

## Department Assessment Report

Department: CSPE Academic Year: 2013-14

School: Education

### I. Department Mission Statement

The Department of Counseling, School Psychology, and Special Education is committed to excellence in the educational preparation of highly qualified professionals who meet the needs of a dynamic pluralistic society. The department provides intellectually challenging, accredited programs including academic and clinical experiences predicated on ethical scholarship, research, and service. Dedicated faculty strive to facilitate the development of leader-practitioners with the knowledge, skills and dispositions necessary to excel in professional careers related to Counseling, Educational Leadership, Reading, and School Psychology.

#### A. List all degree programs offered in your department.

Master's Degree in Education - in Educational Psychology

#### B. On the following pages, please list the learning objectives that have been developed/revised for each degree program. Then identify the courses by number and title that are required to meet the learning objectives. If your department has more than one degree program, please keep the learning objectives for each program on a separate sheet.

#### C. Following the list of learning objectives, please identify the instruments that were used to assess the learning objectives for the program identified in B. Also, include a summary of the data and the recommendations for curriculum changes.

## **Middle States Report for Educational Psychology**

### Learning Objectives for: Educational Psychology

Objective 1: Develop Foundational Knowledge in Applied Psychology

Courses: APSY 625, APSY 720, APSY 727, APSY 789, APSY 796

Objective 2: Develop Foundational Knowledge in relevant Theory

Courses: APSY 720, APSY 727

Objective 3: Develop Foundational Knowledge in Research

Courses: EDUC 788, APSY 789

Objective 4: Applied Knowledge in development of Research Project

Courses: EDUC 788, APSY 789

A. Learning Objectives for: MED - Educational Psychology

B. Objective 1: To develop foundational knowledge in applied psychology

Courses: APSY 625, APSY 720, APSY 727, APSY 789, APSY 796

Objective 2: To develop foundational knowledge in psychological theory

Courses: APSY 720, APSY 727

Objective 3: To develop foundational knowledge in educational research

Courses: EDUC 788, APSY 789

Objective 4: To apply research knowledge by creating an educational research paper

Courses: EDUC, APSY 788

**C. Summary of Assessments for: Ed Psych**

<b>Objective Number</b>	<b>Assessment Method</b> (ie Portfolios, Pre/Post Test, Focus Groups, Surveys, etc.)	<b>Where Assessed?</b> (ie Course, Sequence of Courses, other)	<b>Criteria used to measure level of performance.</b> (ie scoring scales, rubrics)	<b>Sampling strategy, if appropriate</b>	<b>When is data collected?</b>
1.	Comprehensive Exam	Completion of courses	Cumulative score of 70% correct or higher	25%	Annually
2.	Comprehensive Exam	Completion of courses	Cumulative score of 70% correct or higher	25%	Annually
3.	Comprehensive Exam	Completion of courses	Cumulative score of 70% correct or higher	25%	Annually
4.	Paper	Completion of APSY 789	Score of 70% or higher on Scoring Rubric	25% of all papers	Annually

<b>Objective Number</b>	<b>Summary of Data</b>	<b>Strengths/Concerns evident in the data</b>
1.	Overall, 100% of all students passed the comprehensive exam in 2014. This is the fourth year for online students to complete these assessments.	Evidence shows that students sampled are retaining knowledge after course instruction and are successfully able to pass the comprehensive exam.
2.	For knowledge of psychological theory, 25% of the exams were randomly sampled and closely examined. The results indicate 100% of student exams sampled showed the students passed this portion of the comprehensive exam (APSY 720 and APSY 727 Content questions) in 2014. The mean score on this portion of the exam sampled was 84% correct. The spring 2014 assessment is the third year for online students to complete these assessments.	Evidence shows students sampled are retaining information. The data suggest Ed. S. students perform better than MED Ed Psych students.
3.	For knowledge of research, 25% of the exams were randomly sampled and closely examined. The results indicate 100% of all student exams sampled showed the students passed this portion of the comprehensive exam in 2014. The mean score on research questions for the exams sampled was 90% correct. This is the second year for online students to complete the assessments	Evidence from student samples indicates all students performed equally well on this portion of the test. Evidence indicates students are able to retain and generalize information from research courses to the comprehensive exam.
4.	Scoring rubric was discontinued in favor of using the grade received for the paper in APSY 789. Also, a Handbook for MED Educational Psychology was created. In this handbook, students are provided with research studies to replicate for their research paper. The results indicate 100% of students passed APSY 789 and submitted a research project.	A concern is getting an accurate transfer of the grade each student earns for his or her project in APSY 789 to the research paper to the D2L shell. Perhaps students can self-report his or her grade on the paper when they submit the paper on D2L. Consider creating a scoring rubric for APSY 789 research papers.

