

Temple University

Department of Psychological Studies in Education

School Psychology Program Guidelines



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INTRODUCTION

This description of the School Psychology Program at Temple University was developed for use by potential applicants and enrolled students. Because this is a comprehensive guideline, applicants will become familiar with every aspect of the program.

Enrolled students should periodically review this material in order to stay within programmatic and bureaucratic guidelines. When you enter the program, be sure you meet with your advisor so that you can plan your program, sign a program contract and clarify any matters which you do not understand. If you notice any discrepancies, especially if new situations change the relevance of anything in this guideline, please feel free to discuss them with faculty who are always open to student input.

The School Psychology Program offers two tracks. They are: (a) a Doctoral Program which awards a Ph.D. degree; and (b) a State Certification Program which meets the requirements for certification in Pennsylvania, New Jersey and most other states.

The Program offers a master's degree in School Psychology. The 30 credit hour Ed.M. degree is ordinarily earned during training toward state certification or the doctoral degree. Certain core courses are required.

In general, about 60 doctoral students, and 15 state certification students are enrolled at any one time.

The Doctoral Program in School Psychology has full accreditation by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Temple University is one of the few training institutions in the country to have APA approved programs in all three areas of professional psychology. Temple University's Doctoral Program in School Psychology was one of the early School Psychology programs in the country to receive APA approval. Additional information about APA-approved programs and approval criteria may be obtained from APA's Program Consultation and Accreditation Office at (202) 336-5979 or at 750 First Street, NE, Washington, DC 20002 or at www.apa.org/ed/accreditation. The Certificate Program is approved by the National Association of School Psychologists.

The State Certification Program and the Doctoral Program in School Psychology are approved by the National Council on Accreditation of Teacher Education (NCATE). The Pennsylvania State Department of Education has given approval for the program which provides State Certification in School Psychology. The doctoral program is also accepted by the Pennsylvania State Board of Psychology and the National Register of Health Service Providers in Psychology.

CORE FACULTY

All faculty attempt to emulate the scientist-practitioner model. They have presented papers and/or published articles in recent years. Doctoral students in the residency course engage in research projects with faculty. Professors have consulting positions or private practices in order to maintain high levels of practitioner skills. Faculty have also been involved in forensic issues and use examples from these cases to illustrate important points in the practice of school psychology. (See Appendix C.)

FACILITIES

The University, the College and the Program offer many unique facilities to support and enhance academic quality.

The University Computer Center-This center is constantly updated and provides extensive computer facilities to students and faculty. The Center contains on-line terminals for direct access to the University's mainframe computers as well as microcomputers with access to the Internet and World Wide Web. Computer time is free to all students and faculty. E-mail accounts are available at no cost. Free software is also available to allow PPP access to the World Wide Web from home computers. Consultants are available for help with both computer usage and statistical analysis.

The Educational Computer Center (ECC)-This facility is housed within the College of Education and contains mainframe terminals and microcomputers with Internet/WWW access. Consultants are available from 9:00-5:00, Monday through Friday.

Institute for Survey Research (ISR)-Temple maintains one of the premier organizations for broadly based survey research in the country. Students and faculty may use this facility for help in developing and implementing survey research.

Psychoeducational Clinic-The Psychoeducational Clinic is the program's major delivery system for school psychoeducational assessments. The clinic offers training in the administration of a comprehensive, eclectic assessment which includes behavioral observations in the clinic and school, projective personality assessments, clinical interviews, cognitive and academic testing and a variety of actuarial type testing.

Institute on Disabilities-The Institute is a University Affiliated Facility; an administrative unit which coordinates a variety of services and research projects for developmentally disabled children and adults. This unit serves as a resource for the School Psychology program through extensive contacts with agencies and school districts in the region and graduate assistantships.

Temple University Center for Research in Human Development and Education-The Temple University Center for Research in Human Development and Education is an interdisciplinary center for the study of human development and learning in schools. The emphasis of the Center's work is on identifying effective responses to those forces which negatively impact on the lives of children. School Psychology students may seek graduate assistantships with this unit.

Temple University – School District of Philadelphia Partnership Schools- Neighborhood schools provide opportunities for practicum and assistantship placements in urban schools.

In addition to the above, one of Temple's unique resources is its location. As a metropolitan University, Temple's location provides access to a wealth of institutions for practica, internships and research experiences. There are opportunities to interact with children from culturally diverse backgrounds.

FINANCIAL AID INFORMATION

The faculty nominates selected students during the admissions process for University Fellowships and Future Faculty Fellowships awarded by the Graduate School. Over the years, school psychology students have been quite successful in being awarded these highly competitive University fellowships. However, it is within the areas of graduate research assistantships, teaching assistants and academic internships that school psychology students have been most competitive and successful. School psychology students are currently employed with student assistantships across the university in academic and research units such as the Psychology Department, the Center for Research in Human Development and Education, the Measurement and Research Center, the Institute on Disabilities, the Department of Psychological Studies in Education, the School Psychology Program, and elsewhere. Of the 47 students currently enrolled in coursework, 23 are currently funded, including all students on internship, who are funded.

University Fellowships: (NEW DOCTORAL STUDENTS ONLY) These awards are made by the University after nomination by the various programs. These fellowships carry a stipend plus tuition for each year depending on the particular fellowship. Successful applicants may continue for a second year upon review and approval by faculty of School Psychology.

Tuition Scholarships: These are awarded by the University for the full or partial amount of the student's tuition. These are available to full-time master's and doctoral students. The amount of the stipends vary.

Assistantships:

School Psychology Program

A limited number of graduate assistantships are available each year; a stipend plus tuition are provided for 20 hours of work a week. These are available only to full-time master's and doctoral students in the School Psychology Program. Assistantships are also generally available in other programs and bureaus of the university.

Students registered for an internship are supported on stipends which range from \$8,000 to \$22,000 per academic year. (See Appendix A for a listing of past internship sites). Internships must be approved by the program faculty and must provide a stipend. If there is a strike in the school system to which the student has been assigned, reassignment will be made but no stipend can be guaranteed in case of such an event.

ETHICS POLICY FOR SCHOOL PSYCHOLOGY STUDENTS

The ethics policy protects the public from unethical and premature practice by students in the School Psychology Program at Temple University. It also protects students from potential litigation. This policy has been adopted by the faculty and approved by student representatives.

No student will obtain part-time or full-time employment nor function as a school psychologist, or any closely related title or job function until achieving minimum competency in school psychology. Minimum competence is defined as completion of all the University courses, clinics, and practica and receiving the faculty recommendation for state certification as a school psychologist in Pennsylvania or New Jersey.

A student may work as a psychological assistant, researcher, technician or faculty member in an institution or agency under the guidance, direction, and subordination of a professional psychologist, duly licensed or certified by the appropriate state agency. It is assumed that a research assistant, or faculty member of a college would not be engaged in clinical practice. Any exception to this policy must be discussed in detail with the graduate student's advisor. The student will not perform any function that exceeds his/her level of training.

A student who is already licensed or certified and working as a psychologist prior to entering the Program may continue in his/her employment. A letter indicating the details of employment and credentials must be presented to the student's graduate advisor.

A student may work as a psychological intern only when the required coursework is completed. All reports and documents must indicate intern status and be approved by a psychologist supervisor. The supervisor of the intern must be approved by the school psychology faculty.

GRIEVANCE PROCEDURES

All student behavior at the University is governed by the Student Disciplinary Code of Conduct. Students should become aware of the specific details of this code by obtaining a copy of the Student Rights, Code of Conduct and Disciplinary Procedures (see Appendix E). The Code is also available in the Student Assistance Center which is located on the first floor of the Student Activities Center. A Student Handbook, which summarizes grievance procedures and also includes valuable contact information about services at Temple, is also available at the Student Assistance Center (http://www.temple.edu/assistance/main_code.html).

Students have the right to appeal negative decisions which affect their ability to complete a program. General information about the appeals process is available in the College of Education Graduate Program Handbook, and detailed procedural information is available in the Student Appeals System: College of Education booklet. These materials are reproduced in Appendix F.

STUDENTS' INTERPERSONAL SKILLS

Programs which train professional psychologists recognize the importance of personal and professional competencies, in addition to traditional academic skills. Interpersonal effectiveness is essential for practice as a professional psychologist. Interpersonal skills will be carefully monitored by the faculty and supervisors, and students will be alerted to issues and problems in this area in order to allow development of a remedial plan if necessary. In rare cases, when a student's problems cannot be resolved, faculty reserve the right to dismiss a student from the program. In such cases, due process for the student will include the following steps.

1. Upon initial notice of problematic behavior, the student will have the opportunity to remediate the concern. A written remediation plan will be developed by the student and faculty. Remediation plans may include, but not be limited to, such actions as: increasing supervision, increasing field work experience, completing an additional clinic practicum, requiring specific academic coursework, recommending personal therapy, and/or recommending a leave of absence.
2. If the concern is not satisfactorily remediated as agreed upon by the student and faculty member(s), written notification will be mailed to the student with details of the reasons for possible dismissal from the program.
3. The student will have three weeks to prepare a response to such notification and to ask for a formal review. At such a review meeting, the faculty and student will both have the opportunity to present their perceptions of the situation.
4. The faculty committee will then make a final determination, and forward recommendations to the Dean's office.
5. The Dean's office will apprise the student of the outcome and of due process procedures for appealing the decision.

ADVISING, REGISTRATION AND EVALUATION

Each student accepted into the program is given the opportunity to select a faculty advisor who shares similar research interests or is assigned a faculty advisor. Advisors meet with new students and set up course requirements based on a careful review of previous courses for the

determination of equivalency and transfer of credits. Proficiency exams are available when considered necessary.

When there is a question of whether a course taken at another institution is equivalent to one at Temple, the student reviews the description of the course with the faculty member who teaches the equivalent course. The requirements are outlined and formalized by use of a contract.

When transferring credits from other universities, students are required to complete the appropriate forms which may be obtained from the Graduate School.

Student progress is assessed in didactic courses by papers and course examinations. Observations are followed by regular feedback sessions in all practica and internships. In addition, report writing skills are closely monitored. At weekly faculty meetings, students are discussed in order to keep track of any problems that are apparent or developing.

Students generally meet with advisors prior to registration and as requested. In addition, students meet with faculty once per year for formal monitoring of their progress in the program. Formal monitoring will occur in the context of a portfolio review and, when appropriate, a dissertation progress review. A file is maintained on each student to monitor his/her progress, which includes the program contracts, portfolios, and dissertation information.

Students must make appropriate academic progress to continue in the program. A student who receives more than two grades below B- or more than one F will be dismissed by the graduate school. Students must maintain continuous enrollment (fall and spring semesters) to remain in good standing.

DOCTORAL PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES

The philosophy of the Program is to prepare students for functioning as high-level scientist-practitioners who are child advocates. The Program's four major goals are (1) to prepare students to utilize evidence-based practice in assessment, consultation, and intervention; (2) to prepare students to integrate and apply research findings to the practice of school psychology and to perform empirical research; (3) to prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations; (4) to prepare students to function at the highest level of professional, ethical, and legal standards.

The specific goals of the program are to train the students to perform the following:

1. To prepare students to utilize evidence-based practice in assessment, consultation, and intervention.

Objective 1: Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.

Competency for Objective 1 will be demonstrated by a grades of B or higher in School Psychology 670/671: Introduction to/Advanced Cognitive Assessment (based on examinations and written papers), School Psychology 673: Introduction to the Diagnostic Process, and School Psychology 674: Assessment of Personality and Behavior. Competency will also be demonstrated by passing AREA III of the Comprehensive Examinations.

Objective 2: Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment, personality and behavioral assessment, educational assessment, and assessment of adaptive behavior.

Competency for Objective 2 will be demonstrated by passing School Psychology 670/671: Introduction to/Advanced Cognitive Assessment (which requires 80% or better on technical manual quizzes, 80% mastery during observed simulated testing, and error-free protocols on all major cognitive instruments), obtaining grades of B or higher in School Psychology 674: Assessment of Personality and Behavior (based on administration and review of protocols and examinations), Educational Psychology 621: Assessment and Remediation of Learning Disabilities in Schools (based on administration of formal and informal educational assessment techniques), School Psychology 778/779: Psychoeducational Clinic, and School Psychology 781/782: Seminar/Practicum: Students with Low Incidence Disabilities (based on observed clinical evaluations and review of protocols), and ratings of 3 or higher by intern supervisors.

Objective 3: Students will demonstrate the ability to perform diagnostic assessments of a wide variety of students from preschool through twelfth grade, including assessment of children with low-incidence disabilities and children at high risk for school failure, and to convey the results of these assessments orally and in writing.

Competency for Objective 3 will be demonstrated by grades of B or higher in Educational Psychology 621: Assessment and Remediation of Learning Disabilities in Schools (based on written reports of educational evaluations), School Psychology 778/779: Psychoeducational Clinic (based on individual and group supervision, review of comprehensive psychoeducational reports, and direct observation of parent feedback sessions), School Psychology 781/782: Seminar/Practicum: Students with Low Incidence Disabilities (based on individual and group supervision and review of reports). Competency will also be demonstrated by ratings of 3 or higher by internship supervisors and ratings of 3 or higher in the Evaluation Reports section of the portfolio.

Objective 4: Students will demonstrate knowledge of the theoretical and empirical literature on consultation.

Competency for Objective 4 will be demonstrated by a grade of B or higher in School Psychology 677: School Consultation Seminar and Practicum (based on written exams and papers). Competency will also be demonstrated by passing Area II of the Comprehensive Examinations.

Objective 5: Students will demonstrate basic consultation skills, including active listening, hypothesis generation, hypothesis testing, feedback to teachers, summarizing, eliciting case details, dealing with resistance, conducting direct teacher observations (evaluations of the instructional environment) and student observations (both structured and unstructured).

Competency for Objective 5 will be demonstrated by grades of B or higher in School Psychology 772: Professional Problems in School Psychology: Analytic Study of Teaching (based on class presentations and written papers) and School Psychology 677: School Consultation Seminar and Practicum (based on written intervention plans and group supervision).

Objective 6: Students will demonstrate the ability to consult with teachers about the academic and behavior problems of students in schools, appropriately evaluating the outcomes in terms of student performance.

Competency for Objective 6 will be demonstrated by grades of B or higher in School Psychology 677: School Consultation Seminar and Practicum (based on case-completion reports, review of audiotapes, class discussion of required readings, class presentations, and individual reports on specific interventions). Competency will also be demonstrated by ratings of 3 or higher by intern supervisors.

Objective 7: Students will demonstrate knowledge of the theoretical and empirical literature on academic, behavioral, and psychotherapeutic interventions.

Competency for Objective 7 will be demonstrated by a grade of B or higher in School Psychology 676: Applied Behavior Analysis (based on examination and classroom discussions) and School Psychology

777: Psychotherapeutic Strategies (based on papers and class discussion). Competency will also be demonstrated by passing Area III of the Comprehensive Examinations.

Objective 8: Students will demonstrate the ability to design, implement, and evaluate the effectiveness of empirically validated academic, behavioral, and psychotherapeutic interventions.

Competency for Objective 8 will be demonstrated by grades of B or higher in Educational Psychology 621: Assessment and Remediation of Learning Disabilities in Schools (based on written reports and supervision of interventions), School Psychology 676: Applied Behavior Analysis (based on conducting a self-change project, quizzes and exams, and classroom discussions), and School Psychology 777: Psychotherapeutic Strategies (based on design and implementation of psychotherapeutic interventions, evaluated class activities, papers and class discussion). Competency will also be demonstrated by ratings of 3 or higher on the Intervention Report section of the portfolio, and by ratings of 3 or higher by intern supervisors.

2. To prepare students to integrate and apply research findings to the practice of school psychology and to perform empirical research.

Objective 1: Students will demonstrate knowledge of research findings and the ability to critically analyze research.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 670: Introduction to Cognitive Assessment; School Psychology 770: Role and Function of the School Psychologist (based on literature reviews), Educational Psychology 627: Introduction to Research Design; School Psychology 774: Seminar in Residency; School Psychology 772: Analytic Study of Teaching; Educational Psychology 825: Advanced Data Analysis (based on oral presentations, written papers, and examinations), and School Psychology 677: School Consultation Seminar and Practicum (based on written reviews of journal articles). In addition, competency will be demonstrated by passing Area I of the School Psychology Comprehensive Exams.

Objective 2: Students will demonstrate the ability to design and conduct research to answer basic and applied questions to contribute to the expansion of scientific knowledge in general and School Psychology and the field of Education in particular. Within this objective is the ability to apply research design skills, apply statistical techniques appropriately and interpret the results, design the methodology for a research project, write a research proposal, including an introduction and rationale, hypotheses, a review of the literature, and methodology, and finally conduct a full research project.

