

PROGRAM AFFILIATION AGREEMENT
between
Philadelphia College of Osteopathic Medicine and
Pennsylvania State University - Abington

Purpose of this Agreement

1.1 Purpose. This agreement proposes the terms under which the institutions named above will cooperate in student instruction and recruitment for a cooperative BS/MS/PsyD educational program. The program structure builds upon a 5-year BS/MS program in clinical health psychology or school psychology at both undergraduate and graduate degree levels with progression to the PsyD in clinical psychology or school psychology for successful master's candidates.

1.2 Terminology. Hereinafter, the Philadelphia College of Osteopathic Medicine will be referred to as PCOM and the Penn State Abington will be referred to as PSA. Both institutions will be referred to as "the partner institutions." The joint degree program itself will be referred to as "the program."

1.3 Term. The initial term of this agreement shall be from January 1, 2006 until December 31, 2007 and shall provide for the education of the students admitted to the program in that year. After the term, the Agreement shall be automatically renewed from year to year to provide for the education of cohorts of students matriculated thereafter until terminated by a party as provided herein.

1.4 Annual Review. A program evaluation covering curriculum, outcomes, student affairs, academic policy and enrollments will be conducted annually by the joint program advisory committee.

1.5 Termination. The program affiliation agreement may be terminated without cause at any time by a partner institution upon one year's prior written notice to the other partner institution.

1.6 Responsibilities after Termination. In the event of termination by either partner institution, both partner institutions responsibilities for the education of students described in this agreement shall continue until all cohorts of students who are officially matriculated at the time of the notice of termination have graduated from both the undergraduate and graduate phases of the program.

2. Program Governance

2.1 Administrative. The PCOM Chairman of the Department of Psychology shall oversee administrative matters related to the joint program for PCOM. The Chancellor or her designee shall oversee administrative matters related to the joint program for PSA.

Both administrative liaison officers shall represent their institution in a joint program advisory committee.

A joint Program Advisory Committee will have responsibility for the program with its members also responsible to the board of directors and/or administrative structure of their respective institution. The committee will have the responsibility for reviewing, and recommending to the administrations or committees of the partner institutions such policies and procedures as academic prerequisites, admission process, curriculum, student progress and conduct policies, student services and graduation requirements. The Committee will consist of the academic and administrative liaison officers of each partner institution and two (2) other appointees from each partner institution designated by the respective partner institution CEOs.

2.2 Academic: The Chairperson of PCOMs Department of Psychology will have overall responsibility for the organization, planning, development, general effectiveness of the graduate curriculum and will be responsible for coordination with PSA faculty and administrative staff. The PCOM Psychology Chair supervises the activities of the Masters program directors and all faculty and staff which are in direct support of the masters program in counseling and clinical health psychology, the masters program in school psychology, and the doctoral programs in school psychology and clinical psychology.

The Division Head of PSA's Division of Social Sciences will be responsible for the organization, planning, development, general effectiveness of the undergraduate curriculum and will be responsible for coordination with PCOM faculty and administration.

2.4 Meetings. The Program Advisory Committee will meet annually to discuss program operations, evaluate program effectiveness, review student enrollments and academic progress, and to provide continuous review of program policies.

2.5 Minutes. A written record of the activities of the Committee will be maintained.

3. Program Revenues and Expenses

3.1 Revenues. Each partner institution is solely responsible for determining the applicable tuition charge for its respective phase of the program and developing a revenue plan for its phase of the program. Each partner institution will collect and retain all tuition revenues attributable to its respective phase of the program.

3.2 Expenses. Each partner institution is solely responsible for expenses attributable to its respective phase of the program.

4. Academic Responsibilities

4.1 Admissions. PSA shall be responsible for conducting the recruitment and admissions activities for the undergraduate phase of the program, according to guidelines set forth by the Advisory Committee and shall maintain all undergraduate admission records. PCOM is responsible for conducting the recruitment and admissions process for the graduate phase of the program, according to guidelines set forth by the Advisory Committee and/or PCOM Graduate Programs Admissions Committee and shall maintain all graduate admissions records.