**Based on the above data, what changes do you propose?**

Assessment data should be gathered this year to assess the effectiveness of the program for online students and school psychology students.

**II. During this academic year, have students in your department engaged in undergraduate research? Please specify the projects. Also, specify any other student accomplishments.**

NA

**III. Please specify any special projects that your department is currently working on (ie sponsoring special events, partnerships with outside organizations, seminars, etc.)**

NA

**IV. Please identify any community service and/or scholarly activities in which faculty members in your department have engaged.**

Faculty Member	Publications	Presentations	Grants	Performances	Gallery Presentations	Research with Students	Community Service
Joel Erion							

**Publications:**

Erion, J., Davenport, C., Rodax, N., Scholl, B., & Hardy, J. (2009). Cover-copy-compare and spelling: One versus three repetitions. *Journal of Behavioral Education*.18, 319-330. doi: 10.1007/s10864-009-9095-4

Deuble, A., Erion, J., & Lampman, P. (2009, winter). Implementing RtII at the middle school level. *Insight*, 3-5.

Erion, R. J. (2006). Letters of recommendation: Common and promising practices. *Trainer's Forum*, 25, 7-13.

Erion, R. J. (2006). Parent tutoring: A meta-analysis. *Education and Treatment of Children*, 29(1), 79-106.

**Presentations:**

Wilson, D., Erion, J., & Snyder, S. (2013, February). *Cover-copy-compare at the classroom level*. National Association of School Psychologists Annual Convention, Seattle, Washington.

Miller, K. C, Erion, J., & Deuble, A. (2010). *Cover-copy-compare and spelling: One versus three repetitions*. Poster presentation at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Aretz, P. L., & Erion, J. (2009). *Recruiting strategies: Enlisting tomorrow's school psychologists*. Poster presentation at the annual meeting of Trainer's of School Psychologists, Boston, MA.

Erion, J., Davenport, C., Rodax, N., & Scholl, B. (2009). *Cover-copy-compare and spelling: A parametric analysis*. Poster presentation at the annual meeting of the National Association of School Psychologists, Chicago, Ill.

Erion, R. J. (2008, October). *Response to intervention: Evaluating screening instruments*. Presentation at Northwest Tri-County Intermediate Unit. Edinboro, PA.

Barna, A., Miller, M., Scholl, B. & Erion, R. (2008, February). *A comparative analysis of spelling improvement strategies using parent tutors*. Poster presentation at the annual meeting of the National Association of School Psychologists. New Orleans, Louisiana.

McMillen, S., Rodax, N., Spiggle, C. & Erion, R. (2008, February). *Using parent tutors to improve expressive writing skills*. Poster presentation at the annual meeting of the National Association of School Psychologists. New Orleans, Louisiana.

Campbell, M. & Erion, R. J. (October, 2007). *The use of performance feedback to improve on-task behaviors of a kindergarten student*. Poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania. State College, PA.

Irwin, S. & Erion, R. J. (October, 2007). *The effect of repeated reading on the reading fluency of a middle school student with a learning disability*. Poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania. State College, PA.

- Westfall, T. & Erion, R. J. (October, 2007). *The effect of a parent tutoring intervention on spelling achievement*. Poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania. State College, PA.
- Erion, R. J. (October, 2007). *Providing instructional services to at-risk middle school students*. Presentation at Fort LeBeouf School District. Waterford, PA.
- Erion, R. J. (November, 2006). *Disability identification and gender*. Presentation for Dialogue across the Disciplines at Edinboro University of Pennsylvania. Edinboro, PA.
- Erion, R. J. (2006, October). *Response to intervention: Considerations and personal observations*. Presentation at the annual meeting of the Association of School Psychologists of Pennsylvania. State College, PA.
- Sudano, R. & Erion, R. J. (2006, April). *Response to intervention: An overview and case study applications*. Presentation at Northwest Tri-County Intermediate Unit. Edinboro, PA.
- Erion, R. J. (2006, March). *Parent tutoring: A meta-analysis*. Poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania. Harrisburg, PA.

