



Ed.S. 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/eds_sp.html

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Preamble

Lehigh University's Commitment to Non-Discriminatory Practices

Lehigh University seeks talented faculty, staff, and students from diverse backgrounds. Lehigh University does not discriminate on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status in any area, including: student admissions; scholarship or loan awards; athletic, co-curricular, recreational, or social programs; academic programs, policies, or activities; and employment and employment development. Questions and complaints about this policy should be directed to: The Provost or The Vice President for Finance and Administration, Alumni Memorial Building, Lehigh University, Bethlehem, PA 18015.

**The Ed.S. program in School Psychology is fully approved by
the National Association of School Psychologists (NASP).**

NOTE: This manual provides relevant information about Lehigh University's Ed.S. program in School Psychology. Although effort has been made to be as specific and comprehensive as possible, there may be details that have not been addressed fully. Please refer questions to your advisor.

Program Philosophy

The School Psychology program at Lehigh University has pioneered the advancement of school psychology; new directions for practice and research are evident in the two degree programs that are offered: the Educational Specialist (Ed.S.) and Doctoral (Ph.D) Programs. Both degree programs operate from a scientist-practitioner model to prepare highly competent school psychologists who can serve as leaders at many levels (e.g., district, region, national).

The faculty of the School Psychology program has designed the curriculum to adhere to a scientist-practitioner model of training within a behavioral, problem-solving, and ecological orientation. We believe strongly that school psychologists must be able to function effectively in a variety of roles. Any decisions that are made in the provision of services, however, must be based on empirical research that substantiate these decisions and conducted within a problem-solving model. As such, students must attain skills in collecting and analyzing data as well as having solid foundations in understanding human behavior. More importantly, we believe that school psychologists must be capable of linking assessment data to the development and implementation of interventions.

The clinical components of the Ed.S. and Ph.D. programs emphasize psychological and educational foundations, behavioral consultation, design and evaluation of behavior change programs, and psychoeducational assessment of general and special populations. The courses

and supervised practica are designed to help students view and understand the school as a central component of the multiple systems which affect children's academic, behavioral, and emotional functioning. Further, the doctoral training is intended have students attain the expertise and confidence to apply psychological principles and skills towards solving problems occurring in schools, families, and communities.

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

The program's behavioral, problem-solving, and ecological orientation is evident in the training objectives, course sequence, and practicum/internship experiences. Students receive extensive and rigorous training in assessment for academic and social/emotional problems,

prevention and intervention strategies for a range of child concerns, and the use of behavioral and systems consultation as the method for delivering service. In addition, students receive rigorous training in traditional assessment techniques (intellectual and educational assessment), and are exposed to knowledge, techniques, and theoretical orientations evident in Counseling Psychology, Special Education, and core psychology areas such as developmental, cognitive, social, and biological bases of human behavior.

The program in school psychology is strongly committed to providing students with a knowledge and experiential basis in multicultural perspectives. Operating from a broad definition of diversity, it is extremely important for students to understand and appreciate multiple contexts that influence children's academic performance, behavior, and development (e.g., ethnic, cultural, racial, gender). Specifically, students in the School Psychology program must demonstrate knowledge of these contextual influences as well as cultural competence in their interactions with children, families, and other professionals.

Program Domains and Competencies

Students completing the Ed.S. program must be thoroughly familiar with the functioning of a school system and the role and function of the school psychologist within this system. They will understand that thoroughness and competence in their work is essential to providing effective advocacy for the students. Lehigh University's EDS program aligns with the most recent, 2010 school psychology training model asserted by the National Association of School Psychologists (NASP). The table below shows the alignment of the 2010 NASP model with the EDS curriculum.

Table 1: Alignment of course sequence with 2010 NASP Model

2010 NASP Model	Courses Meeting Standard
Practices that Permeate All Aspects of Service Delivery	
<i>Standard II:</i> Data-Based Decision Making and Accountability	SchP 402 SchP 412/SchP 431 SchP 422/SchP 432 SchP 423/SchP 433 SchP 425/SchP 435 SchP 429 (RTI Seminar) SchP 443
<i>Standard III:</i> Consultation and Collaboration	SchP 412/431 SchP 425/435 SchO 429 (RTI Seminar) SchP 443
Direct & Indirect Services	
<i>Standard IV:</i> Student-Level Services	
<i>Element IV-1:</i> Intervention and Instruction Support to Develop Academic Skills	Educ 402 Educ 451 SchP 412/431 SchP 422/432 SchP 425/435 SchP 429 (RTI Seminar) SchP 443
<i>Element IV-2:</i> Interventions and Mental Health Services to Develop Social and Life Skills	Educ 402 Educ 491 Psy/Bios 404 SchP 402 SchP 412/431 SchP 423/433 SchP 426 SchP 443 SpEd 418 SpEd electives
<i>Standard V:</i> System-Level Services - School	

<i>Element V-1 : School-Wide Practices to Promote Learning</i>	SchP 404 SchP 407 SchP423 SchP 425/435 SchP 429-RTI Seminar SchP 443
<i>Element V-2: Preventive and Responsive Services</i>	Educ 491 Psy/Bios 402 SchP 407 SchP 426 SchP 443 CPsy Electives
<i>Standard VI:</i> System-Level Services - Family and School Collaboration	Educ 402 SchP412/431 SchP 423/433 SchP 426 SchP429*- Children in Context SchP 443
<i>Standard VII:</i> Foundations of School Psychologists' Service Delivery – Diversity in Development and Learning	SchP 404 SchP 412/431 SchP429*-Children in Context SchP 429*-RTI Seminar
<i>Standard VIII:</i> Foundations of School Psychologists' Service Delivery – Research, Program Evaluation, Legal, Ethical, and Professional Practice	
<i>Element VIII-1: Research and Program Evaluation</i>	Educ 403 Educ 408 Educ 409 SchP 402 SchP 412/431 SchP 434 SchP 443
<i>Element VIII-2: Legal, Ethical, and Professional Practice</i>	SchP 404 SchP 443

* The course number “SchP429” is assigned to new courses when they are first offered. The courses will receive a permanent course number once finalized.

Competencies within the Lehigh University program are intended to provide the school psychologist with skills and knowledge in the areas of Core Psychological Knowledge, Research Design

and Application, Psychological Applications – Assessment, Psychological Applications – Consultation & Intervention, Psychological Applications – Communication, Professional Responsibility, and Diversity & Multicultural Perspective. Each of the competencies within the Domain are linked to NASP Standards. Table 2 shows the relationship between each NASP Standard and the specific competency within Lehigh’s School Psychology program.

Table 2: School Psychology Domains and Competencies Linked to 2010 NASP Standards

NASP Standard	Domain A: Core Psychological Knowledge
	<i>Competencies</i>
IV-1, VI	1. Students will acquire knowledge of current research issues in child and adolescent development.
VI	2. Students will acquire knowledge of current research issues in cognitive psychology and learning theory.
IV-2, V-2	3. Students will acquire knowledge of current research issues in the biological basis of human behavior.
II, VII, V-1, VII-2	4. Students will acquire knowledge of the history of psychology and the profession of school psychology.
II	5. Students will acquire knowledge of current issues in research and practice of school psychology.
NASP Standard	Domain B. Research Design & Application
	<i>Competencies</i>
II, VII-1	1. Students will apply knowledge of single case research design in practice.
VII-1	2. Students will be able to understand the use of group and correlational designs and analyses in research studies.
VII-1	3. Students will acquire a working knowledge of basic psychometric principles including reliability and validity.
VII-1	4. Students will demonstrate ability to synthesize a body of literature and effectively communicate this synthesis in a written form.
NASP Standard	Domain C1: Psychological Applications & Assessment
	<i>Competencies</i>
II, IV-1	1. Students will demonstrate accuracy in scoring, administering and interpreting individual and group tests of intelligence, achievement, and

II, IV-1, IV-2, VI	2. Students will demonstrate knowledge of a wide variety of testing instruments.
II, IV-1, IV-2	3. Students will acquire knowledge of strategies to assess cognitive and academic functioning in students with special needs.
II, IV-1, IV-2, VI	4. Students will demonstrate appropriate selection of assessment methods for individual cases.
II, IV-2	5. Students will demonstrate skills in conducting clinical interviews of children and parents in the process of conducting a behavioral
II, IV-1, IV-2, V-1, VI	6. Students will demonstrate knowledge and application of conducting direct, systematic behavioral observations.
II, IV-2, VI	7. Students will demonstrate knowledge and application of identifying and selecting appropriate instruments in conducting behavioral assessments for social/emotional problems of children.
II, IV-1, IV-2, V-1	8. Students will demonstrate knowledge and applications in conducting curriculum-based assessments for academic problems.
II, IV-1, VII, V-1	9. Students will demonstrate knowledge and sensitivity to issues related to assessment with culturally and linguistically diverse populations.
NASP Standard	Domain C2: Psychological Applications - Consultation & Intervention
	<i>Competencies</i>
II, III, IV-1, IV-2, VII, V-2, VI	1. Students will acquire knowledge of intervention strategies to address the cognitive and academic functioning of students with special needs.
II, , III, IV-1, IV-2, VII, V-1, V-2, VI	2. Students will demonstrate knowledge and application of selecting appropriate intervention procedures for academic and social/emotional classroom problems.
II, III, IV-1, VII, V-1, VI	3. Students will demonstrate effective use of problem identification interviews in using consultation to deliver psychological services.
II, III, IV-1, VII	4. Students will demonstrate effective use of problem analysis interviews in using consultation to deliver psychological services.
II, III, IV-1, IV-2, VII, V-2, VI	5. Students will demonstrate effective use of intervention strategies in using consultation to deliver psychological services.
II, III, IV-1, VII,	6. Students will demonstrate effective use of intervention evaluation strategies in using consultation to deliver psychological services.
V-1, V-2	7. Students will demonstrate knowledge and application of effective counseling techniques for child and adolescent crisis situations.
II, III, IV-1, IV-2, VII, V-1, V-2, VI	8. Students will demonstrate knowledge and sensitivity to issues related to interventions with culturally and linguistically diverse populations.
NASP Standard	Domain C3: Psychological Applications - Communication
	<i>Competencies</i>

II, IV-1, IV-2, V-1, VI	1. Students will demonstrate skills in writing psychological reports.
II, IV-2, VI	2. Students will demonstrate skills in communicating evaluation results with parents, teachers, pupils, and other school personnel.
V-1, V-2	3. Students will acquire knowledge of systems theory and organizational development as they impact upon the educational setting.
NASP Standard	Domain D: Professional Responsibility
	<i>Competencies</i>
II, IV-1, IV-2, VII, V-1, V-2, VI, VII-2	1. Students will demonstrate knowledge and application of ethical principles in delivering psychological services.
II, IV-1, VII, V-1, VII-1, VII-2	2. Students will demonstrate knowledge and application of standards for psychological tests.
II, IV-1, IV-2, VII, V-1, VI, VII-2	3. Students will demonstrate knowledge and application of legal rights of parents, schools, and students.
II, IV-1, IV-2, V-1, V-2, VI	4. Students will demonstrate effective skills in working within multidisciplinary teams.
VII, V-1, VII-2	5. Students will demonstrate the development of affiliation with the profession of psychology and school psychology.
NASP Standard	Domain E: Diversity & Multicultural Perspective
	<i>Competencies</i>
II, III, IV-1, IV-2, VII, V-1, VI, VII-2	1. Students will demonstrate knowledge of potential biases in evaluation processes when working with culturally and linguistically diverse
II, III, IV-1, IV-2, VII, V-1, VI, VII-2	2. Students will demonstrate knowledge and sensitivity to the influences of cultural and linguistic diversity in application of psychological services
IV-1, VII, VI	3. Students will demonstrate personal sensitivity to their own biases related to working with individuals from diverse cultural and linguistically
II, III, IV-1, IV-2, VII, V-1, V-2, VI, VII-1, VII-2	4. Students will demonstrate effective skills in working with families including those from culturally and linguistically diverse backgrounds.

Admission Standards

Lehigh's School Psychology program follows the minimum admission standards for the College of Education:

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 two semesters of undergraduate study; and
4. At least two letters of recommendation, with one or more coming from a professor from undergraduate or graduate studies; and
5. Completion of specific statements regarding professional interests, experiences, and diversity perspective.

It is preferred that students have a Bachelor'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 (GRE) (Advanced GRE is 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 professional interests, experiences, 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.

Because the Ed.S. 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. 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.

