

**Curriculum Vitae  
Roland K. Yoshida**

Professor and Provost Emeritus  
College of Education  
Lehigh University  
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**Education**

1974	Ph.D.	Educational Psychology Exceptional Children	University of Southern California
1971	M.S.	Exceptional Children	USC
1970	B.A.	Political Science (Phi Beta Kappa)	USC

**Professional Training and Experiences**

**Lehigh University**

2005-                    Professor and Provost Emeritus, College of Education

2004 - 2005            Senior Vice President for External Relations and Campus Life  
and Provost Emeritus

2000 - 2004            Provost and Vice President for Academic Affairs

1996 - 2000            Dean, College of Education

**City University of New York**

1995 - 1996            Associate Provost and Assistant Vice President for Academic Affairs,  
Queens College, CUNY

1990 - 1995            Dean, School of Education, Queens College, CUNY

1987 - 1996            Professor, Department of Educational and Community Programs,  
Queens College and the Graduate School, CUNY

### **Fordham University**

- 1985 - 1987      Chairperson, Division of Psychological and Educational Services,  
School of Education, Fordham
- 1985 - 1987      Professor of Education, Fordham
- 1982 - 1985      Associate Professor

### **Other Experiences**

- 1976 - 1982      Education Program Specialist, U.S. Department of Education:  
Bureau of Education for the Handicapped, Washington, D.C.
- 1976 - 1980      Lecturer, Department of Education Psychology, USC-Washington  
Education Center, Washington, DC.
- 1975 - 1976      Research Associate, Nero and Associates, Inc., Rosslyn, VA 20009
- 1973 - 1975      Assistant Research Educationalist, Neuropsychiatric Institute –  
Pacific State Research Group, Pomona California
- Summer 1974      Graduate Research Fellow, Educational Testing Service, Infant  
Laboratory, Princeton, New Jersey

### **Recent Service to the Profession and Community**

- Member, Board of Trustees, Middle States Association of Universities and Schools,  
2006-
- Chairman of the Board of Directors, WLVT, Lehigh Valley PBS, 2006-2008  
Vice Chair of the Board of Directors, WLVT, Lehigh Valley PBS, 2004-2006  
Member, Executive and Finance Committees of the Board of Directors, WLVT, Lehigh  
Valley PBS, 1998 - 2006
- Chair, Visiting Panel on Research, Educational Testing Service, 2004 - 2006  
Member, Visiting Panel on Research, Educational Testing Service, 1998 - 2006
- Vice Chair, Middle States Commission for Elementary Schools, 2003 - 2005  
Commissioner, Middle States Commission for Elementary Schools, 1997 – 2005
- Chair, Accreditation Committees, Commission on Trans-Regional and International  
Accreditation (CITA): 2009 (Bahrain, United Arab Emirates, Saudi Arabia); 2008  
(Dubai, April); 2007 (Cairo, Egypt, January, and April),  
2006 (Cairo, Egypt, January; Amman, Jordan, May; Beirut, Lebanon, May)
- Member, Advisory Board, EARCOS Research Institute, Manila, Philippines, 2006-

### **Academic Journal Activities**

Consulting Editor (Board Member) Journal of Educational and Psychological Consultation, 1988 - 1996  
 American Journal of Mental Retardation, 1986-88  
 Learning Disabilities Research, 1985 - 1990  
 Exceptional Children, 1985 - 1991  
 American Journal of Mental Deficiency, 1976-78; 1979-81; 1984-86  
 Special Services in the Schools, 1983-  
 Mental Retardation, 1980-1983  
 Journal of School Psychology, 1979-1987

### **Grants Awarded as Professor**

U.S. Department of Education, Division of Personnel Preparation, "Pre-service Master's Degree Training of Special Education Teachers in an Urban Environment," Fordham, 1986. (3 year award: (1st year - \$58,929; 2nd year - \$58,929).

U.S. Department of Education, Division of Research, "Effective Instruction and Learning Disabled Students in Resource Room Classes," Fordham, 1985 (with A. Cancelli). (3 year award: 1st year - \$90,628; 2nd year - \$101,087; 3rd year- \$127,894).

