



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>

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**The Ph.D. program in School Psychology is fully accredited by
the American Psychological Association (APA) and fully approved by
the National Association of School Psychologists (NASP).**

NOTE: This manual provides relevant information about the Ph.D. program in School Psychology. Although we have tried to be as specific and comprehensive as possible, there are inevitable details that have been missed. Refer any questions or observed inconsistencies to your advisor.

Program Philosophy

The skills needed by a school psychologist have changed considerably since the days of the psychological examiner. Although a doctoral degree is not required for certification as a school psychologist in most states (including Pennsylvania), most states do now require a 60-hour Master's degree or a "Specialist" degree. In view of the changing role of the school psychologist and the depth of training required for entry and successful practice, the program at Lehigh prepares school psychologists to enter the field at a minimal level of Educational Specialist (Ed.S). Given that requirements for licensure for independent private practice by psychologists in Pennsylvania and most other states require a doctoral degree, and the primary manner of advancing the field of school psychology is through research, skills to accomplish these goals cannot be trained within the typical Ed.S. program, and require training consistent with a doctoral degree. To meet this need, the School Psychology program offers a doctoral program (Ph.D.) designed to be consistent with the scientist-practitioner model, but with special attention paid to the development of research skills. Consistent with this model, doctoral students

are expected to emerge from the program with skills and competencies to be a contributor to the research literature that will advance the field.

The clinical parts of both Ed.S. and Ph.D. programs emphasize psychological and educational foundations, training in psychoeducational assessment of general and special populations, psychological consultation, design and evaluation of behavior change programs, delivery of these and other psychological services in the schools, and supervised practical experience in these areas. The courses and supervised practica are designed to help the student view and understand the school as a unique setting and to gain the expertise and confidence to apply psychological principles and skills towards solving problems occurring in the school community.

The faculty of the School Psychology program has designed the curriculum to adhere to a scientist-practitioner model of training. 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.

Although there is no one theoretical orientation which can provide a comprehensive, empirically-valid approach to providing school psychological services, 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 other theoretical

approaches to conceptualizing academic and behavior problems of school-age populations, the primary orientation of the majority of coursework and faculty is of a behavioral nature. It is important to note, however, that the range of behavioral orientation within the program is quite varied including those who are applied behavior analytic and those faculty who have a more cognitive-behavioral orientation.

In addition to approaching consultation, assessment, and intervention from a behavioral framework, the program also emphasizes the environmental influences of family, community, and culture in the problem-solving process. Although the program focuses on the school as the point of intervention, school psychologists must have sufficient understanding of how these environmental variables within which students live impact their difficulties.

The impact of a behavioral, problem-solving, and ecological orientation of the program results in an integrated set of courses and competencies across the professional training sequence. Students receive extensive and rigorous training in behavioral assessment for academic and social/emotional problems, intervention strategies for problems commonly facing the school psychologist, 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 basic psychology areas such as developmental, cognitive, social, and biological bases of human behavior.

The program in school psychology also 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 ways in which individuals may differ (e.g., ethnic, cultural, racial, gender). Specifically, students in the School Psychology program must demonstrate sensitivity to the important ways in which understanding cultural diversity contributes to critical educational decisions in the lives of children.

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 Subspecialization or the Students At-Risk/With Disabilities Subspecialization.

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.

Students At-Risk or With Disabilities Subspecialization

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. Knowledge and competencies in the adaptation of instruction, functional assessment, functional analysis, and interventions for difficulties in 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 effect 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 a course in Multivariate Analysis and a course in Single-subject Research Design. These courses are taken almost exclusively by doctoral students. Additionally, doctoral students enroll in a course that focuses on Advanced Research Design and Methodology.

In content areas, doctoral students enroll in at least one Doctoral Seminar. 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 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 related practica followed by a 1200-clock hour minimum full-time, full-year internship, Ph.D. students complete 200 clock hours of course related 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 the dissertation. Students in the doctoral program are expected to be engaged in research beyond the minimum program requirements throughout their graduate school careers. Indeed, most students graduating the program will have at least one publication beyond their completed program requirements.

Differentiation from Ph.D. Counseling Program

The only other 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 behaviorally- 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.

Program Objectives

Students completing the doctoral program in School Psychology must attain a dual set of competencies. The program adheres strongly to a scientist-practitioner model of training. Students must emerge as capable researchers as well as practitioners. As professional psychologists, students must obtain a working knowledge of basic psychology while being expertly skilled in the application of psychological knowledge within educational settings.

Objectives of the program are designed to provide competencies in five broad areas: Core Psychological Knowledge, Research Design and Methodology, Psychological Applications, Professional Issues/Multicultural Perspectives, and a subspecialty in either Pediatric Health Psychology or Student At-Risk or With Disabilities. A chart showing the relationship of these competencies to the curriculum follows.

Core Psychological Knowledge

1. Students will acquire knowledge of current research issues in child and adolescent development.
2. Students will acquire knowledge of current research issues in cognitive psychology and learning theory.
3. Students will acquire knowledge of current research issues in the biological basis of human behavior.
4. Students will acquire knowledge of current research issues in the social basis of human behavior.
5. Students will acquire knowledge of the history of psychology and the profession of school psychology.

6. Students will acquire knowledge of current issues in research and practice of school psychology.

Research Design and Application

1. Students will acquire a working knowledge of parametric statistical procedures including multi-factor ANOVA and MANOVA.
2. Students will acquire a working knowledge of single case research design.
3. Students will acquire a working knowledge of group and correlational research design.
4. Students will demonstrate application of research design and methodology by designing and implementing a study in conjunction with a faculty member.
5. Students will demonstrate effective communication of research findings through writing and submitting a study for publication.
6. Students will demonstrate ability to conceptualize, design, implement, and communicate a research study independently.
7. Students will demonstrate knowledge of various methods of group analysis including (but not limited to) LISREL, multiple regression, and meta-analysis.
8. Students will acquire a working knowledge of basic and advanced psychometric topics including reliability, validity, exploratory and confirmatory factor analysis, latent-trait modeling, and cluster analysis.
9. Students will demonstrate knowledge of various methods of qualitative analysis of data.
10. Students will demonstrate ability to conduct critical evaluations of research methods in the published literature.

Psychological Applications

1. Students will demonstrate accuracy in scoring, administering and interpreting individual and group tests of intelligence, achievement, and adaptive behavior.
2. Students will demonstrate knowledge of a wide variety of testing instruments.
3. Students will acquire knowledge of strategies to assess cognitive and academic functioning in students with low incidence disabilities.
4. Students will demonstrate appropriate selection of assessment methods for individual cases.
5. Students will demonstrate skills in conducting clinical interviews of children and parents in the process of conducting a behavioral assessment.
6. Students will demonstrate knowledge and application of conducting direct, systematic behavioral observations.
7. Students will demonstrate knowledge and application of identifying and selecting appropriate instruments in conducting behavioral assessments for social/emotional problems of children.
8. Students will acquire a working knowledge of the characteristics, classification criteria, etiology, outcome, and treatment of selected psychopathological disorders exhibited by children and adolescents.
9. Students will demonstrate knowledge and applications in conducting curriculum-based assessments for academic problems.
10. Students will demonstrate knowledge and application of selecting appropriate intervention procedures for academic and social/emotional classroom problems.
11. Students will demonstrate skills in writing psychological reports.

12. Students will demonstrate effective use of problem identification interviews in using consultation to deliver psychological services.
13. Students will demonstrate effective use of problem analysis interviews in using consultation to deliver psychological services.
14. Students will demonstrate effective use of intervention strategies in using consultation to deliver psychological services.
15. Students will demonstrate effective use of intervention evaluation strategies in using consultation to deliver psychological services.
16. Students will demonstrate knowledge and application of effective counseling techniques for child and adolescent crisis situations.
17. Students will demonstrate knowledge and sensitivity to issues related to assessment with culturally and linguistically diverse populations.
18. Students will demonstrate knowledge and sensitivity to issues related to interventions with culturally and linguistically diverse populations.
19. Students will acquire knowledge of major historical and contemporary leadership theories as they apply to educational organizations.
20. Students will acquire knowledge of systems theory and organizational development as they impact upon the educational setting.
21. Students will acquire knowledge of group processes as they relate to decision-making in the group context.

Professional Issues/Multicultural Perspective

1. Students will demonstrate knowledge and application of ethical principles in delivering psychological services.

2. Students will demonstrate knowledge and application of standards for psychological tests.
3. Students will demonstrate knowledge and application of legal rights of parents, schools, and students.
4. Students will demonstrate effective skills in working within multidisciplinary teams.
5. Students will demonstrate the development of affiliation with the profession of psychology and school psychology.
6. Students will demonstrate knowledge of potential biases in evaluation processes when working with culturally and linguistically diverse populations.
7. Students will demonstrate knowledge and sensitivity to the influences of cultural and linguistic diversity in application of psychological services in schools.
8. Students will demonstrate personal sensitivity to their own biases related to working with individuals from diverse cultural and linguistically diverse backgrounds.

Pediatric/Health Subspecialization

1. Students will demonstrate a knowledge base regarding the link between emotional and behavior disorders of children and adolescents and unhealthy patterns of behavior.
2. Students will demonstrate skills in designing curriculum adaptations and specialized instructional techniques for meeting the special education needs of students.
3. Students will demonstrate intervention skills in working with students to prevent the emergence of unhealthy patterns of behavior.

4. Students will demonstrate the development of a knowledge base regarding medical conditions, including psychiatric disorders, which affect the adaptive functioning of students in school, family, and neighborhood settings.
5. Students will demonstrate skills in the assessment of emotional and behavioral difficulties associated with health problems.
6. Students will demonstrate skills in the design, implementation, and evaluation of interventions to address the symptoms of medical conditions, as well as associated educational and psychological difficulties.
7. Students will demonstrate a knowledge base and practical experience in working with children from culturally and/or linguistically diverse backgrounds who have, or are at-risk for, health problems.
8. Students will demonstrate practical experience in the dissemination of a knowledge base with regard to health promotion and service delivery to students with, or at risk for, health problems.
9. Students will demonstrate a knowledge base and experience in the facilitating collaboration among school, health care, and community agencies.
10. Students will demonstrate a knowledge base and practical experience in the design of research related to health promotion programming and service delivery to students with or at risk for health problems.
11. Students will develop knowledge of establishing primary prevention programs for students with health problems at-risk for development of mental health difficulties.
12. Students will demonstrate knowledge of factors that are associated with childhood resilience to the development of health problems.

13. Students will demonstrate knowledge of the components of developing a comprehensive program in schools for child and adolescent health.
14. Students will demonstrate knowledge of the components of developing a crisis management plan for schools.
15. Students will demonstrate knowledge of the components of developing an early childhood program for the prevention of academic and behavior problems.
16. Students will demonstrate knowledge of the components for effective interagency collaboration programs.
17. Students will demonstrate knowledge of the components for development of a family oriented school health program.

Students At-Risk or With Disabilities Subspecialization

1. Students will demonstrate knowledge of skills in the remediation and prevention of academic skills problems for students at-risk or with disabilities.
2. Students will demonstrate knowledge of skills in the remediation and prevention of behavior/emotional problems for students at-risk or with disabilities.
3. Students will demonstrate knowledge of early intervention and assessment for students at-risk for academic skills problems or with disabilities.
4. Students will demonstrate knowledge of early intervention and assessment for students at-risk for behavior/emotional problems or with disabilities.
5. Students will demonstrate knowledge of system wide change impacting students at-risk or with disabilities.
6. Students will demonstrate knowledge of special education and school law impacting students at-risk for or with disabilities.