Curriculum and Degree

The EDS program meets requirements for certification as a school psychologist in most states (including Pennsylvania). During the course of the EDS program, students attain a Master's in Education (MEd), with a major 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 EdS in School Psychology. The MEd is awarded after the completion of 30 semester hours which must include fulfillment of the research requirement. The research requirement is typically met by students completing three credits of SchP 434, Applied Research Practicum. This practicum entails students' involvement in research (typically led by faculty or doctoral student). At the conclusion of the practicum, students prepare *a literature review* in an area related to the research project wherein they served as assistants. The topic for the paper must be approved by the student's advisor at least one semester before it is completed. These papers will be submitted and approved by the student's advisor only. Students are expected to present the literature review at the annual school psychology student colloquium.

Completion of the three SchP434 credits (which includes the literature review) should

occur prior to the student's second year of the EDS program. The timing of the award of the MEd degree can affect later compensation when the student is employed as a school psychologist. Therefore, students are encouraged to begin planning their completion of the research requirement with their advisors at the start of the first year of study.

Less frequently, students fulfill the research requirement by completing a research-oriented course, such as Educ 403 Research or Educ461 Single-Subject Research. Another means for fulfilling the research competency involves students petitioning for faculty approval of a significant research project. Typically, approval through petition requires students to present evidence of research competency through a paper that has been published and/or presented at national conferences.

The Ed.S. degree is awarded after the completion of 66 semester hours (including the 30 hours for the Master's degree) and successful completion Pennsylvania state-required examinations (i.e., PRAXIS II exam). Students who enter with successful completion of previous graduate work is reviewed by the advisor, and where appropriate, credit is given for courses directly fulfilling school psychology program requirements. A maximum of 30 semester hours can be credited for previous graduate work. Coursework taken more than 10 years prior to entering the program is not credited toward the hours needed to complete the degree program. Students must complete their program within 8 years of admission if entering with a bachelor's degree or 6 years if entering with a Master's degree. The program is designed to meet the certification requirements of the State of Pennsylvania. However, the program also meets the academic requirements for school psychology certification in most neighboring states.

The program's curriculum is divided into five areas: Research core (6 hours), Psychological Foundation core (12 hours), Counseling Psychology (3- 9 hours), Special Education (3 - 9 hours) and Professional School Psychology Core (36 hours). Of the 66 hours in the program, 54 are required. The

program outline is presented on the following pages. Additionally, a typical course sequence across the 3 years of the program (for a full-time student) is displayed. The course sequence outlined is suggestive only and will vary somewhat based on student background and previous graduate work.

Often, the EDS program allows students to obtain specialized training in areas associated with the faculty's areas of expertise. These subspecializations are typically funded through the US Department of Education and therefore vary with the program's success in attaining them. Following is a description of current and recent subspecializations.

Response to Intervention (RtI) subspecialization (Drs. Ed Shapiro (School Psychology) & Minyi Shih (Special Education). The purpose of the subspecialization is to train certification level school psychologists as specialists in the development, implementation, and facilitation of RtI with particular attention to urban and rural settings, with a focus on RtI implementation at the middle school level (defined as 5th through 8th grade). The project is a collaborative effort between the School Psychology program at Lehigh University and school districts within the region that have established working and effective models of RtI. Ed.S. students complete this subspecialization in their second and third years of graduate training but are recruited to the project during their first year of the program.

A major component of the project involves having trainees serve as a practicum student in a school district that is implementing an RtI model of service delivery for one academic year, two days per week. During year one of the RtI subspecialization (students' second year in graduate training), trainees spend their first semester (approximately 252 clock hours, 2 days per week, 18 weeks) primarily in observation of various RtI components. In the second semester (252 clock hours, 18 weeks), trainees take an active role in the team process, and given responsibilities for hands-on implementation of assessment, intervention development, progress

monitoring, and other aspects of the implementation of the RtI process.

During year two of RtI subspecialization (the student's internship year), internship occurs in the same site (assuming agreement of the internship site) in which practica was conducted during the second year of the project. Across the year of internship experiences, trainees are expected to be in the capacity of the school psychologist within the RtI process, which includes facilitating assessment, intervention, and consultation processes within the model. Students are required to successfully complete 1200 hours in a school setting as a school psychology intern. Because trainees are placed in sites emphasizing an RtI process for service delivery and decision-making, they have the opportunity to directly provide services consistent with the model within which they spent their training. During the two years on the project, trainees receive a monthly stipend (\$1300 per month for 10 months), plus 24 credits of tuition support covering fall, spring, and some of summer sessions.

Students apply to the project near the end of the fall or start of spring semester of their first year of the Ed.S. program and selection is competitive. Applications are reviewed by the project director and co-project directors, and students are selected based on the strength of their background, interest, and expressed knowledge that match the objectives of the project. The number of available positions in the project varies from year to year and not all qualified applicants can be accepted to the project, however, it is anticipated that the project will have funds to enroll up to 5 trainees in 2016 and 5 trainees in 2017.

Table 3: Advising Record for Completion of EDS Program

Educational Specialist degree and certification as a School Psychologist (66 hours minimum)	
(Rev 8/10)	
Certification Pre-Requisites	
_____	Undergraduate Mathematics (6)
_____	Undergraduate English Literature (3)

_____ Undergraduate English Composition (3)		
		Semester Taken
Area I: Research Core (6 hours)		
Educ 403 Research (3)	_____	
Or		
SchP 434 Applied Research Practicum (3)	_____	
Educ 408 Introduction to Statistics (3)	_____	
Or		
Educ 409 Analysis of Experimental Data(3)	_____	
Area II: Psychological Foundation Core (12 hours)		
Educ 451 Applied Principles of Cognitive Psychology	_____	
or		
Psy 403 Cognitive Psychology (3)	_____	
Psy /Educ 402 Developmental Psychology (3)	_____	
Educ 491 Advanced Seminar:		
Clinical Psychopharmacology (3)	_____	
or		
Psy 404 Behavioral Neuroscience (3)	_____	
SchP429: Children in Context (3) [Required]	_____	
Area III: Counseling Psychology (3-9 hours)		
CPsy 439 Theory and Practice of Group Coun (3)	_____	
CPsy 440 Intro to Family Counseling (3)	_____	
CPsy 442 Counseling & Therapeutic Approaches(4)	_____	
CPsy 445 Elementary School Counseling & Guidance (3)	_____	
CPsy 462 Assessment of Personality (3)	_____	
CPsy 480 Practicum (3)	_____	
Others by advisor approval.		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Area IV: Special Education (3- 9 hours)		
Approved Electives:		
Psy 338 Emotional & Behavior Disorders in Children (3)	_____	
SpEd 333 Physical Handicaps and Developmental Disabilities (3)	_____	
SpEd 339 Design of Instruction of Individuals w/	_____	
Learning Disabilities (3)		
SpEd 418 Life Skills and Transition Strategies (3)	_____	
SpEd 419 Academic and Curricular Strategies (3)	_____	
EdL 470 Special Education Law (3)	_____	
SpEd 332 Education and Inclusion for Individuals		
With Special Needs (3)	_____	
Other course approved by advisor	_____	

Specialist in RTI Implementation-Secondary (22)			
SchP 423	Behavioral Assessment (3)		_____
SpEd 421	Interventions Secondary (3)		_____
SchP 429	Topical Seminar in RTI (4)	_____	_____
	(replaces SchP 433 & SchP 435)	_____	_____
SchP 436	Specialized Practia in RTI (3) (SPRING ONLY)		_____
	(replaces Counseling electives)		
SchP 443	Certification Internship (9)		
Area V: Professional Core (36 hours)			
SchP 407	Current Issues: Crisis Management in Schools		_____
SchP 402	Applied Behavior Analysis (3)		_____
SchP 404	Historical & Contemporary Issues in School Psychology (3)		_____
SchP 412	Consultation Procedures (2)		_____
SchP 422	Assessment of Intelligence (3)		_____
SchP 423	Behavioral Assessment (3)		_____
SchP 425	Assessment & Interv in Ed Consult (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. & Interv. in Ed. Consult (1)		_____
SchP 443	Certification Internship (9)	_____	_____

Table 4: Typical Course Sequence

Year of Study	Fall	Spring	Summer
1	SchP402: Applied Behavioral Analysis SchP404: Historical & Contemporary Issues SchP429: Children in Context SchP434: Applied Research Practicum (possibly 1 credit)	SchP402: Developmental Psychology Educ451: Applied Principles of Cognitive Psychology SchP422/432: Assessment of Intelligence & Practicum SchP434: Applied Research Practicum (possibly 1 credit)	SchP434: Applied Research Practicum (complete requirement of 3 credits total) Select from a research course, Psy404 Behavioral Neuroscience or Educ491 Clinical Psychopharmacology, and special education elective
			<i>Milestone: Complete</i>

			<i>Research Requirement including literature review</i>
2	SchP412/431: Behavioral Consultation & Practicum SchP423/433: Behavioral Assessment & Practicum SchP407: Crisis Management	SchP425/435: Academic Assessment and Intervention & Practicum SchP426: Advanced School & Family Interventions Special education or counseling elective	Select from a research course, Psy404 Behavioral Neuroscience or Educ491 Clinical Psychopharmacology, special education elective, and counseling elective
3	SchP443: Certification Internship	SchP443: Certification Internship	
			<i>Milestones: Complete Portfolio</i>
			<i>Graduation</i>

Academic Standards and Expectations

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

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

FINAL COURSE MARK	GPA	QUALITATIVE INTERPRETATION
A	4.0	Excellent performance demonstrating superior work.
A-	3.67	Strong performance with some room for improvement.
B+	3.33	Good performance.
B	3.00	Competent performance.
B-	2.67	Minimal performance calling for marked future improvement.
C+	2.33	Inadequate performance; multiple marks below B- lead to probation and or dismissal for poor scholarship.
C	2.00	
C-	1.67	

D+	1.33	Unacceptable performance that cannot be counted toward meeting degree or certification requirements, although such marks factor in cumulative GPA and can play a role in a student being placed on probation or dismissed for poor scholarship.
D	1.00	
D-	.67	
F	0.00	
N	----	Course not completed; may also carry a parenthetical mark to which the incomplete will convert if not removed within a year.
A	----	Audited course; such courses may not be counted toward meeting degree or certification requirements and may not be retaken for credit once audited.
X	----	Absent from the final exam; may also carry a parenthetical mark to which the final mark will convert if not removed within a year, or earlier is specified by the instructor.
Z	----	Absent from the final exam and incomplete; student has one year to remove incomplete, unless an earlier deadline is specified by the instructor.
W	----	Course was dropped before the end of the official drop period; does not count toward cumulative GPA or meeting degree or certification requirements.
WP	----	Course was dropped after the end of the official drop period and student was passing at time he or she dropped; does not count toward cumulative GPA or meeting degree or certification requirements.
WF	0.00	Course was dropped after the end of the official drop period and student was NOT passing at time he or she dropped; counts toward cumulative GPA, but does not count toward meeting degree or certification requirements.

The standards for academic performance below represent the more stringent academic performance standards required by all degree programs in the College of Education.

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

Academic Probation: Students placed on academic probation must submit a proposed academic improvement plan to their academic advisors. That plan must include an explanation of why the student received final course marks below B- and must offer a specific plan to address in future coursework the cause of such inadequate academic performance. This plan must be approved by the program faculty. Once regular status students are placed on probation, they remain on probation until completing the degree.

Readmission: Graduate students who have been dismissed for poor scholarship are ineligible to register for coursework in the program. After one semester away, such students may

petition for readmission. The program and the dean's office must approve the petition. Students whose petitions are granted will be readmitted on probation and will be dismissed permanently if they receive any additional final course mark below B-.

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

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

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

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

Transfer of Credits

The College of Education has adopted a more restrictive policy on transfer of credits than has been approved by the university. Such policy is permitted by R & P 3.22.2.

With the approval of the department chair offering commensurate courses and the student's department chair (if different), a maximum of six credits may be transferred from another university to a Lehigh master's program.

Students must complete a *course transfer petition* (available online at <http://coe.lehigh.edu/content/current-student-information>) and see that it receives the necessary signatures and is submitted to the Registrar, along with course descriptions and an official transcript. Students may also be asked for a statement from their former institution to confirm that the course has not been used toward a prior degree.

To be eligible for credit towards a Lehigh *master's* program, all transferred courses must:

1. Have been taken at the graduate level
2. Be one in which the student received a final mark of B or better
3. Not have been used toward any prior degree
4. Have been completed within four years of first enrollment into a Lehigh graduate program
5. Be transferred from an institution that is accredited by one of the six regional accrediting associations.

Lehigh University does NOT permit the transfer of coursework into *doctoral* programs.

