally, doctoral students must complete a qualifying research project, comparable to a Master's thesis, as well as a dissertation. Students are expected to be involved in scholarship

such as presenting at conferences and submitting publications related to their qualifying project and dissertation research as well as in collaboration with faculty members. Indeed, most students will have at least one publication and several conference presentations when they graduate from the doctoral program.

Differentiation from Ph.D. Counseling Program

The only other APA-accredited training program in professional psychology at Lehigh is the Counseling Psychology program located in the College of Education. The Ph.D. program in School Psychology differs from the Ph.D. program in Counseling Psychology in several ways. First, the School Psychology program espouses a behavioral, ecological, and systems-oriented problem-solving model which is not shared by the Counseling Psychology program. Second, the Counseling Psychology program is primarily focused on assessment and treatment of adults, while the School Psychology program is focused on children and adolescents. Finally, the primary research thrusts in the Counseling Psychology program are in the areas of vocational/career counseling, multicultural perspectives, supervision, and personality theory. These research interests are quite different from those of School Psychology faculty. Despite these differences, it is important to note that the two programs share common missions and interests in the training of doctoral-level psychologists who are scientist-practitioners. As such, students from both programs take some common courses and faculty from each program may serve on the dissertation committees of students from the other program.

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Program Goal & Objectives

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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.). Although a systems-orientation is fundamental to our doctoral training, the opportunity to concentrate training in School-Centered Prevention or Pediatric School Psychology will produce professional psychologists who can serve children whether they are employed within or outside of the school setting.

The school psychology doctoral program asserts five objectives to ensure that students acquire core psychological knowledge as well as the foundations for school psychology, contemporary and evidenced-based practices in assessment, intervention, and consultation, a strong understanding of various research methods and data analytic approaches, and, lastly, 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 O 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
➢ Theories of clinical supervision

Admission Standards

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

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

2. If the student has complete 12 credits or more of graduate courses, a minimum graduate GPA of 3.00

3. 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)

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

5. GRE test score at the 75th percentile

The numbers of applications, admissions, and acceptances of offers of admission for the doctoral program has varied each year. This information is available on the School Psychology PHD program website (http://coe.lehigh.edu/sites/coe.lehigh.edu/files/Admissions%2C%20Outcomes%2C%20and%20 Other%20Data%20October%202014.pdf).

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. Students who do not meet these requirements may still be considered for admission; however, they may be required to take specified undergraduate courses prior to formal admission to the program.

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

examined critically 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. Further, any changes that may occur during the students' training will be clearly

communicated by faculty, who will also work with the students to efficiently satisfy

requirements. 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:

(a) FBI Federal Criminal History Record (Act 114); (b) Pennsylvania State Police Request for

Criminal Records Check (Act 34); (c) Pennsylvania Child Abuse History Clearance (Act 151); and (d) negative Mantoux Tuberculosis screening. These clearances must be updated and presented each year in order for students to complete practicum and internship training in school or healthcare settings (detailed information on clearances is provided in Appendix S).

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 completing the qualifying project proposal under the mentorship of their academic advisor (this corresponds with registering for up to 3 credits of SchP 434 Applied Research Practicum or 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. Students must complete their program within 10 years of admission if entering with a bachelor's degree or 7 years if entering with a Master's degree. 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.

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)

Psyc/Educ402 Developmental Psychology (3)

Educ 451 Applied Principles of Cognitive Psychology (3)

Biological Basis of Human Behavior (3)

Psyc/Bios 404 Behavioral Neuroscience (3)

Social Basis of Human Behavior (3)

Educ 473 Social Basis of Human Behavior (3)

Individual Differences (3)

SchP 429: Special Topics – Children in Context: Families, Schools, & Communities (3)

History & Systems of Psychology (3)

SchP484 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)
SchP 406 Research Methods & Design (3)
SchP 408: Doctoral Proposal Seminar (3)
Educ 491 Advanced Seminar: Structural Equation Modeling (3)
Educ 412 Advanced Applications of Psychometric Principles (3)
Educ 486 Doctoral Qualifying Research Project (up to 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 (2)
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 Pracicum in Supervision (2)
SchP 444 Doctoral Internship (2)

School-Centered Prevention (15 hours)
or
Pediatric/Health Subspecialization (15 hours) (Note the Endorsement entails additional hours, totaling

Dissertation (hours as necessary)

Total Hours   99 hours minimum

School-Centered Prevention (15 hours)

Doctoral Seminars (6 hours)

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

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

Special Education Law (3 hours)

EdL 432   Special Education Law (3)

Counseling Psychology and Special Education Electives (6 hours)

Counseling Psychology Electives (3 hours):

CPsy 439 Theory and Practice of Group Counseling
CPsy 440 Intro to Family Counseling (3)
CPsy 442 Counseling & Therapeutic Approaches (3)
CPsy 445 Elementary School Guidance (3)
CPsy 460 Theories of Psychological Counseling (3)
CPsy 462 Assessment of Personality (3)
CPsy 480 Practicum (3)
Others by advisor approval.

Special Education Electives (3 hours):

Psy 352 Emotional & Behavior Disorders of Children (3)
SpEd 332 Education of Individuals with Special Needs (3)
SpEd 333 Physical Handicaps and Developmental Disabilities (3)
SpEd 339 Learning Disabilities (3)
SpEd 418 Life Skills and Transition Strategies(3)
SpEd 419 Academic and Curricular Strategies(3)
SpEd 428 Positive Behavioral Support (3)
SpEd 452 Assessment and Planning with Individuals with Disabilities (3)
SpEd 465 Advanced Methods for Inclusion (3)
SpEd 490 Doc. Seminar in Sp. Ed. (up to 6)
Others by advisor approval.

Pediatric/Health Subspecialization (15 hours)

Health/Pediatric 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 (3)
CPsy 440 Intro to Family Counseling (3)
CPsy 442 Counseling & Therapeutic Approaches (3)
CPsy 445 Elementary School Guidance (3)
CPsy 460 Theories of Psychological Counseling (3)
CPsy 462 Assessment of Personality (3)
CPsy 480 Practicum (3)
           Others by advisor approval.

Special Education Electives (3 hours):

Psy 352   Emotional & Behavior Disorders of Children (3)
SpEd 332 Education of Individuals with Special Needs (3)
SpEd 333 Physical Handicaps and Developmental Disabilities (3)
SpEd 339 Learning Disabilities (3)
SpEd 418 Life Skills and Transition Strategies(3)
SpEd 419 Academic and Curricular Strategies(3)
SpEd 428 Positive Behavioral Support (3)
SpEd 452 Assessment and Planning with Individuals with Disabilities (3)
SpEd 465 Advanced Methods for Inclusion (3)
SpEd 490 Doc. Seminar in Sp. Ed. (up to 6)
Others by advisor approval.

Pediatric School Psychology Endorsement

For students who are accepted to complete the full endorsement in Pediatric School Psychology and are supported on the U.S. Department of Education Leadership grant, the following requirements must be completed *instead of* the Health/Pediatric Subspecialization. The total hours associated with the Endorsement is 37. However a portion of these hours overlaps with the Doctoral and Professional School Psychology Core areas. These areas of overlap are noted below.

SchP 438	Health/Pediatric Psychology (3)	
SchP 439	Comprehensive School Health Programs (3)	
SchP 440	Applications of Pediatric School Psychology (6) *(Replaces required doctoral seminars specified in Doctoral Core)*	
SchP 429	Special Topics: Leadership Seminar in Ped SchP Psy- Practice & Prevention (2)	
SchP 429	Special Topics: Leadership Seminar in Ped SchP Psy- Research (2)	
SchP 429	Special Topics: Leadership Seminar in Ped SchP Psy- Research & Supervision (2)	
SpEd 496	Doctoral Seminar: Early Intervention (3) (or equivalent early intervention course)	
SchP 442	Practicum in School Psychology- Health Care Setting (10)	

Courses Taken as Part of Endorsement that also are Part of Core Program

Educ 491	Advanced Seminar: Clinical Psychopharmacology (3)	
EdL 400	Introduction to Organizational Leadership or equivalent (3)	
SchP 437	Advanced Child Psychopathology (3)	
SchP 442	Practicum in School Psychology- School Setting (2)	
SchP436	Practicum in Supervision (2)	
SchP 429	Dissertation Proposal Seminar (3)	

SchP 499   Dissertation

SchP 444   Doctoral Internship

Academic Standards and Expectations

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

Table 5: Course marks, equivalencies in GPA, and Qualitative Interpretations

FINAL COURSE MARK	GPA	QUALITATIVE INTERPRETATION
A	4.0	Excellent performance demonstrating superior work.
A-	3.67	Strong performance with some room for improvement.
B+	3.33	Good performance.
B	3.00	Competent performance.
B-	2.67	Minimal performance calling for marked future improvement.
C+	2.33	Inadequate performance; multiple marks below B- lead to probation and or dismissal for poor scholarship.
C	2.00	
C-	1.67	
D+	1.33	Unacceptable performance that cannot be counted toward meeting degree or certification requirements, although such marks factor in cumulative GPA and can play a role in a student being placed on probation or dismissed for poor scholarship.
D	1.00	
D-	.67	
F	0.00	
N	----	Course not completed; may also carry a parenthetical mark to which the incomplete will convert if not removed within a year.
A	----	Audited course; such courses may not be counted toward meeting degree or certification requirements and may not be retaken for credit once audited.
X	----	Absent from the final exam; may also carry a parenthetical mark to which the final mark will convert if not removed within a year, or earlier is specified by the instructor.
Z	----	Absent from the final exam and incomplete; student has one year to remove incomplete, unless an earlier deadline is specified by the instructor.

W	----	Course was dropped before the end of the official drop period; does not count toward cumulative GPA or meeting degree or certification requirements.
WP	----	Course was dropped after the end of the official drop period and student was passing at time he or she dropped; does not count toward cumulative GPA or meeting degree or certification requirements.
WF	0.00	Course was dropped after the end of the official drop period and student was NOT passing at time he or she dropped; counts toward cumulative GPA, but does not count toward meeting degree or certification requirements.

College Policy on Adequate Academic Progress

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

To assure graduate students in the School Psychology Program make necessary academic progress, the faculty of the school psychology program meets on an annual basis to review all students' progress. Additional reviews may be conducted by the faculty if indicated by events including: 1) a graduate student carrying two or more incompletes in non-research courses, 2) a graduate student withdrawing from the same course more than once, 3) a graduate student withdrawing from more than three required courses in a program of study, 4) a graduate student failing to complete non-course program requirements in a timely fashion, and 5) a requested

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

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

Right of Appeal

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

School Psychology Program Annual Student Review

After a student is admitted to graduate studies, he or she receives a letter of evaluation from his or her advisor at the end of each academic year. Students are asked to complete a Student Annual Accomplishment Sheet (see Appendix L). Student's progress is evaluated 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 Sheet, the students' transcripts 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 will provide feedback regarding a 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 will be provided with additional opportunities and experiences to remediate their skills. The nature of the remedial experiences will be 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. However, if the student is not achieving clinical competence, termination from the program is possible.

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 meet minimal levels of achievement may be placed on *probation*, as determined by the faculty. The terms of probation will align with the individual student's needs and will be 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 through the College's Grievance Procedures.

Academic Scholarship Requirements for COE Degree Programs

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

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

Academic Probation: Students placed on academic probation must submit a proposed academic improvement plan to their academic advisors. That plan must include an explanation of why the student received final course marks below B- and must offer a specific plan to address in future coursework the cause of such inadequate academic performance. This plan must be

approved by the program faculty. Once regular status students are placed on probation, they remain on probation until completing the degree.

Readmission: Graduate students who have been dismissed for poor scholarship are ineligible to register for coursework in the program. After one semester away, such students may petition for readmission. The program and the dean's office must approve the petition. Students whose petitions are granted will be readmitted on probation and will be dismissed permanently if they receive any additional final course mark below B-.

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

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

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

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

Termination of Student Status

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

1. *Voluntary Termination:* A student notifies the university, through academic advisers, program directors or other university officials, that he/she wishes to discontinue pursue of studies.

2. *Inadequate Academic Progress:* If, in the judgment of the program faculty, a student has failed to meet the expectations of the program in terms of making adequate academic progress, as defined by the College of Education's *Adequate Academic Progress Policy* (see below), that student may be dropped from the program.

3. *Failure to Meet Program Standards/Requirements:* Selected degree programs in the COE (for example, Counseling Psychology and School Psychology) have periodic reviews of student performance and behavior. If, in the judgment of the program's voting faculty, a student has failed to meet the expectations/requirements of the program, that student may be dropped from the program. Such expectations/requirements include both course-related and non-course-related performances and behaviors.

4. *Dismissal for Poor Scholarship:* Regularly admitted students in degree programs who fail to meet the COE's *Academic Performance Standards Policy* (see below) will be dismissed from the college.

5. *Disciplinary Dismissal:* Students who undergo a disciplinary review in which they are found responsible, may have their student status terminated (see http://www.lehigh.edu/~indost/conduct/handbook/sect6.shtml). The COE has its own procedures for attempting informal resolution of suspected academic misconduct

(COE_StudAcadMisconductResolveGuide.pdf), procedures that are aligned with the university's process.

6. *Certification/Licensure Program Termination:* A student in a program leading to external certification or licensure who is found to have violated the COE *Academic Integrity Policy* (see below, first paragraph of policy), will no longer be eligible to pursue such certification and licensure, although he or she may be eligible to complete a degree program that does not include such certification/licensure. Similarly, if, in the judgment of the voting program faculty, a student seeking certification is not suited to further pursuit of that certification (as might happen in programs that prepare school teachers, administrators, counselors and psychologists), that student will be offered the option of completing a degree without certification. This latter instance most frequently occurs when that student has failed to succeed in one of more field placements and/or has demonstrated temperamental/emotional issues causing concern about recommending to the certifying/licensing agency that the student be granted certified/licensed.

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

The College and University have appropriate appeal processes designed to assure students have access to due process. For details of those processes, please see the College of

Education *Grievance Procedures* section in this manual.

College Academic Integrity Policy

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

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

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

Process for Resolving Suspected Student Academic Misconduct under the Policy

The COE has its own procedures for attempting informal resolution of suspected academic misconduct, procedures that are aligned with the university's process. For those

procedures and relevant forms, please see this link:
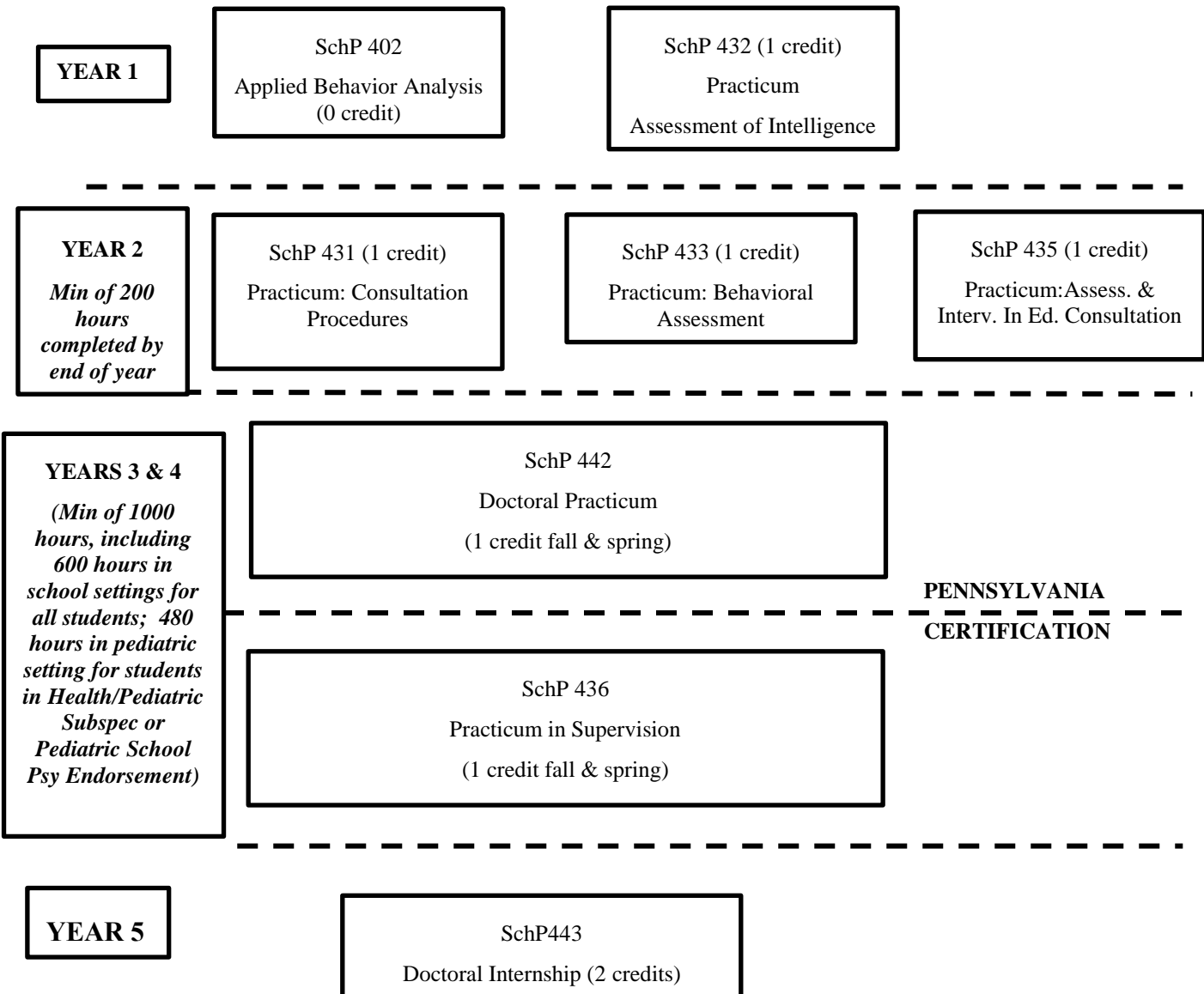
COE_StudAcadMisconductResolveGuide.pdf

Practicum 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 must attain a minimum of 1,200 clock hours of practicum experience. A minimum of 600 hours must be in an educational setting. For students who are completing the Pediatric/Health subspecialization or Pediatric School Psychology Endorsement, 480 hours are completed in pediatric settings. The doctoral program at Lehigh offers two means for meeting practicum requirements: (1) supervised practica as part of academic coursework where course credit is given (200 hours), and (2) supervised practica across various educational/clinical settings (1,000 hour minimum). Following successful completion of practica and coursework, a full-time, full-year (academic or calendar) pre-doctoral internship is completed by students. The practicum and internship experiences are detailed below.