Competency for Objective 2 will be demonstrated by a grade of B or above in Educational Psychology 627: Introduction to Research Design; School Psychology 774: Seminar in Residency; Educational Psychology 825: Advanced Data Analysis (based on papers and examinations), School Psychology 876: Organization and Administration of School Psychological Services (based on designing a program evaluation plan), and pass Education 899: Dissertation Proposal Design (based on a written proposal and class discussion). In addition, competency will be demonstrated by passing Area I of the School Psychology Comprehensive Exams which includes a mandatory question focusing on the design of a research study. In further addition, competency will be demonstrated by a rating of 3 or above on the research objective on the student portfolio. Finally, a student's competency will be demonstrated by the completion of an approved proposal, approved Intuitional Review Board (IRB) proposal, a successful dissertation defense and the submission of a final approved dissertation project to the Graduate School and the School Psychology Program.

Objective 3: Students will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in general and School Psychology in particular. Within this objective is the ability to present information on a relevant topic in a training format.

Competency for Objective 3 will be demonstrated by a grade of B or above in School Psychology 770: Role and Function of the School Psychologist (based on an oral presentation), School Psychology 781/782: Seminar/Practicum: Students with Low Incidence Disabilities (based on observations and feedback on presentations and in seminars), and School Psychology 677: School Consultation Seminar and Practicum, School Psychology 778/779: Psychoeducational Clinic (based on observations and feedback on presentations and in seminars and the development of in-service or workshop materials).

3. To prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations.

Objective 1: Students will demonstrate knowledge of diversity, including impact of racial, ethnic, class, cultural, language, lifestyle and ability differences on the practice of school psychology, including assessment, consultation, remediation, intervention, and working with families.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 671: Advanced Cognitive Assessment and School Psychology 674: Assessment of Personality and Behavior (based on contribution to class discussions, simulations, and examination). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objective on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

Objective 2: Students will demonstrate sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic and lifestyle issues when providing feedback of information to parents, adjusting language when consulting with teachers, and by continued discussion of individual differences relative to assessment and interventions.

Competency for Objective 2 will be demonstrated by grades of B or higher in School Psychology 677: School Consultation Seminar and Practicum (based on class discussion, role plays, and design of interventions), School Psychology 778/779: Psychoeducational Clinic and School Psychology 781/782: Seminar/Practicum: Students with Low Incidence Disabilities (based on class discussion and papers, planning and interpretation during clinical cases). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objective on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

4. To prepare students to function at the highest level of professional, ethical, and legal standards.

Objective 1: Students will demonstrate knowledge of the APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 1 will be demonstrated by a B or better grade in School Psychology 775: Ethical and Legal Problems in Pupil Services and passing Area IV of the School Psychology Comprehensive Exams.

Objective 2: Students will apply the knowledge APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 2 will be demonstrated by ratings of 3 or higher by practicum supervisors (based on review of clinic files, discussions during supervision, and direct supervision through closed circuit television and one-way mirrors) and by ratings of 3 or higher by intern supervisors. In addition, competency will be demonstrated by a grade of B or higher (based on class discussion, reaction papers, and direct supervision) in School Psychology 778/779: Psychoeducational Clinic and School Psychology 781/782: Seminar/Practicum: Students with Low Incidence Disabilities. In addition, competency will be demonstrated by a grade of B or higher (based on supervision during role play) in School Psychology 777: Psychotherapeutic Strategies.

COURSE SEQUENCING

The course sequence is designed to indicate how full-time students would proceed through the program. Students enter the program with a base of core courses in the theoretical and scientific foundations of psychology. The program begins with basic courses in school psychology. Following this core are courses which blend the theoretical and scientific contributions of psychology with the problems of practical application. This blending occurs both in the introductory clinical courses and in the development of research projects. The final phase consists of practical clinical experiences in schools, agencies, and residential treatment facilities which include involvement in research that is relevant to the field. Throughout this structured program students are provided options to pursue individual projects.

Courses which blend theoretical foundations with practical applications include approaches to intellectual and personality assessment, personality and family dynamics, clinical interviewing, psychotherapy, integrating of psychological data in reports, classroom observation, behavior assessment and functional analysis, and prescriptive intervention and consultation with teachers, parents, and administrators. Actual practical experiences occur in two psycho-educational clinics, a clinic for children with disabilities, an academic remediation practicum, a practicum in school consultation, and the full-time internship in field settings.

Interspersed throughout the program is the provision for research and project activities with individual professors. This is organized through independent study, course projects, and a one-year residency seminar.

Doctoral students must complete a residency year, which consists of full-time course work on campus plus participation in professional development activities. The residency year normally falls in the second year of study. During the residency seminar, students will participate in a research project with a faculty member, and complete a preliminary literature review for their dissertations.

Doctoral Students Suggested Course Sequence 1st Year

Fall Semester

Ed Psych 529	Tests and Measurements
Sch Psych 672	Personality & Psychotherapy
Sch Psych 673	Introduction to the Diagnostic Process
Sch Psych 670	Introduction to Cognitive Assessment

Spring Semester

Ed Psych 621	Assessment & Remediation of Learning Disabilities in Schools
Sch Psych 674	Assessment of Personality & Behavior
Sch Psych 676	Applied Behavior Analysis
Sch Psych 671	Advanced Cognitive Assessment

1st Summer Session

Ed Psych 741 Seminar in Human Development
Psych 709 Physiological Psych

2nd Summer Session

Sch Psych 770 Seminar: Role & Function of the School Psychologist

2nd Year**Fall semester**

Sch Psych 775 Ethical & Legal Problems Pupil Services
Sch Psych 777 Psychotherapeutic Strategies
Sch Psych 774 Seminar in Residency
Sch Psych 627 Introduction to Research Design

Spring semester

Sch Psych 772 Seminar in Prof. Probs. in School Psych: Analytic Study of Teaching
Sch Psych 774 Seminar in Residency
Ed Psych 825 Advanced Data Analysis
Ed Psych 632 Theories of Cognition

1st Summer session

Sch Psych 781 Seminar on Children with Low Incidence Disabilities
Sch Psych 782 Practicum on Children with Low Incidence Disabilities

2nd Summer session

Psych 747 Advanced Social Psychology
Education 510 Curriculum Teaching & Technologies
(may substitute Sup Cert 601)

3rd Year**Fall semester**

Sch Psych 778 Psychoeducational Clinic
Sch Psych 779 Seminar in School Psychology
Sch Psych 677 School Consultation
Education 899 Proposal Writing

Spring semester

Sch Psych 778 Psychoeducational Clinic
Sch Psych 779 Seminar in School Psychology
Sch Psych 677 School Consultation
Psych 855 History and Systems of Psychology

1st Summer session

Education 515 Context of Education (Sch Psy 773 Context of Education and Schooling)
Sch Psych 876 Organization & Administration of Sch Psychological Services

4th Year

After signed proposal accepted,
 Sch Psych 878/879 Internship - 12 credits over 1 year
 Sch Psych 999 (dissertation) - 6 credits total required; continual enrollment Fall & Spring
 until successful defense

GUIDELINES FOR MEETING INTERNSHIP CRITERIA IN THE DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

1. An internship is designed to provide the trainee with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skill. The internship is the culminating training experience in doctoral study and follows a programmed sequence of experiences, including practica and field experiences. The program must allow the intern opportunity for carrying out major professional functions under appropriate supervision.
2. The internship provides training in a range of assessment and intervention activities conducted with and for children and youth needing school psychological services. Interns with at least two years of experience in the delivery of school psychological services satisfactory to the preparing program may focus on supervision, consultation and other services to a greater extent than less experienced interns.
3. The internship agency employs a clearly designated actively licensed and certified psychologist, who is responsible for the integrity and quality of the internship program. (It is not essential, however, for this person to be the one providing the supervision described below.)
4. Internship supervision should be provided by a doctoral, licensed psychologist who is also a certified school psychologist. However, in cases where interns have two or more prior years of work experience in the delivery of school psychological services that is acceptable to the preparing institution, they may have supervision provided by any professional psychologist (doctoral, licensed psychologist). This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. The supervisor may be provided by the school (agency) or the sending graduate program. When internship supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review (See 3 above).
5. Reports by the intern to consumers must be cosigned by the psychologist responsible for the intern or issued with a cover letter stating that the report has been "reviewed and approved by" the responsible (supervising) psychologist.
6. The internship includes an average of at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor (described in 4 above) must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.
7. In addition to individual supervision (as described in 6 above), there is an additional average of at least two hours per week in scheduled learning activities such as: case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, in-service training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings, and observing other units in delivery of health and/or child care services.
8. Supervision and education as described in 6 and 7 above will account for at least 10% (150 hours) of the intern's time. Some of the activities may occur at times other than the "regular" workday.

9. The total internship experience may occur in more than one setting but must include a minimum of 1500 hours and must be completed within 24 months. When the internship occurs in more than one setting and all specific internship agency criteria (i.e., #s 1,2,3,4,5,6,7, and 15) must be met, the coordinator of intern placements for the graduate program must determine that appropriate evaluations of competence in each setting are obtained.

10. At least 25% (375 hours) of the intern's time is in direct client contact.

11. The intern may spend up to 25% (375 hours) of the time in research activity. If the dissertation topic is not keeping with the program of the internship agency, the research activities should not impinge on or diminish the learning activities in the intern's other 1125 hours or the activities of the agency and its staff.

12. The intern shall have scheduled and unscheduled opportunities to interact with interns, school psychologists, and/or other psychologists. It is desirable for the internship agency to have two or more such persons on the staff, but small agencies may meet this criterion by planning meetings with appropriate personnel in the area.

13. The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.

14. Trainee has a title such as "intern", "resident", "fellow", or other designation of trainee status.

15. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement about salary, benefits, reimbursement, travel, holidays, etc.

There are multiple standards for the accreditation of internships in School Psychology. Because of changing, and sometimes contradictory guidelines by various professional and state accrediting groups, the School Psychology Program at Temple University has attempted to maintain flexible standards, which will allow our students to work in varied settings. Beginning with applications accepted in for admission in Fall 2004, all students will be required to meet the revised requirements. This revision will provide students with a full range of employment possibilities.

Note: Both internship options must include a minimum of 600 hours in a school setting. This school setting should provide experience with both regular and special education. This setting must include delivering services to children with disabilities who are placed in general (regular) education settings. In some cases, the internship may occur over two years by working 1/2 time. All one-year internships are to be paid experiences. All internships must be approved by the School Psychology Program.

Internship sites used by the program are generally well established. However, new sites can be approved. This process should be completed well in advance of the beginning date of the proposed internship.

Internship approval process

The following are rules for the approval of each non-APPIC internship site:

1. Collect resume of intern supervisor, which will indicate proof of each of the following:
 - a. Doctoral degree (Ph.D., Psy.D., or Ed.D.) in School Psychology, or Clinical/Child Clinical Psychology
 - b. Licensed in state where internship site is located
 - c. Certified in school psychology in state where internship site is located
 - d. Supervisory experience of at least three years

2. The Program sends copies of the program internship guidelines (from the Program Guidelines, and which meet APA standards for internships; see Appendix G) if the site is not APPIC- or APA-approved. The supervisor is asked to submit an internship plan that meets these guidelines.
3. The Program faculty reviews the plan to ensure that all criteria for the internship site are met and notifies the intern and the supervisor of their approval.

Overall supervision must be performed by a licensed doctoral level psychologist who is also certified in school psychology. A complete description of internship sites is available from the department. Appendix A offers a partial list of recent sites.

Option 1: This option meets NASP standards at both the certification and doctoral level. This option also meets APA standards at the doctoral level if the supervisor holds an earned doctorate in psychology and is licensed psychologist. Option 1 requires that the student perform the total 1,500 hours (approximately 40 hours a week/37 weeks/school year) in a public school setting. All interns must be paid a stipend.

Option 2: This option meets NASP standards at the doctoral level. This option also meets APA standards at the doctoral level. This option is for students who, in addition to working in the schools, would like to pursue employment in other settings that serve children. In addition to the public school component, the student must perform an additional 1,500 to 2,000 hours, depending on the requirement of the site. This requirement is usually met by working 40 hours a week.

Option 2 requires that the student perform the minimally required 600 hours (approximately 40 hours week/15 weeks) in a public school setting. The stipend should be negotiated with the school district. Supervision must be performed by a nationally certified school psychologist or a psychologist holding an earned doctorate in School Psychology or related area who is certified in school psychology.

PSYCHOTHERAPY TRACK (OPTIONAL)

Rationale. Each year, some applicants have expressed an interest in obtaining skills in psychotherapy with school aged children and their families. Those with the greatest interest have managed to arrange, through the auspices of the program, practicum experiences in institutions that offer high quality psychotherapy training. But a formal sequence of courses has not been available because many consider the current course requirements and mandated experiences to be too much to allow for other required courses.

In response to recognition of the growing needs for school psychologists to offer competent psychotherapy services to students and in relation to increasing requests from students, we have arranged for approximately fifteen additional semester hours of course work and practica experiences in psychotherapy.

Advisor. The Psychotherapy Track (PT) will be coordinated by a specified school psychology professor who will share decision making with other faculty.

Students who have begun to work on dissertations with other professors will continue to work with them in terms of general advising. However, students must receive approval for courses and practicum experiences in the psychotherapy track from the PT advisor.

Admission to the PT. Students may apply for admission to the PT *after* their first two full years of study. However, they are free to express interest and seek consultation with the program advisor at any time. Applicants must sign an agreement regarding their acceptance of certain requirements of the program. These include a clinical interview about their background, interests and personality characteristics that may be related to the successful practice of psychotherapy. They must also agree to participate in a psychotherapy class in which some self-disclosure may be required. Currently this course is Counseling Psychology 521. In keeping with the current APA ethical code requirement this class will not be conducted by a member of the school psychology faculty who has evaluative responsibility for your total program.

In exceptional cases, participants must agree to seek psychotherapy themselves, if this is deemed necessary by the advisor with consent of the majority of the faculty.

Applicants will be limited in number and selected for traits of maturity, openness, ability to accept supervision, ability at introspection and general intellectual ability as determined by grades, standardized scores and faculty recommendations.

Course Sequence. After the third full time year in the program, preferably during a full year, the following courses will be required:

Counseling Psychology 521: Group Counseling	3 cr
Counseling Psychology 589: Introduction to Marriage and Family Counseling	3 cr
Counseling Psychology 789: Seminar in Race, Culture and Gender	3 cr
School Psychology 797 & 798: Practicum in Psychotherapy	6 cr
This will require a minimum of two days per week on site for two semesters. Credits will be 1 to 6 per semester, depending on specifics. (Usually this will be 3 credit hours each semester.)	

For those who already have some of the courses indicated, special arrangements will be made to establish competency and/or arrange for other more advanced course if deemed necessary by the program advisor.

All practica must be supervised by a doctoral level, licensed psychologist approved by the PT advisor. Specific parts of the experience may be supervised by other mental health professionals as long as they are under the direct supervision of the doctoral supervisor. Also, practicum sites must sign a contract with Temple University spelling out the responsibilities of each agency. Each semester, the overall site supervisor must evaluate the clinician on his or her own form or the form provided by Temple University and assign a recommended grade. The Temple University supervisor has final responsibility for the grade. Students enrolled in practica for credit hours are covered by a liability policy through the Temple University Office of Risk Management.

Doctoral Comprehensive Examination. Students normally take the Comps during their final semester of academic courses (usually at the end of the third year for full time students). Generally, it is necessary to complete all didactic courses before taking the Comps. Students will be able to take the comprehensive examination before completing the psychotherapy practicum and the required program internship.

There will be a separate specialty evaluative experience (written and/or oral). The PT advisor in consultation with the school psychology and counseling psychology faculty will determine the exact nature of this evaluation.

Dissertation. Students who plan to specialize in psychotherapy would do well to consider dissertation topics in psychotherapy, diagnoses of child and adolescent psychopathology or a related area. However, this is not mandatory as a program requirement.

HOW TO APPLY TO THE DOCTORAL PROGRAM

Please note that the deadline for submission of materials was changed to JANUARY 2. This is different from the date that may appear in the Graduate School Application.

Students who have excellent records and feel they may be competitive for a University Fellowship are encouraged to submit their materials by DECEMBER 15.

Fill out the necessary application forms for the Ph.D. You may get the application forms from the School Psychology Program. All application material should be sent to the Office of Graduate Admissions, College of Education. It is the student's responsibility to see that everything is completed by the deadline date.