School Psychology Program Student Review

Annual Review. School Psychology Program faculty members are committed to supporting students' achievements and progress in the EDS program. On an annual basis, faculty meet to review each student's progress and to formulate feedback on their progress to date and recommendations to enhance their training. Students are required to complete a *Student Annual Accomplishment Record*

(Appendix B) so that their personal reflections can be crucial element in the faculty's review. The Student Annual Accomplishment Record enables students as well as faculty members to review the extent to which students are acquiring standards in the 2010 NASP model and the associated program competencies. Additionally, the Student Annual Accomplishment Record asks for students' accomplishments in activities that supplement the program's curriculum, including their involvement in professional organizations and scholarship. When appropriate, students will also report on their attainment of the certification internship.

The annual review process occurs at the end of the academic year (e.g. June). The first step is for students to complete the Student Annual Accomplishment Record and submit it to their advisors. Faculty meets with the exclusive focus on reviewing students' self-evaluation and evidence. Faculty will comment as appropriate on their involvement with the student over the past year. Students' advisors will summarize the feedback from the faculty on the record form. The student will receive the faculty's comments on the form, and have an opportunity to provide comments. The form is signed by the student and returned to the advisor for keeping in the student's file. This process is intended to help students maintain high quality work and to prevent unexpected termination from the program. Satisfactory progress as stated in the faculty comments is required to retain ongoing funding.

Faculty-Initiated Review. Review of students' progress is not limited to the annual process. School Psychology Program faculty may initiate a review of student progress if concerned about his/her progress at any point. If, in the judgment of the program faculty, a student is not making adequate progress, by majority vote of the voting program faculty, they may either bar that student from registering for further coursework in the COE until he or she demonstrates adequate progress by completing specified actions, or drop that student from the program for *inadequate academic progress*. In cases where a student is non-degree, such a vote

to drop shall have the effect of barring that student from taking further coursework in that academic program unless (1) that student is subsequently admitted to a COE academic program *and* (2) such coursework is required by the student's subsequent program of study.

Events that may trigger such an adequate progress review include:

- A graduate student carrying two or more incompletes in non-research courses,
- A graduate student withdrawing from the same course more than once,
- A graduate student withdrawing from more than three required courses in a program of study,
- A graduate student failing to complete non-course program requirements in a timely fashion,
- Any COE faculty member or instructor requesting such a review.

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

Continuation of Study. Continuation in the School Psychology 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 members 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.

Policy on Adequate Academic Progress

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

Right of Appeal: Students have the right of appeal if they feel academic program faculty have, as a result of an academic progress review, erred in (1) barring them from further coursework in the COE until completing some specified indicator(s) of adequate academic progress, (2) dropping them from the program in which they were enrolled, or (3) barring them from taking non-degree coursework in that academic program. Such students should follow the appeal process laid out in the *College of Education Grievances Procedures*, detailed elsewhere in

this handbook. The form to use for appeals of sanctions related to *adequate progress* decisions is the *Non-course-related Grievance Form* (available online through this link:

[COE_NonCourseRelatedGrievanceForm.pdf](#)).

Practicum and Internship Experiences

The heart of any program to prepare school psychologists lies in the practical and supervised experience they receive. The Ed.S. program at Lehigh offers various levels of practicum experience including a non-credit observational practicum, supervised practica as part of academic coursework, and a full-time full-year internship in a school. The following figure illustrates the sequence of School Psychology Program Field Experiences.

Practicum Experience

Observational practicum. Students with minimal school-based experiences prior to starting the EDS program complete an observational practicum during their first year of the program. In this instance, students complete a series of 25 assigned activities designed to familiarize students with the educational environment (see Appendix C).

Course-related practica. Hands-on experiences are also provided through projects that are assigned in courses. In the first and second years, students complete an applied behavior analysis project and a series of 1-credit practica in conjunction with four other courses (Consultation Procedures, Assessment of Intelligence, Behavioral Assessment, and Assessment & Intervention in Educational Consultation). During the practica, students spend a minimum of 50 clock hours in supervised experiences related to the courses. Practica are directly supervised by the faculty assigned to each course. Students will receive a separate grade for the practicum that is associated with the course. In addition to specific requirements by the instructor, students complete the Course-Embedded Practicum Log (Appendix I) and submit to the faculty supervisor (i.e., course instructor) for their approval. Through the

four course-embedded practica, students acquire a minimum total of 200 practicum hours by the conclusion of their second year of study in the EDS program.

Certification Internship Experience

Typically in the third year of EDS training, students complete the requirement for a Certification Internship. In accordance with 2010 NASP standards, the Certification Internship requires 1200 hours, with a minimum of 600 hours in a school setting. Most often, EDS students complete their internship on a full-time basis, for one entire school year (September through June). This usually occurs with a school district or intermediate unit. A student may begin the Certification Internship in School Psychology when the following criteria are met:

1. successful completion of the Masters or its equivalent and
2. successful completion of the following courses or their equivalents:
 - (a) Consultation Procedures (SchP 412) and its practicum (SchP 431)
 - (b) Assessment of Intelligence (Schp 422) and its practicum (SchP 432)
 - (c) Behavioral Assessment (SchP 423) and its practicum (SchP 433)
 - (d) Assessment and Intervention in Educational Consultation (SchP 425) and its practicum (SchP 435)
3. student is in good standing in the program which includes the student has attained a minimum GPA of 3.0 and has demonstrated strong professional skills (defined as adequate communication skills, ability to meet requirements and other demands associated with the position in a timely fashion).

In the event that a student has not met the prerequisites for beginning the Certification Internship, he/she will develop an individualized plan fulfilling the requirements in conjunction with his/her advisor, the Program Director, and the University-based supervisor of internships. The

student will fulfill the individualized under the immediate supervision of the academic advisor. Collaboratively, the advisor, Program Director, and University-based supervisor will determine that the plan is satisfied prior to the student proceeding to internship. The individualized plan will be documented in a letter that is presented to the student. If the student is dissatisfied with the individualized plan or its implementation, he/she should follow the Student Grievance procedures addressed in this manual.

Internship Placement. During their second year of study, students search and select their internship site in conjunction with their academic advisor and faculty who provide University-based supervision of internship (e.g., currently Dr. Christy Novak is in this position). Students typically select public school systems, Intermediate Units, and approved private schools provide the settings for the certification internship, which requires full-time participation for a minimum of 1200 clock hours (40 weeks).

Internship sites must be approved by the appropriate faculty in the school psychology program (e.g. Program Director, University-Based Supervisor). Appropriate sites must employ a permanently certified school psychologist. Appropriate staff from the internship site will sign an internship contract (Appendix K) to ensure understanding and provision of a quality internship experience for students.

A crucial component of approved internship experiences is high quality supervision by a certified school psychology who is employed at the setting (i.e., “field supervisor”). The field supervisor must be certified as a school psychologist in Pennsylvania with at least 3 years of experience and must have a minimum of an Ed.S. or equivalent degree. Supervision and the principal responsibility for the internship will depend upon the contractual agreements between the Lehigh School Psychology program and each internship site. However, the training of each student will be a joint responsibility of

the field supervisor and the University Supervisor. Supervision quality will align with NASP guidelines (http://www.nasponline.org/about_nasp/positionpapers/Supervision_in_School.pdf).

The field supervisor will provide a minimum of 2 hours of supervision per week. One hour is through individual face-to-face meetings, and the other hour occurs through frequent meetings throughout the remainder of the week that accumulate to more than one hour. Administrative tracking of the internship rests with the university supervisor.

Students may want 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.** The experiences of the faculty and former school psychology interns have indicated that 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.

Once the internship is approved by the School Psychology Program, the student applies to internships according to the sites' procedures. Similarly, the acceptance of internship is primarily the students' responsibility, although this decision is conducted under the guidance of students' advisor and the University Internship Supervisor.

Support and evaluation during internship. Coinciding with the Certification Internship, students attend a weekly seminar led by the University Supervisor (e.g., SchP443). This seminar allows students to receive additional supervision and oversight of the internship experience by the University Supervisor as well as by their peers. The seminar also present an opportunity to extend students' learning and skill acquisition by providing information relevant to current school psychology practice and ethics. In most circumstances, the University-based supervisor of internship will conduct one site visit per academic year if feasible.

Each intern is evaluated by their field supervisor using a competency-based checklist (see Appendix D). This checklist serves both as an evaluation tool and it helps to guide the intern and his/her supervisor through the required experiences. Students also evaluate their intern site and supervisor at the end of the field internship period (see Appendix E). These evaluations are shared with the field supervisor and kept on file for future reference by other prospective students.

Students are required to log all hours on the Lehigh University Internship Logs (Appendix E). Logs must be signed by the field site supervisor and submitted by the 5th of every month to the university supervisor. At a minimum, students are expected to participate in the following activities during the year and produce products that represent evidence of the completion of these activities:

- Participation in professional development within the district;
- Provide some form of professional development within the district;
- Conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan);
- Conduct at least one evaluation for a student referred for special education eligibility;
- Conduct at least one assessment for a behavior problem (e.g., functional behavioral assessment);
- Conduct at least one curriculum-based assessment for a student referred for academic skills problems;
- Conduct at least one assessment for a student with a low-incidence disability (e.g., autism);
- Conduct at least one consultation/intervention program for a student with an academic skill problem;
- Conduct at least one consultation/intervention program for a student with a behavior problem.

As these experiences are completed, students must obtain the field supervisor's signature

to affirm completion of the experience on the Minimum Internship Experience checklist (see Appendix G). The checklist, along with evidence substantiating the activity, are to be included in the student's final portfolio.

Students' continuation in the internship experience is contingent upon favorable evaluation of the students' performance as well as the adequacy of the site in meeting the students training needs. Evaluation of student performance and the site is an ongoing process that occurs through the students' involvement in the certification internship seminar (SchP443), bi-annual field-supervisor evaluations and their routine contact with the University Supervisor, as well as the University Supervisor's site visits. Resolution of any concerns that arise during the internship will be sought through collaboration among the student, appropriate faculty from school psychology program, and appropriate staff from the internship setting. The process of resolving concerns will include meetings with all parties and development of a plan that will be documented. The implementation of the plan will be collaboratively monitored by the student, program faculty, and internship staff.

Unresolvable concerns related to student performance or internship site capacity for providing quality training may lead to suspension or termination of the internship. With regard to student performance, examples of these concerns may be poor performance in clinical activities or professionalism that does not improve through supervision or remediation and unethical behaviors as identified by NASP (<http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>) and APA (<http://www.apa.org/ethics/code>). With regard to the internship site, factors that may lead to suspension or termination include inadequate supervision or training experiences as well as unethical actions or inappropriate professional interactions involving students. In the event that concerns are not resolvable, the University

Supervisor and Program Director will communicate a specific procedure for suspending or terminating the internship with the appropriate staff from the site. Students involvement in the termination or suspension process will be determined at the discretion of the school psychology program faculty on an individual basis.

Portfolio Assessment

Students are expected to maintain a portfolio that reflects achievement of their clinical competencies. This portfolio represents a comprehensive and culminating experience for students. Implementation of a portfolio assessment within the Ed.S. program has three objectives. First, the Ed.S. portfolio provides students in this program an opportunity to reflect upon their training and identify the knowledge and skills that they have met as a result of this training. Second, the portfolio provides the faculty with an assessment for evaluating a student's competencies prior to their anticipated graduation from the program. Third and finally, the portfolio provides faculty with data for evaluating the alignment of curriculum with training objectives to ensure that students are receiving the best education possible.

To meet these objectives, the Ed.S. portfolio requires students to identify how permanent products reflecting the variety of training experiences (e.g. coursework, practica, internship) demonstrate their mastery of the 2010 NASP Standards and the corresponding program competencies. Specifically, an Ed.S. portfolio will follow a **best evidence approach**. As such, the products reflected in the portfolio should be selected as representative of the skills attained across Lehigh competencies and 2010 NASP standards. The portfolio will consist of the following:

- An introductory 2- page statement summarizing clinical competencies that the student has achieved to this point in their professional development.
- A professional resume highlighting relevant work and clinical experiences.
- Two *best* work samples from across the entire program (e.g., papers, projects) that demonstrate the

integration of competencies in the Lehigh University Core Psychological Knowledge and Research Design & Applications domains, along with the corresponding 2010 NASP Standards.

- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the Lehigh Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.
- Two reports* from clinical cases completed during the internship year that reflect the student's *best* clinical work and demonstrate the integration of competencies across Lehigh Domains Psychological Applications – Assessment, Consultation & Intervention, and Communication, and the related 2010 NASP standards.
- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the Lehigh Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.
- Two reports* from clinical cases completed during the internship year that reflect the student's *best* clinical work and demonstrate the integration of competencies specifically related to Lehigh Domains Professional Responsibility and Diversity & Multicultural Perspective. These activities would provide evidence across all the NASP Standards.
- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the Lehigh Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community.
- Signoff sheet for minimum experiences during internship along with evidence to support the

completion of each activity.