At times, new students to the program have limited experiences in school settings. These students 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.

Figure 1 provides a schematic representation of the practica sequence across the entire program.

Figure 1: Practicum & Internship Experiences

| YEAR 1 | SchP 402

Applied Behavior Analysis
(0 credit) | SchP 432 (1 credit)

Practicum

Assessment of Intelligence | |

| YEAR 2

Min of 200 hours completed by end of year | SchP 431 (1 credit)

Practicum: Consultation Procedures | SchP 433 (1 credit)

Practicum: Behavioral Assessment | SchP 435 (1 credit)

Practicum:Assess. & Interv. In Ed. Consultation |

YEARS 3 & 4

(Min of 1000 hours, including 600 hours in school settings for all students; 480 hours in pediatric setting for students in Health/Pediatric Subspec or Pediatric School Psy Endorsement)

SchP 442

Doctoral Practicum

(1 credit fall & spring)

PENNSYLVANIA

CERTIFICATION

SchP 436

Practicum in Supervision

(1 credit fall & spring)

YEAR 5

SchP443

Doctoral Internship (2 credits)

Course-Embedded Practicum

Typically, beginning in the second semester of the first year and continuing throughout the second year, students enroll in practica (1 credit each) in conjunction with four courses (Consultation Procedures, Assessment of Intelligence, Behavioral Assessment, and Assessment & Intervention in Educational Consultation). Students must spend a minimum of 200 clock hours (50 clock hours per course) in supervised experiences across these courses. These practica are directly supervised by the faculty assigned to each course. Practicum activity and hours should be logged on the Course-Embedded Practicum form (Appendix A). Students are responsible for submitting the logs to the course instructor, for his/her signature. Complete and signed logs are kept in the students' field experience files located in the Program Director's office.

Full-Day Doctoral Practicum (SchP 442 & SchP436)

During the third and fourth years of the program, doctoral students are required to register for 1 credit of practicum. In the third year of doctoral studies, students register for SchP442: Doctoral Practicum in School Psychology; in the fourth year, students register for SchP436: Practicum in Supervision. This sequence of practica courses reflects the program's integration and increasing attention to developing doctoral students' competencies for providing 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 conduct assessments, provide consultation services, provide counseling services, and acquire knowledge about working with students with academic or behavior concerns.

Students completing the School-Centered Prevention subspecialization will spend two days per week in school settings, typically an early childhood education program, public school

district, or intermediate unit, during the third and fourth years of the program. In both years,

practica experiences follow the public school calendar rather than the Lehigh academic year

calendar. These experiences commonly begin around September 1 and end around June 15.

Students completing the Health/Pediatric subspecialization are required to complete 480

clock hours of the required 1,080 hours during their third and fourth years within sites that are

linking pediatric and educational service delivery. The remaining hours (at least 600) are

completed in educational settings, including school districts or intermediate units.

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 practica experiences during the third and fourth years of study, students are

jointly supervised by University and field supervisors. Supervisors must be permanently school

certified and/or licensed psychologists, preferably at a doctoral level. 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

(Appendix B). Evaluation of the student's skills is provided through a competency-based

checklist evaluation form. Students must accrue satisfactory ratings on all items on the evaluation

form by the end of the two years of practicum experiences. Appendices C and D include copies of

this evaluation form which defines the expected outcomes across the two-year practicum

experience.

All practica hours are to be recorded on the required field practica logs found in Appendix E. On a monthly basis, students complete the logs, obtain their field supervisors' signature and submit to the university supervisor. After completing each practicum, doctoral students must complete the Practicum Placement Rating Form located in Appendix F. 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

Students' participation in practicum experiences is contingent upon receipt of favorable evaluations from the field supervisors as well as students' determination that the site is providing the required supports and training experiences. Any discrepancy in the student's or site's performance will be addressed first by the University supervisor of practica and Program Director. Decisions regarding termination of the practicum experience will be conducted in concert with the practicum contract. Should a student be dissatisfied with program decisions regarding the readiness, continuation, suspension, or termination of the practicum experience, he/she may pursue the College of Education's approved grievance procedure.

Upon completion of all coursework, successful passing of general exams, and demonstrated progress toward the dissertation, students will be recommended for certification as a School Psychologist to the Pennsylvania Department of Education. To apply for certification,

students must complete the form contained in Appendix G. Please note that applicants for

certification must meet testing requirements established by the Pennsylvania Department of

Education (e.g. PRAXIS exam).

Doctoral Internship (SchP 444)

Students are required to complete a 1-year (10 or 12 months), doctoral internship

(minimum 1500 clock hours). This requirement can be met by experiences in either educational

settings, or clinical settings such as hospitals, mental health clinics, research institutes, and other

settings appropriate for advanced doctoral training. 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 school psychologist must be

demonstrated. 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;

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

by the student's advisor. Faculty members expect students to have a complete and approved draft

of their dissertation proposal prior to beginning their internship.

4. School Psychology Program faculty vote that the student has demonstrated the

professional, ethical, academic, and clinical readiness for the internship experience and

should be allowed to undertake the internship.

The doctoral internship is designed as an opportunity for students to merge scientific and

educational concepts into an operational practice for the welfare of school children and the

development of their competencies as professional psychologists. Because students are already

certified as school psychologists, the doctoral internship should also serve as an opportunity to

enhance skills that are consistent with advanced levels of training. As a learning experience, the doctoral internship is also a place to refine and extend the students' clinical knowledge and skills as well as his/her professional skills. To individualize the internship experience, students complete the Doctoral Internship Goals form (Appendix H) with their field supervisor(s) at the start of the internship.

For students who are employed by a school district at the time of their internship, they might desire to fulfill part or all of the internship requirements by working for the school district in which they are presently employed. **This type of internship experience is not permitted.** 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. While completing the internship, students may not hold any other employment.

There are several important administrative facets of the internship. Students are required to complete internship logs documenting the internship hours and activities. An internship log for accounting for hours is provided in Appendix E. During the internship experience, students are expected to demonstrate professionalism (e.g., with regard to responsiveness to supervision, adhering to schedule and demands of the site, and following ethical standards set forth by NASP and APA.). Evaluations of both the intern's performance and site are obtained by the instructor of SchP443. Field supervisors in the internship provide an evaluation of the intern according to the form located in Appendix I. In addition, students provide an evaluation of the internship site and experience according to the Internship Site and Supervision Rating Form (Appendix J). Students submit the Internship Site and Supervision Rating Form to both SchP443 instructor and their field supervisors.

Internship sites must meet the standards set forth by the Council for Directors of School Psychology Programs (CDSPP). Appendix M in this manual presents CDSPP standards. Students may obtain internships through the Association of Psychology Postdoctoral and Internship Centers (APPIC or on their own. When the student obtains an internship outside of APPIC, then the site must be approved by the program faculty (e.g., Program Director and Professor for Internship Seminar). Students typically coordinate the arrangement of the internship with the site personnel and program faculty. Students are responsible for completing the Independent Internship Proposal form (located in Appendix O). Approval of the internship will be based upon 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. The continuation of the internship experience is contingent upon the students' receipt of favorable evaluations from the site as well as the student's determination that the site is providing the required supports and training experiences. Any discrepancy in the student's or site's performance will be addressed first by the University supervisor of interns and Program Director. Decisions regarding termination of the internship experience will be conducted in concert with the internship contract. Should the student be dissatisfied with program decisions regarding the readiness, continuation, suspension, or termination of the internship experience, he/she may pursue the College of Education's approved grievance procedure.

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 number 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.

Training 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 subspecialization 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.

Program Requirements for Independent Research & Comprehensive Exam

Doctoral students are expected to understand University and College-wide regulations regarding the completion of the Ph.D. degree. The college-wide procedures for doctoral study are

detailed and available at

https://coe.lehigh.edu/sites/coe.lehigh.edu/files/COE_DocProgramReqs%26Procedures.pdf.

Qualifying Project

The qualifying project is an independent research project that in 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. Present throughout the process is the mentoring provided from the student's advisor. Students should maintain a routine for meeting with their advisors throughout the completion of their qualifying projects. Second, doctoral students complete the Research Methods (SchP407) course in the spring of the first year. This course provides an introduction to research design and analysis, with a corresponding concentration on assisting students' in conceptualizing their qualifying project research objectives and 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 follow. Following the process of finalizing the qualifying project proposal, the advisor will distribute the proposal to the committee for their review. Committee members will 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 which allows the committee to share 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, the student and advisor will obtain approval from the University's Institutional Review Board (IRB). Once IRB approval is obtained, the student will complete the research project and prepare a final written document, under the advisor's supervision. Note that the final document is prepared according to the current Publication Guidelines of the American Psychological Association.

Similar to the 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. Each committee member independently reviews the final document and conveys his/her 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, the student must receive two out of three votes of Pass. Should a student fail the qualifying project, the student's qualifying project committee will decide the appropriate action. Possibly the student will be required to significantly revise the written document or research methods if they were not followed as delineated in the approved proposal.

The qualifying projected 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. 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 at a School Psychology Program Student Research Colloquium, typically offered at the end of each semester. Students should also 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 (SchP407) course.

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

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

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

5. Study is conducted and final written document is prepared

6. Final write-up of study is judged by qualifying committee.

7. If passed, qualifying project is presented at the student colloquium.

8. If passed, qualifying project should be submitted for publication.

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

Research theses that were completed in a master 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 faculty committee. 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 adviser feels that the

thesis should be considered, he/she will formulate a review committee which consists of two 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 the admission to graduate study in the program. Those students whose highest degree at admission is the Bachelor's degree are expected to complete the qualifying project by 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 it 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 serves 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 identify with their advisors. Students are expected and supported to complete their qualifying project at the conclusion of their second 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 face the possibility of being terminated from the program if they are not able to perform the skills necessary for conducting the research or to communicate the project in written form. Additionally, students who are delayed in conducting their qualifying project research beyond the third year of the program are at risk of termination. The decision to terminate a student would follow multiple attempts to communicate with and support the student. If it becomes necessary to terminate the student's enrollment in the doctoral program, the decision would be made by the program faculty, in accordance with the College's procedures, and communicated with the student.

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. The comprehensive exam is two-tiered, beginning with presentation of a written, portfolio evidencing the students' achievements according to the program's five training objectives and corresponding competencies and following with an individualized oral exam. 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 on pages 10-11. 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 subspecializations, School-Centered Prevention or Health/Pediatric School Psychology.

Adhering to the new training model, students will continue to proceed through a two-step process in completion of the comprehensive exam. Students will prepare a portfolio that encompasses products that demonstrate their attainment of the program's competencies within each objective. The successful preparation of the portfolio begins with the student's very first experiences upon entering the program and continues through the final program requirements. Subsequent to the faculty's judgment that the written portfolio has passed, students complete an oral exam to further demonstrate competencies and to present themselves as doctoral candidates. The final determination of the comprehensive exam outcome is a product of the students' combined performance on both the portfolio and oral exam (note that the student must pass the written portfolio in order to take the oral exam).

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 K for COE Doctoral Program

Requirements and Procedures, section on "General Examination"; information is also available at

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

The ***Portfolio*** is the first step of the comprehensive exam. 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 P.

Portfolio Components:

- ✓ Personal Specialization Paper

- ✓ Curriculum Vitae

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

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

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

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

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

    o Awareness of ethical, legal, and professional considerations.

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

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

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

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

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

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

specialization paper, students' are required to: (1) define their specialization, (2) trace their personal development toward the specialization, (3) discuss the application of their specialization to the practice of school psychology, (4) discuss needed research that would advance the specialization area, and (5) conclude by discussing their intentions for extending their specialization into early career. In this final element, students should discuss a potential early career trajectory that illustrates the type of position they would like to obtain, along with the distinct steps that they will need to take towards this position while they complete their doctoral degree.

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

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

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

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. The paper should discuss:

- 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.

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

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

- In the integrative paper, students can also relate 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 thatt 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),

The integrative paper should be 5 – 8 pages, not to exceed 8 pages. The paper should be

double-spaced and follow APA Publication Guidelines. The rubric that will guide the faculty's

review of the integrative reflection papers for each objective is below.

Integrative Paper for Objective		
Criteria	*Rating*	*Summary of impressions*
The extent to which the student provides a strong justification for the alignment of their coursework, clinical, and research experiences to the achievement of specific competencies identified for each objective.		
Accurate identification of competencies for which evidence is limited as well as the feasibility of the student's plan for achieving the competency prior to program completion		
Plan for obtaining/strengthening necessary competencies and continued mentoring/training experiences as they transition from doctoral studies to early career (e.g. post-doc, employment) is aligns with personal reflection.		
Competencies are relevant to further development in their area of specialization. The plan for continuing to develop these competencies is consistent with the early career transition		
Paper will be evaluated on the quality of its written presentation and adherence to APA publication guidelines		

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

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 reflection 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

The table below displays the criterial that will guide faculty members' review of the integrative reflection paper and evidence provided for each objective.

Evaluation of evidence *per competency* in Objective		
Criteria	*Rating*	*Summary of impressions*
Justification for the selection of evidence as meeting the competency is clearly provided by student in the integrative paper.		
For each competency, the evidence represents an appropriate mix of course,		

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

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. Faculty will review the Annotated Bibliographies for each objective according to the table below.

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

Major Steps in the Portfolio Evaluation:

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

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

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

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

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

5. Program faculty will assign a date for the Portfolio Conferences during the exam periods noted above. During the brief, 15-minute portfolio conference, the student presents his/her portfolio to the committee. The portfolio conference is directed by the student and is informative only, not evaluative. The goal is to ensure that each member of general

examination committee has an overview of the student's work. All subsequent meetings are scheduled at this point. These include a faculty-only review meeting to determine if the student has passed the portfolio and can progress to the oral exam and the oral exam.

6. Following the portfolio conference, each committee member independently reviews the student's portfolio according to the rubric in Appendix R. The Personal Specialization Paper is rated along a 4-point scale, ranging from not meeting faculty expectations to exceeding them. The CV provided by students is qualitatively reviewed to ensure that it has expected content and that it is adequately formatted. Each of the five program objectives is reviewed by rating the integrative paper and a collective rating for the body of student-selected evidence to demonstrate acquisition of the various competencies associated with the objective. The specific criteria for evaluating the integrative paper and evidence are presented in Appendix R.

7. Approximately 10 days following the Portfolio Conference, the comprehensive exam committee meets (without the student present) to discuss their independent reviews of the portfolio and to determine if the student has passed this portion of the exam. To be approved to progress to the oral interview, students must meet the following criteria: 1) students must receive a median rating of 2 or greater for the Personal Specialization Paper from the committee, and 2) students must achieve median committee ratings greater than 2 for three of the five objectives (in other words, students who receive more than 2 median ratings for objectives will not progress to the oral interview). In addition, if a student has a median committee rating of 1 on *any* objective, he/she will not be able to progress to the oral interview. If the portfolio does not meet these criteria or if the student receives a median rating of 1 on one or more objectives, the student will have to re-submit the portfolio during the next exam period.

8. 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.

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. The exam is limited to 75 minutes.

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.

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.

　　　As dissertations are also the pride of the University, it poses guidelines that must be

followed. Appendix K details the University's guidelines and requirements for the dissertation;

information is also available at http://coe.lehigh.edu/content/current-student-information. These

are highlighted below, however, students should become thoroughly familiar with the guidelines

as the approach their dissertation work. According to the university's guidelines, the dissertation

must:

　　　　　-Be directed (e.g., chaired) by a voting member of the program's faculty at Lehigh in

　　　　　School Psychology

　　　　　-Be original research

　　　　　-Evidence of scholarship that is publishable in a peer-reviewed journal

　　　　　-Contribute knowledge to the respective field of study

　　　　　-Must be approved by the dissertation chair, committee and the graduate committee at

　　　　　least six weeks prior to graduation

　　　　　For the Ph.D. in School Psychology, the following guidelines also apply:

- The research must be an empirical study. Surveys and historical research can be appropriate

  pilots to empirical research and may be included as such.

- The type of design and data collected should determine the appropriateness of statistical

  analysis. Single-subject, group, correlational, or qualitative research designs are acceptable

when conducting studies. The style and quality of writing must meet the standards of the American Psychological Association.

- 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). However, the student is responsible for inviting the committee members. The student will also obtain approval of the committee from the Dean of the College. This approval is a prerequisite for the students' formal proposal of the dissertation research.

With the support of the proposal seminar and 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 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 <u>3 credits</u> 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 <u>1 credit</u> 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.

Eligibility Criteria for Participation in University Doctoral Hooding Ceremony

Purpose: The doctoral hooding ceremony takes place on the weekend prior to the May

commencement exercises and recognizes the Ph.D. and Ed.D. recipients with the traditional

bestowing of the doctoral hood. This policy defines the criteria that determine which students are

eligible to participate in the doctoral hooding ceremony.

Eligibility: A student may participate in the doctoral hooding ceremony if he or she meets any

ONE of these criteria. To preserve the integrity and dignity of the ceremony, there will be no

exceptions.

1. The student has completed ALL requirements for the Ph.D. or Ed.D. and is cleared by the
    Registrar for graduation in the May commencement exercises.

2. The student received his or her Ph.D. or Ed.D. on one of the *preceding* fall or winter
    degree–granting dates.

3. The student has completed ALL requirements for the Ph.D. or Ed.D. except for a required
    internship that will be completed before August 31 in the same year as the hooding
    ceremony (that is, roughly three months after the hooding ceremony). In this case, the
    dissertation must be defended, signed, and submitted to University Microfilms by the
    close of business on the last day of classes in the spring semester prior to the hooding
    ceremony.

Such students must petition the Standing of Graduate Students Committee (SOGS) for permission

to participate, and SOGS will determine whether the student's circumstances meet the eligibility

criteria. The petition must be submitted to the Registrar at least 10 days prior to the May

Commencement.

University Dissertation Awards

There are two university-related dissertation awards that are awarded annually, the *Elizabeth V.*

Stout Dissertation Award and the *Council of Graduate Schools/ University Microfilms*

International Distinguished Dissertation Award.

One Stout Dissertation Award may be awarded in each of the four colleges each year to recognize

significant scholarly achievement in a dissertation project. Stout Dissertation Awards are

university-level awards, selected by the colleges. Recipients receive an honorarium, a citation,

and recognition at the doctoral hooding ceremony.

Each year the university nominates outstanding dissertations for consideration for the Council of

Graduate Schools/University Microfilms International Distinguished Dissertation Awards

(CGS/UMI awards) in an appropriate discipline, based on the CGS schedule for recognition in

specific discipline areas. CGS follows a two–year cycle in four discipline areas, recognizing two

discipline areas per year.