Competency Area: Students At-Risk and/or With Disabilities Subspecialty	402	404	406	407	412/2/	422/2/	423/3/	425/5/	426	437	438	439	429	440	442	E d L	E d u c	E d u c	C p s y	E d u c	S c h p	S p e d	E d u c	E d u c	P S y	E d u c	E d u c	S p e d	S p e d	C P S Y	C P s y
					431	432	433	435					P r S m			400	412	461	471	473	496	490	402	451	404	491	470	E L E C T	E L E C T	E L E C T	E L E C T
1. Students will demonstrate knowledge of skills in the remediation and prevention of academic skills problems for student at-risk or with disabilities.																					■	■						■	■	■	■
2. Students will demonstrate knowledge of skills in the remediation and prevention of behavior/emotional problems for student at-risk or with disabilities.																					■	■						■	■	■	■
3. Students will demonstrate knowledge of early intervention and assessment for students at-risk for academic skills problems for student at-risk or with disabilities.																					■	■						■	■	■	■
4. Students will demonstrate knowledge of early intervention and assessment for students at-risk for behavior/emotional problems.																					■	■						■	■	■	■
5. Students will demonstrate knowledge of system wide change impacting students at-risk or with disabilities.																					■	■						■	■	■	■
6. Students will demonstrate knowledge of special education and school law impacting students at risk for or with disabilities.																										■					

Admission Standards

The School Psychology program follows the minimum admission standards for the College of Education. These include the following:

1. Undergraduate G.P.A. minimum 3.00; or
2. Graduate G.P.A. minimum 3.00 (≥ 12 credits); or
3. Average G.P.A. of at least 3.00 for the last 2 semesters of undergraduate study; and
4. At least two letters of recommendation; and
5. Completion of specific statements for the school psychology program of research interests, professional experience, and diversity perspective.

It is preferred that students have 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). For those not having degrees in these areas, students 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 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 perspective. These written statements are

examined critically by faculty in making admission decisions. Personal interviews are scheduled with those applicants found to be promising. All students are strongly encouraged to visit the campus prior to making their decision to attend Lehigh.

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. Specifically, students must have had 6 credits of undergraduate college level math, 3 credits of English composition, and 3 credits of English/American literature (or equivalents). Student credentials are examined at admission and those who do not meet these requirements will be notified. Any deficiencies must be remediated before they can be recommended for certification. Students who received Advanced Placement credit as undergraduates or achieved specific scores on the SAT-2 examinations in mathematics, writing, and literature can be exempt from some of these requirements.

All students who are offered admission to the School Psychology program must also obtain and present to the Program Coordinator the following current (not more than 1 year old) clearance documents prior to each fall semester: (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.

For certification purposes, all students must successfully pass the PRAXIS examinations in both the Pre-Professional Skills Test (reading, writing, listening, mathematics) as well as in their area of certification (school psychology).

The numbers of applications, admissions, and acceptances of offers of admission for the doctoral program has varied each year. Table 1 below describes these statistics:

Table 1: Admission Statistics

Year	Applications	Admitted	Entered	Admitted Mean Undergrad GPA	Admitted Mean GRE (V + Q) (V+Q+A for 02-03)
02-03	47	15	8	3.62	1788
03-04	57	10	6	3.70	1190
04-05	47	14	6	3.37	1172
05-06	53	11	6	3.70	1228
06-07	52	12	6	3.62	1217
07-08	40	10	3	3.65	1206

Curriculum and Degree

Students who enter the program without a Master's degree initially work to complete a Master's degree in Human Development. Although this is not a degree specific to any one specialty area, courses are selected and designed to fulfill the role as prerequisite courses to the Ph.D. in School Psychology. 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. This competency can be met in several ways. First, students may enroll in Educ 403 Research. Although this course meets research requirements for the Master's degree, it does not count toward the 102 credit hours needed for the doctoral degree. Second, students may meet the research competency by successfully completing the qualifying project proposal and registering for up to 3 credits of SchP 434 Applied Research Practicum or Educ 486 Doctoral Qualifying Research Project. Finally, students may petition the faculty for approval of the research competency after completion of a sufficient amount of research involvement. Typically, approval through petition requires students to present evidence of research competency through papers 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. Previous graduate work is 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
(revised 08/08)

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)

Individual Differences (3)

Psyc/Educ 402 Developmental Psychology (3)

Cognitive/Affective Basis of Human Behavior (3)

Educ 451 Applied Principles of Cognitive Psychology (3)
or
Psyc 403 Cognitive Psychology (3)

Biological Basis of Human Behavior (3)

Psyc/Bios 404 Behavioral Neuroscience (3)

Social Basis of Human Behavior (6)

CPsy 471 Multicultural Issues (3) **[Required]**
and
Educ 473 Social Basis of Human Behavior (3)

History & Systems of Psychology (3)

Educ 491 History & Systems of Psychology (3)

Research Core (27 hours)

Required courses (27)

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 429 Special Topics: Doctoral Proposal Seminar (3)
SchP 429 Special Topics: SEM/Longitudinal Data Analysis (3)
Educ 412 Adv Applications of Psychometric Principles (3)
Educ 491 Adv Seminar: Introduction to SEM and Longitudinal Data Analysis (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 (4)
- SchP 444 Doctoral Internship (2)

Students At-Risk or With Disabilities Subspecialization (15 hours)

or

Pediatric/Health Subspecialization (15 hours)

Dissertation (hours as necessary)

Total Hours 102 hours

Students At-Risk or With Disabilities Subspecialization (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 470 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 (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)
- SchP 436 Specialized Practicum in SchP (up to 6)
- 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: Practicum 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)
- SchP 436 Specialized Practicum in SchP (up to 6)
- 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. This also replaces practica and course requirements for students in their third and fourth years of the program.

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)
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 490	Doctoral Seminar: Early Intervention (3) (or equivalent early intervention course)
SchP 442	Practicum in School Psychology- Health Care Setting (10)
SchP 442	Practicum in School Psychology- School Setting (6)

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 429	Dissertation Proposal Seminar (3)
SchP 499	Dissertation
SchP 444	Doctoral Internship

Practicum and Internship Experiences

The heart of any program to prepare professional psychologists lies in the practical and supervised experience they receive. The doctoral program at Lehigh offers five levels of such experience: (1) non-credit observational practica; (2) supervised practica as part of academic coursework for which no course credit is given; (3) supervised practica as part of academic coursework where course credit is given; (4) supervised practica across various educational/clinical sites including the University laboratory school for children with emotional disturbance and a pediatric psychology site for those completing the Pediatric School Psychology subspecialization; and (5) a full-time, full-year (academic or calendar) field internship. The figure presented immediately following this section provides a schematic representation of the practica sequence across the entire program.

Initial Practicum Experiences

The initial practicum experience consists of a non-credit observational practicum. This affords 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. Students begin their hands-on experience through projects which are assigned in courses. Both the observational practica and these courses are taken during students' first year in the program and typically involve an applied behavior analysis project. 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 total of 200 clock hours minimum (50 clock hours per course) in supervised experiences across these courses. These practicum hours should be logged on the Student

Activity Log form found in Appendix A. These practica are directly supervised by the faculty assigned to each course.

Doctoral Practicum (SchP 442)

During the third and fourth years of the program, doctoral students are required to register for 1 credit of practicum (SchP 442) each semester. The general framework for the practicum experience requires students in the third and fourth years to spend 2 full days per semester (approximately 16 hours per week), from September to June, in different types of educational/clinical settings. In one or both years, students are required to spend 2 full-days per week, from September to June, in a public school district or intermediate unit. Within these practica, students are required to conduct assessments, provide consultation services, provide counseling services, and acquire knowledge about working with students with behavior disorders. More specifically, students completing the Students At-Risk/With Disabilities Subspecialization will spend 2 days per week in a school setting, typically a public school district or intermediate unit, during the third year of the program. However, this experience may include one semester at Centennial School if the student has not had previous practicum experiences at Centennial School; the other semester may involve providing some type of consultation-based services within a public school or clinical setting. During the fourth year of the program, these students again spend 2 days per week in a public school district or intermediate unit. In both years, practica experiences follow the *public school calendar* rather than the Lehigh academic year calendar. Thus, these experiences 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. This is done by completing 1 additional day (beyond

minimal program requirements) of practicum in the third and fourth years located within a healthcare/hospital site.

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. A full-time, doctoral internship, however, is still required.

Throughout all four semesters of practicum, students are jointly supervised by University and field supervisors. Supervisors must be permanently school certified and/or licensed psychologists, preferably doctoral level. Goals for the practicum have been established to provide a well-rounded experience. Appendix B displays a list of practicum goals. Evaluation of the student's skills is provided through a competency-based checklist evaluation form. All items on this evaluation form must be completed by the end of the 2 years of practicum experiences. Appendix C & D include copies of this evaluation form which defines the expected outcomes across the 2-year practicum experience.

Across the entire 4 years of practicum experience, students must attain a minimum of 1,200 clock hours, of which at least 600 must be in an educational setting. 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 and are eligible for certification as a school psychologist in the Commonwealth of Pennsylvania. Upon completion of all coursework, successful passing of general exams, and demonstrated progress toward the dissertation, students will be certified by the program as a School Psychologist in Pennsylvania. To apply for

certification, students must complete the form contained in Appendix G. Please note that applicants for certification must take and pass the PRAXIS test administered by the state.

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

Doctoral Internship (SchP 444)

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 traditional educational settings, or non-traditional clinical settings such as hospitals, mental health clinics, research institutes, and other settings appropriate for advanced doctoral training, as long as the intern has school-related responsibilities within that site and has documented a minimum of 600 previous hours of school-based experience under the supervision of a permanently certified school psychologist. Students are encouraged to consider sites where completion of the dissertation study may be possible, if the dissertation was not completed prior to the doctoral internship. Faculty in the program make every effort to encourage strongly that students complete their dissertation proposal *before* entering a doctoral internship.

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

1. Successful completion of all required courses;
2. Successful completion of the General Exam (Portfolio);
3. *Substantial evidence* toward the completion of an approved dissertation proposal.

Students are encouraged to consider delaying the start of their internship until they have formally proposed their dissertation.

It is extremely important for students to understand the credit registration requirements once their internship is completed. 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 (i.e., have an approved dissertation proposal). Once the student advances to candidacy, students must 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. *It is the student's responsibility to be aware of this and other university requirements.*

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 competent 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 the ever evolving professional role under supervision. Each intern is evaluated by their field supervisor based on identified and agreed upon goals and objectives (see Appendix H & I).

Students may 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.

There are several important administrative facets of the internship. First, students are required to complete internship logs documenting the internship hours and activities. Second, in addition to supervisor evaluations at the end of each semester, at the conclusion of the internship each student will complete the Internship Site and Supervision Rating Form (see Appendix J). All completed forms should be given to the intern's university supervisor.