As the deadline for submission of applications approaches, the Admissions Office becomes increasingly overwhelmed by paperwork. Because of the procedures used, the School Psychology Program is not informed of the status of an application until it is completed and processed. We strongly urge that applicants apply early and periodically check with the Admissions Office (215-204-8011) and the School Psychology Program secretary (215-204-8075) as to the status of their materials.

All applications and materials are reviewed by an Admissions Committee consisting of program faculty and students. Students have complete access to all admissions materials. Our students have an equal voice in our admissions policies since accepted applicants will become their peers and future colleagues. However, any applicants who feel that any of the contents of their applications should not be reviewed by future peers should contact the Admissions Chair in writing specifying which materials should be kept confidential.

General rules and requirements for doctoral programs and requirements for admission to the School Psychology Program can be found in the current Graduate School Catalogue online at <http://mdev.temple.edu/gradschool/bulletin.asp>

Applicants are required to submit the following materials prior to the deadline:

1. Graduate Record Examination (G.R.E.); Verbal, Quantitative, and Analytic/Analytic Writing
2. Advanced G.R.E. Examination in Psychology.
3. Three (3) letters of recommendation
4. Official transcripts from all universities attended
5. Three required essays

In addition, an interview with program faculty and students is required for admission to the school psychology program. Applicants whose applications are not complete or who do not meet minimum criteria are not interviewed.

Prerequisites

Admission to the program is contingent upon applicants having already achieved a basic knowledge about the science of psychology. This is determined by scores on the Graduate Record Examination in Psychology and completion of four undergraduate or beginning graduate level courses including general psychology, elementary statistics, child development and learning theory. The

requirement may be met by taking general psychology, basic statistics (EDUC 525), learning theory (EdPsych 531), and human development (EdPsych 541) at Temple University.

Criteria for Admission

Applicants are reviewed on six major criteria: (a) undergraduate grade point average, (b) graduate grade point average (if applicable), (c) scores on the Graduate Record Examination (Verbal, Quantitative, Analytic Writing, and Psych), (d) letters of recommendation, (e) writing ability, (e) personality, maturity, interpersonal skills and life experiences which are examined as part of the interview, and (f) research ability. Special qualities such as volunteer work, enthusiasm, dedication to working with children and integrity are considered. We attempt to maintain a culturally diverse student body and also value students who have had a variety of life experiences.

While the GRE is used as one basis for admission, it is evident from the above that the program attempts to use a variety of criteria. Further, admission procedures result in a student population which is diverse in terms of gender, racial/ethnic background, and age. The program takes pride on the quality of its student body, a quality which reflects our ability to choose from a large pool of applicants. (See Appendix B for demographic information on the student population).

***Students must complete one year of the School Psychology graduate program with a GPA of 3.0 or above to be accepted into the certification program due to the Commonwealth of Pennsylvania Department of Education guidelines.**

In addition, students must complete the PRAXIS exams in Reading, Writing, Mathematics, and School Psychology in order to be recommended for certification in Pennsylvania.

MASTERS/CERTIFICATION PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES

The philosophy of the Program is to prepare students for functioning as clinicians using evidence-based practices and who are child advocates. The Program's four major goals are (1) to prepare students to utilize evidence-based practice in assessment, consultation, and intervention; (2) to prepare students to integrate and apply research findings to the practice of school psychology; (3) to prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations; (4) to prepare students to function at the highest level of professional, ethical, and legal standards.

The specific goals of the program are to train the students to perform the following:

1. To prepare students to utilize evidence-based practice in assessment, consultation, and intervention.

Objective 1: Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.

Competency for Objective 1 will be demonstrated by grades of B or higher in School Psychology 670/671: Introduction to/Advanced Cognitive Assessment (based on examinations and written papers), School Psychology 673: Introduction to the Diagnostic Process, and School Psychology 674: Assessment of Personality and Behavior.

Objective 2: Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment, personality and behavioral assessment, educational assessment, and assessment of adaptive behavior.

Competency for Objective 2 will be demonstrated by passing School Psychology 670/671: Introduction to/Advanced Cognitive Assessment (which requires 80% or better on technical manual quizzes, 80% mastery during observed simulated testing, and error-free protocols on all major cognitive instruments), obtaining grades of B or higher in School Psychology 674: Assessment of Personality and Behavior (based on administration and review of protocols and examinations), Educational Psychology 621: Assessment and Remediation of Learning Disabilities in Schools (based on administration of formal and informal educational assessment techniques), School Psychology 778/779: Psychoeducational Clinic, and School Psychology 781/782: Seminar/Practicum: Students with Low Incidence Disabilities (based on observed clinical evaluations and review of protocols), and ratings of 3 or higher by intern supervisors.

Objective 3: Students will demonstrate the ability to perform diagnostic assessments of a wide variety of students from preschool through twelfth grade, including assessment of children with low-incidence disabilities and children at high risk for school failure, and to convey the results of these assessments orally and in writing.

Competency for Objective 3 will be demonstrated by grades of B or higher in Educational Psychology 621: Assessment and Remediation of Learning Disabilities in Schools (based on written reports of educational evaluations), School Psychology 778/779: Psychoeducational Clinic (based on individual and group supervision, review of comprehensive psychoeducational reports, and direct observation of parent feedback sessions), School Psychology 781/782: Seminar/Practicum: Students with Low Incidence Disabilities (based on individual and group supervision and review of reports). Competency will also be demonstrated by ratings of 3 or higher by internship supervisors and ratings of 3 or higher in the Evaluation Reports section of the portfolio.

Objective 4: Students will demonstrate knowledge of the theoretical and empirical literature on consultation.

Competency for Objective 4 will be demonstrated by a grade of B or higher in School Psychology 677: School Consultation Seminar and Practicum (based on written exams and papers).

Objective 5: Students will demonstrate basic consultation skills, including active listening, hypothesis generation, hypothesis testing, feedback to teachers, summarizing, eliciting case details, dealing with resistance, conducting direct teacher observations (evaluations of the instructional environment) and student observations (both structured and unstructured).

Competency for Objective 5 will be demonstrated by grades of B or higher in School Psychology 772: Professional Problems in School Psychology: Analytic Study of Teaching (based on written papers) and School Psychology 677: School Consultation Seminar and Practicum (based on review of sessions and group supervision).

Objective 6: Students will demonstrate the ability to consult with teachers about the academic and behavior problems of students in schools, appropriately evaluating the outcomes in terms of student performance.

Competency for Objective 6 will be demonstrated by grades of B or higher in School Psychology 677: School Consultation Seminar and Practicum (based on case-completion reports, class discussion of required readings, class presentations, and individual reports on specific interventions). Competency will also be demonstrated by ratings of 3 or higher by intern supervisors.

Objective 7: Students will demonstrate knowledge of the literature on evidence-based academic and behavioral interventions.

Competency for Objective 7 will be demonstrated by a grade of B or higher in Educational Psychology 621: Assessment and Remediation of Learning Disabilities in Schools (based on supervision discussions and remediation reports), and School Psychology 676: Applied Behavior Analysis (based on examination and classroom discussions).

Objective 8: Students will demonstrate the ability to design, implement, and evaluate the effectiveness of empirically validated academic and behavioral interventions.

Competency for Objective 8 will be demonstrated by grades of B or higher in Educational Psychology 621: Assessment and Remediation of Learning Disabilities in Schools (based on written reports and supervision of interventions) and School Psychology 676: Applied Behavior Analysis (based on conducting a self-change project, quizzes and exams, and classroom discussions). Competency will also be demonstrated by ratings of 3 or higher on the Intervention Report section of the portfolio, and by ratings of 3 or higher by intern supervisors.

2. To prepare students to integrate and apply research findings to the practice of school psychology.

Objective 1: Students will demonstrate knowledge of research findings and the ability to critically analyze research.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 670: Introduction to Cognitive Assessment; School Psychology 770: Role and Function of the School Psychologist (based on literature reviews), Educational Psychology 627: Introduction to Research Design; and School Psychology 677: School Consultation Seminar and Practicum (based on written reviews of journal articles).

Objective 2: Students will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in general and School Psychology in particular.

Competency for Objective 3 will be demonstrated by a grade of B or above in School Psychology 770: Role and Function of the School Psychologist (based on an oral presentation), School Psychology 781/782: Seminar/Practicum: Students with Low Incidence Disabilities (based on observations and

feedback on presentations and in seminars), School Psychology 677: School Consultation Seminar and Practicum, School Psychology 778/779: Psychoeducational Clinic (based on observations and feedback on presentations and in seminars and the development of in-service or workshop materials).

3. To prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations.

Objective 1: Students will demonstrate knowledge of diversity, including impact of racial, ethnic, class, cultural, language, lifestyle and ability differences on the practice of school psychology, including assessment, consultation, remediation, intervention, and working with families.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 671: Advanced Cognitive Assessment and School Psychology 674: Assessment of Personality and Behavior (based on contribution to class discussions, simulations, and examination). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objective on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

Objective 2: Students will demonstrate sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic and lifestyle issues when providing feedback of information to parents, adjusting language when consulting with teachers, and by continued discussion of individual differences relative to assessment and interventions.

Competency for Objective 2 will be demonstrated by grades of B or higher in School Psychology 677: School Consultation Seminar and Practicum (based on class discussion, role plays, and design of interventions), School Psychology 778/779: Psychoeducational Clinic and School Psychology 781/782: Seminar/Practicum: Students with Low Incidence Disabilities (based on class discussion and papers, planning and interpretation during clinical cases). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objective on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

4. To prepare students to function at the highest level of professional, ethical, and legal standards.

Objective 1: Students will demonstrate knowledge of the APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 1 will be demonstrated by a B or better grade in School Psychology 775: Ethical and Legal Problems in Pupil Services.

Objective 2: Students will apply the knowledge APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 2 will be demonstrated by ratings of 3 or higher by practicum supervisors (based on review of clinic files, discussions during supervision, and direct supervision through closed circuit television and one-way mirrors) and by ratings of 3 or higher by intern supervisors. In addition, competency will be demonstrated by a grade of B or higher (based on class discussion, reaction papers, and direct supervision) in School Psychology 778/779: Psychoeducational Clinic and School Psychology 781/782: Seminar/Practicum: Students with Low Incidence Disabilities.

Implementation of the Model

The model is implemented in the certification program by offering three levels of training: (a) courses which provide theoretical and scientific foundations for the practice of school psychology; (b) courses which blend theoretical and practical issues; and (c) courses which are designed to provide practical experience in the application of psychological knowledge to real-life problems of school children. It is expected that students will undertake the theoretical courses prior to the practicum experience.

Coursework in psychology includes advanced work in learning, human development, biological basis of behavior and cultural diversity as well as work in statistics and research methodology. The statistics and research methods courses are primarily designed to provide the skills to read, understand and interpret empirical research.

Theoretical and practical issues are blended into courses in diagnostic methods, remedial methods, clinics and seminars in special topics.

Course Sequencing

The course sequence is designed so that full-time students will go through the program as a cohort. Students begin the program with a base of core courses in the theoretical and scientific foundations of psychology. Following this core are courses which blend the theoretical and scientific contributions of psychology with the problems of practical application. This blending occurs in the introductory clinical courses. The final phase consists of practical clinical experiences in schools, agencies, and residential treatment facilities.

Courses which blend theoretical foundations with practical applications include approaches to intellectual and personality assessment, personality and family dynamics, clinical interviewing, integrating of psychological data in reports, classroom observation, behavior modification, and prescriptive intervention and consultation with teachers, parents, and administrators. Actual practical experiences occur in two psychoeducational clinics, a clinic for children with disabilities, an academic remediation clinic, a practicum in school consultation, and the full-time internship in field settings.

Masters/Certification Suggested Course Sequence 1st year

Fall semester

Ed Psych 529	Tests and Measurements
Sch Psych 672	Personality & Psychotherapy
Sch Psych 673	Introduction to the Diagnostic Process
Sch Psych 670	Introduction to Cognitive Assessment

Spring semester

Ed Psych 621	Assessment & Remediation of Learning Disabilities in Schools
Sch Psych 674	Assessment of Personality & Behavior
Sch Psych 676	Applied Behavior Analysis
Sch Psych 671	Advanced Cognitive Assessment

1st Summer session

Ed Psych 741	Seminar in Human Development
Psych 709	Physiological Psych

2nd Summer session

Psych 747	Advanced Social Psychology
Sch Psych 770	Seminar: Role & Function of the School Psychologist

*Sch Psych 772 Seminar in Prof. Problems in School Psych: Analytic Study of Teaching

(Register for independent study in school psychology; see Dr. Fiorello at the end of the Spring semester for materials to complete this course as an independent study.)

2nd Year

Fall semester

Sch Psych 775	Ethical & Legal Problems Pupil Services
Ed Psych 627	Introduction to Research Design
Sch Psych 677	School Consultation
Sch Psych 778	Psychoeducational Clinic
Sch Psych 779	Seminar in School Psychology

Spring semester

Ed Psych 632	Theories of Cognition
Sch Psych 677	School Consultation
Sch Psych 778	Psychoeducational Clinic
Sch Psych 779	Seminar in School Psychology

1st Summer session

Sch Psych 781	Seminar on Children with Low Incidence Disabilities
Sch Psych 782	Practicum on Children with Low Incidence Disabilities

3rd Year

Sch Psych 878/879	Internship - 12 credits over 1 year
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Depending on the background of the student, the student's advisor may recommend or require additional courses for the student other than those listed above. The list above should be seen as minimal.

GUIDELINES FOR MEETING INTERNSHIP CRITERIA IN THE SCHOOL PSYCHOLOGY CERTIFICATION PROGRAM

- 1 An internship is designed to provide the trainee with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skill. The internship is the culminating training experience in the certification program and follows a programmed sequence of experiences, including practica and field experiences. The program must allow the intern opportunity for carrying out major professional functions under appropriate supervision.
- 2 The internship provides training in a range of assessment and intervention activities conducted with and for children and youth needing school psychological services. Interns with at least two years of experience in the delivery of school psychological services satisfactory to the preparing program may focus on supervision, consultation and other services to a greater extent than less experienced interns.
- 3 The internship agency employs a clearly designated, actively licensed and certified psychologist, who is responsible for the integrity and quality of the internship program. (It is not essential, however, for this person to be the one providing the supervision described below).
- 4 Internship supervision should be provided by a doctoral, licensed psychologist who is also a certified school psychologist. This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. When internship

supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review (See 3 above).

- 5 Reports by the intern to consumers must be cosigned by the psychologist responsible for the intern or issued with a cover letter stating that the report has been "reviewed and approved by" the responsible (supervising) psychologist.
- 6 The internship includes an average of at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor (described in 4 above) must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.
- 7 In addition to individual supervision (as described in 6 above), there is an additional average of at least two hours per week in scheduled learning activities such as: case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, in-service training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings, and observing other units in delivery of health and/or child care services.
- 8 Supervision and education as described in 6 and 7 above will account for at least 10% (120 hours) of the intern's time. Some of the activities may occur at times other than the "regular" workday.
- 9 The total internship experience may occur in more than one setting but must include a minimum of 1200 hours and must be completed within 24 months. When the internship occurs in more than one setting and all specific internship agency criteria (i.e., #'s 1,2,3,4,5,6,7, and 15) must be met, the coordinator of intern placements for the graduate program must determine that appropriate evaluations of competence in each setting are obtained.
- 10 At least 25% (300 hours) of the intern's time is in direct client contact.
- 11 The intern may spend up to 25% (300 hours) of the time in research activity.
- 12 The intern shall have scheduled and unscheduled opportunities to interact with interns, school psychologists, and/or other psychologists. It is desirable for the internship agency to have two or more such persons on the staff, but small agencies may meet this criterion by planning meetings with appropriate personnel in the area.
- 13 The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.
- 14 Trainee has a title such as "intern," "resident," "fellow," or other designation of trainee status.
- 15 The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectation for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement about salary, benefits, reimbursable travel, holidays, etc.

Rules And Regulations Governing The Master's/Certification And Certification Only Program

A student pursuing a master's degree must demonstrate competencies associated with the earning of a master's degree in addition to course requirements. Three options are available for demonstrating such competency.

1. A cumulative grade point average of 3.5 for 30 credits meet the requirements for awarding of the M.Ed. No rounding off of numbers is accepted. If this average drops below 3.5 the last semester of course work, the student must take a comprehensive examination the following semester. The student may apply for the master's degree during the semester he/she will accumulate 30 hours, provided that course requirements have been met.
2. Students with lower than 3.5 have the option to pass the Master's Comprehensive Examination, after taking 30 s.h. of acceptable coursework. If a student elects this option and fails the examination on the first attempt he or she must stay with this option. A student will be permitted to take the comprehensive examinations only twice.
3. Twenty-four semester hours of approved graduate credits and a thesis are third option. Students who elect this option must also register for 6 semester hours of thesis credits in their program.