In odd–numbered years, one award is presented in *Humanities and Fine Arts (including history*

and literature), and one award is presented in the *Biological and Life Sciences*. In even–

numbered years, one award is presented in the *Social Sciences (including Education),* and one

award is presented in *Mathematics, Physical Sciences, and Engineering.*

For details on eligibility, the program nomination process and selection criteria and processes,

please see the *COE Graduate Student Handbook* (available online at:

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

Protection of Human Subjects in Research

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

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

All reviews of research projects involve use of IRBNet.org. Graduate students must submit their proposed projects for IRB review online. Visit http://research.cc.lehigh.edu/irb to learn how to use this system. The review process begins when your project is submitted electronically, provided you have supplied all the required information. The IRB meets on the second Tuesday of each month (except March 1st, Tuesday). All information should be submitted at least two weeks in advance of each meeting (although one month or more in advance is optimal).

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 registrations of a minimum of 9 semester hours. 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) <u>two</u> semesters of full-time <u>Lehigh</u> graduate study or 18 credit hours of <u>Lehigh</u> graduate study, <u>either on or off campus</u>, within a <u>15</u>-month period must be completed.

Transition of New Students into the Program

Upon each student's acceptance into the school psychology program, he/she is 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 will provide opportunities (e.g., program meetings, luncheon) for the new students to connect with their student mentors as well as all students in the program.

At the time when students matriculate into the program, they are provided a full-day orientation. At this orientation, each student is given access to the Lehigh University Course Catalog, the College's Student Handbook, and the School Psychology Doctoral Program Manual. Following this initial orientation meeting with the Dean, Department Chair, and program faculty, students participate in a meeting of all students in the program during which students select representatives to the program committee. In addition, they are provided an orientation to the library and electronic resources by Information Resources staff. The College of Education also provides a full day of orientation activities to familiarize students with College and University-wide resources.

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. 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, and make recommendations to the faculty after interviewing prospective students.

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, handle student problems and complaints with due process. Depending upon the nature of the complaint, students may first wish to seek informal resolution of their problems within the School Psychology Program, although students have the right to move directly to formal grievance procedures if they wish to do so, without pursuing within-program resolution.

Informal Resolution within the School Psychology Program

All faculty members 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* (APA, 2002) and the *NASP Principles for Professional Ethics* (2000), the faculty strives for the highest ethical conduct in interactions with students and colleagues. In the event that a student believes that he/she was treated by faculty member 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 may opt to try to resolve the problem informally. The student can choose to:

1. ***Discuss concern 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 may 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 such cases, students may consult with their advisor, the Program Director, or another program faculty member to discuss the situation and develop possible alternatives to resolve the issue.

College of Education Grievance Procedures

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

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

1. A student (or group of students) questioning the validity of an assigned mark must file a *written* appeal with the course instructor no later than the last day of classes of the semester

following receipt of the final course mark. In the case of spring and summer courses, this means the last day of class of the fall semester, while for fall courses, this means the last day of classes of the spring semester. These deadlines do not, however, limit the ability to correct a mark/grade based on miscalculation or data entry error.

2. In this written appeal, the student(s) shall, using the *Mark/Grade Appeal* form, provide the title and number of the course taken, the name of the course's instructor(s), the term (Fall, spring, summer) and year in which the course was taken, the specific mark under appeal and what it covered (for example, homework assignment, project, presentation, field experience, final course mark) and a detailed description of the reason(s) the assigned mark is inappropriate. Students may obtain the *Mark/Grade Appeal* form online at this link: COE_GradeAppealForm.pdf, or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.

3. If the student(s) and instructor(s) are unable to resolve the disagreement to the satisfaction of the student(s), the written appeal –now with a written response from the instructor(s)— moves forward to the director of the academic program. (In certain cases involving adjunct instructors, however, the appeal may go first to a faculty supervisor appointed by the academic program. If such a supervisor is involved, he or she meets with the student(s) and instructor(s) and attempts to help resolve the disagreement. If unable to do so, that supervisor adds his or her comments on the merits of the appeal and sends the appeal packet to the program director.)

   The program director meets with the parties to seek a resolution. If the program director is unable to facilitate resolution, he or she adds comments on the merits of the appeal to the appeal package and it then moves to the department chair who follows the same procedures in attempting to resolve the difference. If he or she is also unsuccessful, the appeal package –now

including the department chair's comments—moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary– and issues a decision on the grade appeal.

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

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

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

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

Where the matter is not subject to informal resolution, the student may file a formal grievance with the Associate Dean of Students (UC 210) who serves as designee for the Provost for receipt of such grievances under the university's Policy on Equal Opportunity/Affirmative

Action/Non-Discrimination. Such formal grievances will be handled using the university

discrimination grievance procedures detailed in the university student handbook.

Redress of Grievances Based on Harassment

Grievances based on harassment are covered under university procedures specified in

the university policy on harassment. To obtain a copy of the policy, as well as information on the

university person(s) you should contact, please visit:

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

Redress of Other Course-related Academic Grievances

1. A student (or group of students) with a complaint that arises out of any course but is not

   covered by one of the procedures above should bring the complaint first to the instructor of

   the course in which the source of the grievance occurred. This grievance may be presented

   orally, although the student(s) should make clear the nature of the grievance and what action

   he/she/they would like taken to resolve that grievance.

2. If, after meeting with the instructor, students do not feel satisfied, they prepare a written

   grievance to take to the director of the academic program in which the course is offered. This

   written grievance, which must be completed using the *Course-related Non-grade Grievance*

   form, shall document the title and number of the course taken, the name of the course's

   instructor(s), the term (fall, spring, summer) and year in which the course was taken, a

   description of the events or actions leading to the complaint and a proposed resolution to the

   complaint. Students may obtain the *Course-related Non-grade Grievance* form online

   (COE_CourseRelatedNonGradeGrievanceForm.pdf), or from either their program

   coordinator or the departmental coordinator, Donna Ball, in A325.

3. The program director asks the instructor(s) to submit a written response to the grievance and

   attaches this response to the student grievance packet. The program director then meets with

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

4. If the student/group of students has/have serious concerns about meeting with the instructor, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program. Similarly, if students have serious concerns about meeting with the program director (#2 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about holding such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; http://www.lehigh.edu/~indost/) or one of the university ombudspersons (http://www.lehigh.edu/~inombuds/contact.html) for guidance on how to submit the grievance.

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

1. A graduate student (or group of graduate students) with a grievance related to an activity **outside** courses –including research activities— that is not covered by one of the procedures listed above, should bring that grievance first to the responsible faculty or staff member. In the meeting with that faculty or staff member, students may describe their grievance orally, provided that they make clear the nature of the grievance and how they would wish it redressed.

2. If, after meeting with the responsible faculty or staff member, students wish to pursue the matter further, they use the *Non-course-related Grievance* form to prepare a written grievance that (1) identifies the individuals involved, (2) notes when the events or actions leading to the grievance occurred, (3) describes why they were inappropriate and (4) proposes actions to resolve the grievance. Students may obtain the *Non-course-related Grievance* form online (COE_NonCourseRelatedGrievanceForm.pdf), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.

3. The written grievance then moves to the appropriate program director or university supervisor, who asks the responsible faculty or staff member to submit a written response to the grievance and attaches this response to the student grievance packet. The program director or university supervisor then meets with the parties involved and seeks to resolve the grievance. If unable to do so, he or she adds comments on the merits of the grievance to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is unsuccessful, the grievance package –now including the department chair's comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and responsible faculty or staff member —if the dean deems such interviews necessary– and issues a decision on the grievance.

4. If the student/group of students has/have serious concerns about meeting with the responsible faculty or staff member, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program or the appropriate university staff supervisor. Similarly, if students have serious concerns about meeting with the program director or university staff supervisor (#3 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; http://www.lehigh.edu/~indost/) or one of the university ombudspersons (http://www.lehigh.edu/~inombuds/contact.html) for guidance on how to submit the grievance.

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

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

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

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

Faculty

Primary Faculty

There are five tenured-faculty who are full-time in the School Psychology program:

Cole, Christine L. (1988). Professor of School Psychology
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

DuPaul, George J. (1992). Professor of School Psychology & Chairperson for
Department of Education & Human Services
B.S., Wesleyan, 1979; M.A., Rhode Island, 1982; Ph.D., Rhode Island, 1985.

Research interests: Attention-deficit hyperactivity disorder, school-based intervention for academic and behavioral problems, early intervention for children with behavior disorders

Hojnoski, Robin L. (2006). Associate Professor, Lehigh University.
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 of School Psychology; Program Director
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

Shapiro, Edward S. (1980). Professor of Education & Director, Center for Promoting Research to Practice.

B.S., Pittsburgh, 1973; M.A., Marshall, 1975; Ph.D., Pittsburgh, 1978.

Research interests: Curriculum-based assessment and high stakes testing outcomes; Response-to-Intervention; Academic interventions; Behavioral assessment; Pediatric School Psychology

In addition, the School Psychology Program has a Professor of Practice faculty member who oversees students' practicum and internship experiences:

Novak, Christine G. (2009). Professor of Practice.

B.A., University of Missouri, 1973; M.A., University of Missouri, 1979; Ph.D. University of Iowa, 1992.

Practice interests: Behavioral assessment and intervention in developmental disabilities, communication disorders, learning disabilities, and alternative educational programs; supervision of internship and practicum; international school psychology.

Related Faculty & Staff

Students complete courses that are offered college-wide or by specific programs within

the College. Most likely, students have opportunity to learn from and work with the faculty in the

Special Education program. There are five full-time 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: Linda Bambara, Ed.D. (Associate Chairperson for the

Department); Lee Kern, Ph.D. (Special Education Program Director); Minyi Shi, Ph.D; Brenna

Wood, Ph.D.

Adjunct faculty who have taught recently for the school psychology program include:

- Kevin Kelly, Ph.D.

- Stacy Martin, PhD.

- Thomas Power, Ph.D.

- Jeffrey Rudski, Ph.D.

Faculty & Student Research

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

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

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

from esteemed colleagues in the field to contribute to professional books. Continued efforts in this direction

are clearly noted in faculty's involvement in grant writing, collaborations across universities and disciplines,

novel research ideas, and the attempt to engage graduate students in the on-going research. Indeed, all school

psychology students are expected to actively participate in research and to belong to at least one professional

organization throughout their graduate school career.

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

programs. The faculty in the School Psychology program has been very active in this regard. The following is

a partial list of papers and publications co-authored with graduate students or alumni.

Select examples of Faculty-Student Research (2010 - 2015)

Chris Cole, Ph.D.

Select Publications

Bambara, L. M., Cole, C. L., & Kunsch. C. (under review). *Using peer mediation to improve sustained conversational interactions of high school students with autism spectrum disorders.*

Bambara, L., Chovanes, J., Thomas, A., & Cole, C. L. (under review). *Effective peer-mediated strategies for improving the conversational skills of adolescents with Autism.*

Cole, C. L., & Kunsch, C. A. (2013). Self-monitoring. In B. D. McLeod, A. Jensen-Doss, & T. H. Ollendick (Eds.), *Diagnostic and behavioral assessment in children and adolescents: A clinical guide* (pp. 196-218). New York: The Guilford Press.

McCurdy, E. E., & Cole, C. L. (2013). Use of a peer support intervention for promoting academic engagement of students with autism in general education settings. *Journal of Autism and Developmental Disorders,* DOI 10.1007/s10803-013-1941-5.

Select Presentations and Workshops

Kunsch, C., Cole, C. L., Ayad, E., & Lubar, A. B. (2015, February). *Teaching peers to support conversation with high school students with ASD.* Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

Bambara, L. M., Cole, C., Kunsch, C., Tsai, S., & Drogan, R. (2014, December). *Teaching peers to support the conversations with high school students with ASD.* Paper presented at TASH Annual Conference, Washington, DC.

Bambara, L. M., Cole, C. L., Kunsch, C., Tsai, S., & Ayad, (2014, March). *Helping high school students with autism become active conversationalists through peer mediation.* Paper presented at the Association for Positive Behavior Support, International Conference, Chicago, IL.

Ayad, E., Cole, C. L., Bambara, L. M., & Kunsch, C. (2014, February). *Peer-mediated social communication skills intervention for high school students with Autism: Examining peer behavior.* Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Cole, C. L., Bambara, L. M., Kunsch, C. A., Ayad, E., & Lubar, A. (2014, February). *Use of peer mediation strategies to improve social communication skills in adolescents with Autism.* Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

McCurdy, E. E., & Cole, C. L. (2014, February). *Including students with Autism: A peer support intervention.* Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Bridget Dever, Ph.D.

Select Publications

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

Laracy, S.D., Hojnoski, R.L., & **Dever, B.V.** (Revise & Resubmit). Assessing the classification accuracy of early numeracy curriculum-based measures using Receiver Operating Characteristic analysis.

Rocchino, G.H., **Dever, B.V.,** Telesford, A., & Fletcher, K. (Revise & Resubmit). Internalizing and externalizing in adolescence: The roles of self-efficacy and gender.

Hostutler, C.A., **Dever, B.V.**, & Gallagher, E. (Under Review). Race and teacher caring: Attenuating effects on behavioral/emotional risk in high school.

Select Presentations and Workshops

Dever, B.V., Fletcher, K., & Telesford, A. (August 2015). Motivational profiles by level of internalizing and externalizing risk. Paper presented at the biennial meeting of the European Association for Research in Learning and Instruction (EARLI), Limassol, Cyprus.

Fletcher, K., & **Dever, B.V.** (August 2015). Motivational Profiles of Students by Special Education Status. Poster presented at the annual meeting of the American Psychological Association (APA), Toronto, Canada.

Gallagher, E.., & **Dever, B.V.** (August 2015). The Effects of School Climate and Self-reported Risk on Externalizing Behaviors. Poster presented at the annual meeting of the American Psychological Association (APA), Toronto, Canada.

Hostutler, C.A., Fox, W.E., Jackelen, L.M., & **Dever, B.V.** (August 2014). Race and teacher caring: Attenuating effects on behavioral/emotional risk. Poster presented at the annual meeting of the American Psychological Association (APA), Washington, DC.

Rocchino, G., Uselding, C., Sealy. S.A., & **Dever, B.V.** (August 2014). Internalizing and externalizing in adolescence: The roles of self-efficacy and gender. Poster presented at the annual meeting of the American Psychological Association (APA), Washington, DC.

George DuPaul, Ph.D.

Select Publications:

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

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.

Vilardo, B.A., DuPaul, G.J., Kern, L., Hojnoski, R.L. (2013). Cross-age peer coaching: Enhancing the peer interactions of children exhibiting symptoms of ADHD. *Child and Family Behavior Therapy, 35,* 63-81.

DuPaul, G.J., Gormley, M., & Laracy, S. (2013). Comorbidity of LD and ADHD: Implications of DSM-5 for assessment and treatment. *Journal of Learning Disabilities, 46,* 43-51.

O'Dell, S.M. & DuPaul, G.J. (2012). Predictors of emotional problems in children with diabetes mellitus. *Children's Health Care, 41,* 32-42.

Select Presentations:

Franklin, M. & DuPaul, G.J. (2015, February). *Comorbid ADHD and anxiety: Implications for impulsivity and academics.* Poster presented at the annual convention of the National Association of School Psychologists, Orlando FL.

DuPaul, G.J., Kern, L., Belk, G., Olson, C., Dabashinsky, A., & Patches, S. (2014, November). Parent education for young children with ADHD: Treatment development process and outcomes. Paper presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Philadelphia PA.

DuPaul, G.J., Gormley, M., Laracy, S.D., Pinho, T., & Pollack, B. (2014, August). Adolescents with ADHD transitioning to college: Self-concept and school preparation. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Gormley, M. & DuPaul, G.J. (2013, February). Teacher-to-teacher consultation: Facilitating transitions for students with ADHD. Poster presented at the annual convention of the National Association of School Psychologists, Seattle WA.

Vilardo, B.A., DuPaul, G.J., Weyandt, L.L., O'Dell, S.M., Carson, K.M., Swentosky, A., Verdi, G., & Rossi, J.S. (2012, June). Effects of lisdexamfetamine dimesylate on functioning of college students with ADHD. Mid-Year Meeting of the International Neuropsychological Society, Oslo, Norway.

Robin Hojnoski, Ph.D.

Select Presentations:

Laracy, S., Hojnoski, R. L., Dever, B. (accepted). Assessing the classification accuracy of early numeracy curriculum-based measures using receiver operating characteristic analysis. *Assessment for Effective Intervention.*

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

Wood, B. K., Hojnoski, R. L., Laracy, S. D., & Olson, C. L. (2015). Comparison of observational methods and their relation to ratings of engagement in young children, *Topics in Early Childhood Special Education.* Advanced online publication. doi: 10.1177/0271121414565911

Hojnoski, R. L., Columba, L., & Polignano, J. C. (2014). Embedding Mathematical Dialogue in ParentChild Shared Book Reading: A Preliminary Investigation. *Early Education and Development, 25, 469-492.*

Polignano, J. C., & Hojnoski, R. L. (2012). Preliminary evidence of the technical adequacy of additional curriculum-based measures for preschool mathematics. *Assessment for Effective Intervention, 37,* 70-83.

Hojnoski, R. L., Caskie, G. I. L., Gischlar, K. L., Key, J. M., Barry, A., & Hughes, C. (2009). Data display: Preference, acceptability, and accuracy among urban Head Start teachers. *Journal of Early Intervention, 32,* 38-53.

Select Presentations

Polignano, J. C., & Hojnoski, R. L. (2015, April). *Age-based sensitivity of the Individual Growth and Development Indicators – Early Numeracy*. Poster presented at the American Educational Research Association, Chicago, IL.

Pollack, B., Hojnoski, R., DuPaul, G., & Kern, L. (February 2014). *Play behavior differences among preschoolers with ADHD and comorbid ODD and anxiety.* Poster presented at the National Association of School Psychologists annual conference, Washington, DC.

Wood, B. K., Hojnoski, R.L., & Olsen, C. (October, 2013). *Content validity of the BOSS-EE: Expert and practitioner review.* Poster presented at Council for Exceptional Children, Division of Early Childhood, 28th Annual Conference on Young Children with Special Needs and Their Families, San Francisco, CA.

Buck, K. E., & Hojnoski, R. L. (February, 2013). *Effects of commercial board games on preschoolers' early number skills.* Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Patti Manz, Ph.D.