U.S. Department of Education, Division of Personnel Preparation, "Pre-service Master's Degree Training of Bilingual Special Education Teachers in an Urban Environment," Fordham, 1984. (3 year award: 1st year - \$36,050; 2nd year - \$36,050; 3rd year – \$35,950)

U.S. Department of Education, Division of Research, "Improving Methods for Appropriately Identifying Handicapped Children," Fordham, 1984. (5 year award: 1st year-\$49,567; 2nd year -- \$54,638; 3rd year -- \$58,929). Queens College, 1987. (4th year -- \$68,409; 5th year -- \$39,909)

Civil Service Commission and the Embassy of the State of Kuwait, "Kuwaiti Principals Training Institute," Lehigh University, 2006 (\$80,767)

### **Scholarly Society Memberships**

Phi Beta Kappa

Fellow of the American Psychological Association, Divisions 16 (School Psychology) and 33 (Mental Retardation and Developmental Disabilities)

### Publications

- Farrington, G., & Yoshida, R. K. (2001). Darwin goes to college: Educational competition in the dot-com world. **Educause**, **35**, 12-17.
- Yoshida, R.K. (1997). Education professors live in the real world (despite what a recent survey says). **Education Week**, **17**(13).
- Brown, F. and Yoshida, R.K (1996). Mental retardation. In E.L. Meyen (Ed.), **Exceptional children in today's schools: An alternative resource book** (pp. 433-464)\_(3rd Ed.) Denver: Love.
- Ponterotto, J.P., Burkard, A.W., Yoshida, R.K., Cancelli, A.A., Mendez, G., Wasilewski, L., & Sussman, L. (1995). Perspective minority students' perceptions of application packets for professional psychology programs: A qualitative study. **Professional Psychology: Research and Practice**, **26**, 196-204.
- Keitel, M.A., Wasilewski, L., Bernhardt, R., & Yoshida, R.K. (1994). High school students' perceptions of teacher dress. **Journal of Learning Improvement**.
- Rosenthal-Malek, A. L., & Yoshida, R. K. (1994). The effects of metacognitive strategy training on the acquisition and generalization of social skills. **Education and Training in Mental Retardation and Developmental Disabilities**, **29**, 213-221.
- Cancelli, A.A., Harris, A., Friedman, D.L., & Yoshida, R.K. (1993). Type of instruction and the relationship of classroom behavior to achievement among learning disabled children. **Journal of Classroom Interaction**, **28**, 13-19.
- Lopez, E. C., Dalal, S. McK., & Yoshida, R.K. (1993). An examination of professional cultures: Implications for the collaborative model. **Journal of Educational and Psychological Consultation**, **4**, 197-213.
- Goh, D.S., & Yoshida, R.K. (1992). The influences of social psychological variables in the evaluation of school children. In F. J. Medway and T. P. Cafferty (Eds). **School psychology: A social psychological perspective** (pp. 229-244). Hillsdale, NJ: Erlbaum.
- Yoshida, R.K. (1992). Book review of Rosovsky, H.R. **The University: An Owner's Manual**. **Counseling and Values**, **36**, 234-235.
- Yoshida, R.K. (1992). Catching a wave. **Contemporary Psychology**, **37**, 349. Review of A.F. Ashman, & R.N.F. Conway, **Cognitive strategies for special education: Process-based instruction**. London: Routledge.
- Yoshida, R.K. (1991). Special education: Circa 1986. **Contemporary Psychology**, **36**, 65-66. Review of: M.C. Wang, M.C. Reynolds, & H.J. Walberg (Eds.), **Handbook of special education: Research and practice**, Volumes 2 and 3. New York: Pergamon.