NOTE: Apply for graduation at the Graduate School during the first week of the semester in which you plan to graduate. The Master's degree does not confer certification in school psychology. School psychology certification is a post-masters degree program.

***Students must complete one year of the School Psychology graduate program with a GPA of 3.0 or above to be accepted into the certification program due to the Commonwealth of Pennsylvania Department of Education guidelines.**

In addition, students must complete the PRAXIS exams in Reading, Writing, Mathematics, and School Psychology in order to be recommended for certification in Pennsylvania.

Matriculation Requirements

Students are required to take at least 6 semester hours of courses during both the Fall and the Spring semesters (not required for Summer). If this seems unfeasible for health or other reasons, the student may petition the program for permission to register for fewer hours. The letter asking for such permission should be addressed to the program director and a copy should go to the student's advisor.

HOW TO APPLY FOR CERTIFICATION/MASTERS & CERTIFICATION PROGRAM

Fill out the necessary application forms for the Ed.M. You may get the application forms from the School Psychology Program. All application material should be sent back to the School Psychology Program, 2nd floor-Ritter Annex, Temple University, Philadelphia, PA 19122. It is the student's responsibility to see that everything is completed by the deadline date.

Please note that the deadline for submission of materials for both the Certification Only and Masters /Certification Program was changed to **JANUARY 2**. This is different from the date that may appear in the Graduate Catalog.

We strongly urge that applicants apply early and periodically check with the School Psychology Program secretary (215) 204-8075 as to the status of their materials.

All applications and materials are reviewed by an Admissions Committee consisting of program faculty and students. Students have complete access to all admissions materials. Our students have an equal voice in our admissions policies since accepted applicants will become their peers and future colleagues. However, any applicants who feel that any of the contents of their applications should not be reviewed by future peers should contact the Admissions Chair in writing specifying which materials should be kept confidential.

Applicants are required to submit the following materials prior to the deadline:

- (a) Graduate Record Examination (G.R.E.); Verbal, Quantitative, and Analytic
- (b) Advanced G.R.E. Examination in Psychology (Although this requirement is not listed in all University publications, it **is** required for admission.)
- (c) Three (3) letters of recommendation
- (d) Official transcripts from all universities attended
- (e) Two required essays.

In addition, an interview with faculty and students is required for admission to the school psychology program. Applicants whose applications are not complete or who do not meet minimum criteria are not interviewed.

*Directions for applicants who already hold a master's degree in some area of psychology and wish to apply for **Certification Only**:*

1. Request the special application form from the School Psychology Program, if it is not enclosed in the information you receive from the school.
2. The student should request that the following materials be sent to the School Psychology Program, 2nd floor, Ritter Annex, Temple University, Philadelphia, PA 19122
This applies to all students, including those who formerly attended Temple.

Applicants are required to submit the following materials prior to the deadline:

- (a) Graduate Record Examination (G.R.E.); Verbal, Quantitative, and Analytic
- (b) Advanced G.R.E. Examination in Psychology
- (c) Three (3) letters of recommendation
- (d) Official transcripts from all universities attended

NOTE: Those who are applying for Certification only must send their application materials directly to the Program at this address, not the Admissions Office, as is required for those seeking a degree.

Prerequisites

Admission to the program is contingent upon applicants having already achieved a basic knowledge about the science of psychology. This is determined by scores on the Graduate Record Examination in Psychology and completion of four undergraduate or beginning graduate level courses including general psychology, elementary statistics, child development, and learning theory. The requirement may be met by taking general psychology, basic statistics (EDUC. 525), learning theory (EdPsych 531), and human development (EdPsych 541) at Temple University.

Criteria for Admission

Applicants are reviewed on six major criteria: (a) undergraduate grade point average, (b) graduate grade point average (if applicable), (c) scores on the Graduate Record Examination (V, Q, A, and Psych), (d) letters of recommendation, (e) writing ability, and (f) personality, maturity,

interpersonal skills and life experiences which are examined as part of the interview. Special qualities such as volunteer work, enthusiasm, dedication to working with children and integrity are considered. We attempt to maintain a culturally diverse student body and also value students who have had a variety of life experiences.

While the GRE is used as one basis for admission, it is evident from the above that the program attempts to use a variety of criteria. Further, admission procedures result in a student population which is diverse in terms of gender, racial/ethnic background, and age. The program takes pride on the quality of its student body, a quality which reflects our ability to choose from a large pool of applicants. (See Appendix B for demographic information on the student population).

APPENDIX A**Affiliated Programs, Centers and Agencies**

Abington School District, PA
Alfred I. DuPont Hospital, Wilmington, DE
Avon Grove School District, PA
Bancroft NeuroHealth, PA
Berks County I.U., PA
Broward County Public Schools, FL
Bucks County I.U., PA
Burlington School District, NJ
Camden City School; Camden, NJ
Carbon/Lehigh I.U., PA
Centennial School District, PA
Cheltenham School District, Cheltenham, PA
Cherry Hill School District, NJ
Chester County I.U., PA
Children's Hospital of Philadelphia, PA
Children's Seashore House, Atlantic City, NJ
Christina School District, Newark, DE
Cinnaminson Schools, Cinnaminson, NJ
Colonial School District, DE
Colonial School District, PA
Counseling or Referral Assistance (CORA), PA
Delaware County I.U., Media, PA
Devereux Foundation, Devon, PA
Eden School, Princeton, NJ
Elwyn Institute, Phila., PA
Florence Township School District, NJ
Geisinger Medical Center, PA
Horsham Psychiatric Hospital, Horsham, PA
Maple Shade School District, Maple Shade, NJ
Mercer County Schools, NJ
Merion Schools, Merion, PA
Monmouth Memorial Hospital
Old Forge School for the Physically Handicapped, Media, PA
Overbrook School for the Blind, Phila., PA
PA School for the Deaf, Phila., PA
Pemberton School District, Pemberton, NJ
Pennington Preparatory School, Pennington, NJ
Red Clay School District, Wilmington, DE
School District of Philadelphia, PA
St. Christopher's Hospital, Phila., PA
St. Francis Xavier Elementary School, Phila., PA
Wordsworth Academy, Fort Washington, PA

APPENDIX B

Characteristics of Doctoral Program

Distribution of Doctoral Students

Gender Distribution

Male	15
Female	57

Minority Students

Black	5
Hispanic	1
Asian	3

Geographic Areas

Arizona	North Carolina	Canada
California	Ohio	Israel
Delaware	Pennsylvania	Korea
Florida	Rhode Island	Puerto Rico
Louisiana	South Carolina	Santa Domingo
Maryland	Tennessee	South Africa
Massachusetts	Texas	China
Michigan	Virginia	India
New Jersey	New York	Washington

<i>Median GRE Scores</i>	1125
<i>Median UGGPA</i>	3.32
<i>Median GGPA</i>	3.79 (upon entrance)
<i>Average Applicants/year</i>	50-75
<i>Acceptance Rate</i>	18-25%
<i>Attrition Rate</i>	<5% (once underway in the program)

Other Information:

Facilities for Students with Disabilities: Temple University maintains a Disabilities Resource Center for students requiring special help. The buildings are equipped with wheelchair ramps. Braille books are available as well as student readers. The program has had one blind student graduate.

Personal counseling is available through the University Counseling Center and the Student Health Service as well as through Temple University Hospital.

Housing is available privately in Philadelphia. The University maintains dormitories and apartments. Information is available through the Office of Student Housing. Philadelphia is a large metropolitan city offering diversity in housing and cultural activities. Public transportation to the University is readily available.

APPENDIX C

Graduates of the Doctoral Program

Gerarld Celebre		1971 Consulting Psychologist, Health American (HMO), Havertown PA
Libby J. Falk	1971	Coordinator, Child Study Team, Cherry Hill Board of Education, NJ.
H. Lee Brubaker		1972 Director of Pupil Personnel, Marple-Newtown Schools, PA, Retired, Private Practice.
Paul Goode	1972	Director of Special Education, Bucks County Intermediate Unit, PA, Retired; Private Practice; Part-time Faculty, Temple University.
Stanley Halpern		1972 Coordinator of Child Study Team, Delran, NJ.
Arthur Jaffe	1972	Director, Haddonfield Tutoring & Testing, Consulting Psychologist, Vineland Training School.
Emanuel Mason		1972 Professor/Chair of the Educational Psych. Dept., Northeastern University.
Lillian Scheiner		1972 Private Practice, Cherry Hill, NJ.
Robert J. Stewart	1972	School Psychologist.
Peter J. Finley	1973	Superintendent, Humbold Special Education Center, Humbold, NJ; Retired, Private Practice.
Alfred Lintner	1973	Child Study Team-Coordinator, Stratford Public Schools, NJ.
Herbert Machowsky	1973	Private Practice, Upper Dublin, PA.
Earl Miller	1973	Director of Special Education, Lehigh-Carbon County Intermediate Unit, Allentown, PA.
Michael Parnes	1973	Clinical Psychologist & Director of Psychology, West Princeton Developmental Center, NJ.
Emanuel D. Polak	1973	School Psychologist, West Deptford, NJ.
Irving Becker	1974	Psychologist, Bureau of Child Guidance, New York City Public Schools.
Mark B. Brody	1974	School Psychologist, School District of Philadelphia.
James B. Duffey		1974 Director of Non-Public Services, Montgomery County I.U., PA.
Ronald Fischman	1974	Coordinator of Psychological Services Montgomery County

		Intermediate Unit, PA.
Paul McDermott		1974 Associate Professor of Education, University of Pennsylvania, and Director of Psychological Measurement, The Psychological Corp.
Martin Benowitz	1975	Private Practice, Leominster, MA.
Richard Carroll	1975	Private Practice, Hamilton Township, NJ.
Barry Chasen	1975	School Psychologist, North Penn School District, North Penn, PA.
Mark L. Fedner	1975	Private Practice in Consultation.
Albert H. Keller	1975	Psychologist, Private Practice.
John Manni	1975	Private Practice, Consultant N.J. Department of Education.
Maria C. Weychert	1975	Chair of the Psychology Department, Chestnut Hill College, Philadelphia, PA.
David W. Winikur	1975	Director of Pupil Personnel Services, New Brunswick Schools, NJ.
Marvin Fredman	1976	Psychologist in Private Practice, Boca Raton, Florida.
Robert Lehrer	1976	Director of Special Services, Greater Egg Harbor Regional High School District, Hamilton Township, Atlantic County, NJ.
James B. Lewis	1976	Director of Psychological Services, Lambertville School System, NJ.
Richard Parsons	1976	Professor of Psychology, Neumann College, Aston, PA.
Julius Romanoff	1976	Private Practice.
Michael Fineberg	1977	Consulting Psychologist, Private Practice.
Michael Friedman	1977	Private Practice.
Robert Greenbaum	1977	School Psychologist, North Plainfield, NJ.
Stan Holloway	1977	School Psychologist, Souderton School District, Souderton, PA.
Gail Karafin	1977	Psychologist, Private Practice.
Paul McGreevy	1977	School Psychologist, Chula Vista, CA.
Harry Vahey	1977	Director of School Psychology Services, Maple Shade Public Schools, NJ.
Paul Volosov	1977	President, Growth Systems, Inc., Jenkintown, PA.

Shirley Bilker	1978	Psychologist; Montgomery County Intermediate Unit, PA.; Retired.
Peter McCusker	1978	Neuropsychological Services.
Barbara McLean	1978	School Psychologist, Iowa.
Thomas Scherphorn	1979	School Psychologist, Montgomery County Intermediate Unit, PA.
Gavin Smith	1979	School Psychologist, School District of Philadelphia, and Director, Sanctuary Resource Centers.
Irene Sumaza	1979	Professor and Director of Dept. of Social Sciences, Inter-American University, Rio Piedras, PR.
Elliot Atkins	1980	Private Practice, Philadelphia, PA.
Anthony Bongiovanni	1980	Private Practice, Buffalo, NY; Mental Health Commissioner, Buffalo Region, NY.
Sr. Mary Nora Dennehy	1980	School Psychologist, C.O.R.A., Philadelphia, PA.
Kathleen Donahue	1980	Associate Professor, Univ. of San Francisco.
Barry Kayes	1980	Private Practice.
Louis Pica	1980	Director of Clinical Services, Y.A.L.E. Academy, Westville, NJ.; Private Practice.
Norman Pitt	1980	Staff Psychologist, Health America, Philadelphia, PA.
David Bogacki	1981	Chief Psychologist, Cooper Hospital, Camden, NJ.
James Gillock	1981	School Psychologist/CST Coordinator, South Hunterdon Area Schools, Lambertville, NJ.
David Handelman	1981	School Psychologist, Oakcrest, Absegami High School, NJ.
William Lee	1981	Clinical Psychologist, Allentown State Hospital; Private Practice, Allentown, PA
Judith Pfeffer	1981	Consulting Psychologist, Bucks County I.U., PA.
Frank Schwartz	1981	Private Practice.
Reesa G. Wurtz	1981	Private Practice.
Patricia Broderick	1982	Associate Professor, Counseling Psychology Department, West Chester State University, PA.
Donna Cavallaro	1982	Supervising Psychologist, School District of Philadelphia.
Harris Finkelstein	1982	Private Practice

Karole Kreutter	1982	Staff Psychologist, Meriden Child Guidance Clinic, Meriden, CT
Dolores Lally	1982	Hearing Officer.
Naomi Lennox	1982	Retired; Part-time faculty Temple University; Private Practice, Bucks County.
Sharone Maital	1982	Professor, Haifa Israel.
Bruce Miller	1982	Director, Center for Creative Development, Ardmore, PA.
Lenn Weiner	1982	Private Practice, Richmond, VA.
Helen Wintrob	1982	Clinical Assistant Professor, Department of Psychiatry, Downstate Medical Center, SUNY, Brooklyn, NY.
Pamela Blaskey	1983	Director of Psychological & Educational Services, The Learning Center, Pennsylvania College of Optometry, Philadelphia, PA, part-time faculty, Temple University
Karen Brodsky	1983	Psychologist, Southern New Jersey Perinatal Cooperative, Camden, NJ
Paul Brody	1983	School Psychologist, New York.
Ana-Maria Carrillo	1983	Staff Psychologist, Delta Consultants, Providence, RI.
Christian Evans	1983	Industrial Psychologist.
Arnold Farley	1983	Director, Psychologist, U.S. Public Health Service, Phoenix, AZ.
Patricia Feuerstein	1983	School Psychologist, Bucks County Intermediate Unit, PA; Part-time faculty Temple University.
Dennis Flanagan	1983	School Psychologist, Montgomery County, PA.
C. Levy-Silcock	1983	Vocational Specialist, Rehabilitation Planning, Inc., Lafayette Hills, PA.
Shelly McWhorter	1983	Associate Professor of Social Work, Temple University, PA, Retired.
Joyce Popkin	1983	School Psychologist, Conseqogue School District, NY.
Beth Sofer	1983	Staff Psychologist, The Brookdale Hospital Medical Center, Brooklyn, NY.
Andrea Stern	1983	Staff Psychologist, Terry Psychiatric Center, Wilmington, DE.
Astrid Alvarado	1984	School Psychologist, Philadelphia, PA.
Lena Ballestar	1984	Head Start Clinic Team, Phoenix, AZ.

Dolores Curtis	1984	School Psychologist, School District of Philadelphia, PA.
Alvin Elinow	1984	School Psychologist, School District of Philadelphia, PA.
Ronald Farkas	1984	School Psychologist, School District of Philadelphia, PA.
Gary Feldman	1984	School Psychologist, School District of Philadelphia, PA.
Liliana Garcia	1984	Psychologist, Puerto Rico.
Edward Gaughan	1984	Associate Professor & Director School Psychology Program, Alfred University, NY.
Winston Hagborg	1984	School Psychologist, Alternative School, Brooklyn, NY.
Aileen Hill	1984	Supervisor, Jersey Center for Counseling & Psychotherapy, North Plainfield, NJ.
M. J. Kirkpatrick	1984	Supervising Psychologist, Wordsworth Academy, Fort Washington, PA.
Jamie Loyola	1984	School Psychologist, School District of Philadelphia, PA.
Alice Ouslan	1984	Associate Dean of Social Sciences, University of Puerto Rico, Humacao, PR.
Robert Petruzzi	1984	School Psychologist, Delaware County Intermediate Unit, PA.
V. Rodriquez	1984	School Psychologist, Princeton New Jersey Public Schools, Princeton, NJ.
P. Friel Spikol	1984	School Psychologist.
Roberta Walker	1984	School Psychologist, Red Clay Consolidated School District, Wilmington, DE.
Kenneth Cohen	1985	Industrial Training Consultant.
Kathleen Dockery	1985	School Psychologist, Harrisburg, PA.
Andrea Fina	1985	Staff Psychologist, Hilltop Preparatory School, Rosemont, PA.
Joanne Gonzalez	1985	Assistant Professor of Psychology Medical College of New Jersey.
Gary Krapf	1985	Assistant Professor, University of VA, Charlottesville, VA.
Barbara Leech	1985	School Psychologist, Pre-School Services, Delaware County Intermediate Unit, PA.
E. Papacostas	1985	School Psychologist.