Select Publications:

Manz, P. H., Eisenberg, R. A., Gernhart, A., Faison, J., Laracy, S., Ridgard, T., & Pinho, T. (2015). Engaging Early Head Start Parents in a Collaborative Inquiry: The Co-Construction of Little Talks. . Manuscript submitted to the *Early Childhood Research Quarterly* (manuscript under review).

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

Manz, P.H., Gernhart, A. C., Bracaliello, C. B., Pressimone, V. P., & Eisenberg, R. A. (2014). Preliminary development of the Parent Involvement in Early Learning scale for low-income families enrolled in a child development focused home visiting program. *Journal of Early Intervention, 36*(3), 171-191.

Manz, P. H., Lehtinen, J., & Bracaliello, C. B. (2013). A case for increasing empirical attention to Head Start's home-based program: An exploration of routine collaborative goal setting. *The School Community Journal, 23*(1), 131-144.

Manz, P. H., Hughes, C., Barnabas, E. R., Bracaliello, C. B., Ginsburg-Block, M. (2010). A descriptive review and meta-analysis of family-based emergent literacy interventions: To what extent is the research applicable to low-income, ethnic-minority or linguistically-diverse young children? *Early Childhood Research Quarterly, 25*(4), 409-431.

Select Presentations:

Eisenberg, R. A., Manz, P. H., Gernhart, A., Faison, J., Whitenack, J., Manzo, J.C., Ridgard, T., & Spearot, L. (2015). Evidence-Based Decision-Making in Practice: Performance Feedback in Practitioner Supervision. A paper presentation at the annual convention of the National Association of School Psychologists, Orlando, FL.

Sawyer, L. B., Manz, P. H., Martin, K., Hammond, T. & Garrigan, S. (2015).Project TAPP: Teachers and parents as partners. In R. Hojnoki (chair), *At the intersection: School Psychology and Early Childhood Education and Intervention.* A symposium presentation at the annual convention of the National Association of School Psychologists, Orlando, FL.

Manz, P. H., Cho, P., Eisenberg, R. A., Manzo, J. C., Gernhart, A. C. Faison, J. & Ridgard, T. (2014). A collaborative inquiry process with Early Head Start to enrich child development: Developing Little Talks. A symposium presentation at the Society for Research in Child Development Themed Meeting, Arlington, VA.

Manz, P. H. (chair), Sheridan, S. M., Clarke, B., Pressimone, V.P., Eisenberg, R. A., & Gernhart, A. L. (2013, February). Responding to the Affordable Care Act: Advancing evidenced-based home visiting. A symposium presentation at the National Association of School Psychologists annual convention. Seattle, WA

Curry, A. & Manz, P. H. (2011, June). The Moderating Effects of Home-Visiting on the Relationship between Maternal Depression and Child Language Outcomes: An Hispanic Sample. Paper presented at the annual Cross-University Collaborative Mentoring Conference, Bethlehem, PA.

Ed Shapiro, Ph.D.

Select Publications:

Clemens, N. H., Shapiro, E. S, Wu, J., Taylor, A. B., Caskie, G. L. (2014) Monitoring early first-grade reading progress: A comparison of two measures. *Journal of Learning Disabilities, 47*(3), 254-270.

Shapiro, E.S., Fritschmann, N., Thomas, L. B., Hughes, C., & McDougal, J. (2014). Concurrent and Predictive Validity of Reading Retell as a Brief Measure of Reading Comprehension for Narrative Text. *Reading Psychology*, *35,* 644-655. DOI: 10.1080/02702711.2013.790328.

Shapiro, E.S., & Guard, K.B. (2014). Best Practices in Setting Progress Monitoring Goals for Academic Skill Improvement. To appear in A. Thomas & P. Harrison (eds.), *Best Practice in School Psychology, 6th edition.* Washington, DC: National Association of School Psychologists.

Shapiro, E.S., & Gebhardt, S. (2012). Comparing Computer Adaptive and Curriculum-Based Measurement Methods of Assessment. *School Psychology Review, 41,* 295-305.

Shapiro, E.S., Hilt-Panahon, A., Gischlar, K. L., Devlin, K., Leichman, E., & Bowles, S. (2012). An Analysis of Consistency between Team Decisions and Reading Assessment Data within an RTI Model. *Remedial and Special Education, 33,* 335-347.

Clemens, N. H., Hilt-Panahon, A., Shapiro, E. S., & Yoon, M. (2012). Tracing Student Responsiveness to Intervention With Early Literacy Skills Indicators: Do They Reflect Growth Toward Text Reading Outcomes? *Reading Psychology, 33*: 47-77.

Thomas, L.B., Shapiro, E.S., DuPaul,, G.J., Lutz, J. G., & Kern, L. (2011). Predictors of Social Skills for Preschool Children At-Risk for ADHD: The Relationship between Direct and Indirect Measurement. Journal of Psychoeducational Assessment, 29, 114-124. doi: 10.1177/0734282910378478.

Clemens, N. C., Shapiro, E.S., & Thommas, F. (2011) Improving the Efficacy of First Grade Reading Screening: An Investigation of Word Identification Fluency with other Early Literacy Indicators. *School Psychology Quarterly, 26,* 211 – 244.

Martin, S., & Shapiro, E.S. (2011). Examining the accuracy of teacher judgment of DIBELS performance. *Psychology in the Schools. 48,* 343-356. doi: 10.1002/pits.20558.

Shapiro, E. S., DuPaul, G. J., Barnabus, E., Benson, J. L., & Slay, P. M. (2010). Facilitating school, family, and community partnerships: Enhancing student mental health – An overview of the special series. *School Mental Health, 2,* 45 – 51. doi: 10.1007/s12310-010-9033-6.

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. Additionally, a very small number of students are employed full-time and attend the program on a part-time basis. Only a limited number of

exceptional students are admitted on a part-time basis. 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 possess 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 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 2012-13, tuition for College of Education students is $550.00 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. Often, students take summer courses 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 six 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, 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. Edward Shapiro, Professor of School Psychology, the Center offers substantial opportunities for conducting research. The Center's mission is specifically focused in 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. Current projects on which school psychology students are supported include federal grants involving the evaluation of a reading program for middle school students, the implementation of professional development training in reading for teachers in rural schools, the Center for Adolescent Research in Schools, a research project studying the ADHD in college students, and a research project focused on the development of parent training for young children with ADHD. Projects such as these change on a year-to-year basis.

Drs. Shapiro and DuPaul have received several multi-year leadership training projects funded by the U.S. Department of Education to provide an Endorsement in Pediatric School Psychology for selected students. Student trainees are supported for coursework and practica oriented towards the integration of educational and health services for children with or at-risk for emotional disturbance. The initial project was funded in September 2001 and currently continues.

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.

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Adverse Weather Conditions Procedures

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

RADIO: Updates will be broadcast on the following stations.

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

TELEVISION: Updates will appear on WFMZ-TV Channel 69

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

1. Prohibited parking regulations will be strictly enforced. Violations during periods of snow emergencies carry a minimum fine of $25.

2. Parking is prohibited on the lower campus for any reason between the hours of midnight and 7:30 a.m. unless otherwise posted.

3. If classes are canceled and the university is officially closed, parking is prohibited on the lower campus until 7:30 a.m. on the day following the closing.

4. Parking is prohibited on the lower campus from 5:00 p.m Friday through 7:30 a.m Monday.

5. In addition to the above, it may be necessary to temporarily close lots at other times or to temporarily close additional lots. When this occurs, lots or areas must be vacated according to the posted snow emergency signs that specify a temporary parking area.

6. It is the responsibility of the individual to ascertain whether the snow emergency regulations are in effect. Violators will be towed at their own expense.

During and immediately following heavy snowstorms and drifting snow, crews work around the clock trying to keep roads open and parking areas clear. Stranded and improperly parked cars make it impossible to complete this work in a timely fashion; therefore, compliance with snow emergency regulations and the complete cooperation of everyone is vital. Remember, campus safety depends upon your cooperation.

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

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

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

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

Clearly, instructors should meet their classes whenever possible, particularly when the provost

has decided the university will remain open during adverse weather. That said, instructors and

students are expected to behave rationally, including acting in responsible ways in terms of

personal safety. If, in the judgment of a course instructor, weather conditions are so serious as to

put the safety of the instructor or his/her students at great risk, the instructor may cancel a class.

The expectation is that instructors will then reschedule the missed class for an alternate date.

Further, an instructor may say to his/her students that they should use their best judgment about

the risk in coming to class under such conditions and decide accordingly. When an instructor has

provided students with the ability to make such a judgment, he or she should then honor whatever

decision the student makes, without penalizing that student in any way. This may entail

rescheduling class presentations, providing extensions to course deadlines involving class

activities, or otherwise modifying sequences or requirements to accommodate that absence.

Appendix A

Course-Embedded Practicum Log

Course Embedded Practicum Log

LEHIGH University

Lehigh University School Psychology Program

Student's Name	
Student's Signature	

☐ Fall ____

☐ Spring ___

☐ Summer 1 ___

☐ Summer 2 ___

☐ Observational Practicum

☐ Course Practicum

- ☐ SchP 429 ☐ SchP 433
- ☐ SchP 431 ☐ SchP 434
- ☐ Schp 432 ☐ SchP 435

Date	Time From – To	Worksite	Description of Activity	Hours

Supervisor's Name	
Supervisor's Signature	

Total Hours for this Page	
Total Hours from Last Page	
Cumulative Hours this Semester	

Appendix B

Doctoral Practicum Goals

Lehigh University School Psychology Program
Practicum Plan

Student_____Contact_____

Field Supervisor_____Contact_____

University Supervisor___*Christine Novak, PhD, LP*____Contact__cgn208@lehigh.edu__610 758 3544___

We agree to a practicum experience at_____(site) for

the_____school year, as specified below.

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

- Hours per day on site: _____ Number of weeks (beginning/ending dates):_____

- On-site supervision will occur: _____

- University supervision will occur: *weekly 2 hr seminar; midterm site visit & observation; as needed*

- Formal evaluation will occur at the end of the semester through rating by site supervisor.

- A written log of my experiences will be verified by my site supervisor.

As part of my practicum experience, I will work toward developing competencies in the following areas, as negotiated with my site supervisor (please draw from program competencies):

Special instructions on site:

Initials: Student _____Field Supervisor _____LU Supervisor_____

Basic Goals for Practicum – Used to Develop Student's Practicum Plan

1. Develop familiarity with the organizational framework of the practicum site in order to function effectively within the system.
2. Conduct a variety of group and individual assessments to address cognitive, adaptive, academic, behavioral, and/or social-emotional concerns (such as interviews, systematic observations, Curriculum-Based Assessment, nationally-normed, published instruments). Specific objectives are to gain:
    a. Practical knowledge of a wide variety of instruments & procedures, including strategies for assessing the cognitive and academic functioning of students with low incidence disabilities
    b. skill in administering, scoring & interpreting results of assessment tools and applied experience with test standards
    c. skill in selecting instruments & procedures appropriate to the case
    d. knowledge of & sensitivity to cultural and linguistic factors surrounding assessment activities.
3. Design & implement a variety of individual & group interventions to address referral concerns. Specific objectives are to gain
    a. knowledge & skill in selecting appropriate intervention strategies
    b. knowledge & skill in counseling children & adolescents in crisis situations
    c. knowledge & sensitivity to cultural & linguistic factors surrounding intervention activities
4. Conduct consultation for academic and behavioral concerns, with specific objectives to demonstrate effective use of problem identification interviews, problem analysis interviews, intervention strategies, and intervention evaluation strategies.
5. Follow several cases through, taking increasing responsibility, in order to
    a. gain a working knowledge of the characteristics, classification criteria, and treatment of a variety of disorders
    b. work effectively within a multi-disciplinary team setting, and communicate essential information about cases for decision-making through written reports or oral presentations to the team
    c. recognize and apply ethical principles to practice
    d. recognize and apply legal rights to parents and students

Appendix C

Doctoral Practicum Evaluation

Lehigh University School Psychology Program
Doctoral Practica Evaluation

Student Name: _____

Supervising Psychologist _____

Placement: _____

Date: _____

Mid Year: _____   End of Year: _____

Please rate the practicum student on each item based on the scale below:

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

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

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

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

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

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

Area I: Assessment and Test Interpretation

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

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

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

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

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

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

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

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

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

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

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

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

Area II: Interpersonal Skills

  School Related

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

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

_____ 3.   Demonstrates ability to interact in a supportive manner with school personnel.

  Parent Related

_____ 4.   Demonstrates ability to be receptive to parental concerns during interview sessions.

_____ 5.   Demonstrates ability to communicate results of evaluation to parents in understandable manner.

_____ 6.   Demonstrates ability to effectively obtain an accurate case history.

Area III. System Knowledge

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

_____ 2.   Demonstrates working knowledge of resources available for students and families both within the school and community.

_____ 3.   Demonstrates an understanding of the legal rights of parents and students.

_____ 4.   Demonstrates knowledge of available community resources outside of school setting.

Area IV: Consultation

_____ 1. Demonstrates ability to effectively conduct a problem identification interview with teacher/ parent.

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

_____ 3. Demonstrates ability to effectively consult with teacher/parent regarding intervention plan.

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

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

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

_____ 7. Demonstrates ability to effectively consult with and learn from agency personnel outside the school district (intermediate unit).

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

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

Area V: Counseling

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

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

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

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

Area VI: Supervision

_____ l. Demonstrates receptivity to criticism.

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

_____ 3. Demonstrates ability to facilitate a free exchange of ideas with children.

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

_____ 5. Demonstrates ability to work independently.

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

Would you recommend this student for certification as a School Psychologist in Pennsylvania?

    Yes   No   With Additional Supervision

Grade Assessment

Using the anchor points noted below, please indicate your estimation of a grade for practicum for this semester. Please consider the student's performance in relationship to the expected goals to be accomplished during the final five months of their practicum experience.

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

A

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

A-

B

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

B-

C

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

Appendix D

Pediatric School Psychology Doctoral Practicum Evaluation

Lehigh University School Psychology Program
Pediatric School Psychology
Doctoral Practicum Evaluation

Student's Name: _____

Supervising Psychologist: _____

Placement: _____ Date: _____

Please rate each item based on the scale below:

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

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

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

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

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

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

Area I: Assessment: Schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

_____ 8. Demonstrates ability to use interviewing strategies in the assessment of psychological and educational difficulties associated with medical conditions.

_____ 9. Demonstrates ability to use functional analysis procedures in the assessment of psychological

and educational difficulties associated with medical conditions.

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

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

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

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

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

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

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

Area III: Health Promotion

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

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

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

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

Area IV: Interpersonal Skills

School Related

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

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

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

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

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

Parent Related

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

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

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

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

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

Health Care Professionals

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

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

Area V. System Knowledge

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

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

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

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

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

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

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

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

Area VI: Consultation

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

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

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

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

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

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

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

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

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

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

Area VII: Counseling

_____ 1.   Demonstrates ability to effectively build a therapeutic rapport with parents and children.

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

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

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

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

Area VIII: Supervision

_____ 1.   Demonstrates receptivity to criticism.

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

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

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

_____ 5.   Demonstrates ability to work independently.

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

Grade Assessment

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

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

A

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

A-

B

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

B-

C

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

Appendix E

Practicum/Internship Log

School Psychology Practicum/Internship Log																			
DATE	Assessment: IQ, Achv	Assessment: CBA	Assessment: Behavioral	Report Writing	Intervention/Consultation	Counseling: Group	Counseling: Individual	Counseling: Social Skills	Counseling: Crisis	Meeting: IEP/MDE	Meeting: IST/CST	Meeting: SAP	Meeting: Parent	Meeting: Other	In-Service/Conferences	Research	Supervision: Field Supv.	Supervision: Univ. Supv.	TOTAL HOURS
Mon																			
Tue																			
Wed																			
Thu																			
Fri																			

Name: _____

Dates: _____

Internship Site:

_____

Field Supervisor's Signature: _____

University Supervisor's Signature: _____

Comments:

Lehigh University   Total Hours this Week   Cumulative Hours this

School Psychology Program   **Cumulative Hours** _____   **Semester**

	Assessment: IQ, Achv	Assessment: CBA	Assessment: Behavioral	Report Writing	Observational Activities	Counseling: Group	Counseling: Individual	Counseling: Crisis	Interagency Collaboration	Meeting: Parent	Meeting: Staff	Meeting: Other	In-Service Presentations	In-service Attended	Staff Meetings/Case Management	Research	Supervision: Field Supv.	Supervision: Univ. Supv.	TOTAL HOURS
School Psychology Practicum/Internship Log																			

Name: _____

Dates: _____

Internship Site:
_____

Field Supervisor's Signature: _____

University Supervisor's Signature: _____

Comments:

DATE	Assessment: IQ, Achv	Assessment: CBA	Assessment: Behavioral	Report Writing	Observational Activities	Counseling: Group	Counseling: Individual	Counseling: Crisis	Interagency Collaboration	Meeting: Parent	Meeting: Staff	Meeting: Other	In-Service Presentations	In-service Attended	Staff Meetings/Case Management	Research	Supervision: Field Supv.	Supervision: Univ. Supv.	TOTAL HOURS
Mon																			
Tue																			
Wed																			
Thu																			
Fri																			

Pediatric/Health Subspecialization Logs   Total Hours this Week

Cumulative

Lehigh University School Psychology Program   **Cumulative Hours** _____   **this Semester**

Appendix F

Practicum Placement Rating Form

Lehigh University School Psychology Program
Practicum Placement Rating Form

Placement:_____ Supervising Psychologist: _____

Student's Name: _____ Date of Practicum: _____

Part I: Please Rate Each Statement According to the Following Scale:

      1 = Never   3 = Frequently

      2 = Sometimes   4 = Always

1. Supervision

    _____ Offers criticism found helpful in fostering growth as a psychologist.
    _____ Available for consultation.
    _____ Fostered independence.
    _____ Open to other points of view.

2. Organizational Structure

    _____ School psychologists role clearly defined in site.
    _____ Roles of other pupil personnel staff clearly defined in site.
    _____ Pupil personnel staff works effectively together.
    _____ Site provides pleasant atmosphere in which to work.
    _____ Site provides atmosphere in which psychologist can be effective.

Part II: Please check those activities in which you had the opportunity to engage at least once during the semester. Write N/A if you did not have any opportunity to perform the particular activity.