A joint Admissions Committee comprised of representatives of PSA and PCOM will make recommendations to the Dean of the PCOM regarding student admissions to the graduate phase. Responsibilities of the Joint Admissions Committee shall include review of credentials and conduct of personal interviews. The joint Admissions Committee will make recommendations consistent with the general graduate admissions policies of PCOM.

PCOM and PSA will cooperatively organize and provide activities and advisement to enhance the professional development of students in the undergraduate phase.

4.2 Progression from Undergraduate to Graduate Study. Students anticipating successful completion of the undergraduate phase at PSA will make application to the graduate phase at PCOM no later than the third semester of their undergraduate study, unless special exception is granted by PSA and PCOM. Candidates for the program will have earned a minimum undergraduate GPA of 3.00. PCOM will waive the GRE examination and application fee for the graduate application. A letter of recommendation from the Psychology and Social Sciences representative at PSA will be accepted in fulfillment of the requirement for letters of recommendation.

Such students who have had a successful graduate admissions interview will be formally admitted to the graduate phase when he or she has completed all undergraduate requirements.

PCOM will admit up to 25 students to the graduate programs each academic year, designating up to twenty-five seats for students who have completed the undergraduate requirements at PSA, including a successful interview as described above. PCOM may, at its discretion, extend the number of acceptances above twenty-five based on anticipated additional openings and undergraduate student credentials.

4.3 Student Progress and Conduct. The Advisory Committee shall recommend standards for student progress and conduct for approval by the Deans and/or the appropriate faculty committee(s) of the partner institutions, respectively. Such standards will be developed to be consistent with the general policies of academic progress and student conduct of the partner institutions.

4.4 Publications. All publications, advertisements, bulletins, catalogs, and recruiting materials representing the program and the partner institutions must be pre-approved by the Administrative Committee, Chair and the Deans of the partner institutions. The use of a partner member's name in any publication, advertising or announcement must be approved by the partner institution. The partner institutions will engage in mutual promotion and marketing efforts including information about the joint program on the respective PCOM and PSA web sites.

4.5 Faculty Appointments. Faculty actively involved in the joint program may be offered adjunct faculty appointment by the other partner institution, at the discretion of the Chief Academic Officer of the partner institution.

4.6 Academic Credit, Degrees and Certificates. PSA will be responsible for granting academic credit for the undergraduate curriculum and a B.S. or B.A. degree in Psychological and Social Sciences (PSS) will be granted by PSA following the successful completion of the three-year undergraduate phase and the first year of the graduate phase in counseling and clinical health psychology or school psychology (completion of the fourth academic year in the partnership program).

PCOM will be responsible for granting academic credit for the graduate curriculum and an M.S. degree in Counseling Clinical Health Psychology or School Psychology will be granted by PCOM following the successful completion of the two-year graduate curriculum. Students who have completed both the undergraduate and graduate curricula in the program will be granted a certificate of completion of the program, awarded jointly by PCOM and PSA, upon full completion of the full five-year program.

4.7 Undergraduate Curriculum. The undergraduate phase of the program is completed in three (3) academic years in which students are enrolled at PSA in the proposed curriculum, which is detailed in Attachments A and B for the B.A. and B.S. degree programs, respectively.

4.8 Graduate Curriculum. The Master of Science (MS) phase is a program of approximately two (2) academic years in which students are enrolled at PCOM in a proposed didactic curriculum, practicum and thesis as detailed in Attachment C and D. Students who meet all requirements for the PCOM Master of Science are assured of admission to the doctoral (PsyD) programs in clinical psychology or school psychology upon a successful interview for doctoral study.

4.9 Other students. PSA students who are not admissible to PCOM as part of the program but who finish a PSS bachelor's degree at PSA with a cumulative GPA of 3.00 or above will be given special consideration for admission to the Master of Science programs and will be afforded the same pathway to the doctoral programs in School Psychology or Clinical Psychology at PCOM.