- A concluding statement (2-page maximum) that identifies goals for future professional training and experiences.

* Students may choose to include additional documents to enhance their case reports. Such documents might include (but are not limited to): an assessment (or intervention plan), list of resources used in the designing an assessment (or intervention), a summary of relevant legal or ethical issues related to the case, supervisors evaluations/comments, etc.

In the spring semester of the Internship year (e.g., March), each student submits their portfolio for review by a committee of three faculty. The faculty committee includes the student's advisor and two other members of the School Psychology faculty. Each of the faculty reviews the portfolio within two weeks of the submission date according to the rubric available in Appendix J. Each faculty reviewer then assigns a rating for each competency domain using the following 4-point scale and rubric:

4 evidence exceeds expectations for an entry-level school based practitioner

3 evidence is commensurate with expectations for an entry-level school based practitioner

2 evidence is below expectations for an entry-level school based practitioner

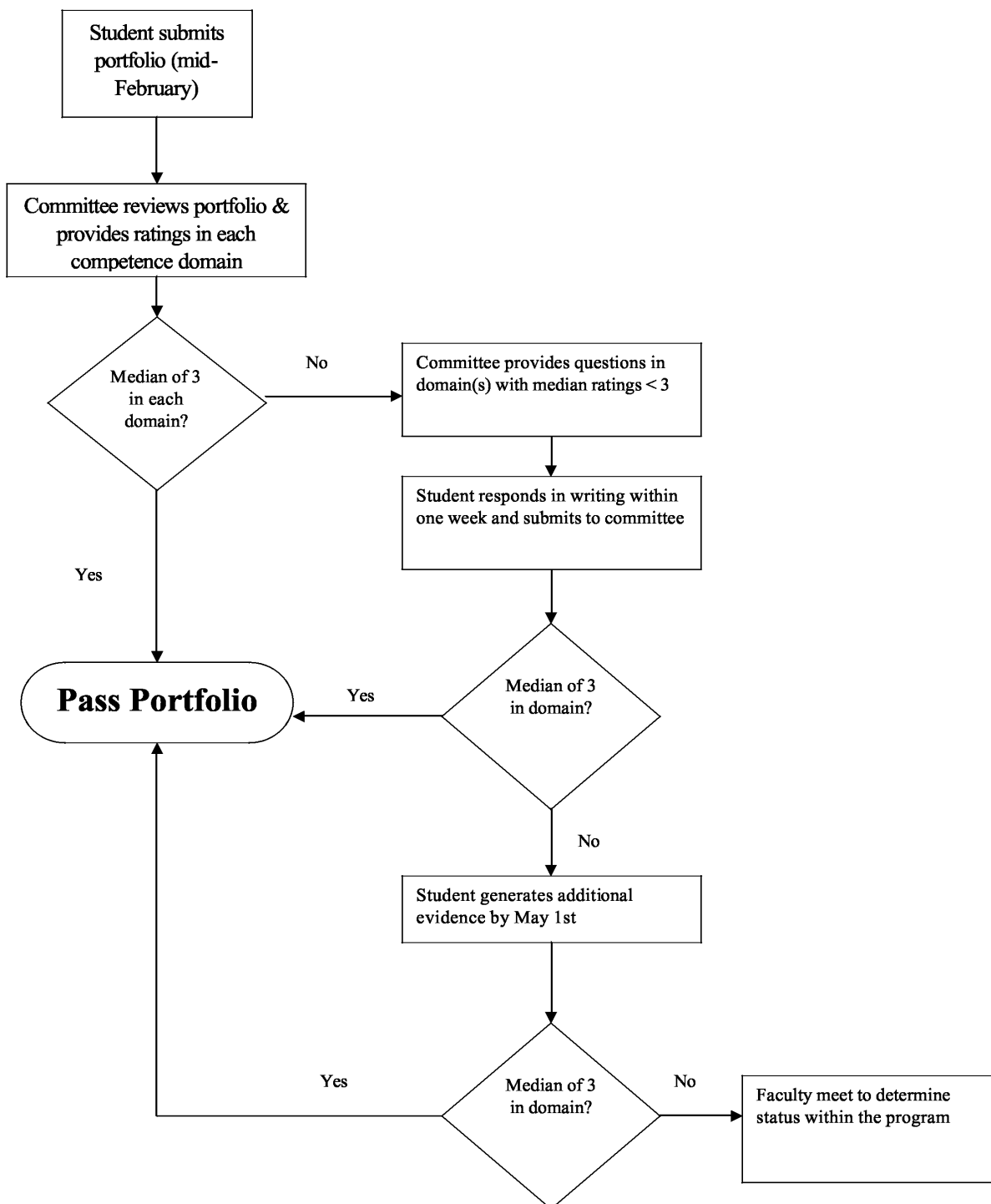
1 evidence is far below expectations and in need of substantial revision

To pass the portfolio, the student must achieve a median rating of 3 across the faculty ratings in each domain. If the student does not achieve this standard, the committee will provide the student with specific questions (no more than three) to ensure that s/he has mastered competencies corresponding to both the program's and NASP'S domains related to the area not receiving a median rating of 3. The student must provide written responses (2 pages maximum) to each question (along with additional evidence, if requested) within one week of receipt. Using the scoring guidelines stated above, the faculty

then have one week to evaluate the cumulative evidence and provides an updated grade for the domain(s) in question. If the mean rating for the domain still falls below 3, the student must submit additional evidence supporting the mastery of the competency domain for review by the committee before the conclusion of the academic semester (May 1st). This evidence could be case based; however, the student may submit an alternative piece of evidence (e.g., research paper) if it addresses the area of need identified in the portfolio process. The faculty again has one week to review the additional evidence. If the median rating for the evidence still falls below 3, the program faculty will meet to determine the student's status within the program. The figure below illustrates the portfolio evaluation process.

Figure 1: Portfolio Assessment Procedures and Process

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Faculty

Six full-time faculty and a full-time Professor of Practice in the School Psychology program

serve as primary program faculty:

Faculty:

Christine L. Cole, Ph.D.

Bridget Dever, Ph.D.

George J. DuPaul, Ph.D.

Robin Hojnoski, Ph.D.

Patricia H. Manz, Ph.D. (Program Director)

Edward S. Shapiro, Ph.D.

Professor of Practice:

Christy Novak, Ph.D.

Students will also take courses in other programs within the College of Education, including the Special Education Program (<http://coe.lehigh.edu/academics/disciplines/sped>), Counseling Psychology Program (<http://coe.lehigh.edu/academics/disciplines/cp>), and Educational Leadership Program (<http://coe.lehigh.edu/academics/disciplines/edl>). Students can consult the web sites for these programs to learn about faculty and course offerings.

Adjunct faculty who are consistently associated with school psychology program include:

Kevin Kelly, Ph.D. (Assessment of Intelligence, Crisis Management in the Schools)

Jeffrey Rudski, Ph.D. (Biological Basis of Human Behavior; Clinical Psychopharmacology)

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.

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

Chris Cole, Ph.D.

Select Publications

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

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

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

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

Select Presentations and Workshops

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

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

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

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

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

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

Bridget Dever, Ph.D.

Select Publications

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

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

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

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

Select Presentations and Workshops

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

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

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

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

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

George DuPaul, Ph.D.

Select Publications:

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

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

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

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

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

Select Presentations:

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

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

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

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

Vilardo, B.A., DuPaul, G.J., Weyandt, L.L., O'Dell, S.M., Carson, K.M., Swentosky, A., Verdi,

G., & Rossi, J.S. (2012, June). Effects of lisdexamfetamine dimesylate on functioning of college students with ADHD. Mid-Year Meeting of the International Neuropsychological Society, Oslo, Norway.

Robin Hojnoski, Ph.D.

Select Presentations:

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

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

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

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

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

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

Select Presentations

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

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

Wood, B. K., Hojnoski, R.L., & Olsen, C. (October, 2013). *Content validity of the BOSS-EE: Expert and practitioner review*. Poster presented at Council for Exceptional

Children, Division of Early Childhood, 28th Annual Conference on Young Children with Special Needs and Their Families, San Francisco, CA.

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

Patti Manz, Ph.D.

Select Publications:

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

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

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

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

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

Select Presentations:

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

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

Manz, P. H., Cho, P., Eisenberg, R. A., Manzo, J. C., Gernhart, A. C. Faison, J. & Ridgard, T. (2014). A collaborative inquiry process with Early Head Start to enrich child development:

Developing Little Talks. A symposium presentation at the Society for Research in Child Development Themed Meeting, Arlington, VA.

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

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

Ed Shapiro, Ph.D.

Select Publications:

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

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

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

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

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

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

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

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

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

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

Student Body

The student population of the School Psychology program consists of individuals who have entered the program immediately after completion of an undergraduate degree and those students who have earned a Master's degree. Most students have entered the Ed.S. program with undergraduate degrees in Psychology, Social Work, and Education. Additionally, a small number of students are employed full-time and attend the program on a part-time basis. **Only a limited number of students are admitted on a part-time basis. The program is designed primarily for full-time students.**

The School Psychology program is dedicated to the recruitment of individuals from diverse ethnic and cultural backgrounds. Collectively, the program faculty and current student body are active in school psychology practice and research that is applicable to variety of settings (e.g. public school, early childhood centers, hospital settings, and early intervention programs like home visiting), and serves family and children representing a range of socioeconomic, ethnic, and linguistic backgrounds. Our aim is that the rich educational, professional, and research opportunities provided by our faculty and students will foster the recruitment and retain culturally and linguistically diverse students in the EDS program.

Table 6: Admission Statistics

Year Entered	Applications	Offers	Entered	Admitted Mean Undergrad GPA	Admitted Mean GRE (V + Q)
2012-13	34	8	3	3.79	312
2013-14	38	10	8	3.72	309
2014-15	28	8	2	3.91	314
2015-16	28	10	5	3.54	308

Student Transition into the EDS Program

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, faculty host a luncheon following the new student orientation.

At the time that students matriculate, they are provided a full-day new student 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.

Student Participation in School Psychology Program Development & Administration

Input and participation of graduate students in school psychology is very much encouraged by the faculty. Each year, school psychology students select two students (one from the EDS as well as one from the PHD degree programs) to serve a one-year term as formal representatives to the school psychology program faculty. These representatives are expected to attend monthly program faculty meetings, and provide a means for students to formally make recommendations and communicate with faculty. Additionally, these representatives serve with the school psychology faculty on admission interview teams and provide recommendations to the faculty after interviewing prospective students. The program representatives also lead the annual meeting of the school psychology program wherein representatives are selected for the subsequent year.

Criminal and Health Clearances

This policy covers the clearance requirement of field-based or research experience in child-focused settings as part of the degree or certification program (referred to as “field experience” in the rest of this document) for all professionals-in-training in all College of Education (COE) programs, including the School Psychology Program. For purposes of this policy, *child-focused settings* include all schools and organizations whose activities involve children from birth through age 21. Examples of such organizations include, but are not limited to the following:

- Civic organizations; for example, Scouts
- Religious organizations; for example, Sun. School, CCD
- Community education organizations; for example, YMCA/YWCA, PBA athletic teams

- Youth and family service agencies; for example, Broughal Family Center, Pinebrook Family Services, Valley Youth House
- Social/support groups; for example, Children of Divorce, LGBTQI youth services, social skills groups
- Residential settings

This policy aligns with the Pennsylvania Department of Education's (PDE) regulation that is intended to protect children and reflects changes to Section 111 of the Pennsylvania Public School Code (referred to as "School Code" in the rest of this document) effective September 28, 2011.

Clearance Requirement: All COE students who come into contact with children through field experience are required to obtain and present the following **original** and **current** (not older than one year) clearance documents to the Office of Teacher Certification and Field Placements (OTC). Further information and links to form is obtainable at <http://coe.lehigh.edu/otc/college-education-clearances-policy>.

Pennsylvania and federal criminal clearances provide a record of all arrests, charges and convictions:

- PA State Police Criminal Records Check (Act 34)
- PA Child Abuse Clearance (Act 151)
- Federal Criminal History Record (Act 114)

The **health clearance** provides a record of tuberculosis:

- Mantoux Tuberculosis Screening; result of a chest X-ray; or blood test

Professionals-in-training who are currently employed by a school district and have clearances on file in that district may complete a **School Clearances Waiver** obtained from the OTC. The **original** document signed by an authorized school district official must be presented to the OTC. A waiver on file in the OTC allows a professional-in-training to complete field experiences in that particular school district. In order to be eligible for field experiences in other PreK-12 settings, professionals-in-training must obtain and present all four **original** and **current** clearance documents to the OTC. Any of the criminal or health clearances that are not on file with a school district must be presented to the OTC as original and current documents.