- D'Amato, E., & Yoshida, R.K. (1991). Parental needs: An educational life cycle perspective. **Journal of Early Intervention**, **15**, 246-254.
- Yoshida, R.K., Wasilewski, L., & Friedman, D.L. (1990). Recent newspaper coverage about persons with disabilities. **Exceptional Children**, **56**, 418-423.
- Yoshida, R.K. (1990). Mental retardation. In E.L. Meyen (Ed.), **Exceptional children in today's schools: An alternative resource book** (2nd Ed.) (pp. 395-422). Denver: Love.
- Yoshida, R.K. (1990). Prader-Willi Syndrome Coming out of the closet. **Contemporary Psychology**, **35**, 592-593. Review of: L.R. Greenswag, & R.C. Alexander (Eds.), **Management of Prader-Willi Syndrome**. New York: Springer-Verlag.
- Yoshida, R.K. (1989). A matter of different priorities. **Contemporary Psychology**, **34**, 705-706. Review of: D. Brantley. (1988). **Understanding mental retardation: A guide for social workers**. Springfield, IL: Charles C. Thomas.
- Yoshida, R.K., Cancelli, A.A., Sowinski, J., & Bernhardt, R. (1989). Differences in information sent to minority and non-minority prospective applicants to clinical, counseling, and school psychology programs. **Professional Psychology: Research and Practice**, **20**, 179-184.
- Schneider, M., & Yoshida, R.K. (1988). Interpersonal problem solving skills and classroom behavioral adjustment in learning disabled adolescents and comparison peers. **Journal of School Psychology**, **26**, 25-34.
- Yoshida, R.K. (1988). Are psychosocial interventions limited to clinical therapy? **Contemporary Psychology**, **33**, 626. Review of: B.W. Heller, L.M. Flohr, and L.S. Zegans (Eds.) (1987). **Psychosocial interventions with sensorially disabled persons**. Orlando, FL: Grune & Stratton.
- Friedman, D. L., Cancelli, A.A., & Yoshida, R. K. (1988). Academic engagement of elementary school children with learning disabilities. **Journal of School Psychology**, **26**, 327-340.
- Yoshida, R.K. (1987). Mainstreaming. In C.R. Reynolds and L. Mann (Eds.), **Encyclopedia of special education** (pp. 980-982). New York: Wiley. Also: Due process (p. 547); Informed consent (pp. 400-401); Bureau of Education for the Handicapped (pp. 258); and Special Education Programs (pp. 1481-1482).
- Cancelli, A. A., and Yoshida, R. K. (1987). Behavioral assessment in the schools. In C. A. Maher and S. G. Forman (Eds.), **A behavioral approach to the education of children and youth**. (pp. 13-38). Hillsdale, New Jersey: Lawrence Erlbaum.
- Lopez, E.C., and Yoshida, R.K. (1987). The efficacy of discrepancy models in identifying learning disabled students: A two strike count? In J. Gottlieb and B. W. Gottlieb (Eds.), **Advances in special education** (Vol. 6) (pp. 189-200). Guilford, CT: Guilford Press.

- Yoshida, R. K. (1986). Setting goals for mainstream programs. In C. J. Meisel (Ed.), **Mainstreaming outcomes, controversies and new directions** (pp. 11-18). Hillsdale, New Jersey: Lawrence Erlbaum.
- Yoshida, R. K., and Friedman, D. L. (1986). **Standards for Educational and Psychological Testing: More than a symbolic exercise. Special Services in the Schools, 2(2/3), 187-193.**
- Maher, C.A., and Yoshida, R.K. (1985). Multidisciplinary teams in the schools: Current status and future possibilities. In T.R. Kratochwill (Ed.), **Advances in school psychology**, Vol. 4 (pp. 13-44). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Yoshida, R.K., and LiPuma, J. (1985). Case management of student evaluation and educational programming. In C.A. Maher (Ed.), **Professional self-management: Techniques for special services providers** (pp. 201-215). Baltimore, MD: Brookes.
- Esquivel, G., and Yoshida, R. K. (November 1985). Special education for language minority students. **Focus on Exceptional Children, 1-8.**
- Yoshida, R. K. (1984). Perspectives on research. In E. Meyen (Ed.), *Mental retardation: Topics of today -- Issues of tomorrow.* (pp. 25-39). **CEC-MR Monograph, 1(1).**
- Yoshida, R. K. (1984). Microcomputer technology and related services. **Special Services in the Schools, 1(1), 49-61.**
- Yoshida, R. K., Maher, C. A., and Hawryluk, M. K. (1984). School psychology practice: Organizational barriers to professional attainment. **Professional Psychology: Research and Practice, 15.**
- Yoshida, R.K. (1984). Planning for change in pupil evaluation practices. (pp. 83-100). In C.A. Maher, R. Illback, and J. Zinns (Eds.), **Organizational psychology in the schools.** Springfield, Ill.: Charles C. Thomas.
- Yoshida, R.K. (1983). Are multidisciplinary teams worth the investment? **School Psychology Review, 12, 137-143.**
- Abramson, M., Willson, M., Yoshida, R.K., and Haggerty, G. (1983). Parental perceptions of the learning disabled child's educational performance. **Learning Disabilities Quarterly, 6(2), 184-94.**
- Yoshida, R.K. (1982). Research agenda: Finding ways to create more options for parent involvement. **Exceptional Child Quarterly, 73(2), 74-80.**
- Meyers, C.E., MacMillan, D.L., and Yoshida, R.K. (1980). Regular class education of EMR students, from efficacy to mainstreaming: A review of issues and research. In J. Gottlieb (Ed.), **Educating mentally retarded persons in the mainstream** (pp. 176-206). College Park, MD: University Park Press.
- Yoshida, R.K. (1980). Multidisciplinary decision making in special education: A review