A list of available field sites is kept on file in the program office. Students are encouraged to plan for doctoral intern sites well in advance of their anticipated internship years. Students must understand that for an internship site to be approved by the program faculty, the site must demonstrate that the position is viewed as an intern rather than employee, that ongoing supervision be guaranteed, that direct field supervision occur through weekly meetings of at least 2 hours, that the supervisor be an employee (full time or contracted) of the intern site, and the supervisor be a licensed psychologist (and preferably certified as a school psychologist). The following sites have been used as doctoral intern sites:

- Lancaster City School District: Lancaster, PA
- Milton S. Hershey School: Hershey, PA
- Children's Hospital of Philadelphia
- Lancaster-Lebanon Intermediate Unit, Lancaster, PA
- Colonial-Northampton Intermediate Unit, Nazareth, PA
- Sarah Reed Children's Center, Erie, PA
- School District of Philadelphia
- Solenco (Lancaster County) School District
- Nebraska Consortium (APA-approved): Lincoln, NE.

Meyers Rehabilitation, Omaha Public Schools (APA-approved)
Father Flanagan's Boys' Town, Omaha, NE (APA-approved)
Lincoln Public Schools, Lincoln, NE (APA-approved)
Dallas Independent School District (APA-approved), Dallas, TX
Warren Hills Regional School District, Washington, NJ
District of Columbia Public Schools, Washington, DC.
Heartland Area School District, Des Moines, IA.
South Shore Mental Health Center, Chatham, MA
Devereux Foundation, Devon, PA (APA-approved)
Norfolk School District, Norfolk, VA
CORA, Philadelphia, PA
May Institute, Norwood, MA (APA-approved)
Allentown School District, Allentown PA
Virginia Beach Public Schools, VA
Centennial School of Lehigh University, PA
Louisiana Consortium, New Orleans, LA
Galena Park Independent School District, Galena Park, TX
Illinois Consortium, Chicago, IL (APPIC approved)
KIDSPeace, Orefield, PA
Colonial Intermediate Unit 20, Easton, PA
Carbon Lehigh Intermediate Unit 21, Schnecksville, PA
The Center for Neurological and Neurodevelopmental Health, Voorhees, NJ
Bethlehem Area School District, Bethlehem, PA
Grove Park Elementary School, Baltimore, MD
Howard County Public Schools, Ellicott City, MD
Ossining School District, Ossining, NY
PATTAN, Harrisburg, PA

Typical Course Sequence for Ph.D. Program

Shown below is a typical course sequence for a student entering the program without any previous graduate work who is enrolled in the Students At-Risk/With Disabilities Subspecialization. The program is designed to be completed within a 5-year period, including practica, internship, and dissertation requirements:

**TIMELINE FOR COMPLETING MAJOR ACTIVITIES TOWARD
DOCTORAL DEGREE**

STUDENTS AT-RISK/WITH DISABILITIES SUBSPECIALIZATION

Year 1

Fall	Spring	Summer
Educ 473 (3) SchP 402 (3) SchP 404 (3) Educ 486 ^b (1)	SchP 406 (3) Educ 461 ^a (3) SchP 422 (3) SchP 432 (1)	Psy 404 or Educ 491 (3) CPsy 471 (3) Educ 486 (1) ^b
Think about topics for QP Organize portfolio evidence	Conceptualize QP Organize portfolio evidence	Write QP proposal Draft of statements – Year 1

^a Exchange with SchP 426 if not offered.

^b At least 3 credits of Educ 486 or SchP 434 (combined) needed by end of Year 2.

Year 2

Fall	Spring	Summer
Educ 410 (3) SchP 423 (3) SchP 412 (2) SchP 431 (1) SchP 433 (1)	Educ 411 (3) SchP 425 (3) SchP 426 ^a (3) SchP 435 (1)	EdL 470 (3) SpEd elective (3) Educ 486 (1)
Propose QP Organize portfolio evidence	QP data collection Organize portfolio evidence	Write-up QP results Draft of statements – Year 2

* Not offered regularly so take when available. Is replaced with elective/maintenance of candidacy credits if completed an undergraduate course in History of Psychology.

Year 3

Fall	Spring	Summer
SchP 429 (3) SchP 407 ^b (3) Educ 412 ^c (3) SchP 442 (1)	Educ 491 (3) SchP 437 ^d (3) Educ 402 (3) SchP 442 (1)	CPsy elective (3) Educ 491 (3)*
Present QP Organize portfolio evidence	Begin internship search Organize portfolio evidence	Conceptualize diss. topic Final statements & evidence

^b Exchange with Educ 451 if not offered.

^c Exchange with EdL 400 if not offered.

^d Exchange with CPsy elective if not offered.

Year 4

Fall	Spring	Summer
SpEd 490 (3) Educ 451 or Psy 403 ^b (3) EdL 400 ^c (3) SchP 442 (1)	SchP 496 (3) SchP 408 (3) CPsy or SpEd elective ^d (3) SchP 442 (1)	
Apply for internship Submit & defend portfolio	Entertain <i>offers</i> & select site Write & propose diss.	Move! (if necessary) Write proposal (if necessary)

Year 5

Fall	Spring	Summer
SchP 444 (1)	SchP 444 (1)	
Propose/collect data	Apply for jobs! Collect data/write/defend	Choose from <i>offers</i> ! Write/defend (fall)

**TIMELINE FOR COMPLETING MAJOR ACTIVITIES TOWARD
DOCTORAL DEGREE**

PEDIATRIC/HEALTH SUBSPECIALIZATION

Year 1

Fall	Spring	Summer
Educ 473 (3) SchP 402 (3) SchP 404 (3) Educ 486 (1)	Educ 461 ^a (3) SchP 422 (3) SchP 432 (1) SchP 406 (3)	CPsy 471 (3) Educ 486 (1) ^b
Get feet wet! Organize portfolio evidence	Develop QP Organize portfolio evidence	Write QP proposal Draft of statements – Year 1

^a Exchange with SchP 426 if not offered.

^b Exchange with elective if not offered.

Year 2

Fall	Spring	Summer
Educ 410 (3) SchP 423 (3) SchP 412 (2) SchP 431 (1) SchP 433 (1)	Educ 411 (3) SchP 425 (3) Educ 402 ^a (3) SchP 435 (1)	CPsy or SpEd elective ^b (3) Psy 315/Educ 491* (3)
Propose QP Organize portfolio evidence	QP data collection Organize portfolio evidence	Write-up QP results Draft of statements – Year 2

* Not offered regularly so take when available. Is replaced with elective/maintenance of candidacy credits if completed an undergraduate course in History of Psychology.

^b At least 3 credits of Educ 486 or SchP 434 (combined) needed by end of Year 2.

Year 3

Fall	Spring	Summer
SchP 438 ^c (3) Psy 403 or Educ 451 ^d (3) Educ 412 ^e (3) SchP 442 (1)	Educ 491 (3) SchP 407 (3) SpEd 490 ^f (3) SchP 442 (1)	Psy 404 or 486 ^b (4)
Present QP Organize portfolio evidence	Begin internship search Organize portfolio evidence	Conceptualize diss. topic Final statements & evidence

^c Exchange with SchP 439 if not offered.

^d If preferred course not offered, exchange with SpEd elective.

^e Exchange with EdL 400 if not offered.

^f Exchange with Cpsy elective if not offered.

Year 4

Fall	Spring	Summer
SchP 439 ^c (3) SchP 496 (3) EdL 400 ^e (3) SchP 442 (1)	SchP 408 (3) SchP 437 ^f (3) Educ 451/Psy 403 (3) SchP 442 (1)	
Apply for internship Submit & defend portfolio	Entertain <i>offers</i> & select site Write & propose diss.	Move! (if necessary) Write proposal (if nec.)

Year 5

Fall	Spring	Summer
SchP 444 (1)	SchP 444 (1)	
Propose/collect data	Apply for jobs! Collect data/write/defend	Choose from <i>offers</i> ! Write/defend (fall)

Other Program Requirements

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

Qualifying Project

Successful completion of the qualifying project serves as the formal admission of the student to the doctoral program. Students admitted to doctoral study with a Master's degree are expected to complete the qualifying project within 2 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 within 3 years of admission to graduate study.

The qualifying project requires a student to design and conduct a research study in collaboration with a faculty member. Students begin the qualifying project process in collaboration with their advisor. In some cases, the advisor may ask the student to present a brief concept paper. This paper describes the rationale for the study, an outline of the methodology, and a description of any anticipated data analysis procedures. The paper should be no more than 10 pages in length, double-spaced, not including references, figure, tables, or appendices. Students then need to form a qualifying project committee consisting of the faculty director of the project and two faculty from the College of Education. The student must then write a formal proposal that provides detailed descriptions of relevant literature and methodology. The proposal needs to be accepted only by the student's faculty director and does not require the approval of the qualifying project committee. However, the student is required to present their proposal at a meeting of their committee. The purpose of this meeting is to provide the student and faculty director with feedback designed to enhance and improve the quality of the proposed project. It is anticipated that the proposal will be completed and passed by the faculty director prior to any data

collection by the student. Once the project is completed, it is written in a form to be submitted for publication. The written paper will be judged by the student's qualifying project committee. This committee may or may not remain as the special committee to guide the student through his/her general examinations and dissertation. The members read 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. These may include termination from the program, rewriting the research study, or redesigning and conducting another study. Once the project is completed, the final product should be submitted for publication (unless waived by the qualifying project committee) and the findings presented at a colloquium after it passes faculty approval. Acceptance of the study for publication is not required for the student to pass the project.

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

1. Concept is discussed with advisor.
2. Formal proposal is written and accepted by faculty director.
3. Proposal presented to qualifying project committee.
4. Study is conducted.
5. Final write-up of study is judged by qualifying committee.
6. If passed, qualifying project is presented at student colloquium.
7. If passed, qualifying project should be submitted for publication.

General (Comprehensive) Exam

Following the successful completion of the qualifying project, students formally determine their advisor and begin to prepare for their exam. Students should note the university guidelines for the general exam. Some of these are:

- the exam must be taken at least 7 months prior to graduation.
- the content need not be limited to coursework.
- if a student fails the exam, a second exam is taken no sooner than 5 months from the first.
- if the second exam is failed, no further exam is set.

The general exam is an opportunity for faculty to evaluate the degree to which a student has synthesized and integrated their clinical and academic experiences across the program. As evidence of the attainment of the desired competencies, students will prepare a portfolio that encompasses a demonstration of the accumulation of acquisition of information across the instructional domains of the program. 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. At the time of the student's general examination, the student will be expected to provide both written and oral presentation of their portfolio to demonstrate the acquisition of program competencies.

The general examination consists of two steps. The first is the presentation of the student's written portfolio material for the faculty to review. The portfolio contains several documents that offer evidence that the expected competencies within each of the five domains of the program have been satisfactorily achieved. Subsequent to the faculty's judgment that the written portfolio has PASSED, an oral interview of the student is conducted to assess the student's competencies to present themselves as a doctoral candidate.

Major Steps in Portfolio Conference

1. Students who have completed their qualifying projects and have been formally admitted to the doctoral program can petition to complete a portfolio review and oral interview. The interview should occur before or during the time that students apply for internships, typically during the 4th year in the program.

