Edinboro University of Pennsylvania

School Psychology Program

Accredited by the National Association of School Psychologists and the Pennsylvania Department of Education

Student Handbook

Department of Counseling, School Psychology, and Special Education

Snyder 07/16
PREFACE

This handbook was created to serve as a guide to our graduate students. It should be consulted for information pertaining to the requirements for those pursuing certification in School Psychology. Additional information about the university, graduate school, and program may be obtained by logging on at www.edinboro.edu.
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Program Overview
The School Psychology Program* at EUP requires three years of full-time study. This includes two years of coursework and a 1200 hour internship during year three. The full program is 63 credit hours of which 30 credits count toward the Master of Education degree in Education Psychology (MEd Ed Psych). During the first year candidates take four classes in the fall, four in the spring, and two in the summer. Volunteer service learning experiences are embedded in first year. Candidates provide three hours of volunteer service per week with the Erie City School District across each semester. During the second year candidates take three classes in the fall, three in the spring, and one in the summer. There is a practicum (two days per week) in the fall and spring semesters. At the end of the second spring semester candidates are eligible for the Master of Education (MEd) Educational Psychology degree. An internship requiring at least 1200 hours of experience is completed during the third year of the program. Upon completion of all program requirements candidates will be awarded the Educational Specialist Degree (EdS) in School Psychology.

*Upon completion of the program students are eligible to apply for School Psychology Certification in Pennsylvania. You must be a U.S. citizen. If you are not a U.S. citizen you must have a permanent immigrant visa, which permits you to seek employment within the United States. Additionally, you must intend to become a citizen and file a notarized form titled, “Declaration of Intent to Become a Citizen of the United States” (part of Foreign Supplement Package available from the Bureau of Teacher Certification and Preparation). Application information for certification in Pennsylvania may be found at: http://www.edinboro.edu/academics/schools-and-departments/soe/clearances-certifications-candidacy/certification-requirements/index.html

Admission to the Program
Individuals seeking admission must comply with the general admission requirements for graduate studies at Edinboro University of Pennsylvania and with the special admission requirements of this curriculum listed below:

1. Applicants must submit three reference letters.
2. Submit a one-two page essay answering the following questions:
   a. What attracted you to the field of educational/school psychology?
   b. What attributes do you possess that will enable you to succeed as a graduate student and ultimately as a practitioner?
   c. What are your professional goals?
3. Submit a professional resume.
4. GRE scores are required. Scores averaging the 30th percentile or above for the verbal, quantitative, and analytical writing sections are preferred.
5. Possess a quality point average of 3.0 or better (4 point scale) for the junior and senior year of the bachelor’s degree.
Upon receipt of all application materials applicants will be contacted for an interview. The application deadline is February 15th. Acceptance letters will be mailed by April 1 and a response is required by April 15th. Applications received after February 15th will be evaluated on a case-by-case basis. Graduate assistantship application materials should be submitted to the Office of Graduate Studies by 15th day of February. Please refer to the Office of Graduate Studies homepage for information on applying for a graduate assistantship or go to:
http://www.edinboro.edu/academics/schools-and-departments/graduate-studies/apply/index.html

Master of Education in Educational Psychology (MEd Educational Psych)
The School Psychology Program is 63 credits. Of these, 30 credits count toward the Master of Education Degree in Educational Psychology (MEd Educational Psych). In addition to the course requirements, this program also requires a written comprehensive examination and a master’s research project.

Written Comprehensive Examination
Following completion of the MEd Educational Psychology degree coursework, students are required to complete a written comprehensive examination designed to assess their mastery of knowledge in areas relevant to educational psychology. These areas include: learning theories, counseling, consultation, crisis management, and research. Successful completion of the examination is needed prior to internship.

Educational Psychology Project
All candidates for the MEd Education Psychology degree must complete a master’s degree project. This is accomplished in part by successfully completing certain requirements for APSY788 and APSY789. Candidates are encouraged to address a problem that may arise in a school setting and use a single-case research methodology design. More information on this research is available in the MEd Educational Psychology Handbook. Your advisor will provide guidance for topic selection, completion of the final project, and determine its acceptability for the master degree project. Preparation of a manuscript suitable for submission for peer review is required.