Matthew Pollack	1985	School Psychologist, New York.
Vivian Price	1985	School Psychologist, School District of Philadelphia, PA.
Gary Berkowitz	1986	School Psychologist, Private Practice.
Jacqueline Clarke	1986	School Psychologist, Norristown State Hospital, Norristown, PA.
Barbara Frascella	1986	School Psychologist, New Jersey.
John J. Gallagher	1986	School Psychologist.
Carol Klein	1986	School Psychologist, Private Practice.
Barbara Shapiro	1986	School Psychologist, School District of Philadelphia, PA.
Ruth Tomases Joffe	1986	School Psychologist.
Marlen C. Wolf	1986	School Psychologist, Private Practice.
Renier Baez	1987	School Psychologist, Puerto Rico.
Marjorie Berlinghof	1987	School Psychologist, Pennsylvania.
Barbara Keane	1987	Private Practice; Psychologist, Doylestown, PA
Sharon Marchon	1987	Psychologist, Devereux.
Marcia Miner	1987	School Psychologist, Florida
Dolores Miranda Carroll	1987	Associate Professor of Psychology, University of PR.
Marianne Pokalo	1987	Supervising Psychologist, Atlantic County Mental Health Center, Atlantic City, NJ.
Irma Roca de Torres	1987	Director of Psychology, University of Puerto Rico.
J. M. Rodriguez-Gonzalez	1987	Associate Professor, Inter American University.
Barbara Shapiro	1987	School Psychologist, School District of Philadelphia, PA.
Karen Zobery	1987	School Psychologist, New Jersey.
Susan Jacobwitz Kirsch	1988	School Psychologist.
Sandy Gorter Cass	1988	Private Practice, GKC Associates, Langhorne, PA.
Margarita Rodriguez Aponte	1988	School Psychologist, Baltimore, MD.
Josephine Snow	1988	Assistant Professor, Inter American University, PR.
Margarita Algeria	1989	Associate Professor Medical Center, Campus of Public Health, PR.

Beverly Cutler Speizer	1989	Private Practice, Shelley Weber Association, Wayne, PA.
John D'Alessandro	1989	Private Practice Psychologist, Doylestown, PA.
John Davidson	1989	Psychologist, Penn Foundations, Doylestown, PA.
Delmina Henry	1989	Consultant, School District of Philadelphia, PA.
Nicolee Hiltz	1989	School Psychologist, Harrisburg, PA.
Marilyn Quinn	1989	School Psychologist, Devereux Foundations, Devon, PA.
Alicia Scribner	1989	Director of Bilingual, Special Education, Univ. of Texas, Austin, TX.
Bonnie Socket	1989	Psychologist, Devereaux Foundation, Devon, PA.
Jose Bestard	1990	School Psychologist, PR.
Jane Buddenbohn	1990	School Psychologist, Red Clay Sch. Dist., Newark, DE.
Charles Lambert	1990	School Psychologist, Upper Moreland Public Schools, PA.
Barbara Witkowski	1990	Consulting School Psychologist, Woodbine, NJ.
Wendy Zelikoff	1990	School Psychologist, Private Practice.
Linda Abrams	1991	Private Practice.
Maria Carmen Del Santos	1991	School Psychologist, Puerto Rico.
Lisa Good Dissinger	1991	School Psychologist.
Barbara Hart	1991	School Psychologist.
Miriam Indenbaum	1991	School Psychologist.
Robert Jann	1991	School Psychologist & Chair, Child Study Team, Hopewell Valley School District, Pennington, NJ.
Stanley Mandel	1991	Psychologist, N.Y.C. Division of Special Education, New York, NY.
Laura Nash	1991	School Psychologist, Upper Freehold Regional School District, Allentown, PA.
Peggy O'Grady	1991	Director of School Psychology, Solanco School District, Lancaster, PA.
Margaret Pendergast	1991	School Psychologist, Wyomissing Sch. District, Wyomissing, PA.
Dorothy Rawley	1991	School Psychologist, Temple University Teen Drug and Alcohol Program, PA.

Claudia Rodgers	1991	Private Practice School Psychologist, Torrance, CA.
Frances E. Boulon de Diaz	1992	Psychologist & Director of Education, Electric Co., PR.
Kathleen Brondi-Smith	1992	School Psychologist, Trenton Public Schools.
Debra Lynn Edwards	1992	School Psychologist, Binghamton Public Schools, NY.
Richard J. Erdlen	1992	School Psychologist, Harrisburg, PA.
Rosalind Fudell	1992	School Psychologist, Elwyn, Philadelphia, PA.
Randy-Ellen Koenigsberg	1992	Private Practice School Psychologist, Phila., PA.
Gary Padover	1992	School Psychologist, Atlantic City Public Schools, NJ.
William F. Russell	1992	Clinical Director, Assessment & Treatment Alternatives, PA.
Nellie Zambrana	1992	Assistant Professor, College of Education, University of PR.
Iris Vargas Moll	1992	Assistant Professor of Psychology, Carribean Central University, PR.
John M. Berna	1993	Director of Counseling Services, St. Joseph's Prep, Philadelphia, PA; Part-time faculty, Temple University.
Gia Ostroff	1993	School Psychologist, Bucks County Intermediate Unit, PA.
Marcia K. Ruberg	1993	School Psychologist, Cherry Hill, NJ.
Mindi Wapner	1993	School Psychologist, NY.
Michael Blum	1994	School Psychologist, Riverside, NJ.
Karen Chilton Curcio	1994	School Psychologist, Wordsworth Academy, PA.
Elliott Davis	1994	Brandywine School District, DE.
Wendy Ginsberg Feinman	1994	School Psychologist, School District of Philadelphia, PA; Private Practice.
Cleveland Rea	1994	School Psychologist, Lansdown Friends School; Staff Therapist, Drenk Mental Health Center.
Katie Roby	1994	School Psychologist, School District of Philadelphia, PA.
Mary Grace Ryder	1994	School Psychologist, Devereux.
LeeAnn Trudel	1994	School Psychologist, H. C. Rockford Center, DE.
Valerie Brooks-Klein	1995	School Psychologist, School District of Philadelphia.; Consultant,

		Pennsbury School District, PA.
Murray Cohen	1995	School Psychologist, Neshaminy School District, PA.
Diane Gaskin	1995	School Psychologist, North Carolina.
Cathy Kovatch	1995	School Psychologist, Bancroft School, Haddonfield, NJ.
Stacey Desiderato Solley	1995	Director of Program & School Psychologist, American Day Treatment Center.
Alexandra Wojtowicz	1995	Pediatric School Psychologist, ADHD Behavioral and Learning Disabilities Center, PA.
Kathleen Woods-West	1995	School Psychologist, Devereux.
Bruce Zahn	1995	Assistant Professor, PCOM
Lourdes Alvarez-Ortiz	1996	School Psychologist, CT.
Barbara Barrish	1996	Full-time Parent.
Vincent Bellwoar	1996	School Psychologist, Private Practice.
Barbara Brody-Green	1996	School Psychologist, PA School for the Deaf.
Aviva Dahbany	1996	School Psychologist, Franklin Township Public Schools, NJ.
Elizabeth Gasiewski	1996	Psychologist, Assessment & Treatment Alternatives.
Bonnie Greenberg-Rubien	1996	School Psychologist, Los Angeles, CA.
Susan Pope Howard	1996	School Psychologist, Delaware County I.U., PA.
Francis Kahn	1996	Director of Counseling, Hilltop Preparatory School.
Jeffrey Kaplan	1996	Therapist & Director/Children's Crisis Residential, Central Montgomery MH/MR Center.
Karen Kaplinski	1996	Associate Professor, Bucks County Community College, PA.
Sandra Kogan	1996	School Psychologist, Baltimore County, MD.
Melinda Kohr	1996	Post-doctoral Fellow, Hawaii.
Roberta Krauss	1996	School Psychologist, Delaware County I.U., PA.
Ruth Kuchinski-Smith	1996	School Psychologist, School District of Philadelphia.
Lynne Peterson	1996	School Psychologist, Pennsauken, NJ.
Victor R. Roeder	1996	Psychologist, Private Practice; Court Consultant, Montgomery County, PA.

Susan Scirica	1996	School Psychologist/Therapist, Germantown Friends School, PA.
Dolores Webster	1996	School Psychologist/Therapist, Quaker School at Horsham, PA.
Deborah Frazier	1997	School Psychologist, School District of Philadelphia, PA.
William Hawkey	1997	Assistant Headmaster, Pennington School, Pennington, NJ.
Kenneth Hopkins	1997	Assistant Director of Psychological Services, School District of Philadelphia; Private Practice, NIA Psychological Associates.
Christopher John Leuper	1997	School Psychologist.
Patti Foster Levy	1997	School Psychologist.
Keith Nelson	1997	School Psychologist, Burlington Co.; Lecturer, Immaculata Univ., PA.
Carlos Ortiz-Longo	1997	School Psychologist, CT.
Susan Perreault	1997	Licensed Psychologist, Private Practice.
Beth Rabin	1997	Assistant Professor, Immaculate Univ., PA.
Gregory Alan Roper	1997	School Psychologist, NJ
Suzanne Goldman Sall	1997	Full-time Parent; Part-time School Psychologist
Maria Scotto Schreiber	1997	School Psychologist, Radnor Township School District; Part-time Private Practice.
Diane Secor	1997	School Psychologist.
Michael Selbst	1997	School Psychologist, Bucks County I.U., PA.
Renée Sherman	1997	School Psychologist, Cinaminson School District, NJ.
Lorna Sullivan	1997	School Psychologist, Bancroft School, Haddonfield, NJ.
Donna Wilson	1997	School Psychologist, School District of Philadelphia.
Preston Robert Bodison II	1998	School Psychologist, Baltimore School District.
Stephanie Rolls Cozzi	1998	School Psychologist, Devereaux Foundation.
Anne Leslie Deaner	1998	Northwestern Human Services.
Iris Margarita Escudero	1998	Private Practice, Puerto Rico.
Josephine Longo Hines	1998	School Psychologist, Pemberton School District.
Karl D. Huber	1998	School Psychologist, Baltimore, MD.

Adam S. Lemisch	1998	Director, Psychological Services, Benchmark.
Donna Catherine Perone	1998	Assistant Professor, St. Joseph University.
Kim M. Portadin	1998	School Psychologist, NJ
Janet F. Samuels-Rosoff	1998	Full-time Parent.
Erica Maria Weiler	1998	School Psychologist.
Rhona Brown	1999	School Psychologist, Maple Shade School District, NJ
Adrienne Garro	1999	Assistant Professor, Department of Psychology, Kean University.
Joanna Nova	1999	School Psychologist, NJ
Nora Santamour	1999	School Psychologist, RI
Sheila Stidham-Wilson	1999	School Psychologist, Pennsville School District, NJ
Silvia Youssef	1999	School Psychologist, VA
Jennifer Weiss Wind	1999	School Psychologist, New Hope-Solebury School District
Mark Berman	2000	School Psychologist, Philadelphia School District, PA
Beth Csercsevits-Wykle	2000	Harcourt Educational Measurement
Christine D. Gammage	2000	School Psychologist, Elwyn Inc. Nonpublic School Program
Edris F. Goolsby-Harrell	2000	Independent Contractor-Bilingual School Psychologist, School District of Philadelphia, PA
Karen P.Kelly	2000	School Psychologist, PA
Richa Kleiman	2000	School Psychologist, Devereux Foundation, PA
Samantha Levine Dawson	2000	School Psychologist, NJ
Bryan D. Miller	2000	Associate Professor, School Psychology Program, Gallaudet University
Christina Pissalidis	2000	School Psychologist, Haddon Heights School District, NJ
Lori Romano	2000	School Psychologist, Children's Hospital of Philadelphia, PA
Pamela Snook	2000	School Psychologist, West Chester School District, PA; Part-time faculty Temple University
Carla Anne Stokes	2000	School Psychologist, Atlanta School District, GA
Dolores M. Switaj	2000	Postdoctoral Fellow - Pediatric Psychology Marshfield Clinic,

		Marshfield, WI
Michelle Tschoban	2000	Ft. Florence Township School District
Elizabeth Marsh Vantre	2000	School Psychologist, Unionville Chadds Ford School District, Chester County
April Weitz	2000	School Psychologist, Maple Shade School District, NJ
Sean Weston	2000	School Psychologist, Methacton School District, PA
Matthew B. Wexler	2000	School Psychologist, Abington School District, PA; Adjunct Professor, Arcadia University
Jessie Ann White	2000	School Psychologist, Mascoma Valley Regional School District, Enfield, NH
Sheila Wilson	2000	School Psychologist, NJ
Jennifer Wind	2000	School Psychologist, NJ
Robbin R. Alston	2001	School Psychologist, Charter School, Philadelphia
Cory A. Bank	2001	Private Practice, Part-time School Psychologist, Upper Dublin, PA
Vicky C. Georges	2001	School Psychologist, NJ
Brenda D. Gordy-McCready	2001	School Psychologist, Delaware County IU
Melissa Marcus Herold	2001	School Psychologist, FL
Wendy Shara Landman	2001	School Psychologist, NY
Lisa Tell Rendall	2001	School Psychologist
Elisa Festa Tabasso	2001	School Psychologist, Broward County, FL
Rosemarie Visalli-Starinieri	2001	School Psychologist, Abington School District, PA
Alyson Lefkowitz Defort	2002	School Psychologist
Theresa A. Erbacher	2002	School Psychologist, Delaware County Intermediate Unit; Part-time faculty, Temple University
Danielle LaVelle	2002	School Psychologist, Northern Bucks County
James Olbrich	2002	School Psychologist, Bucks County Intermediate Unit
Andrew D. Shanock	2002	Faculty
Michael Sherman	2002	School Psychologist, New Jersey
Kristina Winchell	2002	School Psychologist

Gang Xie	2002	School Psychologist, Fremont School District, CA
Annemarie Clarke	2003	Director, Preschool Program.
Tracy Grant	2003	School Psychologist, Bermuda
Jennifer Scott-Greenfield	2003	School Psychologist, Glasgow School District, MD
Nixa Maria Rodriguez	2003	School Psychologist, Reading School District, PA
Colleen Rutkowski-Barr	2003	School Psychologist, Bucks County I.U.
Sherry Sandler-Perlstein	2003	School Psychologist, PA
Joseph Stafford, III	2003	School Psychologist, Hawaii
Caroline Tisot	2003	School Psychologist, Bucks County Intermediate Unit
Joanna Wexler	2003	School Psychologist, Souderton School District, PA
Susan Calhoun	2004	Psychologist, Hershey Medical Center
Robyn Fischer	2004	School Psychologist
Maria Ganci	2004	School Psychologist
Matthew Joseph	2004	Private Practice
Yahaira Ines Marquez Perez	2004	School Psychologist, NJ
Daniel Witt	2004	School Psychologist
Julie Dianne Zurndorfer	2004	School Psychologist, CA
Joseph Cautilli	2005	Special Education Due Process Appeals Review Panel Officer, Commonwealth of Pennsylvania
Sean Halloran	2005	School Psychologist
Bryony Kay	2005	School Psychologist
Marie McGrath	2005	Faculty, Immaculata University
Chris McGlenn	2005	School Psychologist
Emily McKenna	2005	School Psychologist
Kimberly Villarín	2005	School Psychologist
Ari Yares	2005	School Psychologist

APPENDIX D

Core Faculty

The following is a brief summary of some of the major accomplishments and primary interests of faculty:

PROGRAM COORDINATOR:

Catherine A. Fiorello, Ph.D. - (University of Kentucky, 1992), Rank: Associate Professor
Program Director, School Psychology

Professional Distinctions:

Nationally Certified School Psychologist; Licensed School Psychologist; KY & PA; KAPS Best Practices Award—Assessment and Evaluation, 1995; Member, American Psychological Association (Divs. 15, 16, 40), American Psychological Society, National Association of School Psychologists; Lindback Foundation Teaching Award.