2. To remain consistent with program policy, the interview occurs during the program's scheduled general examination periods. There are three periods each year that occur in 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 are re-submitting their portfolios a second time**. Students must petition the faculty by the according to the following schedule:

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

3. Student meets with advisor throughout the period between petition and portfolio conference to review materials and ensure progress. There will be three faculty (advisor plus two School Psychology faculty) on each student's portfolio committee. Faculty are assigned to committees by the Program Coordinator.
4. Students must identify, prioritize, and include a best piece of evidence for each competency. Additional evidence can be included at the student's discretion; however, a student should provide, at a minimum, a list of additional evidence that could be made available upon request. **Faculty are obligated to review the student's identified best piece of evidence for each domain but are not required to examine beyond the best evidence provided.**
5. Portfolio conferences are scheduled with program faculty during period noted above. All meetings (oral interview, etc.) should be scheduled at this point.
6. At least 2 weeks prior to the Oral Interview, students are required to present the following materials to the program faculty during a portfolio conference:

- a. **Written Summary of Evidence** (2-3 pages) amassed for each outcome competency.
- b. **Portfolio.** A portfolio is a systematic and organized collection of evidence concerning a student's professional competencies and personal growth in both academic and professional domains. The portfolio can take several forms, but must include at a minimum the student's Personal Competency Statement, Personal Specialization Paper, Best Sample of Work or Behavior, and Best Practices Reading List.
- c. **Personal Competency Statement.** The Personal Competency Statement is a written self-description of one's competencies focusing on areas of expertise and boundaries or limits of practical skills. This statement must be based on course work, research, and clinical experiences. The statement should represent a succinct, integrative summary of many discrete skills and interests with consideration of general service delivery parameters (e.g., age range of clients, service settings, types of problems/disorders). Of all the components of a portfolio, this document should represent the best succinct definition of "who you are and what you can do" as a developing professional psychologist. This statement should include aspects of both one's clinical and academic competencies. This statement should not exceed three, double-spaced pages.
- d. **Personal Specialization Paper.** The Personal Specialization Paper is a detailed, insightful account of the area(s) of competence that the student presently claims to have achieved advanced knowledge and experience. In most cases, the student 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. In the specialization paper, the student is 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, and (4) discuss needed research that would advance the specialization area. 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.

e. **Best Sample of Work or Behavior.** This is a brief statement (including rationale) of what the student believes is the Best Sample of Work/Behavior contained in his/her portfolio. The specific sample is already contained in the portfolio. This is just a statement directing the faculty to focus on this work/behavior sample as a reflection of the student's "best practices" performance.

f. **Best Practices Reading List.** This is simply a student's personal reference list organized according to the Program's Competence Domains. It should reflect the interests and orientation of the student and be limited to readings (i.e., books, chapter, articles) that represent the student's perception of best professional practices. This list should be material the student actually read during their graduate program and can include material not normally part of a course.

7. The portfolio conference is directed by the student and is informative only, not evaluative. Typical conferences will last approximately 15 minutes. The goal is to ensure that each member of General examination committee has an overview of the student's work and to coordinate a subsequent review of the student's materials among individual faculty.

Students are encouraged to save electronic versions of all relevant materials so their final portfolio can be submitted electronically to the faculty for review.

8. Following the portfolio conference, the program faculty reviews the contents of the portfolio. Each faculty member provides written feedback and evaluates the portfolio on a Hi PASS, PASS, or FAIL basis.
9. Reviewers will provide initial ratings of portfolio evidence using the following rubric: High Pass (no oral defense necessary in this competency domain); Pass (oral defense necessary in this competency domain); Insufficient Evidence (resubmit with additional evidence in this competency domain). A rating is assigned for each domain and questions will be developed only for those domains with a rating of PASS. The student must receive a PASS or Hi PASS score by two of three faculty to move to the oral interview step of the process.
10. If the student's portfolio is judged as PASSED and ready to be reviewed through the oral interview, the faculty meets independent of the student to discuss concerns and identify topic areas they would like to address during the oral interview. This meeting should take place no more than 10 days after the portfolio conference. The student's advisor is designated as the Chair of the General examination committee and requests questions from the other faculty for the oral interview. The Chair is responsible for monitoring duplication of questions and to manage the actual oral interview.
11. If any one domain area is deemed to have insufficient evidence, then the student will have to re-submit the portfolio during the *next* exam period.

Major Steps in Oral Interview

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

2. Ten days prior to the interview, the student will receive a list of questions/issues/topics compiled from each program faculty member by the Chair that will be raised during the interview. This list does not restrict the entire content of the interview, but guides the student to prepare for the interview.
3. The oral interview is audio taped and lasts no longer than 75 minutes. Faculty are free to ask questions/discuss items that are not a direct part of the set of questions/topics given to students 10 days prior to the oral interview.
4. Some immediate feedback will be given to the student, although more descriptive feedback will be provided in writing by the student's advisor. Following the interview, the student leaves the room for 10-15 minutes so the program faculty can coordinate reactions and comments. The student returns to the room for a brief feedback session (led by the Chair). Written feedback concerning strengths and weaknesses must be provided to the student within 2 weeks of the conclusion of the interview.

Ratings and Outcomes

The oral interview is judged by each program faculty using the following 4-point rating scale:

4 = outstanding (greater than expected) performance in the outcome competency domain

3 = expected performance in the outcome competency domain

2 = inconsistent or questionable (less than expected) performance in the outcome competency domain

1 = competence has not been achieved in the outcome competency domain.

1. Based on the analysis/review of the materials submitted during the portfolio conference and the student's defense at the oral interview, each member of the program faculty will provide a rating and brief written feedback for each of the competency domains.

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

Dissertation

University guidelines for the dissertation are:

- the dissertation must be directed by a faculty member at Lehigh in School Psychology or related areas of study (e.g., Special Education, Psychology)
- embody the results of original research
- give evidence of high scholarship
- contribute knowledge

The completed dissertation must be approved by the dissertation advisor, the special committee, and the graduate committee at least 6 weeks prior to graduation. **The student should note the requirements for presenting the manuscript to the Dean of the College of Education as outlined in Appendix K.** Students should also consult their advisor about regulations pertaining to formats and other timelines related to completing their dissertation.

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 question posed and data collected should be sufficient for publication as one or more studies.

- the type of design and data collected should determine the appropriateness of statistical analysis. Single-subject, group, or correlational designs are acceptable when conducting studies. Qualitative research designs are also acceptable if the student demonstrates sufficient knowledge of qualitative research methodology.
- the style and quality of writing must meet the standards of the American Psychological Association.
- the student should follow university guidelines for approval of research with human subjects.

The dissertation proposal is developed in consultation with the dissertation advisor. The advisor submits the special committee membership to the Dean of the College for approval. Regulations of the University stipulate that the special committee must consist of a minimum of four members (at least one outside the program). The student may also meet with each member of the special committee to discuss the proposal prior to discussing it with the group. When the advisor and student agree that the proposal is ready to present, the advisor schedules a meeting of the committee. In the meeting, each faculty member asks the student questions, followed by questions from the group, for up to 3 hours of a proposal meeting. After this meeting, the committee evaluates the performance. The advisor conveys the evaluation to the student. This same format is used for the final examination of the dissertation.

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

requirements except internship and dissertation proposal must register for 1 credit of Dissertation every fall and spring semester until they begin their internship.

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) two semesters of full-time Lehigh graduate study or 18 credit hours of Lehigh graduate study, either on or off campus, within a 15-month period must be completed.

Ongoing Review

After 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). Performance is evaluated in three domains: academic competence, clinical competence, and professional competence. Academic competence is reflected in the student's attained grades in coursework and comments regarding the quality and quantity of their in-class contributions. 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 and faculty, and fulfilling responsibilities related to graduate training.

Faculty meet annually to collaboratively discuss each student's progress in the program. 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.

Continuation in the program is dependent upon several factors. Course grades serve as one measure of progress. 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.

A second important factor in continuation within the program is the demonstration of effective clinical skills in remediation and assessment. Because school psychologists must possess abilities beyond those evident in academic coursework, students must reach acceptable competency levels in performing psychological evaluations. Failure to meet these competencies results in required remedial work prior to continuation within the program. Faculty make every

effort to advise graduate students who may be in danger of not reaching acceptable levels of competency in clinical skills.

Third, school psychologists must maintain effective use of ethical and professional standards in their work. As such, graduate students are also evaluated in their ability to demonstrate applications of ethical principles of their profession, establish and maintain effective relationships with fellow graduate students and faculty, and complete the obligations and responsibilities associated with their funding source.

Students who do not attain satisfactory progress in the assessed areas may be placed on a probationary period, as determined by the faculty. The terms of the student's probation are clearly indicated in the letter. A meeting between the student and the program faculty is held to discuss the evaluation letter as well as its terms. Should the student be dissatisfied with the outcomes of this meeting, they have the right to appeal the decision to the Department Chairperson, Dean of the College of Education, and the Office of the Provost, in that order.

Student Participation in Program Development

Upon each student's acceptance into the school psychology program, he/she is connected to two 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. In attempts to strengthen the student-mentor relationship, a luncheon is planned on orientation day.

At the time students matriculate, they are provided a full-day orientation to the program. At this orientation, each student is provided their own personal copy of the Lehigh University Course Catalog, the College of Education Handbook, the Doctoral Manual of Policies and Procedures, and the Field-Based Manual of Policies and Procedures. 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. The orientation ends the day with a social event (dinner barbeque) sponsored by the Dean of the College of Education.

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 attend departmental faculty meetings, serve with the school psychology faculty on admission committees, and assist 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, handles student problems and complaints with due process. Depending upon the nature of the complaint, problems may be first addressed informally within the College of Education.

All faculty in the School Psychology program are committed to creating an educational environment in which both students and faculty are treated with courtesy and respect. Following the *APA Ethical Principles of Psychologists and Code of Conduct* (APA, 2002) and the *NASP Principles for Professional Ethics* (2000), the faculty strive for the highest ethical conduct in interactions with students and colleagues. However, if a student believes faculty has treated them in a manner that is unfair or disrespectful, or the student encounters some other type of problem with a fellow student or faculty member, the student should first attempt to solve the problem informally using the following steps as a guide (see Student Grievance Record in Appendix M):

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

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

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

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

5. **Formal Appeal to the Dean of the College of Education.** If the student believes the proposed resolution is unsatisfactory, the decision may be appealed to the Dean of the College of Education. All documentation including the student's written complaint and other materials, and the Department Chairperson's written decision will be forwarded to the Dean for review. Relevant individuals may be interviewed as deemed necessary by the Dean. Within 30 working days of the final meeting/interview, the Dean will provide a written decision to the student, the faculty member or fellow student, and the Department Chairperson.

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

7. **Formal Appeal to the University Provost.** If the student continues to be dissatisfied, the Dean's decision may be appealed to the University Provost. All documentation including the student's written complaint plus other materials, the Department Chairperson's written decision,

the Dean of the College of Education's written decision, and the University Graduate Committee's written decision will be forwarded to the Provost for review.

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

Students may express their concerns at any stage within the grievance procedure; however, they are encouraged to follow these aforementioned steps whenever possible. If, after step #7, the student is still dissatisfied, the student may bring his/her complaint to the university judicial system. A university-wide student judicial system exists to handle academic dishonesty and other problems and complaints. For specific information on this judicial system, please refer to the student handbook and the University Catalog.

In addition to the above grievance procedures, students are represented in the department through elected representation to the School Psychology Program Committee. These students provide student input at monthly faculty meetings, and offer an opportunity to discuss student concerns.