5. Student Policies and Records

5.1 Student Professional Liability Insurance. PCOM will provide for students in the graduate phase of the program professional liability insurance providing coverage on an occurrence basis with limits no less than \$ 1,000,000 per occurrence and \$3,000,000 annual aggregate.

5.2 Student Health Insurance. PSA and PCOM will be responsible for assuring that students matriculated in the undergraduate and graduate phases of the program, respectively, have student health insurance meeting institutional standards.

5.3 Student Health Records. Program students will provide to PSA Student Health Services documentation of their health status at the time of initial enrollment in the undergraduate phase of the program. A copy of these records along with a signed permission form from the student will be transferred to PCOM Student Health Services upon progression of the student to the graduate phase of the program.

5.4 Student Academic Records. The PCOM registrar shall maintain records of all students enrolled in the graduate phase of the program. The PSA Registrar shall maintain academic records and issue the transcript relative to the undergraduate curriculum and conferral of the B.S. or B.A. degree; the PCOM Registrar shall maintain academic records and issue the transcript relative to the graduate curriculum and conferral of the M.S. degree. Transcripts of both partner institutions may indicate that the student was enrolled in the PSA/PCOM MS in Counseling and Clinical Health Psychology Program or the PSA/PCOM MS in School Psychology Program.

5.5 Non-discrimination. There shall be no discrimination against applicants to or students enrolled in the program on the basis of the student's race, color, creed, religion, gender, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status.

6. Arbitration. Any claims, controversies, demands, disputes or differences between the parties hereto, or any persons bound hereby, arising out of, or by virtue of, or in connection with, or relating to, this Agreement, shall be submitted to and settled by arbitration in the City of Philadelphia, before three arbitrators who shall be knowledgeable in the field of health care education. Such arbitration shall be in accordance with the rules then obtaining of the American Arbitration Association. Each party shall be entitled to choose one arbitrator, and the two arbitrators so chosen shall choose the third arbitrator. The parties agree to bear joint and equal responsibility for all fees of the arbitrators, abide by any decision rendered as final and binding, and waive the right to submit the dispute to a public tribunal for a jury or non-jury trial.

For the partner institutions:

Matthew Schure
Matthew Schure, Ph.D.
President and Chief Executive Officer
Philadelphia College of Osteopathic Medicine

5-8-06
Date

Karen Wiley Sandler
Karen Wiley Sandler, Ph.D.
Chancellor
Penn State Abington

5-8-06
Date

John J. Romano
John J. Romano, Ph.D.
Vice President for Commonwealth Campuses
The Pennsylvania State University

2/17/06
Date

Robert N. Pangborn
Robert N. Pangborn, Ph.D.
Vice President and Dean for Undergraduate Education
The Pennsylvania State University

2/17/06
Date

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE

COURSE OFFERINGS

Master of Science in School Psychology

SPSY 501 Professional School Psychology (MS): 3 credits

This course is intended to provide an orientation to the nature and responsibilities of professional practice in school psychology and to introduce the organization and operation of public schools and school systems. During the semester, students will examine current issues, ethical, and legal standards and public policy development governing practice. They will also develop knowledge of the history and foundations of education, psychology special education, health care, and related fields, and use of this understanding in work with children, parents, and other professionals and agencies.

SPSY 502 Theories of Personality (MS): 3 credits

This course provides an overview of nature of personality theory and the interaction/effects of forces that influence personality development. Theories of personality selected will explore the influence on school practice and psychological research. Freud, Adler, Jung, Murray, G.W. Allport, Rogers, Maslow, Fromm; some existentialists and some social, behavioral, or learning approaches are included.

SPSY 503 Introduction to Research Design & Statistics (MS): 3 credits

This course is an introduction to the various methods used in educational and psychological research. Course objectives are to understand the basic research designs, the methodological issues in formulating, planning, and designing, implementing, analyzing, and interpreting the results of research investigations. Students will learn how to use the computer to analyze data and learn how to read basic research literature.

SPSY 503 Research Seminar (MS): 1 credit

This course is a continuation of the Introduction to Research Design & Statistics course which assist students with writing the educational and psychological research reports implementing all the analyzed data and basic research literature.