Notification of Clearance Requirement: The COE notifies professionals-in-training of its clearance requirement in multiple ways.

- *College of Education Acknowledgement of College Policy on Clearances* requires applicants to acknowledge the policy in order to submit a complete online application
- Letter of admission to a COE program signed by the dean reminds prospective professionals-in-training to apply for their clearances as outlined on the COE website
- Detailed clearance information, including application instructions, from the OTC via email to all newly matriculated professionals-in-training

Responsibilities of Professionals-in-Training: Upon admission to any of the COE's six programs, prospective professionals-in-training bear sole responsibility for obtaining all four clearance documents, including the specific actions noted below.

- Applying for clearances upon admission to a COE program
- Maintaining current clearances throughout the degree or certification program
- Pursuing all actions required in response to a clearance outcome; for example, expungement proceedings

- Providing original clearance documents for authorized review in a child-focused setting

Criminal Clearance Record: Seven categories of criminal record emerge from the School Code:

Category 1: “No record exists” qualifies professionals-in-training for a field experience. The following notations are deemed equivalent to “no record exists”:

Non-conviction/Quashed/Dismissed/Demurrer Sustained

Non-conviction/Nolle prossed/Withdrawn

Category 2: School Code Section 111(e) crimes: The School Code permanently excludes from school employment individuals convicted of a Section 111(e) crime. The COE permanently excludes such individuals from field experience.

Category 3: Felony offenses: The School Code states that conviction of any felony of the first, second or third degree, not listed in School Code Section 111(e), prohibits individuals from school employment for ten years after the expiration of the sentence. The COE permanently excludes such individuals from field experience.

Category 4: First-degree misdemeanors: The School Code states that conviction of any first-degree misdemeanor, with the exception of a second conviction of driving under the influence of alcohol or a controlled substance (DUI), prohibits individuals from school employment for five years after the completion of the sentence. The COE excludes such individuals from field experience for five years after completion of the sentence. After this five-year exclusion, the COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 5: DUI second offense: The School Code states that a second DUI conviction prohibits individuals from school employment for three years after the completion of the

sentence for the most recent offense. The COE excludes such individuals from field experience for three years after completion of the sentence for the most recent offense. After this three-year exclusion, the COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 6: Second- and third-degree misdemeanors and summary offenses: The School Code allows discretion in the employment of individuals convicted of second- and third-degree misdemeanors and summary offenses. A DUI first offense is included in this category. The COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 7: Arrest or charge, without conviction, of crimes in categories 2-5: The School Code allows discretion in the employment of individuals who have been arrested or charged, but not convicted, of crimes in categories 2-5 above. The COE will determine eligibility for field experience on a case-by-case basis as described below.

Criminal Clearance Record Categories 2-3: Permanent Exclusion from Field Experience and Withdrawal from Certification Program: When a professional-in-training has been convicted of a crime described in categories 2-3, such an individual is permanently excluded from field experience. Because this exclusion will prevent the individual from successfully completing courses that require field experience, he or she becomes unable to complete the certification program and must withdraw from it. This individual is required to sign and submit an original *Acknowledgement of Criminal Record Ineligibility for Field Placement* to the OTC.

Criminal Clearance Record Categories 4-7: Eligibility for Field Experience: *Determination of eligibility.* Eligibility for field experience is determined by the program director and the Director

of the Office of Teacher Certification (referred to as “OTC director” in the rest of this document), in consultation with other university offices, as appropriate. The purpose of case-by-case determination regarding eligibility for field experience in categories 4-7 is to insure a safe environment for all children in child-focused settings and to acknowledge the human condition of indiscretion and non-constructive choices. The COE strives to balance these equally important considerations in administering this policy. The following case-by-case circumstances will be considered in determining eligibility for field experience:

- The nature of the arrest/charge/conviction, including ramifications in a child-focused setting
- Recidivism (multiple arrests/charges/convictions related to a single crime and various crimes)
- Time elapsed since most recent arrest/charge/completion of the sentence for the most recent conviction
- Compelling evidence of rehabilitation

Professionals-in-training must be aware that, while the COE may determine that an individual with a category 4-7 record is eligible for field experience, personnel in a child-focused setting retain the right to decide whether or not they will host such an individual for field experience.

The *Acknowledgement of College of Education Policy on Clearances* signed and submitted with the COE application advises applicants of this caveat.

If the COE determines that a professional-in-training with a category 4-7 record is eligible for field experience, the OTC will pursue an appropriate placement until the second refusal. Once a second child-focused setting has refused to host an individual because of this record, the OTC will no longer pursue a field placement on this individual’s behalf. In keeping with COE field

placement procedures, a professional-in-training may locate a field placement host and provide this information to the Coordinator of Teacher Field Placements (Coordinator) in the OTC, who will arrange the placement details. The Coordinator must receive this information no later than Friday of the third week of classes. All field placement experiences must be completed through the OTC.

When a child-focused setting agrees to host a professional-in-training with a category 4-7 record, an authorized official of the host institution signs and submits an original *Acknowledgement of Criminal Record Placement* to the OTC.

If the COE determines that a professional-in-training with a category 4-7 record is not eligible for field experience, the individual is notified in writing by the OTC director and is asked to sign and submit an original *Acknowledgement of Criminal Record Ineligibility for Field Placement* to the OTC.

Appeal of ineligibility. Professionals-in-training who have been ruled ineligible for field experience as a result of a category 4-7 record have the right to appeal this decision. To do so, they should follow the *Course-related Non-Grade Grievance* process (see the *Grievances* section of this manual or in the Education and Human Services student handbook).

Criminal Clearance Record Categories 4-5: Eligibility for PDE Certification: As noted above, a category 4 conviction (first-degree misdemeanors) prohibits individuals from school employment for five years after the completion of the sentence and a category 5 conviction (DUI second offense) prohibits individuals from school employment for three years after the completion of the sentence for the most recent offense. Professionals-in-training must be aware

that PDE may withhold a certificate for the period of time during which an individual is prohibited from school employment.

Notice of Arrest or Conviction: The College requires that any professional-in-training who is currently enrolled in a degree or certification program must notify the OTC within seventy-two (72) hours of an arrest, charge or conviction that occurred since the most recent criminal clearances were submitted to the OTC.

Health Clearance Record: The Mantoux Tuberculosis Screening must be “negative”; the result of a chest X-ray must be “clear”; or the result of a blood test must be “negative” as documented by the signature of a licensed medical professional. Any other outcome disqualifies professionals-in-training from a field experience.

Clearance Record Confidentiality: Any professional-in-training whose criminal clearance record indicates other than “no record exists” (meaning a category 2-7 record) or whose health clearance record indicates other than “negative” or “clear” must discuss the record with the OTC director. In order to determine the individual’s status with regard to field placement and program or degree enrollment, this information may be shared with other university personnel in accordance with the Family Educational Rights and Privacy Act (FERPA).

In addition, child-focused settings that host field placements may request to review a professional-in-training’s criminal and health clearances.

Protection of Human Subjects in Research

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

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

School psychology students who are involved in research with human subjects will need to complete the appropriate training (<https://research.cc.lehigh.edu/RCR>) before they begin any activity. For projects in which the student is a researcher, the student will need to obtain IRB approval. Students should apply for approval under the supervision of the faculty member with whom they are working.

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

Lehigh University Graduate Petitions

Students wishing to petition use the official university *Graduate Petition* form (available online at: https://coe.lehigh.edu/sites/coe.lehigh.edu/files/LU_GradStudentPetitionForm.pdf).

This PDF document allows the petitioner to check various types of requests, or check OTHER and then describe his or her request in 50 words or less. The petitioner has approximately 200

words to describe the reason(s) why what he or she has requested should be granted. Once again, the petitioner enters this text directly into the PDF form. Alternatively, the petitioner may prepare the text in a word-processing document and then cut-and-paste the text from that document. If the petitioner needs more than 200 words, he or she may note that fact on the form and then print out an additional page and attach it.

Whenever possible, however, the petitioner should make his or her *very best* effort to use the PDF and not attach additional pages. This environmentally conscious approach not only reduces use of paper, it is also more efficient.

The petitioner may save the form to his or her computer and complete it in several sessions. Once the petitioner has completed the form, he or she prints out a copy for distribution to obtain the necessary signatures and recommendations.

The *Graduate Petition* form notes the exact nature of required documentation and the petitioner, as well as those faculty and administrators who subsequently consider the petition, should be certain to include that required documentation. Otherwise, the petition will likely be tabled until such documentation is provided. This will delay a petition by at least two weeks and can lead to a petition being denied for lack of documentation if that documentation is not provided in a timely fashion after the petition is tabled.

Faculty may attach additional printed pages to make clear why they support or oppose the petitioner's request. Each faculty or administrative signer must either recommend *approve* or *deny*. Signers are, however, allowed in their comments to make clear any reservations they have in supporting the petitioner.

Petition-consideration Process

1. A student obtains a petition form and (1) checks the appropriate boxes for what action he/she wants taken ["I respectfully request: ..."] **and** (2) enters text telling why that action is more appropriate than the action already taken ["Reasons: ..."]. The student fills out the top of the petition, entering contact information, prints the form and then signs and dates it.
2. The signed form then goes to the student's academic adviser. That adviser reviews the petition, makes a recommendation ["Approve" or "Deny"], provides any justification for his/her recommendation and then signs and dates the form.
3. The doubly signed form goes next to the graduate coordinator who reviews the petition and any attachments, makes a recommendation ["Approve" or "Deny"], provides any justification for his/her recommendation and then signs and dates the form.
4. The triply signed form next goes to the department chair who reviews the petition and any attachments, makes a recommendation ["Approve" or "Deny"], provides any justification for his/her recommendation and then signs and dates the form.
5. Now carrying four signatures, the petition form goes to the dean's office where the associate dean reviews the petition and any attachments, makes a recommendation ["Approve," "Deny" or "Defer to SOGS"], provides any justification for his/her recommendation and then signs and dates the form. [Associate deans recommend "Defer to SOGS" when they feel there may be cross-college issues that should be discussed before making a recommendation.]
6. The petition leaves the college at this point and goes down to the registrar's office. The registrar reviews the petition and any attachments, checks the student's record for any

additional relevant information, and determines if the petition is covered by a recent precedent by the Committee on the Standing of Graduate Students (SOGS). If so, the registrar acts on the petition based on that precedent. If not, the registrar distributes the petition electronically to all members of SOGS and schedules it for discussion at the next SOGS meeting.

7. The SOGS committee meets every other week, including some meetings in the summer, and typically considers between four and 12 petitions at each meeting. Each petition is discussed and carefully considered and the committee votes to *approve*, *deny*, or *table* the petition.
8. If a petition is tabled, the graduate associate dean from the petitioner's college notifies the department/program of that fact and requests the missing documentation. A petition may remain on the table for *no more than two meetings*; if the requested documentation has not been supplied by then, the petition is automatically denied.
9. If the committee decides to *approve* or *deny* the petition, the registrar's office notifies the petitioner of the decision of the committee.
10. If a petitioner is not satisfied with this decision, he or she may appeal to the Graduate and Research Committee (GRC). This appeal should be in the form of a letter to the GRC that the student delivers to the chair of the GRC. In this letter, the student should make clear (1) what action he or she wishes taken instead of the action taken by SOGS, (2) why the action taken by SOGS was inappropriate, and (3) why the requested action is the more appropriate action. For more details, visit:

<http://www.lehigh.edu/~indost/conduct/handbook/sect4.shtml>

11. The GRC as a whole considers the student's appeal and issues its decision.

Policy on Academic Integrity

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

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

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

Process for Resolving Suspected Student Academic Misconduct under the Policy. The COE has its own procedures for attempting informal resolution of suspected academic misconduct, procedures that are aligned with the university's process. For those procedures and relevant forms, please see this link: [COE_StudAcadMisconductResolveGuide.pdf](#)

Termination of Student Status

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

1. *Voluntary Termination:* A student notifies the university, through academic advisers, program directors or other university officials, that he/she wishes to discontinue pursue of studies.
2. *Inadequate Academic Progress:* If, in the judgment of the program faculty, a student has failed to meet the expectations of the program in terms of making adequate academic progress, as defined by the College of Education's *Adequate Academic Progress Policy* (see below), that student may be dropped from the program.
3. *Failure to Meet Program Standards/Requirements:* Selected degree programs in the COE have periodic reviews of student performance and behavior. If, in the judgment of the program's voting faculty, a student has failed to meet the expectations/requirements of the program, that student may be dropped from the program. Such expectations/requirements include both course-related and non-course-related performances and behaviors.
4. *Dismissal for Poor Scholarship:* Regularly admitted students in degree programs who fail to meet the COE's *Academic Performance Standards Policy* will be dismissed from the college.
5. *Disciplinary Dismissal:* Students who undergo a disciplinary review in which they are found responsible, may have their student status terminated (see <http://www.lehigh.edu/~indost/conduct/handbook/sect6.shtml>). The COE has its own procedures for attempting informal resolution of suspected academic misconduct ([COE_StudAcadMisconductResolveGuide.pdf](#)), procedures aligned with the university's process.