Faculty

Primary Faculty

There are presently five faculty who are full-time in the School Psychology program, and serve as primary program faculty:

Cole, Christine L. (1988). Professor of School Psychology & Program Coordinator
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 & Associate Chairperson for
Students, 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). Assistant 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). Assistant Professor of School Psychology
B.S., St. Joseph's, 1986; M.S., University of Pennsylvania, 1987; Ph.D., University of
Pennsylvania, 1994.

Research interests: Early childhood education; Prevention of learning and behavioral
difficulties among inner-city youth; School-Family partnerships

Shapiro, Edward S. (1980). Iacocca 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

Related Faculty & Staff

Three full-time faculty in the Special Education program serve as support faculty:

Linda Bambara, Ed.D. (Associate Dean)

Nanette Fritschmann, Ph.D.

Lee Kern, Ph.D. (Program Coordinator)

All of these faculty members are actively involved in the training of students in both School Psychology and Special Education.

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

- Kevin Kelly, Ph.D. - Applied Behavior Analysis, Assessment of Intelligence, Crisis Management in the Schools
- Thomas Power, Ph.D. - Doctoral Seminar in Pediatric School Psychology
- Jeffrey Rudski, Ph.D. - Biological Basis of Human Behavior; Clinical Psychopharmacology

Students in the program also take courses from faculty in other programs within the College of Education such as:

Educational Leadership

George White, Ed.D. (Program Coordinator)

Maggie Barber, Ph.D.

Perry Zirkel, Ph.D., J.D.

Counseling Psychology

Nicholas Ladany, Ph.D.

Arpana Inman, Ph.D.

Tina Richardson, Ph.D. (Program Coordinator)

Arnold Spokane, Ph.D.

Measurement, Research & Statistics

J. Gary Lutz, Ed.D. (Interim Dean)

Grace Caskie, 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 the writing of grant proposals, faculty collaboration and new research ideas, and the attempt to engage advanced level graduate students in the on-going research of faculty. Indeed, all school psychology students are expected 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 have been very active in this regard. The following is a **partial** list of papers and publications co-authored with graduate students. Current or former students as co-authors are in bold.

FACULTY/STUDENT RESEARCH (2001 - 2008)

In Press

DuPaul, G.J., Weyandt, L.L., & **Booster, G.D.** (in press). Psychopharmacological interventions. In K. Merrell, R. A. Ervin, & G. G. Peacock (Eds.), *The practical handbook of school psychology: Effective practices for the 21st century*. New York: Guilford.

Ginsburg-Block, M., Manz, P., & Mcwayne, C. (in press). Partnering to Foster Achievement in Reading and Mathematics. In S. L. Christenson & A. L. Reschly (Eds.). *The Handbook on School-Family Partnerships for Promoting Student Competence*. Oxford, UK: Routledge/Taylor and Francis Group.

Hosterman, S.J., DuPaul, G.J., & Jitendra, A.K. (in press). Teacher ratings of ADHD symptoms in ethnic minority students: Bias or behavioral difference? *School Psychology Quarterly*.

Keller-Margulis, M., Shapiro, E.S., & Hintze, J. M. (in press) Long term diagnostic accuracy of curriculum-based measures in reading and mathematics. *School Psychology Review*.

Manz, P. H., **Mautone, J, A., Martin, S. D.** (in press). School psychologists' collaborations with families: An exploratory study of the interrelationships of professional efficacy and school climate, and demographic and training variables. *Journal of Applied School Psychology*.

Mautone, J. A., Manz, P. H., **Martin, S. D.,** White, G. P. (in press). Expanding the role of school psychologists to support family school partnerships. *Principal*.

Shapiro, E.S., Hilt-Panahon, A., **Gischlar, K. L.** (in press). Implementing Proven Research to School -Based Practices: Progress Monitoring within a Response-to-Intervention Model. To appear in: M.R. Shinn, & H.M Walker, (Eds.) *Interventions for Achievement and Behavior in a Three-Tier Model including RTI*. Washington, DC: National Association of School Psychologists

2008

DuPaul, G.J., Arbolino, L.A., & **Booster, G.D.** (2008). Attention-deficit hyperactivity disorder. In M.J. Mayer, R. Van Acker, J.E. Lochman, & F.M. Gresham (Eds.), Cognitive behavioral interventions for emotional and behavioral disorders.

Power, T. J., Blum, N. J., **Mautone, J. A.,** Manz, P. H., Frye, L. (2008). Managing ADHD in the community: The roles and challenges of primary care providers. *Pediatrics*, 121, 65-72.

Rutherford, L.E., DuPaul, G.J., & Jitendra, A.K. (2008). Examining the relationship between treatment outcomes for academic achievement and social skills in school-age children with ADHD. Psychology in the Schools, 45, 145-157.

2007

Erchul, W.P., DuPaul, G.J., Grissom, P.F., **Vile Junod, R.E.,** Jitendra, A.K., **Mannella, M.C., Tresco, K.E., Flammer, L.M.,** & Volpe, R.J. (2007). Relationships among relational communication processes and consultation outcomes for students with ADHD. School Psychology Review, 36, 111-129.

Gureasko-Moore, S., DuPaul, G.J., & White, G.P. (2007). Self-management of classroom preparedness and homework: Effects on school functioning of adolescents with attention-deficit hyperactivity disorder. School Psychology Review, 36, 647-664.

Jitendra, A.K., DuPaul, G.J., Volpe, R.J., **Tresco, K.E., Vile Junod, R.E.,** Lutz, J.G., Cleary, K.S., **Flammer, L.M., & Mannella, M.C.** (2007). Consultation-based academic intervention for children with ADHD: School functioning outcomes. School Psychology Review, 36, 217-236.

Kern, L., DuPaul, G.J., Volpe, R.J., **Sokol, N.G.,** Lutz, J.G., Arbolino, L., Pipan, M., & Van Brakle, J. (2007). Multi-setting assessment-based intervention for young children at-risk for ADHD: Initial effects on academic and behavioral functioning. School Psychology Review, 36, 237-255.

Ramírez, R.D., & Shapiro, E.S. (2007) Cross-language Relationship between Spanish and English Oral Reading Fluency among bilingual education students. *Psychology in the Schools*, 44 (8), 795-806.

2006

DuPaul, G.J., Jitendra, A.K., **Tresco, K.E., Vile Junod, R.E.**, Volpe, R.J., & Lutz, J.G. (2006). Children with attention-deficit/hyperactivity disorder: Are there gender differences in school functioning? *School Psychology Review*, *35*, 292-308.

DuPaul, G.J., Jitendra, A.K., Volpe, R.J., **Tresco, K.E.**, Lutz, G., **Vile Junod, R.E.**, Cleary, K.S., **Flammer, L.M., & Mannella, M.C.** (2006). Consultation-based academic interventions for children with ADHD: Effects on reading and mathematics achievement. *Journal of Abnormal Child Psychology*, *34*, 633-646.

Gureasko-Moore, S., DuPaul, G.J., & White, G.P. (2006). The effects of self-management in general education classrooms on the organizational skills of adolescents with ADHD. *Behavior Modification*, *30*, 159-183.

Ramirez, R., & Shapiro, E.S. (2006). Curriculum-based measurement and the evaluation of reading in Spanish speaking English language learners in bilingual education classrooms. *School Psychology Review*, *35*, 356 – 369.

Shapiro, E.S., **Keller, M. A.**, Lutz, J. G., Santoro, L. E., & Hintze, J. M. (2006). Curriculum based measurement and performance on state assessment and standardized tests: Reading and math performance in Pennsylvania. *Journal of Psychoeducational Assessment*, *24*, 19 – 35.

Vile Junod, R., DuPaul, G.J., Jitendra, A.K., Volpe, R.J., & Lorah, K.S. (2006). Classroom observations of students with and without ADHD: Differences across types of engagement. *Journal of School Psychology*, *44*, 87-104.

Volpe, R.J., DuPaul, G.J., DiPerna, J.C., Jitendra, A.K., Lutz, J.G., **Tresco, K., & Vile Junod, R.** (2006). Attention-deficit/hyperactivity disorder and scholastic achievement: A model of mediation via academic enablers. *School Psychology Review*, *35*, 47-61.

Volpe, R. J., DiPerna, J. C., Hintze, J. M., & Shapiro, E. S. (2006). Observing students in classroom settings: A review of seven coding schemes. *School Psychology Review*, *34*, 454 – 473.

2005

Cole, C.L., & Shapiro, E. S. (2005). Perceptions of trainers and practitioners regarding assessment and intervention for students with low incidence disabilities. *Psychology in the Schools*, *42*, 677 – 689.

McGoey, K.E., DuPaul, G.J., **Eckert, T.L., Volpe, R.J.**, & Van Brakle, J. (2005). Outcomes of a multi-component intervention for preschool children at-risk for Attention-Deficit/Hyperactivity Disorder. *Child & Family Behavior Therapy*, *27*, 33-56.

Ramirez R. & Shapiro, E.S. (2005) Effects of Student Ethnicity on Judgments of ADHD Symptoms among Hispanic and White Teachers. *School Psychology Quarterly*, *20*, 268 – 287.

2004

- DuPaul, G.J., & **Tresco, K.** (2004). Attention deficit disorders: School-based interventions. In C. Spielberger (Ed.), *Encyclopedia of applied psychology*, Volume I (pp. 215-223). Oxford: Elsevier.
- DuPaul, G.J., **Volpe, R.J.**, Jitendra, A.K., Lutz, J.G., **Lorah, K.S.**, & **Gruber, R.** (2004). Elementary school students with AD/HD: Predictors of academic achievement. *Journal of School Psychology*, 42, 285-301.
- Lionetti, T. M.**, & Cole, C. L. (2004). A comparison of the effects of two rates of listening while reading on oral reading fluency and reading comprehension. *Education and Treatment of Children*, 27, 114-129.
- Power, T. J., Dowrick, P. W., Ginsburg-Block, M. & Manz, P. H. (2004). Partnership-based, community-assisted early intervention for literacy: An application of the participatory intervention model. *Journal of Behavioral Education*, 13(2), 93-115.
- Shapiro, E.S., **Angello, L. M.**, & **Eckert, T. L.** (2004). Has curriculum-based assessment become a staple of school psychology practice? An update and extension of knowledge, use, and attitudes from 1990 to 2000. *School Psychology Review*, 33, 243 – 252.
- Shapiro, E.S., & **Heick, P. F.** (2004). School psychologist assessment practices in the evaluation of students referred for social/behavioral/emotional problems. *Psychology in the Schools*, 41, 551- 561.
- Shapiro, E. S. & Manz, P. H. (2004). Collaborating with schools in the provision of pediatric psychological services. In R. T. Brown (Ed), *The handbook of pediatric psychology in school settings*. Mahwah, NJ: Lawrence Erlbaum.

2003

- Blom-Hoffman, J.**, & DuPaul, G.J. (2003). School-based health promotion: The effects of a nutrition education program. *School Psychology Review*.
- DuPaul, G.J. (2003). Assessment of ADHD symptoms: It pays to consider the source. *Psychological Assessment*, 15, 115-117.
- Eckert, T.L.**, **Miller, D.N.**, DuPaul, G.J., & Riley-Tillman, T.C. (2003). Adolescent suicide prevention: School psychologists acceptability of school-based programs. *School Psychology Review*, 32, 59-78.
- Feinberg, A.B.**, & Shapiro, E.S. (2003). Accuracy of teacher judgments in predicting oral reading fluency. *School Psychology Quarterly*, 18, 52-65.
- Fogt, J.B.**, **Miller, D.N.**, & Zirkel, P.A. (2003). Defining autism: Professional best practices and published case law. *Journal of School Psychology*, 41, 201-216.