    _____ Test Administration (Traditional: IQ, Projectives)
    _____ Test Administration (Neurological)
    _____ Curriculum based assessment
    _____ Classroom observation prior to assessment
    _____ Classroom observation without doing assessment

Evaluated children with:

    _____ learning support needs
    _____ emotional support needs
    _____ life skills needs
    _____ hearing impairments
    _____ visual impairments
    _____ other health impairments
    _____ Other exceptionalities, please fill in _____

Exposed to variety of testing instruments other than commonly used measures
   (e.g., Leiter, Bayley, Hiskey-Nebraska, etc.). Specify instruments:

_____

_____

_____

Worked with:

_____ Preschool age
_____ Elementary age
_____ Secondary age
_____ Team Based Evaluations
_____ Independent Evaluations

_____ Exposed to community resources
_____ Opportunity for independent research
_____ Engaged in individual counseling
_____ Opportunities to learn about law in relation to functioning of school psychologist

Part III:

1. Did you have the use of a permanent office and/or desk?

           Yes   No

2. Were testing conditions acceptable throughout the district buildings?

           Yes   No

3. Were all testing materials available in the district?

           Yes   No

   If no, what materials did you have to provide?

   _____

   _____

4. How much travel was involved?

   (a) < 1 hr. day   (b) 1-2 hrs. per day (c) > 2 hrs. per day

5. Was support readily available for report preparation?

           Yes   No

6. Was computer support for scoring available?

       Yes   No   Partial

7. What type of report was typically required?

       Lengthy   Moderate   Sketchy

8. How many psychologists were you exposed to including your supervisor?

     1   2   3   > 3

10. Overall, how would you rate the <u>quality</u> of your district supervisor?

    1   2   3   4   5   6   7   8   9   10

    Poor   Fair   Excellent

11. Overall, how would you rate the <u>quantity</u> of supervision your received?

    1   2   3   4   5   6   7   8   9   10

    Poor   Fair   Excellent

<u>Part IV</u>:

1. Fill in the following:

_____ Number of evaluations completed
_____ Number of days actually worked

2. Rank in order the following activities, please note the approximate percentage of your time spent in each area.

_____ Test Administration   _____ %
_____ Test Interpretation and Report Writing   _____%
_____ Teacher Consultation   _____%
_____ IST (or equivalent) involvement   _____%
_____ Classroom Observation   _____%
_____ Parent Conferences   _____%
_____ Staffings of cases   _____%
_____ Counseling   _____%
_____ Attending inservices and workshops   _____%
_____ Traveling   _____%
_____ Supervision   _____%

Part V:

1. Overall, how would you rate your experience?

    1   2   3   4   5

    Inadequate   Adequate   Extraordinary
    Preparation   Preparation   Preparation

    Comments:

Appendix G

Application for Certification as School Psychologist

Checklist for Achieving Certification as a School Psychologist

Student's Name: _____

Date: _____

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

Course Based Practicum:

SchP 431 (Consultation Procedures) _____

SchP 432 (Assessment of Intelligence) _____

SchP 433 (Behavioral Assessment) _____

SchP 435 (Assess & Interv Ed. Consult) _____

Total Course Base Practicum Hours _____

Formal Practica:

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

4th year site (s) _____ _____
_____ _____

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

Portfolio Completed and Approved by university supervisor _____

Evaluation by Practicum Supervisor Received (4th yr) _____

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

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

Ed.S. Students

Certification Internship Site _____ _____

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

Portfolio Completed and Approved by university supervisor _____

Evaluation by Practicum Supervisor Received (4th yr) _____

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

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

Approval:

University Practicum Supervisor _____
Program Director _____
Date Approved: _____

Appendix H

Doctoral Internship Goals

Lehigh University School Psychology Program
Doctoral Internship Goals

The school psychology intern and the field supervisor will set at least one goal in each of the following areas. The time allocated to each of these goals should conform to those established in the <u>Guideline for Meeting Internship Requirements in School Psychology</u>.

SUPERVISION

Goal: _____

_____

_____

How will this goal be evaluated?

_____

_____

_____

Student's performance:

_____

_____

_____

EDUCATION

Goal: _____

_____

_____

How will this goal be evaluated?

_____

_____

Student's performance:

_____

_____

_____

DIRECT CLIENT CONTACT

Goal: _____

_____

_____

How will this goal be evaluated?

_____

_____

_____

Student's performance:

_____

_____

_____

RESEARCH

Goal: _____

_____

_____

How will this goal be evaluated?

_____

_____

Student's performance:

_____

_____

_____

OTHER

Goal: _____

_____

_____

How will this goal be evaluated?

_____

_____

_____

Student's performance:

_____

_____

_____

Appendix I

Doctoral Internship Evaluation Form

Lehigh University School Psychology Program
DOCTORAL INTERNSHIP EVALUATION FORM

Student   _____
Site: _____
Date: _____
Field Supervisor: _____

Please rate the student's abilities and performances using this scale:

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

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

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

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

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

NA-   Not applicable or not available during internship placement.

Please rate the intern on the following skill areas:

____1.   Assessment (testing, interviewing, observation),

____2.   Writing a psychological report that was well organized, data based, with helpful
             recommendations,

____3.   Knowledge of site policies, referral protocols, and possible service placements,

____4.   Working knowledge of the state's rules and regulations for placements and laws
             (i.e., I.D.E I.A., mental health laws) for dealing with children and adolescents
             with disabilities,

____5.   Performance of direct interventions (individual counseling, group skills, skills
             training programs),

____6.   Service/clinical consultation to other personnel (including teachers),

____7.   In-service training resource for the needs and personnel in the internship site,

____8.   Resource for research questions and projects in the internship site,

____9.   Professional interactions with teachers,

____10.   Professional interactions with principals,

____11.   Professional interactions with other personnel in the internship site,

____12.   Interacting and providing services to parents of children and adolescents in a
                professional manner,

____13.   Interacting and providing services to children and adolescents in a professional
                manner,

____14.   Explaining test results, proposed interventions or placements to parents in an
                understandable manner,

____15.   Performances and contributions in meetings,

____16.   Responsibility with his/her time and functioning as an independent, professional
                psychologist,

____17.   Overall intern rating.

18. This intern's greatest asset is:

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

20. Is there anything that Lehigh University could have done to improve the student's
    experience in the site?

Appendix J

Internship Site and Supervision Rating Form

Lehigh University School Psychology Program
Internship Site and Supervision Rating Form

Internship Site _____

Field Supervisor _____

Student Intern completing this form _____ Date _____

	Do Not Agree	Agree

1. My experiences in this internship site were important to my professional growth.......   1 2 3 4 5 6

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

3. Getting adequate supervision was not a problem................................. 1 2 3 4 5 6

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

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

6. My field supervisor seemed genuinely concerned about my professional growth.............   1 2 3 4 5 6

7. This internship site provided me with valuable learning experiences..... 1 2 3 4 5 6

8. At times I had some concerns about the professional ethics of my field supervisor...   1 2 3 4 5 6

9. Most of the time I felt like the internship site was glad that I was working there..........   1 2 3 4 5 6

10. My field supervisor provided me with an adequate amount of face-to-face supervision.......   1 2 3 4 5 6

Comments
_____
_____
_____
_____
_____
_____
_____
_____

Appendix K

College of Education Doctoral Program Requirements and Procedures

COLLEGE OF EDUCATION DOCTORAL PROGRAM REQUIREMENTS AND PROCEDURES

Approved March 1, 1985; Amended October 4, 1996, September 1, 2000, Summer 2003, January 2006, May 2013)

I. ADMISSIONS

   A. Admission to Graduate Standing

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

   2. A graduate student who is absent from the University for more than a semester must petition to be readmitted to graduate standing.

   B. Admission to the Doctoral Program

   The College of Education has established minimum standards for admission to the Ed.D. and Ph.D. programs, although academic programs within the college may establish more rigorous admission criteria. Those minimum standards are as follows:

   1. On initial application, the applicant must meet ONE of the following criteria, as appropriate to the applicant's level of previous study at time of admission:

   - A combined score at the 75th percentile for education across verbal and quantitative subtests of the GRE aptitude test or the 75th percentile of the MAT. (Programs can make their own decisions about whether to use the GRE writing sample subtest for purposes of admissions.);

   --OR--
   - An undergraduate grade point average of at least 3.00 (if applying as a post-bachelor's degree admit) or a graduate grade point average of at least 3.5 on a minimum of 30 credits;

   --OR--
   - An undergraduate grade point average of at least 3.00 in the last two semesters (if applying as a post-bachelor's degree admit).

   2. Students must successfully pass the qualifying process, which varies from academic program to program. Students should consult their program's manual for information on the qualifying process of their particular academic program. A student who successfully completes the qualifying process will be informed in writing by the Program Director. At that point, the student will be considered to be formally admitted to the doctoral program and is henceforth referred to as a *doctoral* student (having previously classified simply as a *graduate student* pursuing doctoral study).

   C. Admission to Candidacy

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

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

   1. Petition to transfer into the new program, and

   2. Meet the eligibility requirements for that new program.

   3. Be accepted into the new academic program.

II. ADVISEMENT, REGISTRATION, AND REGULATIONS

A. Advisement

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

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

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

   4. The program of study for each doctoral student is developed by the student in consultation with his or her faculty adviser, in keeping with the curricular decisions of the faculty of that academic program.

B. Registration

   1. A student that is registered full-time may take no more than 15 credit hours concurrently. A student holding a TA, RA, or GA appointment entailing 20 hours of effort per week (labeled as a *half-time appointment*) is limited to taking 10 concurrent credit hours. Students holding an appointment entailing less than 20 hours of effort per week are not so limited, although –like graduate students who are employed elsewhere and can give only part of their time to graduate work—they should restrict their academic loads accordingly.

   2. Students are expected to register-before the first day of classes. After the first day of classes, late registration or registration changes are permitted only by petition to the Registrar and a late fee is charged. Generally, registration is refused after the 15th day (8th day in summer).

   3. All students using Lehigh University resources MUST be registered. A student must be registered in the semester in which the degree is conferred.

   4. If a student *wishing to be certified as a full-time student* (see next section) reaches the "minimum degree registration" requirement for his or her program of study prior to formal admission to doctoral candidacy, that student must maintain continued registration of at least three (3) credits per semester in fall and spring until the committee has approved the dissertation proposal and he or she is admitted to doctoral candidacy. If the student has completed all required coursework, he or she traditionally registers for 3 credits of dissertation.

      This "minimum degree registration" requirement differs, according to the student's academic level prior to initial admission to the doctoral program: For students admitted to the doctoral program after completing their bachelor's degree, the minimum is 72 credits. For students admitted after completing their master's degree, it is 48 credits.

   5. After admission to doctoral candidacy, regardless of whether a student wishes full-time student status, that student MUST maintain candidacy by registering at least two times each calendar

year (in both fall and spring semesters or in either fall or spring semester plus one summer session). After completion of the minimal registration requirement plus any additional requirements of the student's department or program, students may register for one credit hour of 'Maintenance of Candidacy' (MOC).

C. Full-time Student Status

1. Certification as a full-time student is based on where a student is in his or her program of study. Full-time status has important legal implications, including affecting visas, loan repayment schedules and the university's IRS status.

2. Students who require certification as full-time students must complete the appropriate form at the start of EVERY fall and spring semester.

3. In order to qualify for full-time student status, a student normally must be registered for at least nine (9) credits in a semester. As noted on the full-time student status certification form, however, there are specific circumstances under which a student carrying fewer credits may be certified as full-time.

D. Time Limits *(Time-to-degree Clock)*

1. A student's time-to-degree clock begins with the *first* course to be counted toward that degree.

2. All work beyond the baccalaureate to be counted toward the doctorate must be completed within a ten-year period after commencing graduate study.

3. If the student interrupts his/her studies after completing the Master's degree, he or she has seven years to complete the doctorate.

4. Extension of the time limit is granted only for good cause, such as serious health or personal issues or military service. Approval of such an extension is through the petition process and will only be granted in cases where there is support from the doctoral adviser, program director, department chair and associate dean. This petition MUST include: (1) a clear rationale for why the student has been unable to complete the degree within the allotted time; (2) a detailed description of the student's new timeline for degree completion, including all key doctoral milestones; and (3) a statement of support from the doctoral adviser, endorsing the fact that the new timeline is reasonable *and* confirming the adviser is confident the student can finish within that timeline.

5. A student who encounters challenges to completing his or her doctoral degree that are outside his/her control --such as job changes, health or personal issues and the like-- may petition for *up to a total of two years* of leave of absence. If granted, such leaves automatically extend the student's time-to-completion clock by the amount of the granted leave and a student already admitted to candidacy is not required to register for maintenance of candidacy while on leave.

   Whenever possible, students should apply for such leaves *prior* to taking time away from doctoral study, although in unusual circumstances, a student may apply for such a leave retroactively. Students on leaves of absence are NOT ALLOWED to register or to work with faculty on doctoral work or completion of required doctoral tasks.

E. Concentrated Learning

1. Each Ph.D. or Ed.D. candidate must satisfy Lehigh's concentrated learning requirement. This requirement is intended to ensure that doctoral students spend a period of concentrated study and intellectual association with other scholars. To fulfill this requirement, the student must

complete either two semesters of full-time Lehigh graduate study or 18 credit hours of Lehigh graduate study, either on or off campus, within a fifteen-month period.

2. Individual doctoral programs in the college may have specific concentrated learning requirements that exceed these minimums. For this reason, each student should confirm the specific requirements of the doctoral program in which he or she is enrolled.

F. Withdrawals and Incompletes

1. Course withdrawals with a grade of W are permitted only during the first nine weeks of classes during the regular academic year. During a summer session, such withdrawals must occur before half of the session has elapsed. After these points, instructors may assign a mark of either WP or WF, depending on the performance of the student in the course to that point.

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

3. Graduate students have one calendar year to remove an incomplete unless an earlier deadline is specified by the instructor. Incomplete final marks that are not removed within one year, either devolve to the parenthetical mark originally submitted by the instructor or to an F if no such parenthetical mark was submitted. One exception to this timeline is removal of incompletes in courses designated as research courses. Such courses maintain the N mark until such time as the instructor submits a *Change of Final Mark* form.

G. Academic Performance Expectations and Policies

1. Doctoral students are governed by university, college and academic program policies related to academic performance. College policies may be more stringent than university policies and academic program policies may be more stringent than college policies.

2. Applicable college policies related to student academic performance are described in the *Education and Human Services Department Handbook* and include:

   • College Policy on Adequate Academic Progress

   • College Academic Integrity Policy

   • Academic Scholarship Requirements for College of Education Programs

3. In addition, students should review the program manual for their academic programs to identify any relevant program policies related to program expectations and requirements for student academic performance.

III. GENERAL EXAMINATION

A. The general examination (comprehensive examination) for the doctorate is designated to test both the student's capacity and proficiency in his/her major and minor fields of study. The examination is not necessarily confined to the content of courses that have been taken at Lehigh University or elsewhere.

B. This examination is administered near the completion of formal coursework. It must be passed *no less than seven months prior to the date of graduation* and upon completion of at least 30 semester hours of post-master's work. The student may be

scheduled for the examination with the consent of the major adviser and program director.

C. Academic programs employ varying approaches to the general examination and may have different requirements. The program faculty define the format and evaluation process of the examination, which may include such components as sit-down essays, take-home examinations, portfolio presentation, formal presentation, oral presentation and/or follow-up oral examination.

D. Should a candidate fail any part of the general examination, he/she may be permitted by petition to the program faculty to undertake a second examination *not earlier than five months after the first examination*. If the results of the second examination are also unsatisfactory, no additional examination is scheduled and the student may no longer pursue the doctoral degree.

E. The program director notifies the student of the outcome of the general examination. In the case of a second failure, the program director also notifies the Chairperson of the Department and the Dean of Education of this fact.

IV. DISSERTATION PROPOSAL

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

B. **Students are required to pass their general examination prior to formally proposing their dissertation. However, it is recognized that exceptional circumstances occasionally arise in which students may propose their dissertation prior to passing their general examination. Students need to submit an internal petition through their dissertation chair and the program director to the department chair for variance to this requirement.**

C. It is the student's responsibility to propose research that is of interest to, and can be directed by, the faculty of the program.

D. When the proposal is sufficiently advanced to be examined by a special committee, the adviser, through the Department Chair, appoints a special committee to examine the proposal and, if that proposal is found acceptable, to act as the student's dissertation committee while the candidate conducts the study. It is the student's responsibility, with the assistance of the adviser, to present his/her proposal to, and acquire the commitment of, prospective committee members.

E. The following rules govern membership on this committee:
   1. The minimum number of committee members is four and all members must hold a doctoral degree.
   2. Of these, three, including the committee chair, are to be VOTING Lehigh faculty members. With the written approval of the dean of the college, one of the three aforementioned faculty members may be drawn from categories that include departmentally approved adjuncts, professors of practice, university lecturers, and courtesy faculty appointees.

3. The fourth required member must be from outside the student's department (or outside the student's program if there is only one department in the college).

4. Committees may include additional members who possess the requisite expertise and experience.

5. Committee membership must be approved by the University's Graduate and Research Committee; such approval may be delegated to the colleges.

6. No member of the faculty may serve as a chairperson of a special committee unless:
   - The faculty member has served as a special committee member for at least one successfully completed dissertation in Lehigh's College of Education; and
   - The faculty member has an earned doctorate and holds a full-time regular faculty appointment at the rank of assistant professor or above in the Department of Education and Human Services; and
   - His/her training, expertise and/or prior research experience, including his/her own doctoral dissertation, is in alignment with the dissertation proposal of the student, and
   - He/she is already chairing fewer than four doctoral special committees that are active at that time.

7. No member of the faculty may serve as a member of a special committee unless:
   - The research proposal being investigated by the student is in alignment with the training, interest, and expertise of at least one faculty person other than the chairperson; and
   - He/she has an earned doctorate and holds a faculty appointment (adjunct or non-adjunct) in the College of Education. Special committee membership may be granted to persons outside the College of Education or the University where the research proposal being investigated by the student is in alignment with the training, interest or expertise of the proposed member. Approval for all such memberships must be obtained by the program coordinator submitting in writing the proposed member's credentials to the Department Chair for transmittal to the Dean of Education for approval.

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

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

V. THE DISSERTATION

The dissertation requirement for the doctorate shall be satisfied by the doctoral candidate through completion of one of two types of dissertations:

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

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

B. An Analytic Dissertation (Ed.D.)

1. The analytic dissertation is a critical examination of a substantive problem of educational practice. A problem of practice may be concerned with educational processes, outcomes,

policies, and/or procedures but not necessarily limited to the above. The purpose of the analytic dissertation, other than satisfying a doctoral dissertation requirement, is to provide a document that might be useful to other educational practitioners faced with the same or similar problems.

