Edinboro University of Pennsylvania

Master of Education in Educational Psychology

Program Handbook

Edward P. Snyder, Ph.D.
Program Head
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**Introduction**

Welcome to Edinboro University and the Master of Education (MED) in Educational Psychology Program. The MED in Educational Psychology is a 30 credit program earned online. In addition to completing the required courses, students must pass the online **comprehensive examination** and submit an **applied research paper**. Questions about the Educational Psychology Program may be directed to the Program Head, Dr. Edward P. Snyder. You may reach Dr. Snyder by phone at (814) 732-1099 or by email at esnyder@edinboro.edu.

The MED Educational Psychology program has been designed to give the interested student a broad understanding of theory in the areas of education and psychology. The student will understand the application of education and psychology to help children, adolescents, teachers, and families. The program be of interest to those planning to pursue certification in school psychology after the master’s degree, those wishing to broaden their understanding of human development and learning, and those wishing to learn more about empirically based approaches or evidence based practices. Respect for diversity among individuals, groups, and communities is emphasized throughout the curriculum. The goal of the program is to help each student to identify and apply his/her unique talents and understand how to utilize a problem-solving, data based approach for working with P-12 students, teachers, and families. The application of empirically supported approaches to assist all children in achieving academic success, social competence, and emotional and physical health is valued by the program.

It is important to point out that there is no license or certification for working with students and families as part of this program. The MED Educational Psychology program is a degree only program and is designed for a Fall semester start.

**Admission Requirements:**

All admission materials should be sent to: School of Graduate Studies, Biggers House, 148 Meadville Street, Edinboro, PA 16444 or via email gradstudies@edinboro.edu or via fax 814-732-2611.

1. Complete the online graduate application (gradschool.edinboro.edu)
2. Application Fee: $30. (if not former EUP student); $7 (if former EUP student)
3. An official transcript verifying an earned baccalaureate degree from an accredited institution.
4. Minimum 3.0 QPA for junior and senior year of bachelor’s degree
5. Professional resume
6. Submit a one – two page essay answering the following questions:
   a. What attracted you to the field of educational psychology?
   b. Which attributes do you posses that will enable you to succeed as a graduate student?
   c. What are your professional goals?

**Master of Education in Educational Psychology Curriculum Requirements**

A minimum of 30 semester of graduate credit must be earned as a requirement for this degree. Depending upon the individual student’s interests and input from the advisor, the student selects course work from the Plan of Study (see Appendix A) for Educational Psychology. Upon entry into the program and prior to earning 12 credits of course work, the student must complete a **Plan of Study** and submit an electronic copy to his or her advisor. Please see Appendix A for a copy of the Plan of Study.
Getting Started and Scheduling Classes

After applying, the student will receive notice from the Graduate Office that he or she has been accepted into the Educational Psychology program. After receiving this notice, the student will register for classes. The follow course sequence is suggested. Please see the MED Educational Psychology Plan of Study for elective course options in Appendix A.

FALL YEAR ONE
   SPED 710 Seminar in Special Education
   APSY 720 Learning Theories

SPRING YEAR ONE
   APSY 727 Psychoeducational Counseling and Interviewing
   SPED 725 Seminar in Mild Disabilities

SUMMER YEAR ONE
   APSY 796 Crisis Management and Violence Prevention (May offering)
   COUN 740 Individual Development Through Adolescence

FALL YEAR TWO
   APSY/SPED 788 Research in Education
   APSY 625 Collaborative Consultation in Educational Settings

SPRING YEAR TWO
   APSY 789 Research II: Seminar in Educ. and Psychological Research
   READ 706 Foundations of Literacy

*Additionally the student must:
1. Turn in your Applied Research study online in D2L
2. Take the Comprehensive examination online and pass with a score of 70% or higher.