School Psychology Program

Mission and Philosophy
The School Psychology Program prepares its graduates for the professional practice of psychology in the schools by emphasizing a scientist-practitioner model of training. The mission of the program is to prepare school psychologists who are capable of providing high quality, ethical psychological services. The program provides a solid foundation of instruction, research, and field experience, which reflects current, empirically supported methods in psychology and education. These experiences prepare graduates to provide assistance and expertise in the assessment and treatment of problems experienced by children, schools, and communities.

Respect for diversity among individuals, diversity among groups, and diversity among communities is emphasized throughout the curriculum. The goal of our program is to help each
candidate to identify and apply his/her unique talents while solving problems using data based approaches that allow him/her to work with children and families having a broad range of needs. The focus of our program is on the application of empirically supported approaches to assist all children in achieving academic success, social competence, and emotional and physical health.

Program Description
Successful completion of the EdS School Psychology Program at EUP, along with a passing Praxis II score, culminates with the specialist certificate as a school psychologist in the state of Pennsylvania. Graduates are also eligible to apply for national certification (https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp).

Individuals already possessing a master’s degree from an accredited institution may apply to the School Psychology Program. Previous graduate work will be reviewed to determine the extent to which it meets program objectives. Transfer of credit will be made as deemed appropriate. Students in the School Psychology Program must be enrolled full-time.

Competencies for the School Psychology Certification Program
The general purpose of the School Psychology Program at Edinboro University of Pennsylvania is to train candidates to become professional providers of a variety of psychological services in schools and communities. Training focuses on solving problems making decisions using data. The following domains serve as goals and objectives for our candidates and are systematically assessed throughout training.

Data based Decision-Making and Accountability
1. Candidates will have knowledge of varied models and methods of assessment that yield useful and valid information for understanding the strengths, needs, and progress of all students. Candidates will apply assessment methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcome of service.

Consultation and Collaboration
2. Candidates will develop a sound foundation in academic and behavioral consultation that emphasizes a collaborative model for planning, implementing, and evaluating interventions.

Effective Instruction and Development of Cognitive/Academic Skills
3. Candidates will develop an ability to evaluate cognitive and academic skills and design and evaluate interventions.

Socialization and Development of Life Skills
4. Candidates will demonstrate skills for evaluating behavioral, affective, adaptive, and social skills of children and adolescents, as well as, for designing, implementing, and evaluating appropriate interventions.
Student Diversity in Development and Learning
5. Candidates will develop knowledge and skills for recognizing and implementing accommodations for individual differences, abilities, and disabilities, as well as, for factors stemming from cultural variables.

School and Systems Organization, Policy Development, and Climate
6. Candidates will develop a knowledge of and sensitivity to organizational, policy-making, and climate factors that affect schools and related community settings, along with skills to work with individuals and groups to influence policies and practices in a positive direction for improved student services.

Prevention, Crisis Intervention, and Mental Health
7. Candidates will develop knowledge of developmental, biological, cultural, social, and psychopathological factors that affect children and adolescents. Also, candidates will develop skills for designing prevention and intervention programs encouraging mental and physical well-being among students.

Home/School/ Community Collaboration
8. Candidates will develop knowledge of how family systems affect the academic, emotional, developmental, and social progress of students along with skills to work with families and school and community representatives, to provide and improve services to families.

Research and Program Evaluation
9. Candidates will develop knowledge of statistical methods and research and evaluation techniques, along with skills for applying this knowledge to improve services in schools.

School Psychology Practice and Development
10. Candidates will demonstrate the professional ethical and practice standards delineated by NASP and develop an understanding of service delivery models, public policy, and public law related to school psychology. Candidates will develop knowledge of the historical foundations of school psychology and the importance of career-long professional development.

Information Technology
11. Candidates will develop knowledge of sources of information and technology relevant to service delivery, and skills to access this information/technology and use it in a professionally responsible manner.