6. *Certification/Licensure Program Termination:* A student in a program leading to external certification or licensure who is found to have violated the COE *Academic Integrity Policy* will no longer be eligible to pursue such certification and licensure, although he or she may be eligible to complete a degree program that does not include such certification/licensure. Similarly, if, in the judgment of the voting program faculty, a student seeking certification is not suited to further pursuit of that certification (as might happen in programs that prepare school teachers, administrators, counselors and psychologists), that student will be offered the option of completing a degree without certification. This latter instance most frequently occurs when that student has failed to succeed in one of more field placements and/or has demonstrated temperamental/emotional issues causing concern about recommending to the certifying/licensing agency that the student be granted certified/licensed.
7. *Termination of Doctoral Studies:* A student that fails either the Doctoral Qualifying Examination or the Doctoral General Examination, does not garner approval for the dissertation proposal, or ultimately fails to defend his/her dissertation successfully will no longer be eligible to pursue doctoral studies (see <http://www.lehigh.edu/coursecatalog/degree-information.html>). In such cases, the student may be offered, instead, the opportunity to receive a master's degree, through meeting its requirements.

The college and university have appropriate appeal processes designed to assure students have access to due process. For details of those processes, please see the College of Education *Grievance Procedures* section elsewhere in this manual.

Student Grievance Procedures

Students enrolled in the School Psychology program are governed by the rules and regulations of Lehigh University and the policies, procedures, and guidelines approved by the

Department of Education and Human Services. The Department and the College of Education, in conjunction with the University, handle student problems and complaints with due process.

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

Resolution within the School Psychology Program

All faculty members in the School Psychology program are committed to creating an educational environment in which both students and faculty are treated with courtesy and respect. Following the *APA Ethical Principles of Psychologists and Code of Conduct* (APA, 2002) and the *NASP Principles for Professional Ethics* (2000), the faculty strives for the highest ethical conduct in interactions with students and colleagues. 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 H):

1. **Discussion with the person.** As future school psychologists, it is important for students to learn to effectively handle uncomfortable situations in a clear, direct, and tactful manner. Therefore, students should first “attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate” (APA, 2002, p. 3).
2. **Discussion with another program faculty member** (e.g., advisor, Program Director, instructor). There may be situations in which students do not feel comfortable approaching the faculty member or fellow student directly. In such cases, 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 Director and relevant parties.** If informal strategies are unsatisfactory and the student wishes to take action, the next step may involve a meeting between the student, the Program 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.

College of Education Grievance Procedures

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

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

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

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

2. In this written appeal, the student(s) shall, using the *Mark/Grade Appeal* form, provide the title and number of the course taken, the name of the course's instructor(s), the term (Fall, spring, summer) and year in which the course was taken, the specific mark under appeal and what it covered (for example, homework assignment, project, presentation, field experience, final course mark) and a detailed description of the reason(s) the assigned mark is inappropriate. Students may obtain the *Mark/Grade Appeal* form online at this link: [COE GradeAppealForm.pdf](#), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. If the student(s) and instructor(s) are unable to resolve the disagreement to the satisfaction of the student(s), the written appeal –now with a written response from the instructor(s)—moves forward to the director of the academic program. (In certain cases involving adjunct instructors, however, the appeal may go first to a faculty supervisor appointed by the academic program. If such a supervisor is involved, he or she meets with the student(s) and instructor(s) and attempts to help resolve the disagreement. If unable to do so, that supervisor adds his or her comments on the merits of the appeal and sends the appeal packet to the program director.)

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

in attempting to resolve the difference. If he or she is also unsuccessful, the appeal package—now including the department chair’s comments—moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s)—if the dean deems such interviews necessary— and issues a decision on the grade appeal.

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

Any student complaint of discrimination, if such complaint is not within the jurisdiction of the Committee on Standing of Graduate Students (SOGS) or the university judicial system, shall be dealt with in accordance with the university discrimination grievance procedures.

This includes appeals regarding accommodations granted by the Office of Academic Support for Students with Learning Disabilities.

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

Before filing a formal grievance, the complainant should discuss the complaint with the Associate Dean of Students (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) who will then advise on an appropriate course of action. This step provides an opportunity for the informal resolution of a situation that may be discriminatory. In such a resolution, the

Associate Dean of Students may refer the student to other sources of help or serve as a mediator between the student and the perceived source of the problem.

Where the matter is not subject to informal resolution, the student may file a formal grievance with the Associate Dean of Students (UC 210) who serves as designee for the Provost for receipt of such grievances under the university's Policy on Equal Opportunity/Affirmative Action/Non-Discrimination. Such formal grievances will be handled using the university discrimination grievance procedures detailed in the university student handbook.

Redress of Grievances Based on Harassment

Grievances based on harassment are covered under university procedures specified in the university policy on harassment. To obtain a copy of the policy, as well as information on the university person(s) you should contact, please visit:

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

Redress of Other Course-related Academic Grievances

1. A student (or group of students) with a complaint that arises out of any course but is not covered by one of the procedures above should bring the complaint first to the instructor of the course in which the source of the grievance occurred. This grievance may be presented orally, although the student(s) should make clear the nature of the grievance and what action he/she/they would like taken to resolve that grievance.
2. If, after meeting with the instructor, students do not feel satisfied, they prepare a written grievance to take to the director of the academic program in which the course is offered. This written grievance, which must be completed using the *Course-related Non-grade*

Grievance form, shall document the title and number of the course taken, the name of the course's instructor(s), the term (fall, spring, summer) and year in which the course was taken, a description of the events or actions leading to the complaint and a proposed resolution to the complaint. Students may obtain the *Course-related Non-grade Grievance* form online ([COE_CourseRelatedNonGradeGrievanceForm.pdf](#)), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.

3. The program director asks the instructor(s) to submit a written response to the grievance and attaches this response to the student grievance packet. The program director then meets with the parties to seek a resolution. If unable to do so, he or she adds comments to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is also unsuccessful, the grievance package – now including the department chair's comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary– and issues a decision on the grievance.
4. If the student/group of students has/have serious concerns about meeting with the instructor, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program. Similarly, if students have serious concerns about meeting with the program director (#2 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about holding such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to

respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>) for guidance on how to submit the grievance.

5. If, upon receiving the decision of the dean, the student or students involved still wish to seek redress, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.
1. A graduate student (or group of graduate students) with a grievance related to an activity **outside** courses—including research activities—that is not covered by one of the procedures listed above, should bring that grievance first to the responsible faculty or staff member. In the meeting with that faculty or staff member, students may describe their grievance orally, provided that they make clear the nature of the grievance and how they would wish it redressed.
2. If, after meeting with the responsible faculty or staff member, students wish to pursue the matter further, they use the *Non-course-related Grievance* form to prepare a written grievance that (1) identifies the individuals involved, (2) notes when the events or actions leading to the grievance occurred, (3) describes why they were inappropriate and (4) proposes actions to resolve the grievance. Students may obtain the *Non-course-related Grievance* form online ([COE_NonCourseRelatedGrievanceForm.pdf](#)), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.

3. The written grievance then moves to the appropriate program director or university supervisor, who asks the responsible faculty or staff member to submit a written response to the grievance and attaches this response to the student grievance packet. The program director or university supervisor then meets with the parties involved and seeks to resolve the grievance. If unable to do so, he or she adds comments on the merits of the grievance to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is unsuccessful, the grievance package –now including the department chair’s comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and responsible faculty or staff member —if the dean deems such interviews necessary– and issues a decision on the grievance.
4. If the student/group of students has/have serious concerns about meeting with the responsible faculty or staff member, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program or the appropriate university staff supervisor. Similarly, if students have serious concerns about meeting with the program director or university staff supervisor (#3 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious

concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>) for guidance on how to submit the grievance.

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

In general, a graduate student has the right to petition on any academic matter of concern.

Petition forms are available online ([LU_GradStudentPetitionForm.pdf](#)), or from all program coordinators in the College of Education, as well as the Deans Office (A325 Iacocca Hall).

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

If a petitioner is not satisfied with the decision of the SOGS Committee, he or she may appeal the decision to the full GRC. Appeals to the full GRC are, however, rare and the

appellant must make clear in writing why the decision of the SOGS Committee was inappropriate and why whatever resolution the petitioner proposes is more appropriate.

Financial Support

The School Psychology program typically has resources available to provide some level of supports for many students admitted for full-time study in the EDS program. Support is provided through student employment at Centennial School, federal grants obtained by faculty, University and Departmental graduate assistantships, and Departmental tuition scholarships. Full-time positions involve 20 hours per week, and are associated with a monthly stipend and tuition support. Part-time positions are also available at times; these can include stipends only or stipends coupled with tuition support. Positions may be offered for the academic year only or for a full year. Financial support is not guaranteed. Although historically students who enter the program have been maintained on some form of support, 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. Students should not anticipate financial support during their internship year.

U.S. Dept. of Education Training Projects

The faculty of the School Psychology program have often been successful in securing various training projects from the U.S. Department of Education. Although never guaranteed in any particular year, these grants provide financial support for students and offer specific training experiences. At present, Drs. Edward Shapiro and Minyi Dennis are leading a U.S. Department. of Education training project related to Response to Intervention (described previously in the manual). In the past, Dr. Christine Cole has lead federally-funded training experiences for school psychologists who seek speciation in students with Autism.

Tuition

Students may consult the College of Education's website for up-to-date information on tuition costs (<http://coe.lehigh.edu/admissions/financial-aid/tuition-costs>).

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.

Library of Assessment Tools and Software

The Department maintains an extensive collection of psychoeducational assessment materials as well as scoring software for student use. These materials are centrally located so that students can easily access them.

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 a given year will result in students sharing desk space.

Adverse Weather Conditions Procedures

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

RADIO: Updates will be broadcast on the following stations.

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

TELEVISION: Updates will appear on WFMZ-TV Channel 69

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

1. Prohibited parking regulations will be strictly enforced. Violations during periods of snow emergencies carry a minimum fine of \$25.
2. Parking is prohibited on the lower campus for any reason between the hours of midnight and 7:30 a.m. unless otherwise posted.
3. If classes are canceled and the university is officially closed, parking is prohibited on the lower campus until 7:30 a.m. on the day following the closing.
4. Parking is prohibited on the lower campus from 5:00 p.m Friday through 7:30 a.m Monday.
5. In addition to the above, it may be necessary to temporarily close lots at other times or to temporarily close additional lots. When this occurs, lots or areas must be vacated according to the posted snow emergency signs that specify a temporary parking area.

6. It is the responsibility of the individual to ascertain whether the snow emergency regulations are in effect.

Violators will be towed at their own expense.

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

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

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

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

p.m. or 7:00-10:00 p.m., when plummeting winter temperatures or snow accumulations can produce increasingly dangerous driving conditions as the evening progresses.

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

Clearly, instructors should meet their classes whenever possible, particularly when the provost has decided the university will remain open during adverse weather. That said, instructors and students are expected to behave rationally, including acting in responsible ways in terms of personal safety. If, in the judgment of a course instructor, weather conditions are so serious as to put the safety of the instructor or his/her students at great risk, the instructor may cancel a class. The expectation is that instructors will then reschedule the missed class for an alternate date.

Further, an instructor may say to his/her students that they should use their best judgment about the risk in coming to class under such conditions and decide accordingly. When an instructor has provided students with the ability to make such a judgment, he or she should then honor whatever decision the student makes, without penalizing that student in any way. This may entail rescheduling class presentations, providing extensions to course deadlines involving class activities, or otherwise modifying sequences or requirements to accommodate that absence.