How to register for classes:
Register for your first two classes. Here are directions to register for classes:
   1) Log into Scots (Your user ID is your @number)
   2) Click on Student Services and Finical Aid
   3) Click on Registration
   4) Click Add/Drop Classes
   5) Select the semester and click Submit
   6) Enter Alternate Pin 999999
   7) If you know the CRNs you can enter them or Click on Class Search to look up the classes you need
   8) Select the classes you want to register for and click Register

Second Semester Plan of Study

After the first semester classes (6 credits) are completed and before the student completes the second semester courses (i.e., before the student earns 12 credits), the student shall complete a MED Educational Plan of Study (POS) form and submit it to his/her advisor. The MED
Educational Psychology POS is found in Appendix A along with directions for completing and submitting the form.

**Applied Research Project**

Students will complete an applied research paper as part of APSY 789 Research II. This paper must be submitted online in the D2L Research Project Drop Box prior to Graduation. A passing grade in the paper and in APSY 789 is required for graduation.

Appendix B provides additional information for helping the student complete the applied research paper.

**Comprehensive Exam**

The Educational Psychology comprehensive examination is available online. The student should notify the Program Head at the start of the semester in which they plan to take the comprehensive exam and graduate. The exam should be taken during the last semester before graduation. If you do not find the exam available to you online in the D2L, please contact the Program Head, Dr. Edward P. Snyder by phone at (814) 732-1099 or by email at esnyder@edinboro.edu.

The examination has five sections. Four of the sections are covered by primary classes: APSY 625 (Consultation), APSY 720 (Learning Theories), APSY 727 (Counseling and Interviewing), APSY 789 (Research Seminar), APSY 796 (Crisis Management. A fifth section covers basic research concepts covered in EDUC 788 and APSY 789. The format of the exam is multiple-choice questions. Students have two (2) hours to complete the examination.

To pass the examination, the student must earn a cumulative score of 70% correct responses or higher. If a student fails to pass the exam, they must discuss the results of the exam with the Program Head. Students are permitted to retake a second version of the exam after discussion with the Program Head.

The student will be notified of the results of the exam immediately after completing the online exam.

**Paying Bills**

Please be sure you pay for your courses in a timely fashion. Questions or concerns about tuition billing should be addressed to the Bursar's Office (http://www.edinboro.edu/departments/bursar/bursar_office.dot).

**Grade Appeals**

Any serious concerns about the grade assigned following completion of a course may be handled through the Department of Professional Studies grade appeals policy. Please contact the Professional Studies Department chairperson with any concerns or requests (http://www.edinboro.edu/academics/departments/department.dot?deptKey=COUN&inode=80240).
**Academic Honesty**

You are required to follow the university policy on academic honesty. Any incidents of academic dishonesty are reasons for expulsion from the program. Please see the university Code of Conduct (http://www.edinboro.edu/departments/judicial/codeacademicintegrity.dot).

**Dispositions Policy**

The student is evaluated throughout his or her graduate experience on professional knowledge, skills, and dispositions. Students are informed of these expectations through a number of venues including course syllabi, advisement, Graduate Catalogue, and course assignments.

The Department of Professional Studies Dispositions Policy is designed to assist the student in meeting the Edinboro University Graduate Dispositions and professional standards. While program faculty will provide professional assistance, the student is expected to take ownership of his or her professional conduct in the following areas: Respect for human diversity, Communication skills, Effective interpersonal relations, Ethical responsibility, Adaptability, and Initiative and dependability.

**Graduation**

During the first week of the semester in which the student will be completing all degree requirements, the student should apply for graduation. Please see the Graduation checklist (http://www.edinboro.edu/dotAsset/628658.pdf).

Please remember, the MED Educational Psychology degree will be approved once you have submitted the research paper online, passed the online comprehensive exam and completed 30 credits approved in the Plan of Study. As previously noted, the student may apply for graduation during the semester in which the student will complete these requirements.

**Frequently Asked Questions**

**What profession can I follow with and MED in Educational Psychology?**
The MED in Educational Psychology is a degree only program. There is no certification or licensure for practice as part of the program.

**Can I work in a school?**
No. The Educational Psychology program does not provide a certification for working in schools.