Admission: Students already possessing a master’s degree
Individuals seeking to obtain school psychologist certification and who possess a master’s degree must comply with the general admission requirements for graduate studies at EUP and with the special admissions requirements listed below:
1. Applicants must submit an ETS (R) Personal Potential Index (ETS PPI) Evaluation Report by going to www.ets.org/ppi/ and setting up an account. Current GRE Applicants and those who took the GRE General Test after 5/1/2009 can send the report for free. The evaluation report should include feedback from at least three (or four) evaluators, one of whom must be a supervisor. Find evaluators who know you well.

2. Submit a one-two page essay answering the following questions:
   a. What attracted you to the field of educational/school psychology?
   b. What attributes do you possess that will enable you to succeed as a graduate student and ultimately as a practitioner?
   c. What are your professional goals?

3. Submit a professional resume.

4. GRE scores are required. Scores averaging the 50th percentile or above for the verbal, quantitative, and analytical writing sections are preferred.

5. Possess a quality point average of 3.5 or better (4 point scale) for the master’s degree.

6. Passing scores for the Praxis I reading, writing, and math exams.

Upon receipt of all application materials you will be contacted for an interview. The application deadline is February 15th. Acceptance letters will be mailed by April 1 and a response is required by April 15th. Applications received after February 15th will be evaluated on a case-by-case basis. To be considered for a graduate assistantship all materials should be submitted to the Office of Graduate Studies by February 15th. Please refer to the Office of Graduate Studies homepage for information on applying for a graduate assistantship or go to: http://www.edinboro.edu/academics/schools-and-departments/graduate-studies/apply/index.html

Comprehensive Examination
Toward the end of the internship, students are required to complete a comprehensive examination designed to assess their mastery of knowledge in areas relevant to the practice of school psychology and the objectives of this program. The exam requires a written response to questions tied to each program objective followed by an oral defense and review of a case study completed during internship. Students who do not pass the comprehensive examination after two attempts will be asked to withdraw from the program.

Practicum Experiences
Practicum experiences are built into years one and two of the program. First year candidates will complete an urban field service project by volunteering at least 50 hours of service in an urban school. Students will complete approximately 3 hours per week during each semester. Volunteer service experiences may include assisting with collection of universal screening data, implementing academic interventions, tutoring, and assisting school staff with the academic and social needs of students. During year two, candidates will complete a fall and a spring practicum at a local school placement. Practicum experiences are completed two days per week across each semester (i.e., 30 days total per semester) and involve a broader range of assessment, intervention, and consultation activities. Candidates will complete approximately 400 hours of experiences during year two (200 hours each semester). During year three, candidates will complete 1200 hours of internship.
**Internship**

APSY795 Internship in School Psychology is a field-based experience, which is completed on a full-time basis during one academic year or on a part-time basis over two academic years. The internship is the culminating experience of the certification program. It is a full-time experience for two-semesters (1200 hours) during which the candidate functions under the direct supervision of a certified school psychologist. Candidates must complete at least 600 hours of the internship in an approved school setting. In non-school settings, supervisory personnel hold an appropriate credential for that setting. Where employed, a rationale specifies its appropriate relationship to the practice of school psychology. The candidate functions in a carefully supervised but relatively independent manner. During this time the student progressively assumes the role and functions of a psychologist in the schools. Students are placed in urban, rural, and/or suburban settings but must be exposed to the fullest extent possible to children and families with diverse cultural backgrounds.

University supervision by departmental faculty is provided. Monthly meetings with interns are completed. Candidates who do not demonstrate adequate professional and clinical competence may be asked to withdraw from internship or do additional work until competency is achieved. Candidates completing practicum are required to obtain clearances, liability insurance, and medical testing consistent with the requirements of the School of Education. Information on clearances may be found at [http://www.edinboro.edu/academics/schools-and-departments/soe/clearances-certifications-candidacy/index.html](http://www.edinboro.edu/academics/schools-and-departments/soe/clearances-certifications-candidacy/index.html).

Arrangements for the TB skin test may be made through the Ghering Health and Wellness Center ([http://www.edinboro.edu/directory/offices-services/ghering/](http://www.edinboro.edu/directory/offices-services/ghering/)).

Information on liability insurance may be found at the NASP website: [http://www.nasponline.org/membership/insurance.aspx](http://www.nasponline.org/membership/insurance.aspx).