Selected Publications:

Hale, J.B., & Fiorello, C.A. (2004). *School Neuropsychology: A practitioner's handbook*. New York: Guilford.

Fiorello, C.A., Hale, J.B., McGrath, M., Ryan, K., & Quinn, S. (2002). IQ interpretation for children with flat and variable test profiles. *Learning and Individual Differences, 13*, 115-125.

Hale, J.B., Hoepfner, J.B., & Fiorello, C.A. (2002). Analyzing digit span components for assessment of attention processes. *Journal of Psychoeducational Assessment, 20*, 128-143.

Huber, K.D., Rosenfeld, J.G., & Fiorello, C.A. (2001). The differential impact of inclusion and inclusive practices on high, average, and low achieving general education students. *Psychology in the Schools, 38*, 497-504.

Hale, J.B., Fiorello, C.A., Kavanagh, J.A., Hoepfner, J.B., Gaither, R.A. (2001). WISC-III predictors of academic achievement for children with learning disabilities: Are global and factor scores comparable? *School Psychology Quarterly, 16*(1), 53-77.

Specialization: Cognitive Assessment, Early Childhood, ADHD, Full Inclusion

CORE FACULTY:

Jean A. Boyer, Ph.D. - (University of Cincinnati, 2003), Rank: Lecturer

Professional Distinctions:

Nominee for the Illinois Department of Education "Those Who Care Award," recipient of the Charles I Doyle, S.J. Award – Loyola University Day School for Emotionally Disturbed Children, and the National College of Education: NCE Teaching Fellowship. Also, a member: Association for Positive Behavior Support, National Association for the Education of Young Children, Kappa Delta Pi Academic Honor Society, and the National Association of School Psychologists.

Selected National Publications and Presentations:

- Daley, E.J. Lentz, F.E. & Boyer, J.A. The instructional hierarchy: A conceptual framework for understanding the components of effective reading interventions. *School Psychology Quarterly*, 11, 369-386.
- Boyer, J.A. (2005). Fidelity in goal attainment scaling by preschool teachers of “at-risk” children. Paper presented at the Second International Conference on Positive Behavioral Support, Tampa, FL.
- Boyer, J.A. (2005). Consultation for positive behavior support in early childhood settings. Paper accepted for the annual conference of the National Association of School Psychologists, Atlanta, GA.
- Gerent, M. & Boyer, J.A. (2004). Reconfiguring preservice teacher education programs in preparing high quality teaching professionals. Paper presented at the annual meeting of the Council for Exceptional Children, Biloxi, MS.
- Boyer, J.A. & Gerent, M. (2003). Preservice teacher education: The ultimate antecedent variable in positive behavior supports. Paper presented at the First International Conference on Positive Behavior Supports, Tampa, FL.

Frank Farley, Ph.D. - (University of London, 1966), Rank: Professor

Professional Distinctions:

Former president of the American Psychological Association, recipient of the L.H. Carnell Professor Status at Temple University and the Fellows of the Society Award from the Society for the Scientific Study of Sexuality. Member of the American Psychological Society, American Psychological Association – Fellow in divisions: 1, 3, 10, 15 (Educational Psychology), 16 (School Psychology), 27, 32, 46, and 52.

Selected Publications:

- McCombs, B.L., Lambert, N.M., Farley, F., & Spielberger, C.D. (1992). The Wingspread Conference on Assessment: Implications for Educational Reform. *Newsletter for Educational Psychologists* (American Psychological Association), 15, to appear
- Farley, F., & Carlson, J. (1991). Type T marital therapy. *Family Psychologist*, 7, 26-28
- Farley, F., & Carlson, J. (1991). Type T theory: A new approach to facilitating marriage change. *Family Psychologist*, 7, 6-9.
- Farley, F. (1991). Some applications of Type T theory to media and the Gulf crisis. *The Amplifier*, 1, 6. (The official publication of the Division of Media Psychology, American Psychological Association).
- Farley, F. (1991). The Type T personality. Chapter in L.P. Lipsett & L.L Mitnick (eds), *Self-regulatory behavior and risk taking: Causes and consequences*. Norwood, NJ: Ablex Publishers.

Joseph G. Rosenfeld, Ph.D. - (Temple University, 1961), Rank: Professor
Chairperson, Department of Psychological Studies in Education (PSE)

Professional Distinctions:

Diplomate in Clinical Psychology; American Board of Professional Psychology; Nationally Certified School Psychologist; Licensed Psychologist (PA); Past President of the Pennsylvania Psychological Association; Past President, Philadelphia Society of Clinical Psychologists; Past President of the Pennsylvania Psychological Association's Division of School Psychology and Division of Clinical Psychology; Special Education Hearing Officer, Pennsylvania Dept. of Education, Right to Education Office.

Selected Publications:

- Huber, K.D., Rosenfeld, J.G., & Fiorello, C.A. (2001). The differential impact of inclusion and inclusive practices on high, average, and low achieving general education students. *Psychology in the Schools, 38*, 497-504.
- Kaufmann, M. B., & Rosenfeld, J. G. (2001). Interpreting psychological data and writing sensible comprehensive evaluation reports. *Exceptional Children Conference 2001, The IDEA and Social Change*. Mechanicsburg, PA: Pennsylvania Bar Institute, Chapter 11, 264-270.
- Hyman, I.A., Wojtowicz, A., Lee, K.D., Haffner, M.E., Fiorello, C.A., Storlazzi, J.J., & Rosenfeld, J. (1998). School based methylphenidate (MPH) placebo protocols: Methodological and practical issues. *Journal of Learning Disabilities, 31*, 581-594, 614.
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Specialization: Diagnostic Assessment, Psychotherapeutic Interventions, Ethical and Legal Problems

Trevor Sewell, Ph.D. - (University of Wisconsin, 1973), Rank: Professor

Professional Distinctions:

Fellow of the American Psychological Association; Journal of School Psychology Best Article Award, 1979; Department Chair, School Psychology Program, 1981-1983; Acting Dean, College of Education, Temple University; Former member of APA's committee on Psychological Tests and Assessment; Past Vice-President, Division of School Psychology, APA; Dean, College of Education, Temple University, 1991-2001; Interim Director, Center for Research in Human Development in Education, Temple University, 2000-2003.

Selected Publications:

- Sewell, T., DuCette, J., & Horvat, E. (2000). Dropouts. In the *Encyclopedia of Psychology*. Washington, DC: American Psychological Association and Oxford University Press.
- Sewell, T., & Price, V. (1997). The evaluation of cognitive development among disadvantaged children. In R. Karp, *Malnourished children: Caught in the cycle of poverty*. New York: Springer Publishing Co.
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- Sewell, T. (1979). Intelligence and learning tasks as predictors of scholastic achievement in black and white first grade children. *Journal of School Psychology*, 17, 325-332.

Specialization: Minority cognitive assessment, Intelligence, Motivation.

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Ronald T. Brown, Ph.D. – Georgia State University
Dean: College of Health Professions

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Associate Dean/Professor: Educational Psychology-Research Methods and Statistics

William Fullard, Ph.D. – University of Pennsylvania
Professor: Educational Psychology-Human Development, Personality

Steven J. Gross, Ed.D. – University of Pennsylvania
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Glenn Snelbecker, Ph.D. - Cornell University
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Dr. Penni Blaskey
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Dr. Patricia Feuerstein
Dr. Jeri Goldman
Dr. Naomi Lennox
Dr. Edward Maitz
Dr. Pamela Snook

APPENDIX E

Student Code of Conduct and Disciplinary/Grievance Procedures

The Temple University Code of Conduct has been revised, with revisions in effect as of August 30, 1999. Please take some time to review the Code of Conduct, taking special note of the following changes:

- The Major/Minor violation distinction has been eliminated
 - Violation #16 has been added to address fire safety issues
 - Violation #27 has been changed to include bookmaking
 - Section IV. B. 1 Disciplinary Procedures has been changed to include a Pre Hearing Conference and an Administrative Hearing Option
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I. Introduction

An important aspect of attending college is taking responsibility for one's actions in a manner which supports the ever-changing demands of the University and society. In addition to exhibiting maturity and self control, members of the University community are expected to so conduct themselves that they cause no mental, physical, or emotional harm to others and that they neither break laws nor contribute to the delinquency of others.

University authority shall not be used merely to duplicate the function of general laws. Only where the University's interests as an academic community are distinctly and clearly involved shall the special authority of the University be asserted.

Responsibility for the creation and enforcement of the rules of the University rests with all the members of the Temple community: students, faculty and staff. University rules should serve as a guide for high personal standards and are designed to instill within the individual the necessity to develop a personal set of higher standards and exercise personal self-discipline. It is the student's responsibility to:

1. Foster an environment conducive to the continued intellectual and educational stimulation within the University free from harassment by other members of the community.
2. Foster the maintenance of physical and mental health, safety and welfare of each member of the community.
3. Respect the property rights of others.

These general behavioral expectations and the resultant specific regulations should represent a reasonable regulation of student conduct, but the student should be as free as possible from imposed limitations that have no direct relevance to his/her education and to his/her obligations and responsibilities as a member of the University student community.

The provisions of the Code of Conduct and Disciplinary Procedures ("Code of Conduct") shall be interpreted consistent with this philosophy, and in accordance with all recognized student rights and privileges.

II. General Provisions

The University Disciplinary Committee (UDC) adjudicates only formal charges brought before it. It does not investigate alleged violations of the Code of Conduct, or bring charges, or hold proceedings on its own initiative, nor can it compel or require any matter to be brought before it. The UDC cannot reverse, set aside or interfere in the disposition of Code of Conduct matters by schools authorized to adopt their own disciplinary Code of Conduct procedures or by other sectors of the University, nor can it adjudicate matters not covered by the Code of Conduct.

The University Code Administrator will determine independently, based on his/her discretion, whether to proceed with a hearing. Decisions of a criminal or civil court hearing may not necessarily affect the UDC findings or its power to proceed.

A. Jurisdiction

The Code of Conduct governs individual student behavior.

1. **Individuals:** University jurisdiction, for violations of the Code of Conduct, shall encompass:
 - a. Conduct which occurs on University premises/campus (the University premises/campus includes those grounds and buildings that the University controls and the extension of these premises to the center of public streets adjacent to University property) or at a University sponsored or related event;
 - b. Conduct which occurs at off-campus premises which at the time are owned, used by or under control of an organization registered with or recognized by the University; or
 - c. Off-campus conduct which seriously threatens the safety and well being of other Temple University students, faculty, or staff or the University's property.

2. **Organizations:** The University Disciplinary Committee (UDC) will hear cases of individual organization members charged with Code of Conduct violations. If the University Disciplinary Committee determines that the individual's behavior is connected to the organization, the findings of the UDC panel and a recommendation concerning organizational sanctions will be made to the appropriate authority by the University Code Administrator. Actions resulting from these recommendations will be reported in writing by the appropriate authority to the University Code Administrator.

3. **Academic Violations:** Violations of standards of academic conduct may result in either faculty imposed academic sanctions or Code of Conduct sanctions. Faculty members who feel a grade reduction or a failing grade for an assignment, test/examination or course is sufficient need not refer cases to the UDC. Sanctions other than a reduced or failing grade may only be imposed following a UDC hearing.

4. **Residence Halls:** Violations of the Residence Hall Proprietary Policies which are also violations of the Code of Conduct may be severe enough to warrant sanctions beyond those which the Residence Hall Judicial Board is authorized to impose. The Associate Director of Residential Life will refer these violations to the University Code Administrator for appropriate action. If the University Code Administrator determines that a UDC hearing will be convened, a Residence Hall Judicial Board hearing will not be held prior to the UDC hearing. The Associate Director of Residential Life or his/her designee reserves the right to remove or relocate a student pending the UDC hearing. If a UDC hearing is held, the Associate Director of Residential Life or his/her designee may make recommendations to the UDC concerning sanctions if a student is found in violation of the Code of Conduct. The University Code Administrator may initiate a UDC hearing for a Residence Hall incident without a referral from the Associate Director of Residential Life and the Associate Director of Residential Life will be notified of such action.

5. **Campuses:** The Code of Conduct and its procedures will apply to students on all campuses of the University and hearings may be held on all campuses. On campuses other than Main Campus at Broad Street and Montgomery Avenue, disciplinary hearings may be convened by the campus Hearing Officer, who is designated by the University Code Administrator and the Campus Dean, or may be referred to the Main Campus University Disciplinary Committee for action.

6. **Professional Schools:** The schools of Medicine, Law, Pharmacy, Dentistry and Allied Health may

adopt their own codes of conduct and disciplinary procedures in order to provide their students with guidelines concerning the additional standards required of students enrolled in those schools. These codes of conduct and disciplinary procedures:

- a. must be consistent with the University Student Code of Conduct and Disciplinary Procedures;
- b. must be in writing and disseminated widely at the school; and
- c. must be filed with the University Code Administrator. Alleged violations of the Code of Conduct by a professional school student which do not constitute a violation of the Professional School's code of conduct will be adjudicated by the University Disciplinary Committee.

7. All disciplinary actions taken against a student as a result of a violation of the Code of Conduct or a violation of a professional school's code of conduct must be reported by the appropriate authority in writing to the University Code Administrator in the Division of Student Affairs.

B. Nature of Proceedings

The UDC is an administrative fact-finding panel, not a court of law. Its proceedings are administrative hearings, not civil or criminal trials. The hearings are not adversarial proceedings, but, rather, inquiries conducted by the Chair and members of the hearing panel. The procedures, rules of evidence, standards of proof, and other aspects of civil or criminal court proceedings do not apply to these hearings.

C. University Code Administrator

1. The President appoints the University Code Administrator and University Code Vice-Administrator who serve as the administrative and advisory officers to the UDC. References within this document to the University Code Administrator apply to either of these appointees. The University Code Administrator will consult with the Deans of each campus to appoint hearing officers for these campuses.
2. The University Code Administrator is responsible for determining whether to charge a student with a violation(s) of the Code of Conduct based on information provided to the University Code Administrator. Individual students or University personnel who want to bring a charge should consult with the University Code Administrator to determine the appropriate steps.
3. The University Code Administrator, or his/her designee, will provide a student charged a written notice of the specific charges, the time, place and date of the hearing, the hearing procedures, and the name of the Chairperson for the hearing. The notifications will also include the identity of any witnesses, and a description of any physical or documentary evidence filed with the charges. Other evidence may be introduced at the hearing. There is no right to or requirement of pre-hearing discovery, as used in civil and criminal proceedings, and the UDC does not have the authority to compel production or disclosure of material or evidence prior to the actual hearing.
4. The University Code Administrator is responsible for ensuring that the procedures outlined in the Code of Conduct and the internal procedures of the UDC are appropriately implemented during the hearing and any appeal process.

D. Related Grievance Procedures

Title IX of the Educational Amendments Act of 1972 and its implementing regulations require that institutions of higher education establish due process procedures for the resolution of academic, administrative and employment grievances initiated by students against the institution.

1. Academic Grievances: A student who believes that capricious or arbitrary judgment has been

used in the evaluation of academic work should follow the Academic Grievance Procedure applicable in the College in which the academic work was performed. Copies of the procedures are available in the office of the appropriate Academic Dean.

2. **Administrative Grievances:** A student who is unable to resolve an administrative grievance, including incidents involving student employment, through regular administrative offices, should consult with the Student Affairs Ombudsperson in the Division of Student Affairs.
3. **Sexual Harassment Grievances:** In addition to reporting the incident to the appropriate authorities for possible UDC action, a student who experiences sexual harassment should contact the Office of Affirmative Action or a Sexual Harassment Ombudsperson and follow the procedures outlined in the Sexual Harassment Policy.
4. **Sexual Assault Grievances:** In addition to reporting the incident to the appropriate authorities for possible UDC action, a student who experiences a sexual assault should contact the Sexual Assault Counseling and Education (SACE) Coordinator and follow the procedures outlined in the Sexual Assault Policy.