### **Grants:**

A 3,000 dollar grant from Educational Testing Service examining the relationship of various admission criteria to program outcome variables for school psychology candidates.

### **Research with Students:**

- Miller, K. C, Erion, J., & Deuble, A. (2010). *Cover-copy-compare and spelling: One versus three repetitions*. Poster presentation at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Aretz, P. L., & Erion, J. (2009). *Recruiting strategies: Enlisting tomorrow's school psychologists*. Poster presentation at the annual meeting of Trainer's of School Psychologists, Boston, MA.
- Erion, J., Davenport, C., Rodax, N., Scholl, B., & Hardy, J. (2009). Cover-copy-compare and spelling: One versus three repetitions. *Journal of Behavioral Education*.18, 319-330. doi: 10.1007/s10864-009-9095-4
- Erion, J., Davenport, C., Rodax, N., & Scholl, B. (2009). *Cover-copy-compare and spelling: A parametric analysis*. Poster presentation at the annual meeting of the National Association of School Psychologists, Chicago, Ill.

Barna, A., Miller, M., Scholl, B. & Erion, R. (2008, February). *A comparative analysis of spelling improvement strategies using parent tutors*. Poster presentation at the annual meeting of the National Association of School Psychologists. New Orleans, Louisiana.

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Westfall, T. & Erion, R. J. (October, 2007). *The effect of a parent tutoring intervention on spelling achievement*. Poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania. State College, PA.

**Community Service:**

Consultation with Fort LeBeouf and Penncrest School Districts on implementation of Response to Instruction and Intervention, a national and state educational initiative focused on the tiered treatment of behavior and academic problems.

Three program reviews for the National Association of School Psychologists Program Approval Board.

Faculty Member	Publications	Presentations	Grants	Performances	Gallery Presentations	Research with Students	Community Service
Ed Snyder							

## **PUBLICATIONS AND MANUSCRIPTS**

Lionetti, T., Christner, R., & Snyder, E. An Introduction to School Psychology Competencies (Chapter 1). In Lionetti, Christner, & Snyder (Eds.), *A Competency Based Approach to School Psychology*. Manuscript in preparation with the Springer Publishing Company (2009).

Snyder, E., Lionetti, T., & Christner, R. Monitoring Competencies for School Psychologists (Chapter 16). In Lionetti, Christner, & Snyder (Eds.), *A Competency Based Approach to School Psychology*. Manuscript in preparation with the Springer Publishing Company (2009).

Lionetti, T., Christner, R. & Snyder, E. (Eds). *A Competency Based Approach to School Psychology*. Manuscript in preparation with the Springer Publishing Company (2009).

Snyder, E. & Quirk, K. Consultation and Collaboration in Schools (Chapter 5). In Lionetti, Christner, & Snyder (Eds.), *A Competency Based Approach to School Psychology*. Manuscript in preparation with the Springer Publishing Company (2009).

Snyder, E. & Aretz, P. (2008). *Ethical Considerations for Including Children and Educational and Treatment Planning Meetings*. Unpublished Manuscript.

Snyder, E. & Hixenbaugh, L. (2007). *Training College Students in Teacher Preparation Courses to Understand and Apply Operant Learning Principles Using Video from Special Education Classrooms*. Edinboro University. Unpublished Manuscript.

Snyder, E. P. (2002). Teaching Students with Combined Behavioral Disorders and Mental Retardation to Lead Their Own IEP Meetings. Behavioral Disorders, 27(4), 340- 357.

Snyder, E. S. (2000). Examining the Effects of Teaching Ninth Grade Students Receiving Learning Support Services to Set Goals and Lead Their Own IEP meetings. Dissertation Abstracts International, AAT 9980935.

Snyder, E.P. & Shapiro, E. S. (1997). *Teaching Students with Emotional/Behavioral Disorders to Participate in the Development of their own IEPs*. Behavioral Disorders, 22(4), 246-259.

Snyder, E. P. (1991). *The Effects of Self-Generated Face-Name Mnemonic Associations and Locus of Control on Memory*. Completed as master's thesis at Bucknell University.

## **PRESENTATIONS**

October 2013. Laws and Guidelines Related to Student Assistance Program (SAP). Training provided at Northwest Pennsylvania Intermediate Unit 5 for SAP.

February 2013. Forum on Mass Shootings: What do we know? Panel discussion at Edinboro University of Pennsylvania.