During the second year, information will be circulated to candidates about potential internship sites. Some candidates may investigate alternative internship sites. Prior to starting internship, all internship placements must be approved by the School Psychology Program Head. Specific terms of placement shall be arranged by the internship supervisor and embodied in a written EUP agency-student internship placement agreement (contract) drawn prior to placement. Financial support for the internship is not the responsibility of the University. Non-support of any intern is not a basis for either refusal of, or failure to complete, the internship requirement. The Internship Resource Guide is provided to interns and is available to all students by contacting the School Psychology Program Head.

**PRAXIS Examinations**

All students applying for acceptance into the School Psychology Certification Program must pass each of the following PAPA test. Students already enrolled in the program must pass the School Psychology content area test (Praxis II) before certification is granted by the state department of education. Students are encouraged to take this PRAXIS II examination early in the second
Importance of Practical Experience
The successful practice of school psychology depends on extensive knowledge of both education and psychology. Our plan of study is designed to address these needs. However, practical experience utilizing this knowledge is just as important as the academic foundation. To this end, extensive practica and internship experiences are required.

Experience in educational and/or mental health settings prior to practicum and internship is a distinct advantage. Those entering the program without this experience are strongly encouraged to obtain work where this experience would be gained. Please contact your advisor to discuss this.

Residency
All students entering the program are expected to complete the school psychology certification program over a period of three years. As can be seen from the course sequence, this entails four courses in each semester of the first two years of the program. There are three summer classes. Candidates who possess a graduate degree or have completed graduate coursework at the time of acceptance to the program may have met certain course requirements through their previous graduate work. As such they may need to take less than four courses each semester. These students are expected to complete the program in three years.

Professional Development
Involvement in professional organizations should begin in graduate school and continue throughout one’s career. Such groups need the active involvement of its members in order to promote the profession, set standards for the provision of services, offer continuing education, and influence creation of laws. To this end, EdS in School Psychology graduate students at EUP are encouraged to join the Association of School Psychologist of Pennsylvania (ASPP) and the National Association of School Psychologists (NASP) as well as related organizations such as the Pennsylvania Psychological Association (PPA) and the Council for Exceptional Children (CEC).

Professional involvement in school psychology may be fostered in other ways. Upon completion of the master’s project, students are encouraged to display their work at state and national conferences. School Psychology students are encouraged to join the School Psychology Club. Through fundraising and financial support from GPDP, school psychology students are better able to attend local, state, and national conferences.
Sequence of School Psychology Program Course Offerings and Select Program Requirements

Fall Year One
EDUC781 Statistics in Education Wednesday
SPED710 Seminar in Special Education and Exceptionalities online
APSY720 Learning Theories online
APSY722 Individual Psychological Assessment I Tuesday
* Volunteer Service in Urban Schools (three hours per week) Begins

Spring Year One
COUN740 Individual Development through Adolescence Mondays
APSY727 Psychoeducational Counseling and Interviewing online
SPED725 Seminar in Mild to Moderate Disabilities online
APSY723 Individual Psychological Assessment II Tuesday
* Volunteer Service in Urban Schools (three hours per week)
*Compete PAPA test or submit SAT scores for waiver

Summer Year One
APSY721 Cultural, Social, and Biological Bases of Personality Development
APSY796 Crisis Management and Violence Prevention (Contains one week residency.)

Fall Year Two
APSY/SPED 788 Research in Education I online
APSY625 Collaborative Consultation in Educational Settings online
APSY725 Clinical Practicum in School Psychology 2 days a week
APSY615 Introduction to School Psychology Tuesday

Spring Year Two
APSY724 Psychoeducational Assessment of Behavioral and Developmental Disabilities Tuesday
APSY789 Research II: Seminar in Ed. /Psych. Research online
READ706 Foundations of Literacy online
APSY735 Clinical Practicum in School Psychology 2 days a week
*Pass MEd Education Psychology Comprehensive Exam
*Submit Research Project Paper for MEd in Educational Psychology
Completion of MEd in Educational Psychology Degree

Summer Year Two
APSY790 Seminar in School Psychology online

Year Three
APSY795 Internship in School Psychology (3 credits) >1200 hours
*Pass Praxis II exam
*Pass School Psychology Written and Oral Examinations
Completion of Ed.S. in School Psychology Degree
Course Descriptions

**APSY615 Introduction to School Psychology - 3 sem. hrs.**
Offers students an introductory overview of roles and functions of the school psychologist. The historical and legal foundations of the field as well as contemporary demographics and issues of professional identity are reviewed in detail.