E. Investigative Protocol

1. Searches
 - a. Premises occupied by students and the personal possessions of students may be searched only upon a showing of reasonable grounds to believe the search will reveal evidence of a Code of Conduct violation.
 - b. Campus Police must follow all applicable requirements of law before conducting a search of the premises occupied by students and their personal possessions, or of other areas whose premises are controlled by the University. Campus Police must then notify the Associate Vice President/Dean of Students as soon, as is practical.
 - c. Except under emergency circumstances, members of the University community, other than Campus Police, may not search premises occupied by students and their personal possessions without prior written authorization from the Associate Vice President for Student Affairs/Dean of Students or his/her designee.
 - d. Authorization for members of the University community other than Campus Police to search in the residence halls and University controlled housing requires the prior written approval of the Associate Vice President for Students Affairs/Dean of Students or designee(s). For other premises controlled by the University, the appropriate Dean, Department Chairperson or Budget Unit Head must provide the prior written authorization. Authorization shall specify with reasonable particularity the grounds for the search and the items or information sought.
 - e. Ordinarily, before entering premises to search, the persons conducting the search must knock, announce their identity and purpose, and wait a reasonable time for admittance. When there is reasonable cause to believe that a violation is in progress, or where an emergency clearly exists, immediate entrance may be made. The student and/or a Student Affairs staff member should be present, if possible, during the search.
2. Acquisition of Information

Institutional representatives may not use any coercion, expressed or implied, to obtain information from any person about their own conduct or the conduct of other persons

F. Status of Student Pending Hearing

1. Pending a hearing on Code of Conduct charges, the status, rights or privileges of a student may

not be altered, unless the Vice President for Students Affairs or his/her designee determines that there exists a danger to the safety or well being of the student or other students, faculty, staff, or University property. Any student found in possession of a firearm will be immediately suspended from Temple University pending a UDC hearing. Any member of the University community may request that the Vice President for Student Affairs review the status of a student pending a hearing. Whenever the status of a student is altered pending a hearing, the UDC hearing on the charges shall be held as soon as possible.

2. No student against whom charges have been filed shall be graduated until the charges are resolved.

G. Notice/Knowledge of Code of Conduct

Copies of this Code of Conduct will be provided to each incoming student and be available throughout the University at all times. Students are responsible for knowing the contents of the Code of Conduct. Ignorance of Code of Conduct provisions will not constitute a defense in any proceeding against a student.

H. Freedom of Speech

The Code of Conduct will not be used to adversely affect the rights of any member of the University community to free speech, peaceful assembly, and petition (Guidelines are available in the Student Activities Office, SAC 321). Any representative or official action of the University shall not abridge these rights.

III. Code of Conduct

A. Violations

It is a violation of the Code of Conduct for a student to commit, attempt to commit, aid, encourage, facilitate or solicit the commission of any of the following:

1. Academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization;
2. Violation of professional ethics as defined and promulgated in writing by the individual academic disciplines;
3. Forgery, alteration, misrepresentation or misuse of any University document or instrument of identification;
4. Misrepresentation of information or submission of false information to the University or University personnel;
5. Deliberate damage to, misuse, abuse or destruction of University property or the property of any private persons;
6. Theft of property or services of the University, or of any person; possession of stolen property;

7. Illegal use, possession, cultivation, distribution, manufacture or sale of any drugs;
8. Use, possession or sale of alcohol by a minor; sale or provision of alcohol to a minor;
9. Use, possession or sale of firearms or other dangerous weapons; any student found in possession of a firearm will be immediately suspended from Temple University pending a UDC hearing;
10. Any act or threat of physical violence or intimidation towards another person, including actual or threatened assault or battery;
11. Sexual Assault, including any of the following:
 - a. Any intentional, unconsented touching, or threat or attempt thereof, of:
 - (i) an intimate bodily part of another person, such as a sexual organ, buttocks or breast;
 - (ii) any bodily part of another person with a sexual organ; or
 - (iii) any part of another person's body with the intent of accomplishing a sexual act; or
 - b. Unwanted, inappropriate disrobing of another person, or purposeful exposure of one's genitals to another without the other's consent; or
 - c. Forcing, or attempting to force, any other person to engage in sexual activity of any kind without her or his consent. Assent (an affirmative statement or action) shall not constitute consent if it is given by a person who is unable to make a reasonable judgment concerning the nature or harmfulness of the activity because of his or her intoxication, unconsciousness, mental deficiency or incapacity, or if the assent is the product of threat or coercion.
12. Sexual harassment as defined in the University Policy on Sexual Harassment. Temple University's Policy on Sexual Harassment is included in the Temple University Student Handbook;
13. Willful obstruction of freedom of passage in corridors, exits, entrances, stairways, walkways, lobbies, lounges, and rooms of University buildings and grounds, or willful occupation of any portion of a University building or grounds which restricts the freedom to utilize the same in accordance with its intended and regular purpose;
14. Interfering or attempting to interfere with or disrupting the conduct of classes or any other normal or regular activities of the University.
15. Violation of campus safety regulations including, but not limited to (a) setting or causing unauthorized fires or explosions, (b) tampering with fire safety, fire fighting and/or emergency equipment or (c) setting off or turning in false fire alarms by any means of communication.
16. Unauthorized entrance into, or use of University facilities, including computing and telecommunications facilities and systems;
17. Perjury during testimony at a UDC hearing or submission of false written or oral statements to the University Conduct Review Board, or any other official body or University official involved in reviewing a disciplinary matter;
18. Unexcused failure of a student charged with a violation or called by the UDC as a witness to

appear before a UDC panel or University Conduct Review Board;

19. Interfering or attempting to interfere with the appearance of any individual called before a UDC panel or University Conduct Review Board or attempting to influence the testimony of any person called to testify;
20. Failure to comply with a UDC imposed sanction;
21. Violation of the Code of Conduct by a student on probation or suspension;
22. Violation of any duly promulgated policy of the University.
23. Failure to properly identify oneself on campus when requested by a University official, campus police, security officer or faculty member acting in an official capacity;
24. Drunkenness on campus;
25. The use or possession of alcoholic beverages on campus except where expressly allowed;
26. Illegal gambling or bookmaking on campus;
27. Smoking in unauthorized locations on campus;
28. Parking in unauthorized locations on campus;
29. Disorderly conduct on campus;
30. Unauthorized solicitation in University buildings or on University property;

B. Sanctions

Upon the finding of a violation of the Code of Conduct, students are subject to any of the following sanctions, alone or in combination:

1. Expulsion
2. Suspension
3. Probation
4. Fine
5. Academic Sanction
6. Withdrawal of Student Social Privileges

7. Alternative Sanctions

8. Letter of Reprimand

9 Definitions

a. Expulsion: When a sanction of expulsion is imposed, the student will receive a permanent dismissal from the University and a permanent disciplinary hold will be placed on the student's record. A student who is expelled from the University may not be present on premises/campus (See II.A, 1(a)), attend classes, or enter any University facility including residence, dining, recreation, leisure or library facilities, with the exception of facilities that are open to the public, or participate in any University registered or recognized club or organizational activity or any academic or non-academic University-sponsored program, activity or related event.

b. Suspension: When a sanction of suspension is imposed, the student may not:

- (i) Be present on University premises/campus (See Sec. II. A, 1(a)), attend classes or enter any University facility including residence, dining, recreation, leisure or library facilities;
- (ii) Participate in University registered or recognized clubs or organizational activity of any academic or non-academic University sponsored program, activity or related event.
- (iii) Be employed by the University in any capacity contingent upon or derived from their status as a student;
- (iv) Transfer academic credit to Temple for work taken at other institutions during the period of suspension.

When the UDC imposes suspension, it will specify the length and starting date. The suspension may be immediate or may become effective at the beginning of the following semester or summer session. If the suspension is appealed or its implementation delayed by administrative review, the effective date of the suspension may be changed. Upon the imposition of a sanction of suspension, the University Code Administrator will place a disciplinary hold on the student's record, which will prevent reinstatement until the completion of the suspension. Upon completion of the suspension, the student must contact the University Code Administrator to have the hold removed. The suspended student is responsible for payment of all tuition and fee charges for the semester of suspension in accordance with the payment information listed in the Student Schedule of Classes.

c. Probation: When a sanction of probation is imposed, the student will be placed on disciplinary probation for a specified period.

d. Fine: When a sanction of a fine is imposed, the minimum fine will be \$50 and the maximum fine, for any one violation, will be \$200. The combined fines for multiple violations at a hearing will not exceed \$500. For parking violations, fines may range from \$5.00 to \$35.00 per offense.

e. Withdrawal of Student Social Privileges: When a sanction of withdrawal of student social privileges is imposed, the student may not participate in any University registered or recognized club or organizational activity or any academic or non-academic University sponsored program, activity or related event or academic programs which are not specifically course related.

f. Letter of Reprimand: When a sanction of a letter of reprimand is imposed, the letter will be placed in the student's disciplinary file.

g. Academic: The UDC panel may recommend a grade reduction, failing grade and other appropriate sanctions.

h. Alternative Sanctions:

(i) A student may be required to seek specific counseling or psychiatric assessment. The University Code Administrator, or Hearing Officer, and the student will agree to abide by the decision of the health professional.

(ii) A student may be required to perform, for a specific period of time, rehabilitative work, such as community or University service or to participate in any other activities the panel or Hearing Officer considers appropriate.

(iii) A student may be required to provide restitution, monetary or in other form, for losses, injury, or damages sustained by the University or any person as a result of the misconduct. Alternative sanctions may be substituted for or assigned in addition to other sanctions.

IV. Disciplinary Procedures

A. University Disciplinary Committee Membership

The University Disciplinary Committee (UDC) shall have the following membership:

1. A faculty Chairperson/Vice Chairperson appointed by the President. In the event the Chairperson or Vice Chairperson is unable to attend a hearing or is successfully challenged, the University Code Administrator will select a Chairperson from the other faculty members of the UDC.
2. Twenty-two (22) full-time faculty members appointed by the Faculty Senate to provide representation from the individual collegial faculties and campuses. If the Faculty Senate is unable to appoint the full complement of faculty members, the University Code Administrator will draw panel members from those faculty members who have been appointed. If the Faculty Senate has not appointed sufficient faculty members to serve on scheduled UDC hearing panels, the Provost may make the necessary interim appointments to fill the complement. Faculty appointments shall be for three-year terms, on a staggered basis, subject to reappointment.
3. Twenty-two (22) full-time undergraduate students, and seven (7) graduate students, in good academic (minimum 2.0 G.P.A.) and administrative standing (e.g. financial, disciplinary, etc.), appointed by Temple Student Government (TSG) to provide representation from the various schools and colleges. In the case of the Ambler, Tyler and Japan campuses, the respective Student Governments appoint nine (9) undergraduate students and three (3) graduate students to their campus hearing panels. If the respective Student Governments are unable to appoint a full complement of student members, the University Code Administrator or Hearing Officer will draw panel members from students who have been appointed. If the respective Student Governments have not appointed sufficient student members, the Vice-President for Student Affairs may request the Associate Vice President for Student Affairs/Dean of Students, or Campus Dean, to make the necessary interim appointments to fill the complement. Student appointments shall be for a one (1) year term, subject to reappointment.

B. Disciplinary Hearings

Hearings on disciplinary charges will be conducted either by a University Disciplinary Conduct Committee Hearing Panel, or a Hearing Officer, or in accordance with the administrative procedure described below.

1. Initiation of Hearing Process
 - a. The Code Administrator will review the information regarding the incident and determine if there is enough evidence to bring a charge of violating the Code.

- (i) If the Code Administrator determines that there is insufficient evidence to bring a charge of violating the Code, the charges will not be processed.
- (ii) If the Code Administrator determines that there is sufficient evidence to bring a charge of violating the Code, the University Code Administrator will schedule a Pre-Hearing Conference.
- (iii) Notification of the Pre-Hearing Conference will be sent through certified mail or hand delivered to the student. The notification will include the date, time and location of the Pre-Hearing Conference accompanied by written notification of the charges, a summary of the evidence which supports the charges, a copy of the disciplinary hearing procedures and a copy of the Code of Conduct. This letter will also inform the student that an advisor can be present at the conference in a non-active role. The student is required to attend the conference. Failure to attend the conference will result in the charge of failure to appear being filed against the student.

2. Pre-Hearing Conference

- a.** The student, UDC Chairperson/ Vice Chairperson and Code Administrator will meet to review the charges, the evidence against the student and the possible sanctions for the charges.
- b.** The student will be given the opportunity to accept or deny responsibility for the stated charges, and either an Administrative or Panel Hearing will follow.

3. Administrative Hearing

An Administrative Hearing will only occur if the student accepts responsibility, waives the right to a Panel Hearing and opts for an Administrative Hearing and/or an Administrative Hearing is deemed appropriate by the Code Administrator:

- a.** A Chairperson/Vice Chairperson in conjunction with the University Code Administrator will review the student's file and solicit additional information from the student, if necessary.
- b.** The Chairperson/Vice Chairperson in conjunction with the Code Administrator will review the student's UDC file for prior discipline in order to arrive at an appropriate sanction. All sanctions, up to but not including expulsion, are available to the Chairperson/Vice Chairperson.
- c.** Written documentation of the sanction along with instructions on how to appeal the sanction will be given to the student at the conclusion of the conference or as soon as possible thereafter.
- d.** The Conference is concluded.
- e.** In cases involving acts of violence, the Code Administrator will notify the victim of the results of the Administrative Hearing including any imposed sanctions.

4. UDC Panel Hearing

If the student denies responsibility or requests a UDC Panel Hearing, or if a Panel Hearing is deemed appropriate by the Code Administrator:

The Chairperson/Vice Chairperson and Code Administrator will review the UDC Panel Hearing process with the student.

The Code Administrator will then schedule a UDC Panel to hear the case.

The student will receive written notification as to the date, time and location of the UDC Panel Hearing.

C. Composition of UDC Hearing Panels

1. The UDC hearing panel normally consists of five (5) persons, including the Chairperson/Vice Chairperson, two (2) faculty members and two (2) students. A panel will have the authority to function in all respects provided that at least the Chairperson/Vice Chairperson, one (1) faculty member and one (1) student member are present.
2. If the student charged with a violation of the Code of Conduct is an undergraduate, the student members of the panel will be undergraduates.
3. If the student charged with a violation of the Code of Conduct is a graduate or professional student, the student members of the panel shall be graduate or professional school students respectively and at least one faculty member of the panel will be a graduate or professional faculty member. The University Code Administrator will consult with the Dean of the professional school to obtain student and faculty representatives on the hearing panel.
4. The student charged with a violation of the Code of Conduct may challenge the Chairperson/Vice Chairperson for good cause. The challenge must be made in writing to the University Code Administrator within 72 hours of the receipt of the hearing notice. The University Code Administrator will accept or reject the challenge as he/she deems appropriate.
5. At the commencement of the panel hearing, the student charged may challenge, for good cause, the membership on the panel of any student and faculty member. The Chairperson/ Vice Chairperson will accept or reject the challenges as he or she deems appropriate.

D. UDC Hearing Panel Procedures

1. Code of Conduct hearings should be held as promptly as possible.
2. Appearance at a UDC Hearing is mandatory. The student charged and the University will be expected to have all witnesses and evidence present at the scheduled time of the hearing. Failure of the student or of University personnel to appear without justification may result in the hearing being held in their absence and a decision being reached on the charges. Failure of the student charged to appear without justification may result in additional charges against the student, under III A.18. Notification of charges is sent to the student's most recent address as shown on University records. It is the responsibility of the student to notify the University immediately of any change of address.
3. Except as otherwise provided in the Code of Conduct, UDC hearings are closed, i.e., only persons notified by the University to appear as witnesses or requested by the student to appear as witnesses are permitted to attend the hearing. The Chairperson/Vice Chairperson may sequester witnesses, as he/she deems appropriate.
4. The University has the burden to substantiate the charges brought against the student. To meet this burden the University must establish each violation charged by a reasonable preponderance of the evidence available at the time of the hearing.