- of issues. **School Psychology Review**, **9**, 221-227.
- Yoshida, R.K. (1979). Book review of Gagne's **Conditions of learning** (3rd Ed.). **Journal of School Psychology**, **17**, 87-88.
- Fenton, K.S., Yoshida, R.K., Maxwell, J.P., and Kaufman, M.J. (1979). Recognition of team goals: An essential step toward rational decision- making. **Exceptional Children**, **45**, 638-644.
- Yoshida, R.K., and Byrne, P. (1979). Mediation in special education: The right idea in the wrong form? **School Administrator**, **36**(5), 18-19.
- Yoshida, R.K. (1979). Developing assistance linkages for parents of handicapped children. In L. P. Shapiro (Ed.), *Family interactions of handicapped children*. **Journal of the Division of Early Childhood Education**, **11**, 83-89.
- Yoshida, R.K., Fenton, K.S., Maxwell, J.P., and Kaufman, M.J. (1978). Parental involvement in the special education planning process: The school's perspective. **Exceptional Children**, **44**, 531-534. (Reprinted in G.J. Spadafore (Ed.), **School psychology: Issues and answers**. Muncie, IN: Accelerated Development, Inc., 1981, 317-321; D. Platz (Ed.), **Education reader**, Lexington, MA: Ginn, 1983; more elaborate version has been published in J.A.C. Vautour, and C.N. Rucker (Eds.), **The child study team training program: Book of readings**. Austin, TX: Special Education Associates, 1977, 198-211.)
- MacMillan, D.L., Meyers, C.E., and Yoshida, R.K. (1978). Regular class teachers' perceptions of transition programs for EMR students and their impact on the students. **Psychology in the Schools**, **15**, 99-103.
- Meyers, C.E., MacMillan, D.L., and Yoshida, R. K. (1978). Validity of psychologists identification of EMR students in the perspective of the California decertification experience. **Journal of School Psychology**, **16**, 3-15.
- Yoshida, R.K., Fenton, K.S., Maxwell, J.P., and Kaufman, M.J. (1978). Ripple effect: Communication of planning team decisions to program implementers. **Journal of School Psychology**, **16**, 177-183.
- Yoshida, R.K., Fenton, K.S., Maxwell, J.P., and Kaufman, M.J. (1978). Group decision-making in the planning team process: Myth or reality? **Journal of School Psychology**, **16**, 237-244.
- Hoff, M.K., Fenton, K.S., Yoshida, R. K., and Kaufman, M.J. (1978). Notice and consent: The school's responsibility to inform parents. **Journal of School Psychology**, **16**, 265-273. (Reprinted in G.J. Spadafore (Ed.), **School psychology: Issues and answers**. Muncie, IN: Accelerated Development, Inc., 1981, 350-360.
- Yoshida, R.K., Fenton, K.S., Maxwell, J.P., and Kaufman, M.J. (1978). Availability and helpfulness of appraisal information for making special education programming decisions. **Yearbook of Special Education** (4th Ed.). Chicago: Marquis Academic Media, 75-84.