Gureasko-Moore, S., DuPaul, G.J., & White, G.P. (2003). The effects of self-management in general education classrooms on the organizational skills of adolescents with ADHD. *Behavior Modification*.

Hoff, K.E., DuPaul, G.J., & Handwerk, M.L. (2003). Rejected youth in residential treatment: Social affiliation and peer group configuration. *Journal of Emotion and Behavior Disorders*, 11, 112-121.

Miller, D.N., & Ruskowski, J.B. (2003). The Lowenfeld mosaic technique: Its clinical use and potential for facilitating self-actualization. *Journal of Humanistic Psychology*, 43, 119-130.

Power, T.J., Shapiro, E.S., & DuPaul, G.J. (2003). Preparing psychologists to link systems of care in managing and preventing children's health problems. *Journal of Pediatric Psychology*, 28, 147-155.

2002

Barkley, R.A., Murphy, K.R., DuPaul, G.J., & Bush, T. (2002). Driving knowledge, competence, and adverse outcomes in teens and young adults with attention deficit hyperactivity disorder. *Journal of International Neuropsychology Society*, 8, 655-672.

Cole, C.L., & **Levinson, T.R.** (2002). Effects of within-activity choices on the challenging behavior of children with severe developmental disabilities. *Journal of Positive Behavior Interventions*, 4, 29-37, 52.

McGoey, K.E., **Eckert, T.L.**, & DuPaul, G.J. (2002). Intervention for preschool-aged children with ADHD: A literature review. *Journal of Emotion and Behavior Disorders*, 10, 14-28.

Miller, D.N., DuPaul, G.J., & Lutz, J.G. (2002). School-based psychosocial interventions for childhood depression: Acceptability of treatments among school psychologists. *School Psychology Quarterly*, 17, 78-99.

Ota, K.R., & DuPaul, G.J. (2002). Task engagement and mathematics performance in children with attention deficit hyperactivity disorder: Effects of supplemental computer instruction. *School Psychology Quarterly*, 17, 242-257.

Shapiro, E.S., **Durnan, S.L.**, **Post, E.E.**, & **Levinson, T.S.** (2002). Self-monitoring procedures for children and adolescents. In M. Shinn, H. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II*. Bethesda MD: National Association of School Psychologists.

2001

Boyajian, A., DuPaul, G.J., **Handler, M.W.**, **Eckert, T.L.**, & **McGoey, K.E.** The use of classroom-based brief functional analyses with preschoolers at-risk for attention deficit hyperactivity disorder. *School Psychology Review*, 30, 278-293.

DuPaul, G.J., Schaugency, E., Weyandt, L., Tripp, G., Keisner, J., **Ota, K.R.**, & Stanish, H. (2001). Self-report of Attention-Deficit/Hyperactivity Disorder symptoms in college students: Cross-gender and cross-national prevalence. *Journal of Learning Disabilities*, 34, 370-379.

DuPaul, G.J., & **Volpe, R.J.** (2001). Assessment with brief behavior rating scales. In J. W. Andrews, H. Janzen, & D. Saklofske (Eds.), *Ability, achievement, and behavior assessment: A practical handbook*. (pp. 357-387). San Diego: Academic Press.

Yugar, J.M., & Shapiro, E.S. (2001). Elementary children's school friendship: A comparison of peer assessment methodologies. *School Psychology Review*, 30, 549-566.

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 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 diverse ethnic and cultural 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 enrolled students in both 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, Educational Psychology, and Social Restoration. Still others have degrees in unrelated fields such as economics or business.

For the 2007-08 academic year, there are a total of 39 active Ph.D. students. All full-time students are fully supported through various projects and/or tuition scholarships. Many of the students are from out of the region, coming from New York, New Jersey, Ohio, and Virginia. Others are coming from as far away as Los Angeles and Florida. The faculty of the program regards this as a positive sign that the program's reach is extending beyond the immediate region.

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 \$10,000-\$14,000 per year plus the equivalent of full-time tuition.

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.

Tuition. 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 2007-2008, tuition for College of Education students is \$510.00 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.

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 laboratory, and demonstration school and is located about five miles from the campus. As the University's laboratory and 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. Of particular interest to the School Psychology program is a series of grants received by Drs. Edward S. Shapiro and Christine L. Cole from the U.S. Department of Education to support the training of school psychologists in assessment, intervention, and integration of students with low incidence disabilities. Most recently, Dr. Shapiro was awarded a grant focused on facilitating the implementation of a Response to Intervention (RtI) model in various school districts across the state. The project fully supports 7 second- and third-year Ed.S. students who are fully supported through their internship as well. The project began in Fall 2008 and will continue through Summer 2013.

Dr. George DuPaul has received two research grants from the National Institute of Mental Health to investigate various treatment modalities for children with attention deficit hyperactivity disorder (ADHD). Project PASS (Dr. Asha Jitendra is Co-PI) involved the study of academic interventions on elementary school students with ADHD. This project supported students from school psychology and special education and continue through Summer 2006. Another funded project (Dr. Lee Kern is Co-PI) investigated the effects of early intervention on young children with ADHD. This project supported students from counseling psychology, school psychology and special education. It ran through Summer 2007.

Drs. Shapiro and DuPaul have received several multi-year leadership training projects funded by the U.S. Department of Education to train doctoral students in pediatric school psychology. 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.

Several other projects have begun including a project focused on implementing a multi-tiered Progress Monitoring and Response-to-Intervention model in two school districts, a program evaluation of the implementation of an Early Reading First curriculum in a Head Start Center, and a longitudinal follow-up of students with ADHD. School psychology students are regularly employed on many of these projects.

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 in the future will result in students sharing desk space.

Appendix A
Student Activity Log



Student Activity Log

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
Doctoral Practicum Goals**

Student's Name: _____

Practicum Supervisor: _____

Orientation to Public School Organization

_____ Goal 1: The practicum student will demonstrate a broad understanding of the organizational framework of the school district.

_____ Goal 2: The practicum student will be introduced to the administrative functioning of the school district.

_____ Goal 3: The practicum student will be introduced to the various roles and functions of specialists on the school staff.

Community Resources

_____ Goal: The practicum student will demonstrate the ability to locate community support resources for various academic and behavioral problems.

Consultation

_____ Goal: The student will demonstrate proficiency in conducting consultation for academic and behavior problems.

Direct Service Delivery

_____ Goal 1: The practicum student will demonstrate the ability to provide direct service for academic problems.

_____ Goal 2: The practicum student will demonstrate the ability to provide direct service for behavioral problems.

_____ Goal 3: The practicum student will demonstrate the ability to provide direct counseling services for students in crisis situation.

Assessment

- _____ Goal 1: The practicum student will demonstrate the ability to conduct a parent interview.
- _____ Goal 2: The practicum student will demonstrate the ability to conduct a teacher interview.
- _____ Goal 3: The student will demonstrate the ability to conduct a curriculum-based assessment.
- _____ Goal 4: The student will demonstrate the ability to conduct an intellectual assessment.
- _____ Goal 5: The student will demonstrate the ability to conduct a behavioral assessment.

Systems Impact & Prevention

- _____ Goal 1: The practicum student will develop and implement a program focused on system level consultation (classwide, schoolwide, or district wide level).
- _____ Goal 2: The practicum student will develop and implement at least one program focused on prevention of a academic and/or behavioral problem.

Written Communication

- _____ Goal 1: The practicum student will demonstrate the ability to write psychoeducational reports.
- _____ Goal 2: The practicum student will write at least one summary of the MDT report as consistent with the requirements of the site.
- _____ Goal 3: The practicum student will demonstrate the ability to contribute to the continued growth of school psychology.

Appendix C

Doctoral Practicum Evaluation

**Lehigh University School Psychology Program
Doctoral Practicum Evaluation**

Student Name: _____

Supervising Psychologist _____

Placement: _____

Date: _____

Mid Year: _____ End of Year: _____

Please rate the intern 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

- _____ 1. Demonstrates accuracy in scoring and administering basic psychological tests. (WISC-IV, WPPSI-III, Binet IV, etc.)
- _____ 2. Demonstrates knowledge of wide variety of testing instruments.
- _____ 3. Demonstrates ability to master and utilize new standardized testing instruments.
- _____ 4. Demonstrates appropriate selection of assessment methods based on individual cases.
- _____ 5. Demonstrates ability to conduct curriculum-based assessments of academic skills.
- _____ 6. Demonstrates ability to conduct direct observations in classroom settings.
- _____ 7. Demonstrates ability to use behavioral assessment instruments in making decisions regarding appropriate interventions for behavioral problems.

- _____ 8. Demonstrates ability to make accurate decisions about eligibility for special education from assessment results.
- _____ 9. Demonstrates ability to make meaningful and practical recommendations based on assessment results.
- _____ 10. Demonstrates ability to communicate finds of assessment through written reports.
- _____ 11. Demonstrates ability to recognize the need for related services and evaluation in areas such as physical disabilities, sensory disabilities, language disorders, etc.
- _____ 12. Demonstrates ability to adapt evaluation methods to accurately assess children from culturally and linguistically diverse backgrounds.

Area II: 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 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

- _____ 1. 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

- _____ 1. 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

- _____ 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.
- _____ 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

- _____ 1. Demonstrates accuracy in scoring and administering basic psychological tests. (WISC-IV, WPPSI-III, Binet-IV, etc.)
- _____ 2. Demonstrates knowledge of wide variety of testing instruments.
- _____ 3. Demonstrates ability to master and utilize new standardized testing instruments.
- _____ 4. Demonstrates appropriate selection of assessment methods based on individual cases.
- _____ 5. Demonstrates ability to conduct curriculum-based assessments of academic skills.
- _____ 6. Demonstrates ability to conduct direct observations in classroom settings.
- _____ 7. Demonstrates ability to use behavioral assessment instruments in making decisions regarding appropriate interventions for behavioral problems.

- _____ 8. Demonstrates ability to make accurate decisions about eligibility for special education from assessment results.
- _____ 9. Demonstrates ability to make meaningful and practical recommendations based on assessment results.
- _____ 10. Demonstrates ability to communicate finds of assessment through written reports.
- _____ 11. Demonstrates ability to recognize the need for related services and evaluation in areas such as physical disabilities, sensory disabilities, language disorders, etc.
- _____ 12. Demonstrates ability to adapt evaluation methods to accurately assess children from culturally and linguistically diverse backgrounds.