**APSY625 Collaborative Consultation in Educational Settings - 3 sem. hrs.**
This course prepares the student to participate in collaborative consultation services for students experiencing learning and/or behavior problems. It emphasizes enhancing communication skills, interactive teaming, problem solving, case management skills, systems level consultation, and implementation with culturally diverse students. It also reviews multi-tiered service delivery systems, including response-to-intervention.

**APSY720 Learning Theories - 3 sem. hrs.**
This course examines classic and contemporary theories of learning, particularly in regard to the learning and behavior of children and adolescents. It explores the research base of the major theoretical models and examines the implications of those models for the education and treatment of children adolescents.

**APSY721 Cultural, Social, and Biological Bases of Personality Development- 3 sem. hrs.**
Reviews theories on how social and cultural factors influence personality development in children and adolescents. Additionally, drugs commonly prescribed to school-aged children are reviewed. Information on intended effects, side-effects, and monitoring procedures of these medications are discussed in-depth.

**APSY722 Individual Psychological Assessment I - 3 sem. hrs.**
Develops competence in administering, scoring, and interpreting an intellectual/achievement assessment system and the use of informal assessment to include curriculum-based measurement and curriculum-based assessment. The statistical and psychometric underpinnings of the instruments are examined. The course emphasizes practical application of the results in school settings including report writing, definitional guidelines, progress monitoring, program evaluation, and legal provisions. Closed to non-majors.

**APSY723 Individual Psychological Assessment II - 3 sem. hrs.**
Develops competence in administering, scoring, and interpreting a variety of norm-referenced and informal psychological and educational assessment instruments. Integrating data from the Wechsler Scales into psychoeducational reports is central. Test construction theory is emphasized. Alternatives to classic psychometric theory and emerging trends are discussed. Guidelines for ethically sound and culturally fair testing are reviewed in detail. Prerequisite: APSY722
APSY724 Psychoeducational Assessment of Behavioral and Developmental Disabilities - 3 sem. hrs.
Presents an overview of individual psychoeducational instruments commonly used in school settings. These include behavior rating scales, observation systems, measures of adaptive behavior, interview procedures, and some projective techniques. Students will develop skills for the administration and interpretation of these techniques as well as incorporation of obtained information into written reports.

APSY725 Clinical Practicum in School Psychology - 3 sem. hrs.
Provides advanced school psychology students with supervised practical experiences in a university clinic and supplemental experiences in school settings. Students are given opportunities to practice assessment and intervention skills. Prerequisite: APSY722 or permission of instructor.

APSY727 Psychoeducational Counseling and Interviewing - 3 sem. hrs.
Introduces the student to psychoeducational counseling and interviewing in the schools. Emphasis is on collecting and incorporating data into psychoeducational reports and linking assessment data to psychological interventions. Readings, discussion, and role play are used to assist the student explore his/her personal views of human nature and diversity.

APSY735 Advanced Clinical Practicum in School Psychology – 3 sem. hrs.
This course provides advanced school psychology students with supervised practical experiences in schools and other educational and mental health settings. Students are given enhanced opportunities to practice assessment and intervention skills. Prerequisite: APSY725 or permission of instructor.

APSY/SPED 788 RESEARCH I – 3 sem. hrs.
This is the first of a two course series that includes information on types of research designs utilized in educational research: quantitative, qualitative, mixed method and single case methodology. Candidates will develop a research proposal, which includes a literature review and methodology for a single case design research project unless a different design is approved by the student’s advisor. The work will use APA publication style for manuscript submission and the proposal will be implemented in APSY789.

APSY789 Research in Education II - 3 sem. hrs.
This course teaches skills required for completing data collection for research, evaluating the validity of research results, and presenting research to the public. Single-case design is emphasized. Students are required to complete a manuscript of publishable quality. Prerequisite: EDUC788.