Appendix A

Research Requirement Checklist

Research Requirement Checklist

Student:		Advisor:	
OPTION #1:		Semester:	
OPTION #2:	Semester & # credits		
Registered for SchP 434 (3cr)			
Research Projects			
1. Title			
Student Investigator			
Semester (s)			
Approximate # Hours			
2. Title			
Student Investigator			
Semester (s)			
Approximate # Hours			
3. Title			
Student Investigator			
Semester (s)			
Approximate # Hours			
Literature Review			
4. Title			
Date Topic Approved			
Date Final Paper Accepted			
Date of Presentation			

Advisor Signature:

Date:

Appendix B

Observational Practicum Requirements

Observational Practicum Requirements

STUDENT _____

ADVISOR _____

	Location	Date	Sign Off - Initials
1. observe a multidisciplinary meeting			
2. observe a special education class for students with high incidence disabilities - learning support needs			
3. observe a special education class for students with high incidence disabilities - emotional support needs			
4. observe a special education class for students with low incidence disabilities			
5. observe as special education program for students with visual impairments			
6. observe as special education program for students with hearing impairments			
7. observe a class of preschoolers with developmental delays			
8. observe a class of general education students in the kindergarten to third grade			
9. observe a class of general education students in the fourth to sixth grade level			
10. observe a class of general education students in the 7th to 12th grade level			

11. observe a school psychologist in his/her routine duties for an entire day			
12. observe a behavioral assessment			
13. observe a curriculum- based assessment			
14. observe a psychologist interviewing a teacher			
15. observe a school faculty meeting			
16. observe school recesses			
Others as determined by advisor			

Appendix C

EDS Internship Evaluation

**Lehigh University School Psychology Program
Ed.S. Internship 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.

NASP Standard II Data-Based Decision-Making and Accountability		
Score Mid End		Item
		1. Demonstrates accuracy in scoring and administering basic psychological tests. (WISC-IV, WPPSI-III, Binet IV, etc.)
		2. Demonstrates knowledge of problem-solving processes and effective problem-solving skills for data-based decision making.
		3. Demonstrates knowledge of wide variety of testing instruments for various purposes including identifying strengths and weaknesses, monitoring progress, and understanding problems.
		4. Demonstrates ability to master and utilize new standardized testing instruments.
		5. Demonstrates appropriate selection of assessment methods based on individual cases.
		6. Demonstrates ability to conduct curriculum-based assessments of academic skills.
		7. Demonstrates ability to conduct direct observations in classroom settings.
		8. Demonstrates ability to use behavioral assessment instruments.
		9. Demonstrates ability to make accurate decisions about eligibility for special education from assessment results.
		10. Demonstrates ability to make meaningful and practical recommendations based on assessment results, including recommendations for goals and interventions for both academic and behavioral problems.
		11. Demonstrates the ability to utilize data to evaluate outcomes.
		12. Demonstrates ability to communicate findings of assessments through written reports.
		13. Demonstrates ability to accurately graph results of assessment.
		14. Demonstrates ability to recognize the need for related services and evaluations in areas such as physical disabilities, sensory disabilities, language disorders, etc.
Comments:		

NASP Standard III Consultation and Collaboration		
Score Mid End		Item
		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.
		10. Demonstrates ability to consult effectively with and learn from parents and caregivers.

Comments:

NASP Standard IV-1 Interventions and Instructional Support to Develop Academic Skills

Score Mid End		Item
		1. Demonstrates knowledge of human learning processes and techniques to assess these processes.*
		2. Demonstrates knowledge of an ecological approach to academic skill development.
		3. Demonstrates knowledge and skills in developing effective instructional strategies and interventions to promote and maximize student learning at the individual and group level.
		4. Effectively utilizes intervention data to guide instructional decisions.
		5. Demonstrates consideration for issues of intervention acceptability and integrity.
		6. Demonstrates ability to work collaboratively with others in addressing academic skill development.**

*For information regarding specific assessment techniques please refer to NASP Standard 2.1.

**For more information regarding specific consultation skills please refer to NASP Standard 2.2

Comments:

NASP Standard IV-2 Interventions and Mental Health Services to Develop Social and Life Skills

Score Mid End		Item
		1. Demonstrates knowledge of human developmental processes and techniques to assess these processes.*
		2. Demonstrates knowledge of an ecological approach to behavioral, affective, adaptive, and social skill development.
		3. Demonstrates knowledge and skills in developing effective strategies and interventions to support behavioral, affective, adaptive, and social skill development.

		4. Effectively utilizes intervention data to guide intervention decisions.
		5. Demonstrates consideration for issues of intervention acceptability and integrity.
		6. Demonstrates ability to work collaboratively with others in addressing behavioral, affective, adaptive, and social skill development.**
		7. Demonstrates ability to effectively build a therapeutic rapport with children.
		8. Demonstrates skills in providing direct interventions with individuals.
		9. Demonstrates skills in providing direct interventions with groups.

* For more information regarding specific assessment techniques please refer to NASP Standard 2.1

** For more information regarding specific consultation skills please refer to NASP Standard 2.2

Comments:

NASP Standard VII Diversity in Development and Learning

Score		Item
Mid	End	
		1. Demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
		2. Demonstrates sensitivity and necessary skills to work with individuals of diverse characteristics.
		3. Demonstrates an understanding and appreciation for human diversity, including differences in families, cultures, and individuals.
		4. Demonstrates awareness of biases related to biological, social, cultural, ethnic, experiential, socioeconomic, gender, and/or linguistic differences; works to eliminate bias and promote equity in service delivery and outcomes.
		5. Demonstrates working knowledge of resources available both within the school and community for students and families with diverse characteristics.

Comments:

NASP Standard V-I Schoolwide Practices to Promote Learning

Score		Item
Mid	End	
		1. Demonstrates knowledge of general education, special education, and other educational and related services.
		2. Demonstrates an understanding of schools and other settings that reflects a systemic perspective.
		3. Participates in systems level efforts to create and maintain safe, supportive, and effective learning environments for children and others.
		4. Demonstrates an understanding of systems theory and its application to educational environments.
		5. Demonstrates an understanding of district/school policies and procedures.
		6. Demonstrates an understanding of the legal rights of parents and students.

Comments:

NASP Standard V-II Preventive and Responsive Services

Score		Item
M	E	
		1. Demonstrates knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
		2. Contributes to prevention and intervention programs that promote the mental health and physical well-being of students.
		3. Demonstrates knowledge of crisis policies and procedures.
		4. Demonstrates ability to effectively build a therapeutic rapport with children.

		5. Demonstrates ability to effectively identify appropriate goals for therapeutic intervention.
		6. Demonstrates ability to use effective therapeutic interviewing strategies during counseling sessions.
		7. Demonstrates ability to effectively handle crisis counseling situations with children.

Comments:

NASP Standard VI Family-School Collaboration Services

Score Mid End		Item
		1. Demonstrates knowledge of family systems, including family strengths and influences on student development, learning, and behavior.
		2. Demonstrates knowledge of various methods to involve families in education and service delivery.
		3. Develops collaborative relationships with families, educators, and other professionals to promote and provide comprehensive services to children and families.
		4. Demonstrates skills in facilitating home-school collaboration.
		5. Demonstrates effective interpersonal skills with families that reflect sensitivity to individual differences.
		6. Demonstrates working knowledge of resources available for students and families both within the school and community.

Comments:

NASP Standard VII-1 Research and Program Evaluation

Score	Item
-------	------

Mid	End	
		1. Demonstrates the ability to evaluate research and effectively translate research into practice.
		2. Demonstrates knowledge of program evaluation research and design.
		3. Demonstrates skill in utilizing methods for evaluating interventions.
Comments:		
NASP Standard VIII-2 Legal, Ethical and Professional Practice		
Score Mid	End	Item
		1. Demonstrates familiarity with laws and ethical standards affecting the role and function of school psychologists.
		2. Applies appropriate standards in practice.
		3. Demonstrates professionalism in interactions with educators, families, and community members.
		4. Participates in professional development.
		5. Demonstrates receptivity to criticism.
		6. Demonstrates ability to integrate the recommendations of supervisor into practice.
		7. Demonstrates ability to recognize the need for supervision when appropriate.
		8. Demonstrates ability to work independently.
Comments:		

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 internship for this semester. Consider student progress in relationship to expected levels of progress through the last five months of the internship. 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 certification intern. 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.

AB

Student has not met all goals set for the semester and has performed at a level below expectations for a first/second semester certification intern. However, the student has shown that they will be likely to reach entry level competency by the end of the internship period in June. A grade of "B" indicates some deficiencies in the criteria, a grade of "B-" indicates significant deficiencies in the criteria.

BC

Student has not met all goals set for the semester and has performed at a level far below expectations for a first/ second semester certification intern. 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 internship period in June.

Appendix D

Internship Site and Supervision Rating Form

Lehigh University School Psychology Program

Internship Site and Supervision Rating Form

Internship Site: _____

Field Supervisor: _____

Student Intern: _____ Date: _____

Part I: Please rate each statement according to the following scale:

1 = Never 2 = Sometimes 3 = Frequently 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 psychologist's role clearly defined in district (IU)
- _____ Roles of other pupil personnel staff clearly defined in district (IU)
- _____ Pupil personnel staff works effectively together
- _____ District (IU) provides pleasant atmosphere in which to work.
- _____ District (IU) provides atmosphere in which psychologists 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 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 specify _____

Exposed to variety of testing instruments other than traditional measures, please specify instruments:

Exposed to variety of testing instruments other than commonly used measures (e.g., UNIT, Bayley, NEPSY, etc.). Specify instruments:

Worked with:

- ☐ Preschool age
- ☐ Elementary age
- ☐ Secondary age
- ☐ Team Based Evaluations
- ☐ Independent Evaluations
- ☐ Exposed to community resources
- ☐ Opportunity for independent research
- ☐ Engaged in individual counseling
- ☐ Opportunities to learn about law in relation to functioning of school psychologist

Part III:

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

Yes No

2. Were testing conditions acceptable throughout the district buildings?

Yes No

3. Were all testing materials available in the district?

Yes No

If no, what materials did you have to provide?

4. How much travel was involved?

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

5. Was support readily available for report preparation?

Yes No

6. Was computer support for scoring available?

Yes No

7. What type of report was typically required?

Lengthy Moderate Sketchy

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

1 2 3 >3

9. Overall, how would you rate the quality of your district supervisor?

1 2 3 4 5 6 7 8 9 10

Poor

Fair

Excellent

11. Overall, how would you rate the quantity of supervision your received?

1 2 3 4 5 6 7 8 9 10

Poor

Fair

Excellent

Part IV:

1. Provide the following information:

_____ Number of evaluations completed

_____ Number of days actually worked

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

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

Part V:

1. Overall, how would you rate your experience?

1 2 3 4 5

Inadequate
Preparation

Adequate
Preparation

Extraordinary
Preparation

Comments:

Appendix E

Lehigh University School Psychology Program

Practicum/Internship Log

Internship Site: _____

[illegible]

Supervision							0		0
Admin/Case							0		0
Data entry							0		0
Reports							0		0
Scheduling							0		0
Other							0		0
Daily Total	0	0	0	0	0	0	0		0
Total Weekly Hours, Last week's cumulative, Total cumulative (cut & paste last week's totals into column I for the formulas to calculate correctly)							0		0

TOTAL CUMULATIVE HOURS

0

Initialed and Dated by Field Supervisor

Appendix F
Checklist of Minimum Activities
during Internship

Checklist for Completion of Minimum Internship Activities

Required Activity	Actual Activity	Date Completed	Intern Supervisor Signature & Comments
Participation in professional development within the district			
Provide some form of professional development within the district			
Conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan			
Conduct at least one evaluation for a student referred for special education eligibility			
Conduct at least one assessment for a behavior problem (e.g., functional behavioral assessment)			
Conduct at least one curriculum-based assessment for a student referred for academic skills problems			
Conduct at least one assessment for a student with a low-incidence disability (e.g., autism)			
Conduct at least one consultation/intervention program for a student with an academic skill problem			
Conduct at least one consultation/intervention program for a student with a behavior problem			

Appendix G
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): _____

Appendix H

Course-Embedded Practicum Log

Course-Embedded Practicum Log

Student's Name

Student's Signature

- ☐ Fall ____
- ☐ Spring ____
- ☐ Summer 1 ____
- ☐ Summer 2 ____

☐ 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	
Total for Practicum	

Appendix I
Portfolio Evaluation Rubric

Portfolio Evaluation Form

Student:

Date:

Reviewer:

LU Domain	NASP Standards	Score	Comments
A. Core Psychological Knowledge	II-VIII		
B. Research Design and Application	Attention to VIII-1 (Research & Progr Eval)		
C1, C2, & C3 Psychological Applications-Assessment	II - VIII		
D & E. Professional Responsibility/ Diversity & Multicultural Perspective	Attention to VII, VIII-2		

Met Minimal Experiences Expected of Students: ALL PARTIAL

Participated in Professional Development: YES PARTIAL

Evidence:

Provided Professional Development to District: YES PARTIAL

Evidence:

Process Impacting System or Schoolwide Variables: YES PARTIAL

Evidence:

- 4 evidence exceeds expectations for an entry-level school based practitioner
3 evidence is commensurate with expectations for an entry-level school based practitioner

- 2 evidence is below expectations for an entry-level school based practitioner
- 1 evidence is far below expectations and in need of substantial revision

NASP Standards of Practice

Standard II: Data-Based Decision Making & Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Standard III: Consultation & Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Standard 4.1: Interventions & Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Standard 4.2: Interventions & Mental Health Services to Develop Social & Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Standard 5.1: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Standard 5.2: Preventive & Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Standard 6: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Standard 7: Diversity in Development & Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Standard 8.1: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Standard 8.2: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Appendix J
Annual Student Accomplishment Form

**Lehigh University's School Psychology Program – Educational Specialist Degree
Annual Student Accomplishment Record**

Name:

Date:

Year Entered Lehigh:

Required Year for Graduation:

I. Evaluation of progress towards 2010 NASP Standards & EDS Program Competencies

In the table below, include an evaluation of your progress in acquiring the 2010 NASP Standards and associated program competencies. For each competency, rate your accomplishment according to the scale below. Each of the ratings below requires students to evaluate “mastery”; mastery is defined as receiving an “A” or its equivalent (e.g. highest rating by supervisor) in coursework, practicum or internship activities, and other training experiences (e.g. research). Students should identify each related training experience and their performance (e.g. course grade, supervisor rating). A table associating courses to the 2010 NASP standard(s) and competency is provided in the program manual; students should consult this table when identifying evidence for the competency.