February 2012. Psychology in the Schools. Wayside Presbyterian Church. Erie, PA

August 2011. ADHD and Russell Barkley – A Panel Discussion. Northwestern Pennsylvania Tri-country Intermediate Unit #5.

August 2010. Current Approaches to Psychometrics. Northwestern Pennsylvania Tri-country Intermediate Unit #5.

June 2010. IEP Success: Parent and Student Involvement. Brain Injury Association of Pennsylvania Annual Conference. Presented with Dr. Juanita Kasper.

October 2009. *Student Attendance at Individualized Education Program Meetings*. Association of School Psychologists of Pennsylvania Annual Conference. Poster Presentation

August 2009. *Ethical Considerations When Including Children at Educational and Treatment Planning Meetings*. Tri-County Intermediate Unit #5 continuing education programs.

August 2009. *Supervision of Psychology Interns - A Panel Discussion*. Moderator for Tri-County Intermediate Unit #5 continuing education programs.

June 2009. *How to Plan for Success in College?* Brain Injury Association of Pennsylvania Annual Conference. Presenter with Dr. Juanita Kasper.

October 2008. *Ethical Guidelines for Including Students at Educational Meetings*. Presentation at the Pennsylvania Psychological Association Conference in Pittsburgh, PA

February 2008 *Ethical Guidelines for Including Students at IEP Meetings*. Mini-skills presentation at the Annual Conference of the National Association for School Psychologists in New Orleans, Louisiana.

March, 2007. *Is Power the Reason for Bullying?* Presentation at the Dialogue Across the Disciplines Program for Edinboro University of Pennsylvania.

April, 2007. *Crisis Intervention at Edinboro University - A Panel Discussion*. Panel member for a presentation at Edinboro University of Pennsylvania.

February, 2006. *Learning Disabilities: Past Definitions and Current Evaluation Trends*. Panel Member for a meeting for the Northwest Pennsylvania Psychological Association.

February, 2006. *Civility and Campus Life - A Discussion*. Moderator for "Civility Week" presentation at Edinboro University of Pennsylvania.

March, 2006. *Using Goal Attainment Scaling as Part of IEP Self-Management Training and Progress Monitoring For High School Students Receiving Special Education Learning Support Services*. Poster presentation at the annual conference for the Association for School Psychologists of Pennsylvania in Harrisburg, PA.

August, 2006. *Developing an Elegant Functional Behavior Assessment Tool*. Presentation as part of the Tri-County Intermediate Unit #5 continuing education programs.

August 2006. *Ethical Considerations for Interagency Collaboration: Effective Facilitation of Mental Health Services in Schools*. IU5 Panel Discussion Moderator as part of of the Tri-County Intermediate Unit #5 continuing education programs.

September, 2006. *Remembering September 11, 2001 - A Panel Discussion*. Moderator for a presentation at Edinboro University of Pennsylvania.

October 2004. *The 2004 Presidential Election through Diverse Eyes*. Facilitator for Edinboro University as part of the American Democracy Project.

June, 2004. *Involving Students in the IEP Process: Research and Practice*. Presentation at the Annual Pennsylvania Psychological Association Conference in Pittsburgh, Pennsylvania.

April, 2002. *Teaching Students with Combined Behavior Disorders and Mental Retardation to Lead Their Own IEP Meetings*. Presentation at the Annual Edinboro University Research Colloquium.

March, 2002. *Using the Self-Directed IEP Training Program to Teach Students Receiving Special Education Services to Lead Their Own IEP Meetings - Methods, Materials, Efficacy, and Future Implications*. Presentation at the 2002 Conference of the Association of School Psychologists of Pennsylvania in Harrisburg, PA.

November, 1999. *Teaching Students with Dual Diagnoses to Manage Their Own IEP Meetings*. Paper presented at the 40th Annual Conference of the Pennsylvania Federation for the Council for Exceptional Children.

November, 1997. *Teaching students with emotional/behavioral disorders to participate in the development of their own IEPs*. Paper presented at the 20th annual TECBD National Conference on Severe Behavior Disorders of Children and Youth in Tempe, Arizona.

July, 1997. *Self-Management for IEP Development for student with Serious Emotional Disturbance*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.

### **Community Service**

Consultant to Pennsylvania Bureau of Disability Determination. 2008 – Present.

Pennsylvania Professional Psychologist. Licensed earned July 2007.