APSY790 Seminar in School Psychology - 3 sem. hrs.
Focuses primarily on current issues and problems graduate students face during the internship and the early years of their school practice. It includes legal and ethical issues, common
professional problems, and the organization of psychological services in the school setting. Prerequisite: permission of instructor.

**APSY795 Internship in School Psychology - 3-9 sem. hrs.**
The internship provides advanced school psychology students with opportunities for supervised experiences delivering a broad range of school psychological services. Services include, but are not limited to, assessments and direct and indirect intervention design and implementation. Interns work with children across developmental levels from varied backgrounds that experience educational and behavioral difficulties. Prerequisite: APSY725 or permission of instructor

**APSY796 Crisis Management and Violence Prevention – 3 sem. hrs.**
This course develops an understanding of techniques and issues related to preventing and managing crises situations in schools. It trains students in non-violent interventions for handling aggressive and disruptive school-age individuals. This course is the third and final course in the sequence of courses for the Behavior Management Specialist Certificate.

**COUN740 Individual Development through Adolescence -3 sem. hrs.**
This course enables significant adults (primarily persons whose professions involve them directly in formal education) to base their interactions/interventions with children, adolescents, and parents on an understanding of the process of growth and development. Students have the opportunity to engage in a use-oriented project related to their individual interests/needs.

**EDUC781 Statistical Methods in Education - 3 sem. hrs.**
This course examines statistical tools used in educational and behavioral research including descriptive measures of central tendency, variation, and relationship. It also covers inferential techniques for evaluation measures and allies (test, analysis of variance, chi-square), employing the hand calculator and computer system to do computations.

**READ706 Foundations of Literacy Theory and Instruction – 3 sem. hrs.**
This course will deal with the foundations of literacy in the elementary and middle school. It will offer a careful study of theory and best practice as applied to literacy learning for diverse learners. Emphasis will be given to the scope and sequence of literacy instruction, instructional methods and materials, assessment, and strategies used in teaching reading and writing to elementary and middle school children. An observational field component is included in the course. Prerequisites for teacher certification students: ELED180, ELED220, ELED240 or ELED721.

**SPED710 Seminar in Special Education - 3 sem. hrs.**
This course acquaints graduate students with the historical development of special education and current and anticipated issues in special education. It reviews the attitudes toward and treatment of exceptionalities and the impact of exceptionalities on self, family, and community. It stresses etiology and identification of the various exceptionalities, as well as knowledge of the educational process for each.

**SPED725 Seminar in Mild to Moderate Disabilities - 3 sem. hrs.**
This course provides study in the identification, learning characteristics, and instructional and behavioral needs of students with mild to moderate disabilities. It allows special education teacher candidates to develop a repertoire of evidence-based individualized instructional strategies. Prerequisite: SPED 710 or permission of instructor.

**Ethical Principles of Psychologists**

All students are expected to learn and follow the ethical principals of psychology. Failure to abide by ethical code may be grounds for dismissal. Although students will be formally taught the content and application of the ethical principles in pre-internship class, students are encouraged to be familiar with the ethical principles of the National Association of School Psychologists. The introduction to the ethics code states:

The formal principles that elucidate the proper conduct of a professional school psychologist are known as Ethics. By virtue of joining the Association, each NASP member agrees to abide by the Ethics, acting in a manner that shows respect for human dignity and assuring a high quality of professional service. Although ethical behavior is an individual responsibility, it is in the interest of an association to adopt and enforce a code of ethics. If done properly, members will be guided towards appropriate behavior, and public confidence in the profession will be enhanced. Additionally, a code of ethics should provide due process procedures to protect members from potential abuse of the code. The NASP Principles for Professional Ethics have been written to accomplish these goals.

The principles in this manual are based on the assumptions that: 1) school psychologists will act as advocates for their students/clients and 2) at the very least, school psychologists will do no harm. These necessitate that school psychologists “speak up” for the needs and rights of their students/clients even at times when it may be difficult to do so. School psychologists are also constrained to provide only those services for which they have acquired an acknowledged level of experience, training, and competency. Beyond these basic premises, judgment is required to apply the ethical principles to the fluid and expanding interactions between school and community.


