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.
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

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

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Summary of Data</th>
<th>Strengths/Concerns evident in the data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overall, 100% of all students passed the comprehensive exam in 2014. This is</td>
<td>Evidence shows that students sampled are retaining knowledge after course instruction and are successfully able to pass the comprehensive exam.</td>
</tr>
<tr>
<td></td>
<td>the fourth year for online students to complete these assessments.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>For knowledge of psychological theory, 25% of the exams were randomly sampled</td>
<td>Evidence shows students sampled are retaining information. The data suggest Ed. S. students perform better than MED Ed Psych students.</td>
</tr>
<tr>
<td></td>
<td>and closely examined. The results indicate 100% of student exams sampled</td>
<td></td>
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<tr>
<td></td>
<td>showed the students passed this portion of the comprehensive exam (APSY 720 and</td>
<td></td>
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<tr>
<td></td>
<td>APSY 727 Content questions) in 2014. The mean score on this portion of the</td>
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<tr>
<td></td>
<td>exam sampled was 84% correct. The spring 2014 assessment is the third year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for online students to complete these assessments.</td>
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<tr>
<td>3.</td>
<td>For knowledge of research, 25% of the exams were randomly sampled and</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>closely examined. The results indicate 100% of all student exams sampled</td>
<td></td>
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<tr>
<td></td>
<td>showed the students passed this portion of the comprehensive exam in 2014.</td>
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<tr>
<td></td>
<td>The mean score on research questions for the exams sampled was 90% correct.</td>
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<td></td>
<td>This is the second year for online students to complete the assessments</td>
<td></td>
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<tr>
<td>4.</td>
<td>Scoring rubric was discontinued in favor of using the grade received for the</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>paper in APSY 789. Also, a Handbook for MED Educational Psychology was created.</td>
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<tr>
<td></td>
<td>In this handbook, students are provided with research studies to replicate for</td>
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<tr>
<td></td>
<td>their research paper. The results indicate 100% of students passed APSY 789</td>
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<tr>
<td></td>
<td>and submitted a research project.</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Publications</th>
<th>Presentations</th>
<th>Grants</th>
<th>Performances</th>
<th>Gallery Presentations</th>
<th>Research with Students</th>
<th>Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joel Erion</td>
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<td></td>
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</tr>
</tbody>
</table>

Publications:


**Presentations:**


Erion, R. J. (October, 2007). *Providing instructional services to at-risk middle school students*. Presentation at Fort LeBeouf School District. Waterford, 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:**


**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.

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<tbody>
<tr>
<td>Ed Snyder</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
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. 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.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.

PRESENTATIONS

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


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


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.


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.


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 the Tri-County Intermediate Unit #5 continuing education programs.


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.


**Community Service**