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

3. Unlike the traditional research investigation that delimits the research analysis to a level we might call *variable-specific*, and in many cases also *discipline-specific*, the analytic dissertation mode of inquiry is *problem-specific*. Thus, the analytical dissertation employs an eclectic approach that seeks to bring relevant theories and paradigms from related disciplines to bear upon the problem.

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

VI. DISSERTATION AND ORAL EXAMINATION

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

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

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

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

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

F. The members of the examining committee vote either *Pass* or *Fail* on the oral defense of the written document. They may NOT vote *Abstain* (since they agreed to serve as an examiner) or *Recess* (since the dissertation defense may not be recessed without taking a vote).

G. At the time of the oral examination, the members of the special committee also provide final approval to the written dissertation. The only two options for this approval are *Approve – no revisions needed* and *Approve – revisions needed*.

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

I. In the event the candidate does not pass the oral examination, he/she may be granted a second opportunity on the following conditions:

   1. Approval is obtained through internal petition to the Department Chairperson and the Dean of the College of Education, and

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

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

J. In the event that a candidate does not pass this second oral examination, he/she may no longer pursue the doctoral degree. The candidate may be eligible to take a master's degree instead by completing requirements for that degree.

K. No later than the date published in the University catalog, a finished copies copy of the dissertation must be deposited with the College Admissions Coordinator (acting for the Dean of Education), in accordance with instructions for the preparation and submission of such documents (see the *Doctoral Dissertations and Master's Theses Preparation/Submission Guidelines* in the EHS departmental handbook).

VII. PETITIONS

Students have the right to petition through the program director, Chairperson, and the Dean of Education via the Registrar to the Committee on the Standing of Graduate Students (SOGS). Unsuccessful petitions to SOGS may be appealed to the full Graduate and Research Committee. The *Grievances* section of the Education and Human Services Department Handbook details the proper procedures to employ for such appeals.

VIII. GRADUATION ACTIVITIES

A. In order to be eligible to receive the doctoral degree, a student must have met ALL of the following conditions:

   1. Completed the required program of study, including the minimum credit degree requirement (either 72 or 48 credits);

   2. Passed the doctoral qualifier;

   3. Fulfilled the concentrated learning requirement;

   4. Passed the general examination;

   5. Been approved for candidacy;

   6. Passed the dissertation oral examination (defense);

   7. Completed all committee-required modifications to the dissertation;

   8. Complied with all electronic requirements for preparing and submitting that dissertation;

   9. Owes no outstanding debts to the university; and

   10. Been cleared by the Registrar.

B. Students who meet (or expect to meet) all of the above requirements MUST APPLY for the degree by the deadline dates published in the University Catalog.

DOCTORAL DISSERTATIONS & MASTER'S THESES PREPARATION/SUBMISSION GUIDELINES

The dissertation must conform to guidelines described in this Proquest document:

www.etdadmin.com/UMI_PreparingYourManuscriptGuide.pdf

For submission information, visit:

www.lehigh.edu/education/assets/pdf/consolidated_guidelines.pdf

1. Illustrations, tables, graphs, etc., shall be consecutively numbered, so that they may be readily referred to in the text.

2. Your document must provide a *Table of Contents* that provides at least the chapter headings, with page numbers.

3. Your document must include an *Abstract* that summarizes the main findings and conclusions of your dissertation.

4. Each copy of the dissertation must include a "vita" or final appendix that provides a short biography of the Candidate. This shall including institutions attended, the degrees received (with dates), honors and awards, titles, publications, teaching and/or professional experience, and other pertinent information.

5. Samples of the *Title Page* and *Approval Page* are attached for your information.
   NOTE: The signed approval page is NOT submitted electronically to the Lehigh ETD (Proquest).

6. The material of the complete dissertation shall be arranged, numbered, and LISTED IN THE TABLE OF CONTENTS as follows:

   B. Title Page (which is page **i** but is not numbered)
   C. Copyright Page (page **ii**)
   D. Unsigned Approval Page (which is page **iii**)
   E. Acknowledgments (if any) (*continues with Roman numerals*)
   F. Table of Contents (*continues with Roman numerals*)
   G. List of Tables (if any) (*continues with Roman numerals*)
   H. List of Figures (if any) (*continues with Roman numerals*)
   I. List of Illustrations, if any (*continues with Roman numerals*)
   NOTE: Roman numeral pagination ends here.
   J. An Abstract of 350 words maximum *(numbered with Arabic numeral **1**)*
   NOTE: Arabic numeral pagination starts with the Abstract at page 1 and is continued in consecutive order to the last page of the dissertation.
   K. Main text of the dissertation, including footnotes, tables and figures
   L. Bibliography or List of References
   M. Any Appendices
   N. Candidate's "vita" or brief biography (last page)

7. Doctoral dissertations are limited to 400 pages.
   NOTE: Manuscripts exceeding this limit will be returned for abridgment.

8. ALL pages of the entire dissertation, including illustrations, tables, graphs, appendices, bibliography, shall be numbered. It is important that every page (except the title page, as noted above) be numbered using the appropriate Roman or Arabic numeral.

9. **Please consult with your adviser** on the APPROPRIATE PUBLICATION STYLE TO USE.
   NOTE: You MUST maintain consistency in using the SAME ONE style throughout your dissertation.

(Title of Dissertation)

by

(Your Name)

Presented to the Graduate and Research Committee

of Lehigh University

in Candidacy for the Degree of

Doctor of Philosophy

(Doctor of Education)

in

(Name of Program)

Lehigh University

(Date)

Approved and recommended for acceptance as a dissertation in partial fulfillment of the requirements for the degree of Doctor of Philosophy/Education.

_____
Date

_____
Dissertation Director

_____
Accepted Date

Committee Members:

_____
Name of Committee Member

_____
Name of Committee Member

_____
Name of Committee Member

_____
Name of Committee Member

ii

Appendix L

Student Accomplishment Sheet

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

Name: Date:

Year Entered Lehigh: Required Year for Graduation:

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

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

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

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

Expected Areas of Competency/Knowledge	Rating of Skills and Knowledge	Associated Courses and Experiences	
Typical and atypical development in major domains, including: a) cognition and learning, b)	1 2 3 4 **Evidence:**	Grade	
			Advanced Child Psychopathology (SchP437; doctoral)
			Developmental Psychology (Educ 402; both)
			Applied Principles of Cognitive Psychology (Educ 451; both)
			Health/Pediatric Psychology (SchP 438; doctoral)

development and health, and c) psychopathology.			Seminar: Early Intervention (SchP 496; doctoral)
			Seminar: Early Childhood Assessment (SchP 496; doctoral)
			Practicum:
		N/A	Other coursework or experiences (please specify):
Biological and social basis for human behavior	**1 2 3 4** **Evidence:**	Grade	
			Social Basis of Human Behavior (Educ473; doctoral)
			Behavioral Neuroscience (Psy/Bio404; both)
			Clinical Psychopharmacology (Educ491; doctoral)
			Practicum
			Other coursework or experiences (please specify):
History of psychology and of school psychology	**1 2 3 4** **Evidence:**	Grade	
			Historical and Contemporary Issues in School Psychology (SchP404; both)
			History and Systems of Psychology (Cpsy/SchP484; doctoral)
			Advanced Child Psychopathology (SchP437; doctoral)
			Practicum:
			Other coursework or experiences (please specify):

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

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

contexts (e.g., home, school, healthcare settings).			Historical and Contemporary Issues in School Psychology (SchP404; both)
			History and Systems of Psychology (CPsy/SchP484; doctoral)
			Introduction to Educational Leadership (EdL 400; doctoral)
			Comprehensive School Health (SchP 439; doctoral)
			Applications of School Psychology (SchP 440; doctoral)
			Seminar: Early Intervention (SchP 496; doctoral)
			Practicum:
			Other coursework or experiences (please specify):

Research Design and Application

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

Expected Areas of Competency/Knowledge	Rating of Skills and Knowledge	Associated Courses	
Research design and analyses, including ANOVA, MANOVA, SEM, correlation, regression, HLM, single-case, and qualitative.	**1 2 3 4** **Evidence:**	Grade	
			Introduction to Statistics (Educ 408; EdS)
			Analysis of Experimental Data (Educ 409; EdS)
			Univariate Statistical Models (Educ 410; doctoral)
			Multivariate Statistical Models (Educ 411; doctoral)
			Advanced Seminar: Structural Equation Modeling (Educ 491; doctoral)
			Research Methods & Design (SchP 406; doctoral)
			Applied Behavior Analysis (SchP/Sped 402; both)
			Single-subject Research Design (Educ 461; doctoral)
			Consultation Procedures and Practicum (SchP 412/431; both)
			Applications of Pediatric Psychology (SchP 440; doctoral)
			Practicum:
			Other coursework or experiences (please specify):
		Grade	

Standards, procedures, and statistical analyses associated with test development	**1** **2** **3** **4** **Evidence:**		Advanced Application of Psychometric Principles (Educ 412; doctoral)
			Multivariate Statistical Models (Educ 411; doctoral)
			Advanced Seminar: Structural Equation Modeling (Educ 491; doctoral)
			Practicum:
			Other coursework or experiences (please specify):
Conceptualization, implementation, and communication of research	**1** **2** **3** **4** **Evidence:**	Grade	
			Univariate Statistical Models (Educ 410; doctoral)
			Multivariate Statistical Models (Educ 411; doctoral)
			Advanced Seminar: Structural Equation Modeling (Educ 491; doctoral)
			Research Methods & Design (SchP 406; doctoral)
			Doctoral Qualifying Research Project (Educ 486; doctoral)
			Dissertation Proposal Seminar (SchP 408; doctoral)
			Applied Research Practicum (SchP 434; EdS)
			Practicum:
			Other coursework or experiences (please specify):

Psychological Applications

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

Expected Areas of Competency/Knowledge	**Rating of Skills and Knowledge**	**Associated Courses**	
An understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of	**1** **2** **3** **4** **Evidence:**	Grade	
			Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435; both)
			Advanced Application of Psychometric Principles (Educ412; doctoral)
			Applied Behavior Analysis (SchP/Sped 402; both)
			Advanced Child Psychopathology (SchP 437; doctoral)

			Assessment of Intelligence (SchP 422/432; both)
academic, behavioral, and developmental concerns in addition to children from various cultural backgrounds.			Behavioral Assessment (SchP 423/433; both)
			Seminar: Early Childhood Assessment (SchP 496; doctoral)
			Practicum:
			Other coursework or experiences (please specify):
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	**1** **2** **3** **4** **Evidence:**	Grade	
			Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435; both)
			Applied Behavior Analysis (SchP/Sped 402; both)
			Advanced School & Family Interventions (SchP 426; both)
			Children in Context: Families, Schools, & Communities (SchP 429; both)
			Health/Pediatric Psychology (SchP 438; doctoral)
			Crisis Management in the Schools (CPSY/SchP 407; both)
			Behavioral Assessment (SchP 423/433)
			Seminar: Early Intervention (SchP 496; doctoral)
			Seminar: Early Childhood Assessment (SchP 496; doctoral)
			Practicum:
			Other coursework or experiences (please specify):
Application of consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to monitor student progress.	**1** **2** **3** **4** **Evidence:**	Grade	
			Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435; both)
			Consultation Procedures and Practicum (SchP 412/431; both)
			Behavioral Assessment (SchP 423/433; both)
			Advanced Child Psychopathology (SchP 437 ; doctoral)
			Crisis Management in the Schools (CPSY/SchP 407; both)
			Health/Pediatric Psychology (SchP 438; doctoral)
			Practicum:
			Other coursework or experiences (please specify):
		Grade	

Effective prevention to promote children's health through multi-systemic practices involving families, schools, and healthcare providers	**1** **2** **3** **4** **Evidence:**		Advanced School & Family Interventions (SchP 426; both)
			Advanced Child Psychopathology (SchP 437; doctoral)
			Children in Context: Families, Schools, & Communities (SchP 429; both)
			Health/Pediatric Psychology (SchP 438; doctoral)
			Comprehensive School Health Programs (SchP 439; doctoral)
			Application of Pediatric School Psychology (SchP 440; doctoral)
			Practicum:
			Other coursework or experiences (please specify):

Professional Responsibility

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

Expected Areas of Competency/Knowledge	**Rating of Skills and Knowledge**	**Associated Courses**	
Ethical standards and legal regulations for providing psychological services in schools and healthcare settings	**1** **2** **3** **4** **Evidence:**	Grade	
			Applied Behavior Analysis (SchP/Sped 402; both)
			Historical and Contemporary Issues in School Psychology (SchP 404; both)
			Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435)
			Special Education Law (EdL470)
			Practicum:
			Other coursework or experiences (please specify):
Theories of clinical supervision	**1** **2** **3** **4** **Evidence:**	Grade	
			Doctoral Practicum Seminar (SchP 442)
			Doctoral Practicum in School Psychology Supervision (Schp436)

			Other coursework or experiences (please specify):

II. Professional Activities

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

1. Member of professional research society or organization.	☐ Yes ☐ No	If yes, please list.	
2. Number of **published** books, book chapters, or articles in peer reviews journals with full, APA citations.	Number:	Citations	
3. Number of books, book chapters, or articles in peer reviews journals **in press, submitted, or in preparation**.	Number:	Citations	
4. Number of workshops, oral presentations, or poster presentations at professional meetings.	Number:	Citations	
5. Involvement in leadership roles in professional organizations? Please specify	☐ Yes ☐ No	Please Specify	
6. Presentation on psychological topic to lay or community audience .	☐ Yes ☐ No	Citations	

III. Personal Goals and Progress

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

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

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

4. Any additional comments for faculty to consider.

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

    a. Did you apply for internship during this past academic year (for an internship that will take place in next academic year)?
      i. Yes, applied.
      ii. Yes applied for an additional 1-year part-time internship (already completed a 1 year part-time internship)
      iii. No, still enrolled in 2-year part time internship.
      iv. No, previously satisfied the full internship requirement.
      v. No, did not apply for internship

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

Appendix M

CDSPP Internship Guidelines (2012)

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

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

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

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

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

2. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such

as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.

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

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

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

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

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

8. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state

regulatory board of psychology. However, internship agencies such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. Such consortium agreements must ensure supervision of the intern by two or more psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.

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

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

11. The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/inservice training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists. The internship agency has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

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

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

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

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

Appendix O

Independent Internship Proposal

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

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

Student Name _____   Date _____

Proposed Internship Site _____

Address _____

Field Supervisor _____   Phone_____

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

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

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

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

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

6. The supervisor is a doctoral-level psychologist, who is employed by the agency and currently licensed to practice at the independent level, and who assumes responsibility for the integrity and

quality of the internship program. The site should have more than 1 psychologist on staff; however, if there is only one staff psychologist, the agency may meet this requirement through an agreement with other agencies (e.g., schools, universities) to ensure that the intern receives supervision from two or more psychologists, one of whom is actively licensed and provides at least half of the required amount of supervision.

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

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

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

10. *Due process procedures* for interns.

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

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

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

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

_____   _____
                  Intern   Proposed Supervisor

Decision: _____ Approved   _____Not Approved

                   _____ Approved with the following changes:

Program Director_____ Date_____

Appendix O:

Program Goals and Areas of Expected Knowledge, Skills, & Outcomes

Table B.2: *Revised from CoA Response to Self-Study*

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

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

Expected Areas of Competency/ Knowledge	Evaluation Tool (Appendix & Page Number)	Measurement Process and Minimum Thresholds

Typical and atypical development in major domains, including: a) cognition and learning, b) development and health, and c) psychopathology.	***Performance in courses which primarily target relevant skills & knowledge areas:***
	 ❖ *Advanced Child Psychopathology (SchP437)*:
	   ➢ Characteristics, classification criteria, etiology, outcome, and treatment of various child/adolescent psychopathological disorders
	   ➢ Developmental processes associated with an explanatory theory of antisocial disturbance in childhood
	   ➢ Acquired detailed understanding of a specific related topic of student's choice
	 ❖ *Developmental Psychology (Educ 402)*
	   ➢ Biological, cognitive, and socio-emotional characteristics of development.
	   ➢ Patterns of typical and atypical development across domains (physical, cognitive, social)
	   ➢ Major theories of child development and linkages to contemporary research
	   ➢ Applications of developmental theory to explain: (a) How individuals acquire and process information; (b) Social-emotional development in the context of promoting of social skill acquisition; (c) Language development and its role in learning.
	 ❖ *Applied Principles of Cognitive Psychology* (*Educ 451*)
	   ➢ Basic principles in cognitive psychology.
	   ➢ Application of theories and research in cognitive psychology to practice with an emphasis on development, instruction, and intervention.
		Course grades
		 • Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46)
		 • Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46).
		 • Requirements and grading rubrics are described in course syllabi
		 Comprehensive Exam
		 • Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 1(Program Manual, pp. 36-40)

	❖ *Doctoral Practicum in School Psychology (SchP442)* 　➢ The transfer and integration of knowledge obtained in coursework to applied settings ❖ *Doctoral Internship (SchP444)* ❖ *Health/Pediatric Psychology (SchP 438)* 　➢ Critical examination of the empirical literature in the fields of school psychology, pediatric psychology, special education, and/or related fields. ❖ *Doctoral Seminar: Early Intervention (SchP 496)* 　➢ Concepts of developmental vulnerability and resilience, identifying risk and protective factors. 　➢ Transactional theory, developmental systems theory, and a behavioral framework for development and early intervention. ❖ *Doctoral Seminar: Early Childhood Assessment (SchP 496)* 　➢ Key features of early learning and mental health domains with young children ***Performance on Comprehensive Exam (see pp. 33-40 in the Program Manual – September 2013 revision available in Appendix 5 of the Supplemental Self-Study materials).***	
Biological and social basis for human behavior	***Performance in courses which primarily target relevant skills & knowledge areas:*** ❖ *Social Basis of Human Behavior (Educ473) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)* 　➢ Basic theories of social psychology, specifically the social psychological variables influencing the development and maintenance of behavior in school-age children and adolescents. 　➢ Empirical research associated with the social psychological theories discussed 　➢ Individual and group processes operating within the school context. 　➢ Exploration of a social psychological construct of interest including theory, research, and implications for intervention.	***Course grades*** • Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46) • Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46)

	❖ *Behavioral Neuroscience (Psy/Bio404) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)*
	   ➢ Basic principles in psychopharmacology
	   ➢ Functions of neurons
	   ➢ Gender differences, emotion, and stress as applicable to behavioral neuroscience
	 ❖ *Doctoral Practicum in School Psychology (SchP442)*
	   ➢ The transfer and integration of knowledge obtained in coursework to applied settings
	 ❖ *Doctoral Internship (SchP444)*
	 ❖ *Clinical Psychopharmacology (Educ491) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)*
	   ➢ Advanced principles of psychopharmacology.
	   ➢ Basic knowledge of neurotransmitter systems
	   ➢ The role of neurotransmitter systems in a range of psychological disorders
	   ➢ Application of principles of psychopharmacology to a range of psychological disorders
	