- 1) **“Advanced Knowledge & Skills”**: in the past year, the student successfully completed all related training experiences; evidence consistently indicates that competency has been mastered; student is viewed as being able to independently perform in the competency area
- 2) **“Emerging Knowledge & Skills”**: many of the related training experiences have been successfully fulfilled; evidence related to completed training experiences indicates mastery; student is viewed as being able to perform in competency area with supervision
- 3) **“Limited Knowledge & Skills”**: student has been exposed to one or two training experiences related to the competency; student has been successful in these experiences
- 4) **“Remediating Competency”**: student has not demonstrated mastery in one or more of the training experiences; student is viewed as needing extensive supervision in the competency area
- 5) **“Not addressed”**: The competency was not a focal point in the student’s training during the academic year.

Following the students self-rating, comments from the faculty’s annual review of the students’ progress will be included on this form and reviewed with the student.

NASP Standard	Domain A: Core Psychological Knowledge	Student Self-Rating and Provision of Evidence Per Competency	Faculty Evaluation & Comments
	<i>Competencies</i>		
IV-1, VI	1. Students will acquire knowledge of current research issues in child and		
VI	2. Students will acquire knowledge of current research issues in cognitive		
IV-2, V-2	3. Students will acquire knowledge of current research issues in the		
II, VII, V-1, VII-2	4. Students will acquire knowledge of the history of psychology and the		
II	5. Students will acquire knowledge of current issues in research and practice		
NASP Standard	Domain B. Research Design & Application		
	<i>Competencies</i>		
II, VII-1	1. Students will apply knowledge of single case research design in practice.		
VII-1	2. Students will be able to understand the use of group and correlational designs		
VII-1	3. Students will acquire a working knowledge of basic psychometric		
VII-1	4. Students will demonstrate ability to synthesize a body of literature and		
NASP Standard	Domain C1: Psychological Applications & Assessment		
	<i>Competencies</i>		
II, IV-1	10. Students will demonstrate accuracy in scoring, administering and interpreting		

II, IV-1, IV-2, VI	11. Students will demonstrate knowledge of a wide variety of testing instruments.		
II, IV-1, IV-2	12. Students will acquire knowledge of strategies to assess cognitive and		
II, IV-1, IV-2, VI	13. Students will demonstrate appropriate selection of assessment methods for		
II, IV-2	14. Students will demonstrate skills in conducting clinical interviews of		
II, IV-1, IV-2, V-1, VI	15. Students will demonstrate knowledge and application of conducting direct, systematic behavioral observations.		
II, IV-2, VI	16. Students will demonstrate knowledge and application of identifying and selecting appropriate instruments in		
II, IV-1, IV-2, V-1	17. Students will demonstrate knowledge and applications in conducting		
II, IV-1, VII, V-1	18. Students will demonstrate knowledge and sensitivity to issues related to		
NASP Standard	Domain C2: Psychological Applications - Consultation & Intervention		
	<i>Competencies</i>		
II, III, IV-1, IV-2, VII, V-2, VI	9. Students will acquire knowledge of intervention strategies to address the cognitive and academic functioning of		
II, , III, IV-1, IV-2, VII, V-1,	10. Students will demonstrate knowledge and application of selecting appropriate intervention procedures for academic		
II, III, IV-1, VII, V-1, VI	11. Students will demonstrate effective use of problem identification interviews in using consultation to deliver		

II, III, IV-1, VII	12. Students will demonstrate effective use of problem analysis interviews in using		
II, III, IV-1, IV-2, VII, V-2, VI	13. Students will demonstrate effective use of intervention strategies in using consultation to deliver psychological services		
II, III, IV-1, VII,	14. Students will demonstrate effective use of intervention evaluation strategies in		
V-1, V-2	15. Students will demonstrate knowledge and application of effective counseling		
II, III, IV-1, IV-2, VII, V-1, V-2, VI	16. Students will demonstrate knowledge and sensitivity to issues related to interventions with culturally and linguistically diverse populations.		
NASP Standard	Domain C3: Psychological Applications - Communication		
	<i>Competencies</i>		
II, IV-1, IV-2, V-1, VI	1. Students will demonstrate skills in writing psychological reports.		
II, IV-2, VI	2. Students will demonstrate skills in communicating evaluation results with		
V-1, V-2	3. Students will acquire knowledge of systems theory and organizational		
NASP Standard	Domain D: Professional Responsibility		
	<i>Competencies</i>		
II, IV-1, IV-2, VII,	1. Students will demonstrate knowledge and application of ethical principles in		

II, IV-1, VII, V-1, VII-1, VII-2	2. Students will demonstrate knowledge and application of standards for psychological tests.		
II, IV-1, IV-2, VII, V-1, VI, VII-2	3. Students will demonstrate knowledge and application of legal rights of parents, schools, and students.		
II, IV-1, IV-2, V-1, V-2, VI	4. Students will demonstrate effective skills in working within multidisciplinary teams.		
VII, V-1, VII-2	5. Students will demonstrate the development of affiliation with the		
NASP Standard	Domain E: Diversity & Multicultural Perspective		
	<i>Competencies</i>		
II, III, IV-1, IV-2, VII, V-1, VI,	1. Students will demonstrate knowledge of potential biases in evaluation processes when working with culturally		
II, III, IV-1, IV-2, VII, V-1, VI,	2. Students will demonstrate knowledge and sensitivity to the influences of cultural and linguistic diversity in		
IV-1, VII, VI	3. Students will demonstrate personal sensitivity to their own biases related to		
II, III, IV-1, IV-2, VII, V-1, V-2, VI, VII-1, VII-2	4. Students will demonstrate effective skills in working with families including those from culturally and linguistically diverse backgrounds.		

II. Professional Activities

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

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

III. Personal Goals and Progress

1. Describe your progress towards the training milestone(s) that you addressed this past year (e.g., qualifying research project, comprehensive examination, and dissertation); include your anticipated timeline and steps for the next academic year.
2. Please assess your satisfaction with your personal and academic growth for the year.
3. Briefly, describe your anticipated goals and accomplishments for next academic year.
4. Any additional comments for faculty to consider.

IV. EdS Internship

EdS Internship (*all EdS students complete item 1 and continue as appropriate; please circle your response*)

- a. Did you apply for internship during this past academic year (for an internship that will take place in next academic year)?
 - i. Yes, applied
 - ii. Yes applied for an additional 1-year part-time internship (already completed a 1 year part-time internship)
 - iii. No, still enrolled in 2-year part time internship
 - iv. No, previously satisfied the full internship requirement
 - v. No, did not apply for internship
- b. If you applied, did you obtain an internship? Yes.....No.....(if yes continue with questions)
 - i. Internship name: _____
 - ii. Expected start date: _____
 - iii. Expected end date: _____
 - iv. Length of time of internship (circle): 1 year 2 years
 - v. Is it (circle) Full-Time Part-Time
 - vi. Is funding provided by the internship site (circle): Yes No

Following faculty review:

Please provide any additional comments or response to the faculty's review below. Sign and date the form. Please return to your advisor so that a copy may be retained in your file.

Student Signature _____ Date: _____

Appendix K
Internship Contract

Lehigh University
Certification Internship Contract

Period of Appointment

The internship is to begin on _____ and will continue through the end of the school year in June 2016. During that time, students follow the school district calendar rather than the calendar of Lehigh University. Students typically spend the entire academic year, full-time in one site. The intern is expected to log a minimum of 1200 clock hours in a school setting during this time period. At least 375 hours of these total hours should be devoted to direct client contact.

Terms of Compensation and Other Professional Supports

The district agrees to provide compensation to the intern in the amount of _____ for the period of the internship. In addition, the intern is allowed _____ sick/personal days and agrees to follow appropriate procedures for requesting and using any sick/personal days offered. The intern also is entitled to the vacation days afforded other district personnel and in accordance with the district school calendar. The district will reimburse expenses incurred by the intern in the provision of services will be according to district policies, a copy of which will be provided to the intern during orientation. Finally, in order to facilitate the internship experience, the school district agrees to provide time for required supervision, opportunities to participate in scheduled in-service and professional development activities, a safe and secure work environment, and appropriate supplies and support services consistent with those provided to district school psychologists (e.g., desk, secretarial support, and assessment materials).

Expectations and Experiences During Internship

The internship is intended to be a diversified training experience that will allow the intern to participate in a variety of activities throughout the school year. The intern is responsible for conducting herself/himself in a professional manner at all times and for fulfilling the terms of this contract. The intern is expected to be an active and contributing member of the educational support services of the district.

At a minimum, during the internship, students are expected to participate in specific activities, and produce products for their professional portfolio that represent evidence of the completion of these activities:

- Participation in professional development within the district (e.g., inservice training session, staff development workshop);
- Provide some form of professional development within the district (e.g., presentation to teachers/support staff, present in district-wide training);
- Conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan);
- Conduct at least one evaluation for a student referred for special education eligibility;
- Conduct at least one assessment for a behavior problem (e.g., functional behavioral assessment);
- Conduct at least one curriculum-based assessment for a student referred for academic skills problems;

- Conduct at least one assessment for a student with a low-incidence disability (e.g., autism);
- Conduct at least one consultation/intervention program for a student with an academic skill problem;
- Conduct at least one consultation/intervention program for a student with a behavior problem.

As these experiences are completed, students must have their field supervisor sign off on the Checklist for Completion of Minimum Internship Activities.

Supervision

The intern will receive supervision from a field supervisor and a university supervisor.

Field Supervision. The field supervisor will provide a minimum of two hours of supervision per week. One hour is through individual face-to-face meetings, and the other hour occurs through frequent meetings throughout the remainder of the week that accumulate to more than one hour. At least one each semester, the field supervisor will assess progress toward the attainment of objectives and complete a written evaluation of the intern's performance using the Lehigh University Internship Rating Form (attached). The intern will receive formative feedback regarding his or her progress as determined by the field supervisor during the semester in addition to the summative evaluation at semester's end.

University Supervision. Weekly meetings with the Lehigh University supervisor in individual or small group seminars will be held for the purpose of case review, and discussion of professional, ethical/legal issues related to the internship experiences. Administrative tracking of the internship rests with the university supervisor. The university supervisor will meet with the intern either in person or electronically at least weekly, and if practical, will visit the internship site at least once each semester. In addition, the university supervisor is accessible to interns to discuss concerns or issues that need to be addressed outside the scheduled meeting time.

Internship Logs and Other Requirements

Students are required to log all hours on the Lehigh University Internship Logs. These weekly logs must be signed by the field site supervisor and submitted to the university supervisor prior to the assignment of semester grades. The student will submit a weekly summary of hours electronically for monitoring by the university supervisor.

Procedures for Evaluation

Field supervisors will complete written evaluations of the intern's performance each semester as indicated under Field Supervisor. Interns will complete a written evaluation of the internship experience at the end of the internship year. The final evaluation will include an assessment of the nature and scope of experiences provided by the internship site, the quality of field supervision, and the suitability of the site for future internship placements. Should issues arise during the course of the internship, it is the responsibility of the university supervisor, field

supervisor(s), and intern to communicate about such issues and cooperate in efforts to resolve the situation.

I agree to abide by the terms stated in this contract.

_____	Name & Credentials
_____	Program Coordinator
_____	Date

_____	Name & Credentials
_____	University supervisor
_____	Date

_____	Name & Credentials
_____	Field supervisor
_____	Date

_____	Name
_____	Intern
_____	Date