**Who enrolls in the MED Educational Psychology classes?**
About half of the students are full-time students in the school psychology program. The remaining students are comprised of teachers and mental health professionals interested in Educational Psychology.
**Must I take two courses each semester?**
It is recommend the student follows the course sequence prescribed. However, the student is free to schedule classes to fit his or her needs.

**Must I take the comprehensive examination?**
Yes. Before the University can officially acknowledged the student as having earned the MED Educational Psychology degree, the student must pass the comprehensive exam.

**Do I have to complete the applied research paper?**
Yes. Before the University can officially acknowledged the student as having earned the MED Educational Psychology degree, the student must successfully complete an applied research paper in APSY 789, receive a passing grade, and submit the paper on D2L in the drop box for the research project.
Appendix A

PLAN OF STUDY
Edinboro University of Pennsylvania
Master of Education in Educational Psychology

The Plan of Study must be developed prior to or in the semester in which the student will be completing his or her twelfth semester hour of degree credit at Edinboro University. An electronic version of this completed plan shall be submitted to the student’s advisor. In addition to the 30 credits, the student is required to satisfactorily complete an online comprehensive examination and submit a master’s research project.

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<tr>
<th>Required Courses (21 Credit Hours)</th>
<th>Session to be scheduled</th>
<th>Course Grade</th>
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<tbody>
<tr>
<td>APSY625 Collaborative Consultation in Educational Settings (3)</td>
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<td>APSY720 Learning Theories (3)</td>
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<td>APSY727 Psychoeducational Counseling and Interviewing (3)</td>
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<td>APSY789 Research II (3)</td>
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<td>APSY796 Crisis Management (3)</td>
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<td>APSY/SPED 788 Research in Education (3)</td>
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<td>SPED710 Seminar in Exceptionalities (3)</td>
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Elective Courses -- 9 semester hours

| APSY 615 Introduction to School Psychology (3) | | |
| APSY 721 Cultural and Social Bases of Personality and Development (3) | | |
| APSY 724 Psychoeducational Assessment of Behavioral and Development Disabilities (3) | | |
| EDUC 781 Statistics in Education (3) | | |
| COUN 740 Individual Development through Adolescence (3) | | |
| READ 706 Foundations of Literacy (3) | | |
| SPED 628 School-wide Behavior Management (3) | | |
| SPED 720 Advanced Assessment in Special Education (3) | | |
| SPED 750 Behavior Disorders and Positive Behavior Supports (3) | | |
| SPED 725 Seminar in Mild Disabilities (3) | | |
| SPED 785 Applied Behavior Analysis (3) | | |
Guidelines for Completing the MED Educational Psychology Research Project

The student is required to complete an applied research project as part of the MED Educational Psychology program. The student will gain experience reviewing scientific literature related to applied educational research. Also, the student will gain experience writing an applied scientific study and evaluating data results. To facilitate the study, the student may pick a scientific experiment to replicate. When someone replicates a scientific experiment, he or she uses the same methods as someone else. The student may (and is encouraged to) use a different population for his or her project. Also, the student is permitted to modify the experiment for his or her project. The student must obtain permission from his or her advisor to modify the methods described in the chosen study.

Several published peer-ed reviewed experiments have been identified and are available for the student. Once the experiment has been identified, the student should use the experiment to help complete papers required in APSY 720, EDUC 788, and APSY 789. That is, for APSY 720, the student is required to complete a review of scientific literature related to an applied intervention. The experiment chosen by the student to replicate should be of great benefit when starting and completing this paper of APSY 720.

For EDUC 788, the student must identify a topic for study and complete a review of literature section and methodology section for completing an experiment. Again, the experiment chosen by the student to replicate should be of great benefit when completing this paper for EDUC 788.

Finally, for APSY 789, the student must complete a paper containing the following sections: Review of literature, Methodology, Results, and Discussion. The experiment chosen for replication will be of benefit for the student. For APSY 789, the student is encouraged to gather his or her own original data for completing the project. The student enrolled in the School Psychology program MUST collect original data for their own experiment. The student in the MED Educational Psychology program may use hypothetical data (i.e., Data he or she creates without running an actual study) to complete the paper required for APSY 789. If using hypothetical data, the student must work alone when submitting his or her project.