	 Performance on Comprehensive Exam (see pp. 33-40 in the Program Manual – September 2013 revision available in Appendix 5 of the Supplemental Self-Study materials).
		• Requirements and grading rubrics are described in course syllabi
		 Comprehensive Exam
		 • Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 1(Program Manual, pp. 36-40)

History of psychology and of school psychology	***Performance in courses which primarily target relevant skills & knowledge areas:***
	 ❖ *Historical and Contemporary Issues in School Psychology (SchP404)*
	   ➢ History of psychology and the profession of school psychology.
	 ❖ *History and Systems of Psychology (Cpsy/SchP484)*
	   ➢ Historical factors that have influenced scientific thought in general, and the development of psychology in particular.
	   ➢ General history of psychology, in particular about the chronological history of ideas contributing to the field of psychology.
		Course grades
		 • Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46)
		 • Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less

➢ History of applied psychology, including counseling psychology and school psychology. ➢ Relationship of current psychological thought in the context of historical development. ➢ An awareness of the cultural and historical connections of psychology and one's own professional specialty. ➢ Awareness of ways in which psychology has influenced society and social institutions. ***Performance on Comprehensive Exam (see pp. 33-40 in the Program Manual – September 2013 revision available in Appendix 5 of the Supplemental Self-Study materials).***	than a B- (Program Manual, p. 46) • Requirements and grading rubrics are described in course syllabi ***Comprehensive Exam*** • Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 1(Program Manual, pp. 36-40)

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

Expected Areas of Competency/Knowledge	Evaluation Tool (Appendix & Page Number)	Measurement Process and Minimum Thresholds
Systems-ecological theory and cultural competence (e.g. awareness, knowledge, & skills) with regard to providing services to children in various contexts (e.g., home, school, healthcare settings).	***Performance in courses which primarily target relevant skills & knowledge areas:*** ❖ *Children in Context: Families, Schools, & Communities (SchP429)* ➤ Ecological systems theory and its relevance to children's development and performance ➤ Applications of the ecological systems theory, including evidence-based interventions, to key issues related to children's development and academic achievement ➤ Considerations relevant to children and other stakeholders from various cultural, ethnic, and linguistic backgrounds ❖ *Assessment & Intervention in Educational Consultation & Course Practicum (SchP 425/435)* ➤ Response to Intervention (RTI) model of service delivery for academic skills problems ❖ *Historical and Contemporary Issues in School Psychology (SchP404)* ➤ Cultural and linguistic diversity in the application of psychology services (e.g., assessment, consultation, intervention) in various contexts. ➤ Potential biases in evaluation processes when working with culturally and linguistically diverse populations. ➤ Systems theory and organizational development, and how they impact the education setting. ❖ *Consultation Procedures and Practicum (SchP412/431) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)* ➤ Consultation procedures for working with professionals (e.g., teachers) and families ❖ *History and Systems of Psychology (CPsy/SchP484)*	***Course grades*** • Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46) • Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46) • Requirements and grading rubrics are described in course syllabi ***Practica and Internship Evaluations*** • Grades for SchP442 and SchP443 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above ***Comprehensive Exam*** • Faculty committee ratings must result in a

	➢ Contributions of racial and ethnic minority group members and women to the history of psychology. ➢ Possible biases inherent in traditional approaches to the history of psychology, including how social forces and selection of methods have shaped psychology. ❖ *Introduction to Educational Leadership (EdL 400)* ➢ Identification of personal leadership style and the leadership capacity of organizations ➢ Process for forming a consensus vision for a school focused on student learning ➢ Perspectives on organizations and their application to school improvement. ➢ Dynamics associated with leading school-wide change focused on data and research ❖ *Comprehensive School Health (SchP 439)* ➢ Links between emotional/behavior disorders and unhealthy patterns of behavior ➢ Collaboration across systems of care (school, health care, community) ➢ Cultural considerations in the delivery of prevention programs for students at-risk for health-related difficulties ❖ *Applications of School Psychology (SchP 440)* ➢ Application of the principles of participatory action research in the design and evaluation of prevention programs. ❖ *Doctoral Seminar: Early Intervention (SchP 496)* ➢ Family perspective in early intervention ➢ Cultural practices as they relate to development and early intervention ***Performance on Comprehensive Exam***	median of 3 (4-point scale) for Objective 2 (Program Manual, pp. 36-40)

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

Expected Areas of Competency/ Knowledge	Evaluation Tool (Appendix & Page Number)	Measurement Process and Minimum Thresholds

Research design and analyses, including ANOVA, MANOVA, SEM, correlation, regression, HLM, single-case, and qualitative.	*Performance in courses which primarily target relevant skills & knowledge areas:*
	❖ *Univariate Statistical Models (Educ 410)*
	  ➢ Identification of the appropriate univariate statistical analysis given the data and research question
	  ➢ The assumptions associated with univariate analyses
	  ➢ Completion of ANOVA, ANCOVA, correlation, and regression (simple, multiple, and logistic) analyses
	  ➢ Understanding of the relationships among AN(C)OVA, regression, and the general linear model
	  ➢ Conduction of power analyses
	❖ *Multivariate Statistical Models (Educ411) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)*
	  ➢ The differences between univariate and multivariate analyses
	  ➢ Identification of the appropriate multivariate statistical analysis given the data and research question
	  ➢ The assumptions associated with multivariate analyses
	  ➢ Completion of MANOVA, MANCOVA, discriminant analysis, repeated measures analyses, principal components analysis, exploratory factor analysis, canonical correlation, and multivariate multiple linear regression analysis
	  ➢ The relationships among MAN(C)OVA, regression, and the general linear model
	❖ *Advanced Seminar: Structural Equation Modeling (Educ491)*
	  ➢ Uses and limitations of structural equation modeling (SEM)
	  ➢ Specification of an appropriate structural equation model given the data and research questions
		Course grades
		• Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46)
		• Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46)
		• Requirements and grading rubrics are described in course syllabi
		• Doctoral Qualifying Research Project (Educ486) grade is reflection of committee review of project and award of "Pass" as described in Program Manual (p. 28-33)
		Comprehensive Exam
		• Faculty committee ratings must result in a median of 3 (4-point

	➢ Principles related to model estimation and identification ➢ Interpretation of common indices of model fit and misfit ➢ Uses of growth models ➢ Completion of path analyses, confirmatory factor analyses, structural equation models, and growth models ❖ *Research Methods & Design (SchP 406)* ➢ Statistical procedures such as multi-factor ANOVA, MANOVA, SEM, multiple regression, discriminant analysis, cluster analysis. ➢ Single case, group, and correlational research design. ❖ *Applied Behavior Analysis (SchP/Sped402)* ➢ Single-case research designs ➢ Application of single-case research design and methodology by designing and implementing a case study. ❖ *Single-subject Research Design (Educ461) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)* ➢ Features of a natural science view of human behavior. ➢ Uses of repeated, direct, and reliable measurement. ➢ Principles and logic behind single-subject research designs, as well as the strengths and limitations of each. ➢ Evaluating and controlling alternative explanations for research findings. ➢ Understanding of visual analysis of graphically-displayed data and the importance of replication. ➢ Ability to critique, summarize, and communicate information related to single-subject research investigations. ➢ Ability to design and write a single-subject research proposal or implement a single-subject research project ❖ *Consultation Procedures and Practicum (SchP412/431) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)* ➢ Application of single-case study methodology in case study ❖ *Doctoral Qualifying Research Project (Educ486)* ❖ *Applications of Pediatric Psychology (SchP 440)* ➢ Critical evaluation of research literature and preparation of journal article reviews.	scale) for Objective 3 (Program Manual, pp. 36-40) ***Dissertation*** Committee determination as "Pass" as described in Program Manual (pp. 41-44)

	➢ Sources of funding, and the critical elements of grant proposals and writing. *Performance on Comprehensive Exam (see pp. 33-40 in the Program Manual – September 2013 revision available in Appendix 5 of the Supplemental Self-Study materials).* *Performance in Dissertation Research (see pp. 41-44 in Appendix 5, Program Manual –Revised September 2013)*	

Standards, procedures, and statistical analyses associated with test development	*Performance in courses which primarily target relevant skills & knowledge areas:*
	❖ *Advanced Application of Psychometric Principles (Educ412) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)*
	  ➢ Advanced psychometric principles and analyses.
	  ➢ Application of psychometric principles and analyses in the selection, development and interpretation of educational and psychological tests.
	  ➢ Critical awareness of the interface of psychometric principles with use of various assessment methods and populations of varying developmental levels, psychoeducational concerns, and cultural backgrounds.
	  ➢ Contemporary methods and analyses in the process of test development.
	❖ *Multivariate Statistical Models (Educ411) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)*
	  ➢ Applications of principal components analysis and exploratory factor analysis in test development
	  ➢ Advanced Seminar: Structural Equation Modeling (Educ491)
	  ➢ Application of confirmatory factor analysis in test development
	  ➢ Assessment of factorial invariance using SEM
	❖ *Doctoral Qualifying Research Project (Educ486)*
	
	Performance on Comprehensive Exam (see pp. 33-40 in the Program Manual – September 2013 revision available in Appendix 5 of the Supplemental Self-Study materials).
		Course grades
		• Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46)
		• Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46)
		• Requirements and grading rubrics are described in course syllabi
		• Doctoral Qualifying Research Project (Educ486) grade is reflection of committee review of project and award of "Pass" as described in Program Manual (pp. 28-33)

	Performance in Dissertation Research (see pp. 41-44 in Appendix 5, Program Manual –Revised September 2013)	***Comprehensive Exam*** • Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 3 (Program Manual, p. 36-40) ***Dissertation*** • Committee determination as "Pass" as described in Program Manual (pp. 41-44)
Conceptualization, implementation, and communication of independent research	*Performance in courses which primarily target relevant skills & knowledge areas:* ❖ *Univariate Statistical Models (Educ410), Multivariate Statistical Models (Educ411), & Advanced Seminar: Structural Equation Modeling (Educ491)* ➢ Interpretation of statistical output to draw appropriate conclusions ➢ Reporting of statistical analyses in non-technical language appropriate for publication in scholarly outlets ❖ *Research Methods & Design (SchP 406)* ➢ Preparation of qualifying project proposal ➢ Critical evaluations of research methods in the published literature. ❖ *Dissertation Proposal Seminar (SchP408)* ➢ Application of a process for conceptualizing and planning independent research including but not limited to dissertation. ➢ Collaboration with dissertation chair and committee ➢ Preparation of a complete working draft of the dissertation proposal ❖ *Doctoral Qualifying Research Project (Educ486)* *Performance on Comprehensive Exam (see pp. 33-40 in the Program Manual – September 2013 revision available in Appendix 5 of the Supplemental Self-Study materials).*	***Course grades*** • Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46) • Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46) • Requirements and grading rubrics are described in course syllabi • Doctoral Qualifying Research Project (Educ486) grade is reflection of committee review of project and

	Performance in Dissertation Research (see pp. 41-44 in Appendix 5, Program Manual –Revised September 2013)	award of "Pass" as described in Program Manual (p. 28-33) **Comprehensive Exam** • Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 3 (Program Manual, pp. 36-40) *Dissertation* • Committee determination as "Pass" as described in Program Manual (pp. 41-44)

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

Expected Areas of Competency/ Knowledge	Evaluation Tool (Appendix & Page Number)	Measurement Process and Minimum Thresholds

An understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and developmental concerns in addition to children from various cultural backgrounds.	***Performance in courses which primarily target relevant skills & knowledge areas:***
	❖ *Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435)*
	  ➢ Direct, systematic observations
	  ➢ Curriculum-based assessment
	  ➢ Intervention selection & implementation for academic skills problems
	  ➢ Communication of academic skills evaluation
	  ➢ *Advanced Application of Psychometric Principles (Educ412)*
	❖ *Application of Advanced Psychometric Principles (Educ412) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)*
	  ➢ Application of psychometric principles and analyses in the selection, development and interpretation of educational and psychological tests.
	  ➢ Critical awareness of the interface of psychometric principles with use of various assessment methods and populations of varying developmental levels, psychoeducational concerns, and cultural backgrounds.
	  ➢ Contemporary methods and analyses in the process of test development.
	❖ *Applied Behavior Analysis (SchP/Sped402)*
	  ➢ Procedures for conducting direct, systematic behavioral observations to monitor the behavior performance of an individual.
	  ➢ Application of basic principles of functional behavior assessment and applied behavior analysis to understand behavior function and develop a behavior change plan for an individual.
	❖ *Advanced Child Psychopathology (SchP 437)*
	  ➢ Assessment and intervention with culturally and linguistically diverse populations.
	❖ *Assessment of Intelligence (SchP422/432)*
		Course grades
		• Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46)
		• Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46)
		• Requirements and grading rubrics are described in course syllabi
		Practica and Internship Evaluations
		• Grades for SchP442 and SchP443 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above
		Comprehensive Exam
		• Faculty committee ratings must result in a

	➢ Administration, scoring, and interpretation procedures for a range of intelligence and achievement assessments
	➢ Basic statistical concepts underlying the development and interpretation of educational and psychological tests
	➢ Appropriate use and interpretation of intelligence and achievement tests with students from diverse backgrounds and needs
	❖ *Behavioral Assessment (SchP423/433)*
	  ➢ Technical adequacy of behavioral assessment approaches and methods of universal screening for mental health and behavioral concerns
	  ➢ The use, interpretation, and critical evaluation of a range of assessment methods used in behavioral assessment (i.e., interviews, rating scales, direct observation).
	  ➢ Behavioral assessment and intervention with culturally and linguistically diverse populations
	❖ *Doctoral Practicum in School Psychology (SchP442)*
	  ➢ Conduct a variety of group and individual assessments
	❖ *Doctoral Internship (SchP444)*
	❖ *Doctoral Seminar: Early Childhood Assessment (SchP 496)*
	  ❖ Diagnostic and psychometric issues in the assessment of young children
	  ❖ Cultural and contextual considerations in the assessment of young children
	  ❖ Evaluation of purposes and methods in the assessment of young children.
	  ❖ Assessment procedures for young children, including interviews, observations, and direct assessment.
	
	Performance on Comprehensive Exam (see pp. 33-40 in the Program Manual – September 2013 revision available in Appendix 5 of the Supplemental Self-Study materials).
		median of 3 (4-point scale) for Objective 4 (Program Manual, pp. 36-40)

Design, implementation, and evaluation of interventions for	***Performance in courses which primarily target relevant skills & knowledge areas:*** ❖ *Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435)*	***Course grades*** • Students must maintain a GPA of 3.0 or higher

children with a range of academic, social, behavioral, and developmental concerns as well as for children who represent various cultural backgrounds	➢ Development and implementation of interventions for academic skills problems ➢ Considerations for academic skills interventions for students from varied culturally and linguistically diverse backgrounds ❖ *Applied Behavior Analysis (SchP/Sped402)* ➢ Basic principles, characteristics, and applications of applied behavior analysis ❖ *Advanced School & Family Interventions(SchP426)* ➢ Variables influencing the selection, implementation, and evaluation of school and family interventions for children and adolescents who have social, emotional, and/or behavioral difficulties. ➢ Specific evidence-based intervention strategies at the primary, secondary, and tertiary levels, their practical considerations related to implementation, and the empirical evidence associated with each strategy discussed. ❖ *Children in Context: Families, Schools, & Communities (SchP429)* ➢ Applications of the ecological systems theory, including evidence-based interventions, to key issues related to children's development and academic achievement ➢ Considerations relevant to children and other stakeholders from various cultural, ethnic, and linguistic backgrounds ❖ *Doctoral Practicum in School Psychology (SchP442)* ➢ Design and implementation of a variety of group and individual interventions ❖ *Doctoral Internship (SchP444)* ❖ *Health/Pediatric Psychology (SchP 438)* ➢ Medical conditions, including psychiatric disorders that affect the adaptive functioning of students in school, family, and neighborhood settings. ➢ Design, implementation, and evaluation of interventions to address educational and psychological difficulties associated with medical conditions	throughout the program (Program Manual, p. 46) • Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46) • Requirements and grading rubrics are described in course syllabi ***Practica and Internship Evaluations*** • Grades for SchP442 and SchP443 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above ***Comprehensive Exam*** • Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 4 (Program Manual, pp. 36-40)

	➢ Considerations and practices for children of various culturally and/or linguistically backgrounds who have, or at-risk for, health problems
	❖ *Crisis Management in the Schools (CPSY/SchP 407)*
	   ➢ Design a crisis intervention plan
	   ➢ Knowledge of best methods to ensure school safety
	   ➢ Knowledge of peer mediation; suicide prevention, intervention, and post intervention; individual and group counseling methods; assessment and intervention with PTSD
	❖ *Behavioral Assessment (SchP423/433)*
	   ➢ Application of behavioral assessment procedures to develop effective interventions
	❖ *Doctoral Seminar: Early Intervention (SchP 496)*
	   ➢ Models of service delivery and their corresponding benefits and challenges
	   ➢ Cultural practices as they relate to development and early intervention
	❖ *Doctoral Seminar: Early Childhood Assessment (SchP 496)*
	   ➢ Interventions for young children and their families to promote early learning and positive mental health.
	
	Performance on Comprehensive Exam (see pp. 33-40 in the Program Manual – September 2013 revision available in Appendix 5 of the Supplemental Self-Study materials).	

Application of consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to	***Performance in courses which primarily target relevant skills & knowledge areas:***
	❖ *Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435)*
	   ➢ Progress monitoring for assessing outcomes of academic skills interventions
	❖ *Consultation Procedures and Practicum (SchP412/431) (Revised Syllabus available in Appendix 1 of the Supplemental Self-Study materials)*
	   ➢ Consultation models and processes, with emphasis of behavioral consultation approaches
		Course grades
		• Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46)
		• Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less

| monitor student progress. | ➢ Consultation procedures for working with professionals (e.g., teachers) and families
➢ Cross-cultural approaches for conducting consultation with culturally diverse professional staff, families, and children
➢ Design, implementation, and evaluation of a consultation case study
❖ *Advanced Child Psychopathology (SchP 437)*
  ➢ Facilitation of collaboration among school, health care, and community agencies
❖ *Crisis Management in the Schools (CPSY/SchP407)*
  ➢ Organizational consultation to implement a crisis intervention plan
❖ *Doctoral Practicum in School Psychology (SchP442)*
  ➢ Consultation for academic and behavioral concerns
❖ *Doctoral Internship (SchP444)*
❖ *Health/Pediatric Psychology (SchP 438)*
  ➢ Consultation with medical and educational personnel for designing interventions for students presenting with medical conditions.