5. The student shall have a reasonable opportunity to prepare and conduct a defense. The student may offer testimony, witnesses and other evidence, and may cross-examine any University witnesses. The student must notify the University Code Administrator of the names of any witnesses prior to the hearing. A student who wishes to present witnesses who are Temple University students may, with reasonable notice, prior to the hearing, request that the University Code Administrator issue notices requiring their appearance at the hearing. *Note: This request is limited by reasonableness of both time and number of witnesses. If additional evidence is presented against the student that was not included in the original notifications, the student may request a reasonable recess for the purpose of examining or considering this evidence and presenting a response to it.*
6. A student charged may represent him or herself, or may have an advisor or an attorney (of his/her choosing and at his/her expense) to assist in preparing for the hearing. The role of the advisor or attorney at the hearing is limited to non-active participation; the advisor or attorney may not directly question witnesses or address the UDC panel, but may advise the student during the hearing. The student must notify the University Code Administrator of the name of any advisor or attorney prior to the hearing. Anyone involved with the UDC in an official capacity may not serve as an advisor during the hearing.
7. The individual who files the initial report may have an advisor or attorney (of his/her choosing and at his/her expense) accompany him/her to the hearing. The advisor or attorney may not directly question witnesses or address the UDC panel, but may advise the student during the hearing. The individual who files the initial report must notify the University Code Administrator of the name of any advisor or attorney prior to the hearing. Anyone involved with the UDC in an official capacity may not serve as an advisor during the hearing.
8. The student charged should not be compelled to testify and no inference may be drawn from the student's failure to testify. No person shall be required to give testimony that would tend to incriminate him/her.
9. A student charged may have a parent or spouse present at a UDC Panel Hearing.
10. The Dean of the school or college (or their representative) of any student involved in a UDC Panel Hearing may attend the hearing as an observer. The same privilege will be extended to the Associate Vice President for Student Affairs/Dean of Students.
11. A verbatim record of each hearing shall be made.
12. The UDC Hearing Panel will: place witnesses under oath, conduct the questioning, and evaluate the testimony and any other evidence. The panel will determine whether a student has violated the Code of Conduct and may recommend a sanction. The panel will reach its decision by a simple majority vote. In the event of a tie vote among members of the panel, a finding of no violation shall be made.
13. The UDC Hearing Panel will make its findings and recommendations upon conclusion of the hearing. In the case of a proceeding involving a charge of sexual assault or a violent crime, the University Code Administrator will also advise the victim of the outcome.
14. The UDC Hearing Panel's determination that the student has committed the violation(s)

charged will be final, subject only to the student's right of appeal as specified in this Code of Conduct.

15. A finding of no violation may not be appealed or reheard.

E. Appeals of UDC Panel and Administrative Decisions

1. A student may appeal the decision resulting from a UDC Panel Hearing or Administrative Hearing within seven (7) calendar days from the panel's action. An appeal may be based on one or more of the following:
 - a. Availability of new evidence sufficient to alter the decision;
 - b. Procedural defects that substantially prevented the student from obtaining a full and fair hearing on the merits;
 - c. Insufficiency of the evidence to reasonably support the decision.
2. The student must file the appeal in writing with the University Code Administrator. The student's appeal must state with particularity the reasons for appeal including what new evidence, if any, will be presented. All statements submitted by other parties in support of the appeal must be notarized.
3. The University Code Administrator will convene the University Disciplinary Committee Review Board to review the record of the original hearing and the representations made in the appeal. The Board is a standing University Committee appointed by the President, consisting of two (2) students, two (2) faculty members, one (1) administrator and appropriate alternates. UDC Review Board decisions are valid only if all Board members are present for the review. The Board may require the appearance of any person under its jurisdiction who has submitted statements with respect to the appeal and may question these persons under oath subject to penalty for perjury.
4. The original decision may be affirmed by majority vote of the UDC Review Board.
5. In the event that the UDC Review Board does not affirm the original decision of the UDC, the Board may take the following actions:
 - a. If a majority of the Board decides that the new evidence was not reasonably available at the time of the hearing and might be sufficient to alter the panel's decision, the Board will return the case to the UDC for a new hearing.
 - b. If a majority of the Board decides that there were procedural defects that substantially prevented the student from obtaining a fair hearing, the Board will return the case to the UDC for a new hearing.
 - c. If a majority of the Board decides that the decision could not have been reasonably reached from the evidence presented at the hearing, the Board will dismiss the charge(s).
6. The Board will convey its decision in writing to the University Code Administrator who will take appropriate action.

F. Review, Implementation, and Appeal of Sanction

1. In the event of a finding of an academic violation (Violations A-1, 2), the finding and recommended sanction of the UDC shall be forwarded to the academic Dean of the school or college in which the student is matriculated for the necessary action. If the student is non-matriculated the finding and recommendation of the UDC will be forwarded to the Director of Continuing Education for the necessary action. On the Ambler Campus, the recommendation of

the UDC for students matriculated in Architecture, Landscape/Architecture and Horticulture Design or a non-matriculated student will be forwarded to the Ambler Campus Dean for the necessary action. On the Japan or Rome Campus, the recommendation of the Hearing Panel for non-matriculated students will be forwarded to the Campus Dean for the necessary actions.

2. In the event of a finding of a non-academic violation, the finding and recommended sanction of the UDC panel or of the University Code Administrator shall be forwarded to the Associate Vice President for Student Affairs/Dean of Students.
3. Within seven (7) calendar days the Dean or Director or Associate Vice President for Student Affairs/Dean of Students must:
 - a. implement the sanction and so inform the student and the University Code Administrator in writing; or
 - b. request additional information from the University Code Administrator; or
 - c. appeal the sanction to the Vice President for Student Affairs with supporting rationale.
4. If the Dean or Director or Associate Vice President for Student Affairs/Dean of Students implements the recommended sanction, the student may appeal that decision to the Vice President for Student Affairs, or his or her designee, within seven (7) calendar days of the date of the implementation letter.
5. If the sanction is referred to the Vice President for Student Affairs, he/she or his/her designee will review the entire record and affirm or reduce the sanction imposed. A sanction of expulsion may be reduced to a sanction of suspension. Otherwise, the sanction may be reduced only in the terms in which it was originally stated; e.g. a period of suspension may be reduced to a shorter term or a cash fine reduced to a lesser amount; a suspension may not be replaced by a fine, restitution, counseling or other instruction. No suspension may be reduced to less than the balance of the semester during which the UDC has imposed the sanction.
6. In exceptional circumstances, the Vice President for Student Affairs, or his/her designee, may appoint a special ad hoc committee to assist him/her in reviewing the case and reaching a final decision as to the sanction.
7. In no case may the decision of the UDC panel be changed. There shall be no further review of the sanction after the decision of the Vice President for Student Affairs or his/her designee.

G. Status of a Student Pending Appeal of Verdict or Sanction

1. The academic status of a student who has been expelled or suspended may not be altered pending completion of the appeal process, except as provided in Part II. F. It is presumed that a student may participate in any University registered or recognized club or organizational activity, or any University sponsored program, activity or related event pending completion of the appeal process. However, the Vice President for Student Affairs or his/her designee may, in particular cases, prohibit a student from participating in any University registered or recognized club or organizational activity, or any University-sponsored program, activity or related event pending completion of the appeal process.

H. Code of Conduct Files

1. Code of Conduct files shall be maintained separately from other files of the student concerned. Access to them will be governed by the current University policy on the disclosure of information of student, faculty, and employee records. Information from the Code of Conduct files will not be

made available to unauthorized persons within the University community, nor to any non-University personnel without the express written consent of the student involved except under legal compulsion or in cases where safety of persons is involved. All Code of Conduct files will be retained for six (6) years.

V. Amendment

A review of this document will be initiated annually by the Standing Committee on the Student Code of Conduct and Procedures. The Board of Trustees has delegated to the Administration the authority to approve any changes.

APPENDIX F

Student Appeals System: College of Education

I. Introduction

It is in the best interest of the College to foster a spirit of justice and fairness among students, faculty, and administrators. Toward this end, the College has established the system of appeals described below. This system of appeals is intended to afford students an adequate opportunity to appeal academic decisions or academic actions of faculty, administrators or other College employees on either procedural or substantive grounds.

The College recognizes that there are situations which arise in the context of a university which do not necessarily involve an appeal, but which require at the very least a hearing by College officers. Among these instances are instructor insensitivity, unfair handling of academic issues not related to grades, and other perceived injustices. Issues of sexual harassment are also included among these instances. Students should obtain the document titled "Sexual Assault and Sexual Harassment Policy Guide" for the University's procedures and policies on these issues.

The College recognizes the difficulty in bringing such matters to the attention of University administrators or faculty. Students should realize that mechanisms have been created by the College Steering Committee to facilitate the handling of these matters. In particular, The College Steering Committee has charged both the ombudsperson and the Associate Dean for Academic Affairs to be available to listen to such grievances, and to act accordingly. Students should feel free to contact either of these people, and should be aware that anonymity and confidentiality will be maintained if the student so desires.

II. Appeals Covered by the Student Appeals System

The Student Appeals System described in this document is intended to cover situations involving academic decisions made by faculty, administrators or other employees of the College of Education. For example, students who believe they have received an unfair grade may appeal the grade decision of the instructor through the Student Appeals System of the College of Education. Or, students who believe that they have been unfairly accused of cheating, plagiarism or any kind of academic dishonesty may appeal the decision of the instructor through the Student Appeals System as indicated by the College of Education's Policy on Academic Honesty (approved by the College of Education on March 10, 1986).

III. Appeals not Covered by the Student Appeals System

There are several student-related issues which are not handled by the College of Education's Student Appeals System. They include the following:

1. The College Student Appeals System is not a mechanism for Temple faculty or administrators to bring charges against a student. Faculty members or administrators who allege wrongdoing or misconduct on the part of a student may press their claims only by the way of the University Disciplinary Committee in accordance with the University Disciplinary Code ("Student Rights, Code of Conduct and Disciplinary Procedures", March 1979, reprinted January, 1990).
2. The College of Education Student Appeals System is not a mechanism for

candidates who wish to appeal decisions of admission to College programs. Appeals of admission decisions to undergraduate, certification and graduate programs are appropriately directed to the Associate Dean of Academic Affairs, who will bring the appeal to a committee composed of the Department Chairperson not involved in the appeal. For example, an appeal of an admission decision in the Department of Psychological Studies in Education would be decided by the Chairperson of Educational Leadership and Policy Studies and the Chairperson of the Department of Curriculum, Instruction and Technology in Education.

3. The Student Appeals System is not a mechanism for appealing nonacademic (“administrative”) decisions of University faculty, administrators or other employees (e.g., an incorrect bill). Students who believe that they have an administrative grievance against the University should directly contact the University’s Student Assistance Center (215-204-8531) to use the administrative grievance system.

Any student who wishes information about the Student Appeals System of the College of Education, the University Disciplinary Committee, or the Administrative Grievance System may contact the College of Education Ombudsperson (215-204-1737) for assistance or advice.

IV. Definitions

- A. **Appeal:** a request made by any student in the College for the redress of an alleged injustice.
- B. **Appellant:** the person making the appeal
- C. **Respondent:** the person directly responsible for the alleged injustice.
- D. **Parties in Interest:** the Appellant and the Respondent.
- E. **Instructional Day:** any day, excluding Sundays, between Labor Day and the last day of final exams (for the Fall semester), or between the first day of classes and graduation (for the Spring semester). Appeals are not normally handled during the summer. Under exceptional circumstances, the Appeal mechanism may be used if the Dean of the College believes that the matter is important enough to warrant immediate action.

V. Procedures

- A. The student is encouraged to discuss the problem with the faculty member(s) or administrator(s) with the objective of resolving the matter informally.
- B. Since it is important that appeals be processed as rapidly as possible, the number of days indicated at each level shall be considered a maximum limit and every effort shall be made to expedite the process. The time limits specified may be extended by mutual agreement of the parties in interest.
- C. Appeals must be filled within 60 instructional days from the alleged occurrence.
- D. Any appeal not referred to the next higher level by the appellant within the stated time shall be considered resolved.
- E. Any appeal not replied to within the stated time by the respondent shall be moved

immediately to the next step in the procedure.

Whenever a formal appeal is submitted, it shall be processed in accordance with the following procedures:

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| Level One | The appellant shall first discuss the problem with the faculty member (hereinafter the “respondent”) with the objective of resolving the matter informally. |
| Level Two | If the problem is not resolved in this informal manner, the student may contact the ombudsperson. If circumstances warrant, the ombudsperson will attempt to resolve the problem informally. |
| Level Three | If, as a result of the informal discussions, the matter is not resolved to the satisfaction of the appellant, he/she shall within thirty (30) instructional days set forth his/her appeal in writing to the Chairperson of the faculty member’s department with a copy to the respondent specifying: <ol style="list-style-type: none"> 1. the nature of the appeal 2. the results of the previous discussions 3. the dissatisfaction with the decision previously rendered 4. the remedy |

Within ten (10) instructional days from receipt of the written appeal the Chairperson shall conduct a hearing of the appeal in an attempt to resolve it. Present at the hearing shall be the Chairperson, the appellant, respondent, and College of Education Ombudsperson.

The Chairperson shall communicate a decision in writing to the appellant and respondent with five (5) instructional days from the date of the hearing.

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| Level Four | Should the recommendation of the Chairperson be unacceptable to either the appellant or the respondent, each has the right within ten (10) days to request in writing to the Associate Dean for Academic Affairs of the College that the matter be taken up by the Collegial Appeals Board. ¹ The Associate Dean shall within twenty (20) instructional days from receipt of the written request convene the Collegial Appeals Board to hear the appeal. Both the appellant and respondent shall have the right to present evidence, call witnesses and cross-examine at this hearing. |
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¹Collegial Appeals Board, shall consist of three Faculty, one from each Department, a Graduate Student, and an Undergraduate Student appointed by the Dean. The College of Education Ombudsperson and Associate Dean shall be non-voting members of the Board.

Upon hearing the appeal the Board will make a recommendation, with appropriate supporting materials and explanations for its findings to the Dean of the College within ten (10) instructional days from the closing of its hearing.

If the Dean accepts the recommendation of the Appeals Board, he will endorse it and communicate his decision to the interested parties and to the Board in writing.

If the Dean does not accept the recommendation of the Collegial Appeals Board he will so inform the Board and interested parties, further providing them with a written explanation for his decision. In both instances, the Dean shall communicate his decision in writing within twenty (20) working days of receipt of the Board’s decision.

Students may appeal the decision of the Dean of the College to the Provost (4th Floor of Conwell Hall), who is the University's Chief Academic official.

VI. Rights of All Parties

- A. The appellant and the respondent must be granted the opportunity to present their own facts and witnesses and to ask questions of any witnesses, as well as of one another. They must be granted access to relevant materials and provided sufficient time to prepare their cases.
- B. Both must be notified in writing as to when and where the matter will be heard.
- C. To assure an adequate record in the event of further proceedings, all hearings will be recorded on tape.
- D. Panel members have the right to question the interested parties and any witnesses, and to see all relevant materials.
- E. Board members have the right to examine all relevant materials.

VII. Responsibilities of All Parties

- A. Although the appellant and the respondent may receive advice from the Ombudsperson and others during the course of an appeal, the decision either to continue or to discontinue an appeal rests with the appellant.
- B. The parties or their representatives, the Ombudsperson, the Chairperson, and the Collegial Appeals Board will have access to any and all records which are germane to a case. It is the responsibility of all who have access not to reveal any of the contents of these records or any of the particulars of the case outside of the proceedings of the case. Anything that occurs during the course of an appeal hearing is considered confidential and should not be discussed outside of the hearing.
- C. The Student Appeals System will be published by the Dean's Office of the College of Education and disseminated to all faculty and students of the College. It is the responsibility of each member of the College to be familiar with the system.
- D. Members of the Collegial Appeals Board must not discuss any matters pertaining to cases which may come before them with anyone other than members of the Board, the Department Chairperson, the Dean and the Provost (the latter two, as necessary in the appellant process).
- E. Neither the appellant nor the respondent may attempt to influence a case through contact with any member of the Board, except during the hearing itself.
- F. Members of the Board will make their decisions and recommendations on the basis of the evidence presented at the hearing only. Members of the Board who have an interest in a case shall disqualify themselves from hearing that case.
- G. Any member of the Board who is contacted by any of the interested parties or their representatives at any time in an effort to influence his or her decision is obligated to

report such contact to the Board. Said member will be disqualified by the Board if the Board believes that the member is no longer in a position to make an unbiased judgment on the matter to be heard.

VIII. Closed Hearings

Ordinarily, all hearings will be closed and confidential. Should either of the interested parties request an open hearing, the Collegial Appeals Board will have the power to rule on such a request, giving consideration to the reasons for the request, the nature of the case at hand, and the interest to be served by an open hearing. The Board will also have the power to restrict attendance at any open hearing. In the event of an open hearing, students who will have information from their files made public must sign a waiver of confidentiality as required by law.

IX. Changes in Procedure

The Collegial Appeals Board may alter the ordinary procedures for a hearing whenever it has good reason to believe that such a change procedure is necessary or likely to insure fairness to any and all parties, without placing undue burden on any other parties to the case, or to the Board itself.

Background history of Appeal System:

Policy Name: College of Education Student Appeals System

Effective: May 6, 1986

- Background:**
1. Recommended by the College Steering Committee on October 5, 1983.
 2. Approved by the Dean on October 6, 1983.
 3. Amendment recommended by the College Steering Committee on March 4, 1986.
 4. Amended by the Acting Dean on March 10, 1986.
 5. Amendment recommended by the College Steering Committee on April 2, 1988.
 6. Approved by the Dean on May 6, 1988.
 7. Amendment recommended by the College Steering Committee on March 24, 1993.