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

- _____ 1. Demonstrates ability to assess educational, emotional, and familial impact of congenital disorders of the CNS such as spina bifida, prenatal toxic exposure, seizure disorders, etc. for students with or at-risk for E/BD.
- _____ 2. Demonstrates ability to assess educational, emotional, and familial impact of acquired disorders of the CNS such as traumatic brain injury, brain tumor, lead toxicity, meningitis, for students with or at-risk for E/BD.
- _____ 3. Demonstrates ability to assess educational, emotional, and familial impact of disorders not involving CNS such as asthma, diabetes, cancer, muscular dystrophy, for students with or at-risk for E/BD.
- _____ 4. Demonstrates ability to assess educational, emotional, and familial impact of psychiatric and neurological disorders such as ADHD, depression, anxiety, and autism spectrum disorders.
- _____ 5. Demonstrates ability to conduct school-wide screening for students at-risk for health problems.
- _____ 6. Demonstrates ability to use systematic observation in the assessment of psychological and educational difficulties associated with medical conditions.
- _____ 7. Demonstrates ability to use appropriate informant report measures in the assessment of psychological and educational difficulties for students with or at-risk for E/BD associated with medical conditions.
- _____ 8. Demonstrates ability to use interviewing strategies in the assessment of psychological and educational difficulties associated with medical conditions.

- _____9. Demonstrates ability to use functional analysis procedures in the assessment of psychological and educational difficulties associated with medical conditions.
- _____10. Demonstrates ability to adapt assessment methods in evaluating psychological and educational difficulties associated with medical conditions for students from culturally and linguistically diverse backgrounds.

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

- _____1. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of medical problems of congenital disorders the CNS such as spina bifida, prenatal toxic exposure, seizure disorders, etc. for students with or at-risk for E/BD.
- _____2. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of acquired disorders of the CNS such as traumatic brain injury, brain tumor, lead toxicity, meningitis, for students with or at-risk for E/BD.
- _____3. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of disorders not involving CNS such as asthma, diabetes, cancer, muscular dystrophy, for students with or at-risk for E/BD.
- _____4. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of psychiatric and neurological disorders such as ADHD, depression, anxiety, and autism spectrum disorders.
- _____5. Demonstrates a knowledge base and practical experience in the design of research related to intervention for students with or at risk of health /psychiatric problems.

Area III: Health Promotion

- _____1. Demonstrates ability to facilitate curriculum development and evaluation of health promotion program.
- _____2. Demonstrates ability to consult with school and health professional personnel regarding curriculum development and evaluation of health promoting activities (i.e., physical education, nutrition, protection from abuse).
- _____3. Demonstrates knowledge of the development of health promotion programs in schools.
- _____4. Demonstrates a knowledge base and practical experience in the design of research related to service delivery/health promotion programming.

Area IV: Interpersonal Skills

School Related

- _____ 1. Demonstrates ability to express ideas verbally in an understandable manner to school personnel.
- _____ 2. Demonstrates ability to establish effective rapport with all ages of school children.
- _____ 3. Demonstrates ability to be receptive to child's concerns during interview/counseling sessions.
- _____ 4. Demonstrates ability to interact in a supportive manner with school personnel.
- _____ 5. Demonstrates ability to recognize personal cultural influences in relating to school personnel and children.

Parent Related

- _____ 6. Demonstrates ability to establish effective rapport with parents/guardians.
- _____ 7. Demonstrates ability to be receptive to parental concerns during interview and counseling sessions .
- _____ 8. Demonstrates ability to communicate results of evaluation to parents in understandable manner.
- _____ 9. Demonstrates ability to effectively obtain an accurate case history.
- _____ 10. Demonstrates ability to recognize cultural and linguistic differences that can influence parental interactions.

Health Care Professionals

- _____ 11. Demonstrates ability to effectively communicate educational and emotional concerns to health care professionals.
- _____ 12. Demonstrates ability to interact in a supportive manner to facilitate inter-agency collaboration.

Area V. System Knowledge

- _____ 1. Demonstrates familiarity with laws and ethical standards affecting the role and function of school psychologists.
- _____ 2. Demonstrates familiarity with laws and ethical standards affecting the role of health care providers.
- _____ 3. Demonstrates working knowledge of resources available for students and families both within the school and community.
- _____ 4. Demonstrates an understanding of the legal rights of parents and students.
- _____ 5. Demonstrates knowledge of available community resources outside of school setting.
- _____ 6. Demonstrates knowledge of health care community and its impact on educational performance of students.
- _____ 7. Demonstrates knowledge of available health care resources outside of school setting.
- _____ 8. Demonstrates knowledge of how cultural and linguistic differences influence provision of health and educational services.

Area VI: Consultation

- _____ 1. Demonstrates ability to effectively conduct a problem identification interview with teacher/parent, and health care professionals.
- _____ 2. Demonstrates ability to effectively conduct a problem analysis interview and collect baseline data.
- _____ 3. Demonstrates ability to effectively consult with teacher, parent, and health care professionals regarding intervention plan.
- _____ 4. Demonstrates ability to effectively graph and display results of consultation.
- _____ 5. Demonstrates ability to effectively communicate in writing and verbally the results of the consultation process to appropriate school, parent, and health care personnel.
- _____ 6. Demonstrates ability to effectively consult with and learn from multi-disciplinary team personnel such as reading specialists, speech therapists, instructional support teachers, etc.

- _____ 7. Demonstrates ability to effectively consult with and learn from interagency personnel outside the school district (intermediate unit) such as pediatricians, neurologists, developmental specialists, nurses, social workers and other health care professionals.
- _____ 8. Demonstrates ability to consult effectively with and learn from school and health care agency administrators.
- _____ 9. Demonstrates ability to consult effectively with and learn from classroom teachers.
- _____ 10. Demonstrates ability to adapt consultation methods to consider cultural and linguistic differences.

Area VII: Counseling

- _____ 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			
M o n																							
T u e																							
W e d																							
T h u																							
F r i																							

Name: _____

Dates: _____

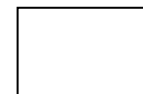
Internship Site: _____

Field Supervisor's Signature: _____

University Supervisor's Signature: _____

Comments:

Lehigh University Total Hours this
 Week _____ Cumulative Hours this _____
 School Psychology Program Cumulative Hours _____ Semester _____



School Psychology Practicum/Internship Log

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	
M o n																				
T u e																				
W e d																				
T h u																				
F r i																				

Name: _____

Dates: _____

Internship Site: _____

Field Supervisor's Signature: _____

University Supervisor's Signature: _____

Comments: _____

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

Part V:

1. Overall, how would you rate your experience?

1	2	3	4	5
Inadequate Preparation		Adequate Preparation		Extraordinary 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 PRAXIS exam _____

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 PRAXIS exam _____

Approval:

University Practicum Supervisor _____

Program Coordinator _____

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 Guideline for Meeting Internship Requirements in School Psychology.

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 Requirements for Doctoral Degree Programs

LEHIGH UNIVERSITY COLLEGE OF EDUCATION

PROCEDURES FOR THE MATRICULATION OF STUDENTS IN THE ED.D. AND PH.D. PROGRAMS

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

I. ADMISSIONS

A. Admission to Graduate Standing

1. Admission of a student to the College of Education must be executed through the College of Education Graduate Admission Office. To be admitted with regular graduate standing, all credentials must reach this office at least thirty days before classes commence for the semester in which the student wishes to register. Admission is offered only upon approval of the program faculty. Students admitted within 30 days prior to start of classes will be granted Associate admission.
2. A graduate student who is absent from the University for a semester or more must obtain the written approval of the coordinator of his or her major program in order to be readmitted to graduate standing. Any student who has not registered for five years must submit a petition for readmission.

B. Admission to the Doctoral Program

1. The College of Education has established minimum standards for admission to the Ed.D. and Ph.D. programs. They are as follows:
 - a. A combined score of at least 1117 across verbal and quantitative subtests of the GRE aptitude test (75th percentile for education) (program can make decisions on the use of the writing sample subtest for purposes of admissions) or the 75th percentile of the MAT or
 - b. An undergraduate grade point average of at least 3.00 or a graduate grade point average (minimum 30 credits) of at least 3.5 or
 - c. An undergraduate grade point average of at least 3.00 in the last two semesters;
2. Students must successfully pass the qualifying process, which varies from program to program. Students should consult their program advisor for information on the qualifying process of their particular program. A student who successfully completes the qualifying process will be informed in writing by the Program Coordinator. At that point, the student will be considered having been formally admitted to the doctoral program.

C. Admission to Candidacy

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

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

1. Petition the Dean of Education through the programs involved and the Department Chair to transfer into the new program, and
2. Meet the eligibility requirements for that new program.

II. ADVISEMENT, REGISTRATION, AND REGULATIONS

A. Advisement

1. The coordinator of the program through which the student is admitted to graduate standing appoints a member of the faculty in the student's major field to advise the student on program and register the student for courses.
2. The coordinator of the program which accepts a student for doctoral study establishes a file for the official credentials, records, and correspondence which relate to that student. The student file is a program file.
3. The value placed on prior professional experience and course work of each doctoral student is determined by the faculty of the program in which the student is enrolled.
4. The program of courses for each doctoral student is developed by the student in consultation with the faculty of the program in which the student is enrolled.

B. Registration

1. Registration full-time is limited to 15 credit hours. A student holding a half-time TA, RA, or GA appointment (20 hours per week) is limited to 10 credit hours; Graduate students who are employed elsewhere and can give only part of their time to graduate work must restrict the size of their rosters accordingly.
2. Registration is expected before the first day of classes. After the first day of classes, registration and course additions are permitted only by the Registrar and a late fee is charged. Generally, registration is refused after the 15th day (8th day in summer).
3. All students using Lehigh University resources must be registered. A student must be registered in the semester in which the degree is conferred. If the minimum degree registration requirement of 72 or 48 credits is attained prior to formal admission to doctoral candidacy, continued registration of at least three (3) credits per semester is necessary. After admission to doctoral candidacy, a student must maintain candidacy by registering at least two times each calendar year (in each academic semester or in one academic semester and one summer session). After completion of the minimal registration requirement plus any additional requirements of the student's department or program, registration is permitted for 'Maintenance of Candidacy.' The tuition charge is for one credit hour. Full-time status again must be certified on the graduate registration form.

C. Time Limits

1. All work beyond the baccalaureate submitted for the doctorate must be completed within a ten-year period after commencing graduate study. If the student interrupts his/her studies after the Master's degree, a period of seven years is granted for completion of the doctorate after re-commencing graduate study.
2. Extension of the time limit is granted only for good cause, such as serious illness or military service. Approval of such an extension is by the Registrar with the consent of the student's program faculty, the Chairperson, and the Dean. Additional registration is required to maintain continuity of candidacy.
3. Any doctoral student who feels it necessary to interrupt his/her study for more than two consecutive academic year semesters is required to petition in advance for a leave of absence.

D. Concentrated Learning

1. Each Ph.D. or Ed.D. candidate must satisfy Lehigh's concentrated learning requirement. This requirement is intended to ensure that doctoral students spend a period of concentrated study and intellectual association with other scholars. Either two semesters of full-time Lehigh graduate study or 18 credit hours of Lehigh graduate study, either on or off campus, within a fifteen-month period must be completed.
2. Variations in the concentrated learning requirement exist among programs. Students are advised to investigate specific concentrated learning requirements in their programs which exceed the basic requirements.

E. Withdrawals and Incompletes

1. Course withdrawals with a grade of W are permitted only during the first nine weeks of classes during the regular academic year. During a summer session, such withdrawals must occur before 1/2 of the session has elapsed. After that, an automatic grade of WF is indicated unless definite evidence to the contrary is available.
2. If the student withdraws from all courses, the withdrawal must be processed through the College of Education Graduate Admission Office to the Registrar.
3. Graduate students have one calendar year to remove an incomplete unless an earlier deadline is specified by the instructor. Incomplete grades that are not removed remain as incomplete (N) grades on the student's record. Thesis or research project N grades may remain beyond one year until the work is completed.