Performance on Comprehensive Exam (see pp. 33-40 in the Program Manual – September 2013 revision available in Appendix 5 of the Supplemental Self-Study materials). | than a B- (Program Manual, p. 46)
• Requirements and grading rubrics are described in course syllabi
Practica and Internship Evaluations
• Grades for SchP442 and SchP443 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above
Comprehensive Exam
• Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 4 (Program Manual, pp. 36-40) |
| Effective prevention to promote children's health through multi-systemic practices involving families, schools, and healthcare providers | ***Performance in courses which primarily target relevant skills & knowledge areas:***
❖ *Advanced School & Family Interventions (Schp426)*
  ➢ Formulation of positive connections with families to prevent and overcome students' social, emotional, and/or behavioral difficulties
❖ *Advanced Child Psychopathology (SchP437)*
  ➢ Designs for research related to health promotion programming and service delivery to students with or at-risk for health problems
❖ *Children in Context: Families, Schools, & Communities (SchP429)*
  ➢ Ecological systems theory and its relevance to children's development and performance | ***Course grades***
• Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46)
• Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46) |

	➢ Applications of the ecological systems theory, including evidence-based interventions, to key issues related to children's development and academic achievement ➢ Considerations relevant to children and other stakeholders from various cultural, ethnic, and linguistic backgrounds ❖ *Doctoral Practicum in School Psychology (SchP442)* ➢ Transfer and integration of knowledge and skills obtained in coursework ❖ *Doctoral Internship (SchP444)* ❖ *Health/Pediatric Psychology (SchP 438)* ➢ Impact of pediatric medical conditions on school performance. ❖ *Comprehensive School Health Programs (SchP 439)* ➢ Collaboration across systems of care (school, health care, community) ➢ Research related to health promotion and prevention to students at-risk for health problems ➢ Primary prevention programs for students at-risk for development of mental health difficulties ➢ Protective factors that are associated with childhood resilience to the development of health problems ➢ Creation of comprehensive school health programs ❖ *Application of Pediatric School Psychology (SchP 440)* ➢ Assets and limitations of conducting prevention work in school, community and home settings. ➢ Empirical and theoretical roots of prevention science and the comprehensive framework to guide the development of prevention programs ***Performance on Comprehensive Exam***	• Requirements and grading rubrics are described in course syllabi ***Practica and Internship Evaluations*** • Grades for SchP442 and SchP443 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above ***Comprehensive Exam*** • Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 4 (Program Manual, pp. 36-40)

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

Expected Areas of Competency/ Knowledge	Evaluation Tool (Appendix & Page Number)	Measurement Process and Minimum Thresholds

Ethical standards and legal regulations for providing psychological services in schools and healthcare settings	*Performance in courses which primarily target relevant skills & knowledge areas:*	*Course grades*

	❖ *Applied Behavior Analysis (SchP/Sped402)*
	  ➢ Demonstrate knowledge and application of ethical principles in delivery of applied behavior analysis services/support.
	  ➢ *Historical and Contemporary Issues in School Psychology (SchP404)*
	  ➢ Demonstrate knowledge and application of ethical principles in delivering psychological services.
	  ➢ Demonstrate knowledge and application of legal rights of parents, schools, and students.
	  ➢ Demonstrate the development of affiliation with the profession of psychology and school psychology.
	❖ *Assessment & Intervention in Educational Consultation & Practicum (SchP 425/435)*
	  ➢ Legal and ethical delivery of assessment and intervention for students with academic skills problems
	❖ Behavioral Neuroscience (Psy/Bios404)
	  ➢ Principles of neuorethics
	❖ *Doctoral Practicum in School Psychology (SchP442)*
	  ➢ Transfer and integration of knowledge and skills obtained through coursework
	❖ *Doctoral Internship (SchP444)*
	❖ *Special Education Law (EdL470)*
	  ➢ Federal, state, and local requirements that guide the function of public education.
	  ➢ Application of special education regulations to the development of plans, programs, and district level policies including due process, least restrictive environment, parent rights, and confidentiality.
	  ➢ Interpretations and case law regarding trends affecting service provision, including student discipline, inability to be educated in a public setting, weapons, IDEA implementation, drug and alcohol possession, and adjudicated youth.
		• Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46)
		• Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46)
		• Requirements and grading rubrics are described in course syllabi
		Practica and Internship Evaluations
		• Grades for SchP442 and SchP443 are based upon field-based supervisors' recommendations; grades must conform to program's policies as stated above
		Comprehensive Exam
		• Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 5 (Program Manual, pp. 36-40)

	Performance on Comprehensive Exam.	
Theories of clinical supervision	*Performance in courses which primarily target relevant skills & knowledge areas:* *Doctoral Practicum Seminar (SchP442) & Doctoral Practicum in School Psychology Supervision (Schp436)* ➤ Models of supervision, with emphasis on competency-based supervision & attention to applications with diverse supervisees ➤ Clinical teaching, guiding, and monitoring strategies, especially directed toward critical thinking & self-reflection ➤ Legal and ethical parameters of supervision, including standard of care, informed consent, documentation, and due process ➤ Supervision trends within School Psychology and consideration of the integrated model for practice *Performance on Comprehensive Exam (see pp. 33-40 in the Program Manual – September 2013 revision available in Appendix 5 of the Supplemental Self-Study materials).*	*Course grades* • Students must maintain a GPA of 3.0 or higher throughout the program (Program Manual, p. 46) • Students must achieve a B- or better in courses; no more than 4 courses can receive a grade less than a B- (Program Manual, p. 46) • Requirements and grading rubrics are described in course syllabi *Comprehensive Exam* • Faculty committee ratings must result in a median of 3 (4-point scale) for Objective 5 (Program Manual, pp. 36-40)

Appendix P

Rubric for Faculty Evaluation of Portfolio

PHD Comprehensive Exam
Portfolio Review

Personal Specialization

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

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

CV

Comments:

Evidence for each objective

Integrative Paper for Objective # 1: To produce school psychologists who demonstrate knowledge and applied competencies in core psychological areas		
Criteria	*Rating*	*Summary of impressions*
The extent to which the student provides a strong justification for the alignment of their coursework, clinical, and research experiences to the achievement of specific competencies identified for each objective.		
Accurate identification of competencies for which evidence is limited as well as the feasibility of the student's plan for achieving the competency prior to program completion		
Plan for obtaining/strengthening necessary competencies and continued mentoring/training experiences as they transition from doctoral studies to early career (e.g. post-doc, employment) is aligns with personal reflection.		
Competencies are relevant to further development in their area of specialization. The plan for continuing to develop these competencies is consistent with the early career transition		
Paper will be evaluated on the quality of its written presentation and adherence to APA publication guidelines		

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

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

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

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

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

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

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

Evaluation of evidence *per competency* in Objective # 2: To produce school psychologists who are knowledgeable and competent in contextual and cultural influences relevant to children's development, academic achievement, and behavioral health ➥ **Systems-ecological theory and application to providing services to children in various contexts (e.g., home, school, healthcare settings).**		
Criteria	*Rating*	*Summary of impressions*
Justification for the selection of evidence as meeting the competency is clearly provided by student in the integrative paper.		
For each competency, the evidence represents an appropriate mix of course, practica, and research experiences.		
Collectively, evidence demonstrates achievement of the competency.		
Evaluation of evidence for the *overall* objective		
A varied body of evidence is presented across all of the		

Criteria	Rating	Summary of impressions
competencies identified for the objective. Evidence does not unnecessarily repeat across competencies.		
Collectively, evidence demonstrates achievement of the objective.		

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

presentation and adherence to APA publication guidelines		

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

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

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

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

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

Criteria	Rating	Summary of impressions
The extent to which the student provides a strong justification for the alignment of their coursework, clinical,		

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

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

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

> ➢ **An understanding of assessment methods, psychometric considerations and limitations, as well as applications to children representing a range of academic, behavioral, and developmental concerns in addition to children from various cultural backgrounds.**
> ➢ **Design, implementation, and evaluation of interventions for children with a range of academic, social, behavioral, and developmental concerns as well as for children who represent various cultural backgrounds**

➤ **Application of consultation procedures, involving educators, families, and/or other providers (e.g. healthcare), to design and implement student interventions and to monitor student progress.**	
➤ **Effective prevention and intervention to promote children's health through multi-systemic practices involving families, schools, and healthcare providers**	

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

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

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

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

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

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

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

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

Annotated Bibliography

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

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

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

Evaluation of Annotated Bibliography for Objective # 3: To produce school psychologists who are knowledgeable and competent in conducting and communicating research design, psychometrics, and data analysis		
Criteria	*Rating*	*Summary of impressions*
Student selected published works that are rooted in empirical science, whether works are specific reports of research or are intended for clinical practice		
Student presents a cohesive summary of the work and reason for its selection		
Collectively, bibliography aligns with objective.		

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

Evaluation of Annotated Bibliography for Objective # 5: To produce school psychologists who are knowledgeable of and practice according to professional, ethical, and legal standards		
Criteria	*Rating*	*Summary of impressions*
Student selected published works that are rooted in empirical science, whether works are specific reports of research or are intended for clinical practice		
Student presents a cohesive summary of the work and reason for its selection		

Collectively, bibliography aligns with objective.	

PHD Comprehensive Review
Final Summary Form

Student:
Rater:

Summary of Written Portfolio: (strengths and weaknesses)

Summary of Oral Interview: (strengths and weaknesses)

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

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

Appendix Q
Clearance Policy and Information

Criminal and Health Clearances

This policy covers the clearance requirement of field-based or research experience in child-focused settings as part of the degree or certification program (referred to as "field experience" in the rest of this document) for all professionals-in-training in all College of Education (COE) programs, including the School Psychology Program. For purposes of this policy, *child-focused settings* include all schools and organizations whose activities involve children from birth through age 21. Examples of such organizations include, but are not limited to the following:

- Civic organizations; for example, Scouts

- Religious organizations; for example, Sun. School, CCD

- Community education organizations; for example, YMCA/YWCA, PBA athletic teams

- Youth and family service agencies; for example, Broughal Family Center, Pinebrook Family Services, Valley Youth House

- Social/support groups; for example, Children of Divorce, LGBTQI youth services, social skills groups

- Residential settings

This policy aligns with the Pennsylvania Department of Education's (PDE) regulation that is intended to protect children and reflects changes to Section 111 of the Pennsylvania Public School Code (referred to as "School Code" in the rest of this document) effective September 28, 2011.

Clearance Requirement: All COE students who come into contact with children through field experience are required to obtain and present the following **original** and **current** (not older than

one year) clearance documents to the Office of Teacher Certification and Field Placements (OTC). Further information and links to form is obtainable at http://coe.lehigh.edu/otc/college-education-clearances-policy.

Pennsylvania and federal criminal clearances provide a record of all arrests, charges and convictions:

- PA State Police Criminal Records Check (Act 34)

- PA Child Abuse Clearance (Act 151)

- Federal Criminal History Record (Act 114)

The **health clearance** provides a record of tuberculosis:

- Mantoux Tuberculosis Screening; result of a chest X-ray; or blood test

Professionals-in-training who are currently employed by a school district and have clearances on file in that district may complete a **School Clearances Waiver** obtained from the OTC**.** The **original** document signed by an authorized school district official must be presented to the OTC. A waiver on file in the OTC allows a professional-in-training to complete field experiences in that particular school district. In order to be eligible for field experiences in other PreK-12 settings, professionals-in-training must obtain and present all four **original** and **current** clearance documents to the OTC. Any of the criminal or health clearances that are not on file with a school district must be presented to the OTC as original and current documents.

Notification of Clearance Requirement: The COE notifies professionals-in-training of its clearance requirement in multiple ways.

- *College of Education Acknowledgement of College Policy on Clearances* requires applicants to acknowledge the policy in order to submit a complete online application

- Letter of admission to a COE program signed by the dean reminds prospective professionals-in-training to apply for their clearances as outlined on the COE website

- Detailed clearance information, including application instructions, from the OTC via email to all newly matriculated professionals-in-training

Responsibilities of Professionals-in-Training: Upon admission to any of the COE's six programs, prospective professionals-in-training bear sole responsibility for obtaining all four clearance documents, including the specific actions noted below.

- Applying for clearances upon admission to a COE program

- Maintaining current clearances throughout the degree or certification program

- Pursuing all actions required in response to a clearance outcome; for example, expungement proceedings

- Providing original clearance documents for authorized review in a child-focused setting

Criminal Clearance Record: Seven categories of criminal record emerge from the School Code:

Category 1: "No record exists" qualifies professionals-in-training for a field experience. The following notations are deemed equivalent to "no record exists":

> *Non-conviction/Quashed/Dismissed/Demurrer Sustained*

> *Non-conviction/Nolle prossed/Withdrawn*

Category 2: School Code Section 111(e) crimes: The School Code permanently excludes from school employment individuals convicted of a Section 111(e) crime. The COE permanently excludes such individuals from field experience.

Category 3: Felony offenses: The School Code states that conviction of <u>any </u>felony of the first, second or third degree, not listed in School Code Section 111(e), prohibits individuals

from school employment for ten years after the expiration of the sentence. The COE permanently excludes such individuals from field experience.

Category 4: First-degree misdemeanors: The School Code states that conviction of <u>any</u> first-degree misdemeanor, with the exception of a second conviction of driving under the influence of alcohol or a controlled substance (DUI), prohibits individuals from school employment for five years after the completion of the sentence. The COE excludes such individuals from field experience for five years after completion of the sentence. After this five-year exclusion, the COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 5: DUI second offense: The School Code states that a second DUI conviction prohibits individuals from school employment for three years after the completion of the sentence for the most recent offense. The COE excludes such individuals from field experience for three years after completion of the sentence for the most recent offense. After this three-year exclusion, the COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 6: Second- and third-degree misdemeanors and summary offenses: The School Code allows discretion in the employment of individuals convicted of second- and third-degree misdemeanors and summary offenses. A DUI first offense is included in this category. The COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 7: Arrest or charge, without conviction, of crimes in categories 2-5: The School Code allows discretion in the employment of individuals who have been arrested or charged,

but not convicted, of crimes in categories 2-5 above. The COE will determine eligibility for

field experience on a case-by-case basis as described below.

Criminal Clearance Record Categories 2-3: Permanent Exclusion from Field Experience and

Withdrawal from Certification Program: When a professional-in-training has been convicted

of a crime described in categories 2-3, such an individual is permanently excluded from field

experience. Because this exclusion will prevent the individual from successfully completing

courses that require field experience, he or she becomes unable to complete the certification

program and must withdraw from it. This individual is required to sign and submit an original

Acknowledgement of Criminal Record Ineligibility for Field Placement to the OTC.

Criminal Clearance Record Categories 4-7: Eligibility for Field Experience: *Determination of*

eligibility. Eligibility for field experience is determined by the program director and the Director

of the Office of Teacher Certification (referred to as "OTC director" in the rest of this

document), in consultation with other university offices, as appropriate. The purpose of case-by-

case determination regarding eligibility for field experience in categories 4-7 is to insure a safe

environment for all children in child-focused settings and to acknowledge the human condition

of indiscretion and non-constructive choices. The COE strives to balance these equally important

considerations in administering this policy. The following case-by-case circumstances will be

considered in determining eligibility for field experience:

- The nature of the arrest/charge/conviction, including ramifications in a child-focused
  setting

- Recidivism (multiple arrests/charges/convictions related to a single crime and various
  crimes)

- Time elapsed since most recent arrest/charge/completion of the sentence for the most recent conviction

- Compelling evidence of rehabilitation

Professionals-in-training must be aware that, while the COE may determine that an individual with a category 4-7 record is eligible for field experience, personnel in a child-focused setting retain the right to decide whether or not they will host such an individual for field experience. The *Acknowledgement of College of Education Policy on Clearances* signed and submitted with the COE application advises applicants of this caveat.

If the COE determines that a professional-in-training with a category 4-7 record is eligible for field experience, the OTC will pursue an appropriate placement until the second refusal. Once a second child-focused setting has refused to host an individual because of this record, the OTC will no longer pursue a field placement on this individual's behalf. In keeping with COE field placement procedures, a professional-in-training may locate a field placement host and provide this information to the Coordinator of Teacher Field Placements (Coordinator) in the OTC, who will arrange the placement details. The Coordinator must receive this information no later than Friday of the third week of classes. All field placement experiences must be completed through the OTC.

When a child-focused setting agrees to host a professional-in-training with a category 4-7 record, an authorized official of the host institution signs and submits an original *Acknowledgement of Criminal Record Placement* to the OTC.

If the COE determines that a professional-in-training with a category 4-7 record is not eligible for field experience, the individual is notified in writing by the OTC director and is asked to sign

and submit an original *Acknowledgement of Criminal Record Ineligibility for Field Placement* to the OTC.

Appeal of ineligibility. Professionals-in-training who have been ruled ineligible for field experience as a result of a category 4-7 record have the right to appeal this decision. To do so, they should follow the *Course-related Non-Grade Grievance* process (see the *Grievances* section of this manual or in the Education and Human Services student handbook).

Criminal Clearance Record Categories 4-5: Eligibility for PDE Certification: As noted above, a category 4 conviction (first-degree misdemeanors) prohibits individuals from school employment for five years after the completion of the sentence and a category 5 conviction (DUI second offense) prohibits individuals from school employment for three years after the completion of the sentence for the most recent offense. Professionals-in-training must be aware that PDE may withhold a certificate for the period of time during which an individual is prohibited from school employment.

Notice of Arrest or Conviction: The College requires that any professional-in-training who is currently enrolled in a degree or certification program must notify the OTC within seventy-two (72) hours of an arrest, charge or conviction that occurred since the most recent criminal clearances were submitted to the OTC.

Health Clearance Record: The Mantoux Tuberculosis Screening must be "negative"; the result of a chest X-ray must be "clear"; or the result of a blood test must be "negative" as documented by the signature of a licensed medical professional. Any other outcome disqualifies professionals-in-training from a field experience.

Clearance Record Confidentiality: Any professional-in-training whose criminal clearance record indicates other than "no record exists" (meaning a category 2-7 record) or whose health clearance record indicates other than "negative" or "clear" must discuss the record with the OTC director. In order to determine the individual's status with regard to field placement and program or degree enrollment, this information may be shared with other university personnel in accordance with the Family Educational Rights and Privacy Act (FERPA).

In addition, child-focused settings that host field placements may request to review a professional-in-training's criminal and health clearances.