It is important to point out that the student will not be simply copying the chosen research study verbatim. That is, the student may replicate the scientific methods of the study. However, the student must not copy the words of the authors from the study directly. The student must write the paper in his or her own words.

Possible scientific research experiments to replicate:

**Reading Related Studies**


**Spelling Related Study**


**Math Related Study**


**Behavior Related Studies**


Finding research studies: Using library resources.

Article Search Directions:

1. Go to www.Edinboro.edu
2. In the search box on the upper right hand corner of the site, type in "Library"
3. If it asks for a login, the User Name is the first letter of your first name + your student ID number + the first letter of your last name (ex. b00080887k) and the password is your last name
4. On the next page, under the RESOURCES column, click "Find Articles"
5. Chose the search engine "Academic Search Complete"

Type in key words from your study.

Researchers Toolkit ... This link provides information on how to search keyword and common questions about the search engines.
http://www.edinboro.edu/departments/library/help/Researchers_Toolkit.dot

Search Example:

If you wanted to find information about a certain topic (for example, reading interventions for elementary students) you would search the keywords in the search boxes. In the drop down boxes, you would choose "subject term". You could search "Reading Interventions" and "Elementary School".

If you know a specific article or journal you want, then you would type in the specific title in the search box and chose "Journal Name" or "Article Name" in the drop down boxes.

Once you click enter, you will be provided with a list of articles that fit your search criteria. On the left hand side of the results, you can narrow your results to more specific articles. If you find an article you like, click the title of it and it will bring you to that specific article. To view, click the PDF file. Some are not available online, however; and you have to go to the library to read the article from the journal itself. Sometimes they will send it to your closest library if you request it.

When you click an article you are interested in, on it's main page there are other keywords listed. You are able to click them and sometimes they will bring you to more articles you can use. Also, on the left hand side of this page, you can click "Find Similar Results" and it will search more articles like the one you are viewing.
Required Courses:

**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.

**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.

**APSY/SPED 788 Research I: Educational Psychology and Special Education – 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.**

**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.

**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.

Elective Course:

**APSY 615 Introduction to School Psychology (3)**
This course offers students an introductory overview of the 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.

**APSY 721 Cultural and Social Bases of Personality and Development (3)**
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.

**APSY 724 Psychoeducational Assessment of Behavioral and Development Disabilities (3)**
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.

**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.

**EDUC 781 Statistics in Education (3)**
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].

**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**

**SPED 628 School-wide Behavior Management (3)**
This is an advanced course that examines school-wide and classroom approaches to managing disruptive behaviors in inclusive settings. It emphasizes current research and effective practice on a continuum from proactive strategies through interventions for managing classroom behavior. Effective elements of school-wide models of classrooms management are examined. This course is designed for students in special education, or school psychology who are interested in developing a repertoire of classroom and school-wide behavior management strategies.

**SPED 720 Advanced Assessment in Special Education (3)**
This course examines formal and informal assessment instruments commonly utilized in Special Education. It provides supervised practice in administering instruments associated with the identification programming process and in developing and using curriculum-based measures for progress monitoring. It enables Special Education teacher-candidates to develop skills in performing relevant assessments and in interpreting and communicating the results. Prerequisites: SPED710.

**SPED 750 Behavior Disorders and Positive Behavior Supports (3)**
This course increases understanding of emotional and behavioral problems in children and adolescents, and explores diverse electronic, text based, and community-based management techniques. It enables Special Education teacher-candidates to develop skills in assessing and analyzing serious behavior problems, in designing and implementing empirically-validated intervention, and in accessing relevant resources. Prerequisite: SPED 710 or permission of instructor.

**SPED 785 Applied Behavior Analysis (3)**
This advanced course provides theoretical, legal, and practical foundations for the applications of established behavior management techniques with children and adolescents in schools and other settings. It emphasizes the assessment and analysis of empirically validated interventions for serious problems.