**Professional Work Characteristics Policy (DISPOSITIONS)**

In addition to developing knowledge and skills in the area of school psychology, students are expected to develop the interpersonal behaviors necessary to function as a professional. Students often choose a helping profession because they have been given feedback that they have some of the personal characteristics and interpersonal behaviors required to work effectively with others. It is expected that students will continue to develop these attributes along with their pursuit of academic knowledge and skills.
The National Association of School Psychologists has identified Professional Work Characteristics (PWC) to be utilized in the process of monitoring and developing professional behavior. These are: communication skills, interpersonal skills, respect for diversity, ethical responsibility, adaptability, and initiative/independence. The PWC are considered by faculty during applicant interviews and are part of the practicum and internship evaluation process.

Prior to practicum and internship, opportunities to receive feedback about interactions in school settings from supervisors and faculty in the certification program are infrequent. Therefore, students’ interpersonal behaviors with faculty, peers, and others in the academic community will serve as a measure of the development of the PWC. Faculty will be looking for opportunities in class and in professional interactions outside of class to encourage students to practice these behaviors. In addition, faculty will give students feedback about interpersonal and professional conduct, particularly when a student’s interpersonal behavior may become an obstacle to working effectively with others. The development of professional, ethical and effective interpersonal behavior is an important aspect of becoming a competent professional.

All students entering the program will complete a brief PWC reflection on their development of the PWC, then in conjunction with their academic advisor develop a plan intended to address any PWC which the student perceives as needing improvement.

Faculty meetings for the purpose of monitoring and addressing student PWCs are held each semester. Should a student demonstrate behaviors that are deemed by faculty to require attention, the following process will be enacted:

1. Faculty will discuss concerns with the student.
2. If necessary, faculty will discuss concerns with the PWC committee. The committee will meet once each semester and additionally as determined by committee members.
3. If necessary, the PWC committee may direct the advisor to meet with the student to address concerns and make specific recommendations aimed at improving the student behavior.
4. The PWC committee may require the student to meet with it to discuss concerns and develop a plan of action that will assist the student with interpersonal and professional growth. The advisor will meet with the student to develop a specific action plan.
5. In the event that student behavior does not comply with the action plan, the program faculty may ask the Dean of Education to remove the student from the program. Students have the right to appeal such a decision as outlined in the Graduate Catalogue.

Plagiarism

From the Office of Academic Programs:
Plagiarism may be defined as the act of taking the ideas and/or expression of ideas of another person and representing them as one’s own. It is nothing less than an act of theft and, as such, is subject to University disciplinary action. The penalty for plagiarism may include a failing grade for the assignment in question and/or a failing grade for the course.
Plagiarism can take several forms. The most obvious form, and the one with which most students are familiar, involves word-for-word copying from another source without proper acknowledgment. Any time a source, or portion of a source, is copied verbatim in a paper; it must be credited to the source either in the body of the paper or in the end notes and must be bracketed by quotation marks.

Paraphrasing the structure and/or language of a source without proper acknowledgment is a second form of plagiarism. Some students falsely believe that simply by changing a few words, omitting a sentence or two, or changing the word order or sentence structure of a source, they have made themselves invulnerable to charges of plagiarism. This is absolutely untrue. Such minor changes do not mask the fact that the basic ideas of the source have been stolen and claimed as one’s own work.

A third form of plagiarism involves writing a theme which is based solely on the ideas of another person. While the structure and/or language used may be different from that of the original source, the fact remains that the basic ideas have been taken, without appropriate acknowledgment, and cited as evidence of one’s own thinking. It should be noted that plagiarism also extends to areas outside of the written arts. Because plagiarism involves the misrepresentation of another’s ideas as one’s own, it can also occur in fields such as art, music, and cinema, and also in the sciences. For example, a student is guilty of plagiarism if he or she steals an image from some form of artwork he or she has seen. Similarly, the unacknowledged use of scientific research data or results constitutes an act of plagiarism, and in the field of computer science, a student commits plagiarism if he or she copies a computer program developed by another individual.