F. Disqualification

1. If the student accumulates more than four grades less than B- or lower on courses numbered 200 or above, he/she is disqualified from further study by the Dean of Education.
2. Dishonesty or plagiarism by the student may be cause for disqualification for further registration. The program faculty should confront the student with the facts of the case preparatory to submission to the Dean of Students. The University judicial process is explained in the University Student Handbook.
3. A student may be disqualified for further graduate study by a program if his/her performance or attitude indicates that he/she is not performing acceptable work.

III. DISSERTATION PROPOSAL

- A. Soon after the course work begins, and no later than mid-way in the course program, the student and his/her advisor should begin consultations on a proposal for the student's research. The sooner these consultations begin the better since the remainder of the student's course work should be designed in part to prepare him/her to carry out the proposed research. It is the student's responsibility to become sufficiently immersed in his/her field so as to be able to propose research which is both timely and significant. The faculty member who plans to be chairing the student's dissertation committee files an intent to form dissertation committee through the admissions coordinator. This form is signed by the Department Chairperson.
- B. Students are required to pass their general examination prior to formally proposing their dissertation. However, it is recognized that exceptional circumstances do arise in which a student may propose their dissertation prior to passing their general examination. Students need to petition through their dissertation chair and the program coordinator to the department chair for variance to this requirement.

- C. When the proposal is sufficiently advanced to be examined by a special committee, the advisor, through the Department Chair, appoints a special committee to examine the proposal and, if it is found acceptable, act as the student's dissertation committee as he/she conducts the study. The minimum number of committee members is four. Of these, three, including the committee chair, are to be voting Lehigh faculty members. With the written approval of the dean of the college, one of the three aforementioned faculty members, each of whom must have a doctoral degree, may be drawn from categories that include departmentally approved adjuncts, professors of practice, university lecturers, and courtesy faculty appointees. The fourth required member must be from outside the student's department (or outside the student's program if there is only one department in the college). Committees may include additional members who possess the requisite expertise and experience. Committee membership must be approved by the University's Graduate and Research Committee; such approval may be delegated to the colleges. It is the student's responsibility to propose research that is of interest to and can be directed by the faculty of the program. It is also the student's responsibility, with the assistance of the advisor, to present his/her proposal to and acquire the commitment of prospective committee members.
- D. No member of the faculty may serve as a chairperson of a special committee unless:
1. The faculty member has served as a special committee member for at least one successfully completed dissertation at Lehigh's College of Education, and
 2. The faculty member has an earned doctorate and holds a full-time regular faculty appointment at the rank of assistant professor or above in the Department of Education and Human Services, and
 3. His/her training, expertise and/or prior research experience, including his/her own doctoral dissertation, is in alignment with the dissertation proposal of the student, and
 4. He/she is already chairing less than four doctoral special committees that are active at that time.
- E. No member of the faculty may serve as a member of a special committee unless:
1. The research proposal being investigated by the student is in alignment with the training, interest, and expertise of at least one faculty person other than the chairperson, and
 2. He/she has an earned doctorate and holds a faculty appointment (adjunct or non-adjunct) in the College of Education. Special committee membership may be granted to persons outside the College of Education or the University where the research proposal being investigated by the student is in alignment with the training, interest or expertise of the proposed member. Approval for all such memberships must be obtained by the program coordinator submitting in writing the proposed member's credentials to the Department Chair for transmittal to the Dean of Education for approval.
- F. When the special committee approves the proposal, it then is prepared for submission to the Dean of Education. The proposal is submitted to the Dean as part of the student's application for candidacy for the doctoral degree (See I-C above).
- G. The student may proceed with the dissertation after having been informed by the Dean of Education that candidacy for the doctoral degree is approved. Although the special committee reserves the right to examine the student's progress at any time, it is the student's responsibility to monitor his/her own progress and to seek advice from any or all of the special committee when necessary.

IV. THE DISSERTATION

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

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

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

B. An Analytic Dissertation (Ed.D.)

1. The analytic dissertation is a critical examination of a substantive problem of educational practice. A problem of practice may be concerned with educational processes, outcomes, policies, and/or procedures but not necessarily limited to the above. The purpose of the analytic dissertation, other than satisfying a doctoral dissertation requirement, would be to provide a document that might be useful to other educational practitioners faced with the same or similar problems.
2. The analytic dissertation shall define a problem of educational practice, analyze the problem from a theoretical base, and draw a set of analytic specific recommendations for action. The particular kind of inquiry suggested here might be called a decision-oriented inquiry. The process being one of identifying and collecting relevant information for decision-making. The analytic dissertation is not designed to support or refute particular theoretical positions, as would be the case in traditional dissertation research, but rather to contribute to recommendations for action.
3. The traditional research investigation delimits the research analysis to a level which we might call variable-specific, and in many cases also discipline-specific, while the analytic dissertation mode of inquiry is problem-specific. The latter approach would logically require an eclectic approach which seeks to bring relevant theories and paradigms from related disciplines to bear upon the problem.
4. Methods of analysis appropriate for the analytic mode of inquiry would include, but not be limited to, policy analysis, evaluation research, operations research, or other action-oriented research methodologies.

V. GENERAL EXAMINATION

- A. The general examination (comprehensive examination) for the doctorate is designated to test both the student's capacity and proficiency in his/her major and minor fields of study. The examination is not necessarily confined to the content of courses that have been taken at Lehigh University or elsewhere. The student's program faculty defines the format and evaluation process of the examination and may include sit down essays, portfolio presentation, oral presentation, formal presentation, or take-home examinations. The program coordinator notifies the candidate, Chairperson of the Department, and the Dean of Education of the decision of the program faculty.
- B. The general examination is administered near the completion of formal course work. It must be passed no less than seven months prior to the date of graduation and upon completion of at least 30 semester hours of post-master's work. The student may be scheduled for the examination with the consent of the major advisor and program coordinator.
- C. Should a candidate fail in any part of the general examination, he/she may be permitted by petition to the program faculty to undertake a second examination not earlier than five months after the first examination. If the results of the second examination are also unsatisfactory, no additional examination is scheduled and the program faculty must meet to inform the student of his/her status to continue in the program.

VI. DISSERTATION AND ORAL EXAMINATION

- A. When the dissertation is completed in draft form and approved by and signed by each member of the special committee as being ready for examination, it is submitted to the Dean of Education. The draft should be completed to such an extent that any revisions suggested by the examination be editorial in nature and not constitute any substantial changes. It is the responsibility of the special committee to withhold approval of the draft until these conditions are met.
- B. After the dissertation draft is approved by the Dean of Education, the Department Chair and the Dean approve the convening of the special committee to conduct the oral examination. The examination is public.
- C. The Chair of the student's special committee, who is responsible for scheduling the oral examination, must notify the Dean of Education and the faculty of the Education and Human Services Department at least five working days prior to the examination. It is the student's responsibility to provide copies of the draft dissertation to examiners and extra copies of the abstract to the program faculty at the time of this announcement. It is the dissertation chairperson's responsibility to withhold scheduling until these documents are made available. In addition, no oral examinations may be scheduled between University Day and the first day of classes in the fall semester. Students wishing to defend during this period can petition their committee for approval. Successful petitions require the agreement of all members of the dissertation committee.
- D. The chairperson of the special committee is responsible for coordinating the examination procedures with both the candidate and the examining committee. These procedures may be tailored to suit those involved but must be agreed upon prior to the examination.
- E. The oral examination is primarily the candidate's defense of the work done in connection with the dissertation as opposed to the writing of the dissertation. It is the responsibility of the special committee to withhold approval of the dissertation draft until it is in such form that the examination can be conducted in this spirit.
- F. The members of the examining committee vote either "Pass" or "Fail" on the oral defense of the written document. It is inappropriate to vote:
 1. "Abstain" in view of the responsibility of having agreed to serve as an examiner.
 2. "Recess" in view of the policy regarding all other types of examinations.
- G. At the time of the oral examination, the members of the special committee also provide final approval to the written dissertation. Options for this approval are:
 1. "Approve – no revisions needed."
 2. "Approve – revisions needed."
- H. In the event the oral examination is not passed, the student may be granted a second opportunity on the following conditions:
 1. Approval is obtained through petition to the Department Chairperson and the Dean of the College of Education, and
 2. The initial examining committee conducts the second examination, and
 3. Rules governing the first oral examination are applied to the second attempt.
- I. A report of the decision on the oral examination is made on a special form provided by the Program Secretary's Office and sent to the Dean of Education.

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

VII. PETITIONS

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

VIII. GRADUATION ACTIVITIES

- A. A student who is (1) approved for candidacy, (2) has met residence requirements, (3) passed his/her general examination, (4) passed his/her oral examination, and (5) has, in accordance with all regulations deposited his/her dissertation with the Dean of Education is, upon clearance from the Registrar, eligible to receive the degree.
- B. Students who meet (or expect to meet) all of the above requirements must apply for the degree. The deadline dates for this application are found in the University Catalog.

Appendix L

Student Accomplishment Sheet

School Psychology Program- Student Accomplishment Sheet

Name: _____ Date: _____
Year Entered Lehigh: _____ Program: _____
Academic Year: _____

1. Please list the classes and related practica that you have taken during the Summer, Fall 200_/Spring 200_ semesters, indicating the **grades** you have received.

Summer-I __	Summer-II __	Fall __	Spring __

2. If applicable, please indicate your level of practica/internship involvement (e.g., 5 full days, 3 full days, 2 half-days) and briefly describe your experiences.

3. Describe your research experiences for the 200_-200_ academic year (e.g., data collection, research projects implemented, papers published, etc.). List any papers presented, submitted, or published with **full APA style citations**.

Journal Articles Published (full citation please)

Paper Presentations at National Conferences (full citation please)

Paper Presentations at State/Regional Conferences (full citation please)

Research Experiences (projects involved with as data collector, implementer, etc.)

4. Indicate your professional involvement in the field of school psychology or other related fields (e.g., conferences, in-service, workshops attended).

5. If you are a current member of any professional organizations, please check them.

- American Psychological Association (student affiliate)
- American Psychological Association, Division of School Psychology (student affiliate)
- National Association of School Psychologists
- Association for Behavior Analysis
- Association for the Advancement of Behavior Therapy
- Council for Exceptional Children
- Association of School Psychologists in Pennsylvania
- Pennsylvania Psychological Association
- Others (please list)

6. If you received financial support from non-personal sources (i.e., exclude personal loans, savings, family support, etc.), please list these. Include any support related to intern stipends.

7. Please indicate your work related experiences for the 200__-0__ academic year (e.g., teaching assistant, graduate assistant, program manager, etc.).

11. In a brief paragraph, describe your anticipated goals and accomplishments for the 200_-200_ academic year.

12. Any additional comments.
(Including any items that may have been omitted from this form).

Appendix M

Student Grievance Record

STUDENT GRIEVANCE RECORD

Grievance Submitted By: _____ Date: _____

Brief Description of Complaint: _____

Desired Outcome(s): _____

Steps Taken (check, date, and sign):

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

Outcome (Follow up): _____

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