- Yoshida, R.K., Schensul, J.J., Pelto, P.J., and Fenton, K.S. (1978). The principal and special education placement. **National Elementary Principal**, **58** (1), 34-38.
- Jones, R.L., Gottlieb, J., Guskin, S., and Yoshida, R. K. (1978). Evaluating mainstreaming programs: Models, caveats, considerations, and guidelines. **Exceptional Children**, **44**, 588-601. (Reprinted in G.J. Spadafore (Ed.), **School psychology: Issues and answers**. Muncie, In: Accelerated Development, 1981, 245-265.
- Dembo, M., Yoshida, R.K., Reilly, T., and Reilly, V. (1978). Teacher-student interaction in special education classrooms. **Exceptional Children**, **45**, 212-213.
- Yoshida, R.K., and Gottlieb, J. (1977). A model of parental participation in the pupil planning process. **Mental Retardation**, **15**, 17-20.
- Yoshida, R.K., Fenton, K.S., and Kaufman, M.J. (1977). Evaluation of education for the handicapped. **Phi Delta Kappan**, September, 59-60. (Reprinted in E. L. Meyen (Ed.), **Readings in special education**. Denver, CO: Love Publishing, 1978; and in **Administration of special education**. Guilford, CT: Special Learning Corporation, 1980.)
- Yoshida, R.K. (1976). Out-of-level testing of special education students with a standardized achievement battery. **Journal of Educational Measurement**, **13**, 215-221.
- Orpet, R.E., Yoshida, R.K., and Meyers, C.E. (1976). The psychometric nature of Piaget's conservation of liquid for ages six and seven. **Journal of Genetic Psychology**, **129**, 151-160.
- Yoshida, R.K., MacMillan, D.L., and Meyers, C.E. (1976). The decertification of minority group EMR students in California: Its historical background and an assessment of student achievement and adjustment. In R. Jones (Ed.), **Mainstreaming and the minority child** (pp. 215-233). Minneapolis: Leadership Training Institute/Special Education.
- Meyers, C.E., Yoshida, R.K., and Genrich, C.J. (1975). A symposium on some unheralded parameters of Piaget in the schools. **Proceedings, Fourth Annual UAP Conference: Piagetian Theory and the Helping Professions**, 256-268.
- Yoshida, R.K., and Meyers, C.E. (1975). The effects of labeling as EMR on teachers' expectancies for change in a student's performance. **Journal of Educational Psychology**, **67**, 521-527.
- Yoshida, R.K., Meyers, C.E., and Orpet, R.E. (1974). A psychometric approach to Piaget: Some theoretical and methodological implications. **Proceedings, Third Annual UAP Conference: Piagetian Theory and the Helping Professions**, 77-81.
- Meyers, C.E., Sundstrom, P.E., and Yoshida, R.K. (1974). The school psychologist and assessment in special education: A report of an Ad Hoc Committee of Division 16.

**School Psychology Monographs, 2(1), 3-57.**

Yoshida, R.K., Lewis, M., Schimpler, S., Ackerman, J.Z., Driscoll, J., and Koenigsberger, M.R. (1974). The distribution of attention within a group of infants "at risk." **Research Bulletin No. 74-41**. Princeton: Educational Testing Service.

Yoshida, R.K. (1973). A Guttman scalogram analysis of haptic perception for trainable mentally retarded children. **American Journal of Mental Deficiency, 77**, 439-444.

**Dissertations Served As Chairperson**

**Lehigh University**

Risch, R. (2008). On the move: Transition programs in international schools.

Praisner, C.L. (2000). Attitudes of elementary school principals toward the inclusion of students with disabilities in general education classes.

**City University of New York – Graduate Center**

Mittleman, A. W. (1992). The relationship between a developmental reading disorder and social acceptance. (City University of New York -- Graduate Center).

**Fordham University**

Rosenthal, Andrea. (1990). Effects of self-interrogation and executive skills strategy training on generalization of social competence by mentally retarded children.

Cabasso, Arnold. (1989). The impact of staffing ratios on the implementation of behavior modification programs in classes for the profoundly retarded students.

Brand, Judith. (1989). A comparison of language, turn-taking and gaze behavior of Down Syndrome and normal child/mother dyads.

Marmo, Patricia. (1989). Multiple regression and discriminant analysis of variables related to dropping out of high school among language minority students.

Lopez, Emilia. (1989). Changing teacher behavior through the use of feedback.

LiPuma, Joseph. (1988). The relationship between conditional reasoning, conditional rule learning and computer programming.

D'Amato, Ellen. (1988). Information needs of parents of mentally retarded students.

Sprouse, Agnes. (1988). Increasing explicit, implicit, and temporal comprehension of central content of televised thematic presentations with the use of introductory organizers.

- Borakove, Larry S. (1988). An examination of developmentally sequenced mathematical prerequisites for teaching coin summation to mentally retarded adults.
- Righi, Carol. (1988). The use of advanced organizers in teaching computer programming to elementary grade children.
- Balesteri, John. (1987). A decomposition of the relationship between socioeconomic status, selected psychological and social-psychological variables and adolescent educational aspirations and attainment.
- Kirshenbaum, Saul. (1987). Pre-school predictors of future special education referrals.
- Abrams, Brian. (1987). The values and value stability of emotionally handicapped and normal adolescents.
- Friedman, Douglas. (1987). Variations in attention-to-task of elementary school children with learning disabilities as related to classroom structure.
- Greenberg, Edward. (1986). Effects of strategy training and verbalization on the multiplication proficiency of low achievers.
- Haller, Lawrence E. (1986). The effect of positive reinforcement on the Bayley Scales of Infant Development mental scale scores of profoundly retarded children.
- Schneider, Myrna. (1985). Interpersonal problem solving skills and classroom behavioral adjustment in learning disabled adolescents.
- Kraft, Anita. (1985). Story retelling task of middle school youngsters: Language impaired, achieving, and younger achieving students.