Clearly, plagiarism defeats the central purpose of education, namely, to enable one to think and formulate one’s own ideas. The student who has doubts about whether or not his/her work may constitute as plagiarism should consult with the course instructor prior to submitting the work. The instructor can provide clear guidance on how the student can avoid committing this act of academic misconduct.

**Policy on Academic Integrity**

Academic integrity is very important in the M.Ed. in Educational Psychology and School Psychology Certification Programs. Cheating of any kind, including plagiarism, will not be tolerated. The consequences for a student caught at cheating may include the following: (1) failing the assignment/test; (2) failing the course; and/or (3) being terminated from the program. If you become aware of any cheating in the graduate classes, please report your concerns to your academic advisor.

**School District Salary Schedules**

School districts determine starting salary on the basis of experience and training. The latter may be interpreted to mean the number of credits earned by a candidate following completion of a
master degree. In the case of a graduate of the EUP School Psychology Program, this may be interpreted to be 21 credits (i.e. APSY790 and APSY795) following awarding of the Master of Education Degree in Educational Psychology. Districts should consider graduates of the School Psychology Program as having completed 33 credits beyond the 30 credits required for the Master of Education Degree in Educational Psychology. Upon program completion candidates will also be awarded the Educational Specialist Degree in School Psychology.

Specialties and Research Areas of Primary School Psychology Faculty

Joel Erion, Professor
B.S. Elementary Education, Clarion University of Pennsylvania
M.Ed. Educational Psychology, Indiana University of Pennsylvania
School Psychology Certification, Indiana University of Pennsylvania
Ed.D School Psychology, Indiana University of Pennsylvania
Professional interests: Parent involvement, response to intervention, academic interventions, and single-case research

Edward P. Snyder, Professor
B.A. History; minor: Education, Bucknell University
M.S. Education, Bucknell University
School Psychology Certification, Bucknell University
Ph.D. School Psychology, Lehigh University
Professional interests: Behavior disorders, functional assessments, Self-advocacy/self-determination for individuals with disabilities, and Consultation

Meghan Ferraro, Assistant Professor
EDINBORO UNIVERSITY OF PENNSYLVANIA
SCHOOL PSYCHOLOGY PROGRAM
PLAN OF STUDY

It is the student’s responsibility to make an appointment with his or her advisor to develop a plan of study for certification in school psychology. This appointment should be held soon after appointment of an advisor. The plan of study must be developed prior to or in the student’s first semester in the program.

<table>
<thead>
<tr>
<th>Required Courses (75 Credit Hours)</th>
<th>Session</th>
<th>Grade</th>
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<tbody>
<tr>
<td>APSY615 Introduction to School Psychology (3)</td>
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<td>APSY625 Collaborative Consultation in Ed. Settings (3)</td>
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<td>APSY720 Learning Theories (3)</td>
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<td>APSY721 Cultural, Social, and Biological Bases of Personality Development (3)</td>
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<td>APSY722 Individual Psychological Assessment I (3)</td>
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<td>APSY723 Individual Psychological Assessment II (3)</td>
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<tr>
<td>APSY724 Psychoeducational Assessment of Behavioral and Developmental Disabilities (3)</td>
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<td>APSY725 Clinical Practicum in School Psychology (3)</td>
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<tr>
<td>APSY727 Psychoeducational Counseling and Inter. (3)</td>
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<tr>
<td>APSY735 Advanced Clinical Practicum in School Psy. (3)</td>
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<tr>
<td>APSY/SPED 788 Research in Education</td>
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<td>APSY789 Research II: Seminar in Ed./Psych. Research (3)</td>
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<td>APSY796 Crisis Management and Violence Prevention (3)</td>
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<tr>
<td>APSY790 Seminar in School Psychology (3)</td>
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<td>APSY795 Internship in School Psychology (18)</td>
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<td>COUN740 Individual Dev. through Adolescence (3)</td>
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<td>EDUC781 Statistics in Education (3)</td>
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<td>READ706 Foundations of Literacy (3)</td>
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<td>SPED710 Seminar in Special Education and Except. (3)</td>
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<tr>
<td>SPED725 Seminar in Mild to Moderate Disabilities (3)</td>
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STUDENT’S SIGNATURE / DATE

ADVISOR’S SIGNATURE / DATE