SPSY 504 Developmental Psychology (MS): 3 credits

This course will explore child development from conception through early adulthood, including growth, adaptation, and developmental patterns with implications for academic, emotional and social learning. Also, there will be a special emphasis on research concerning the development of pro-social behavior, internalization, gender and moral development as well as the influence of culture and socioeconomics status.

SPSY 505 Tests & Measurements (MS): 3 credits

The course deals with basic concepts in the selection, administration, scoring (including computer scoring) and interpretation of selected assessment procedures commonly used in school psychology work; critical concepts and strategies in psychological testing including standardization, reliability, validity, and test selection are reviewed; introduces interpreting and communicating findings for a sample of assessment procedures; and examines social, legal, and ethical issues associated with assessment.

SPSY 506 Physiology, Health, and Psychology (MS): 3 credits

This course will introduce the students to structures and functions of the brain and central nervous system. In addition, the interrelationship between biochemical, physiological and neurological influences on human behavior will be explored. Developmental disabilities, pervasive developmental disorders, chronic illness, failure to thrive, and delayed development are among the topics covered along with the mental health impact of physical, developmental, and medical disorders on the child, the family, and schooling.

SPSY 507 The Exceptional Child: Psychological/Educational Implications (MS): 3 credits

Students will develop a knowledge base about development that allows one to understand the differences between “normal” and “exceptional” development while becoming more sensitized to exceptionalities. They will learn about the various causes of learning and behavior, language, physical and health, and sensory disorders and talents. In addition this course will provide an introduction to the application of interventions for children and youth with exceptionalities. Students investigate the characteristics of each exceptionality and its effect on how children learn. Review of national, state and local laws, policies and procedures affecting this student population. Lectures, discussions, readings, cooperative-learning groups with sample cases, and presentations will be used as methods.

SPSY 508 Foundation of Psychotherapy (MS): 3 credits

The major theoretical approaches to psychotherapy with children and adolescents will be reviewed with special consideration of developmental factors. Designed to provide an introduction to the basic skills used in psychotherapy generally and CBT specifically. Research focusing on treatment outcome as well as case material will be reviewed.

SPSY 510 Learning: Theory & Application (MS): 3 credits

This course provides an overview of current knowledge in the field of learning including the application of learning theory to the instructional process. Basic theories/principles will be described and supplemented with contemporary studies. Topics will include cognitive approaches and mental processes including such areas as perception, reasoning, problem solving, language, imagery, and decision-making. Special emphasis will be placed on applications in areas such as education, health, and psychotherapy.

SPSY 511 Curriculum Instruction and Educational Leadership (MS): 3 credits

The focus of this course is to introduce students to the fundamentals of school based curriculum including current issues and research. Students will explore current empirically based components of effective instruction and alternative instructional methods for use with students with diverse backgrounds, experiences, and needs. A focus of this course will be on the role of the school psychologist as a leader in development and evaluation of appropriate and effective learning programs for all children. School psychologists must also be prepared for their role as an educational leader. Issues of team building, skills for organizing change, and effective communication will be highlighted.

SPSY 551 School Psychology Practicum Seminar (MS): 1 credit

The seminar will provide advanced training in the application of psychological and educational theory and foundations of practice for children in school settings. This experience provides an integration of the course work and the clinical/field experience gained in the program. In addition, there will be supervision, discussion of relevant issues, and literature reviews in a weekly seminar. APA and NASP ethical practice and guidelines and standards are discussed as applied to best practice. Primarily classroom discussion and some lectures will be used. Students will bring case reviews and general experiences to class for discussion. In addition, students will be required to keep a portfolio to document experiences and learning throughout practicum.

EXPECTED COURSE SEQUENCE – PENN STATE ABINGTON

First Year	FALL SEMESTER		
	Foreign Language	001	4
	ENGL 015	Rhetoric and Composition (GWS)	3
	Math (GQ)*		3
	Science (GN)		3
	PSU 001		1
 SPRING SEMESTER			
	Foreign Language	002	4
	Math (GQ)*		3
	Science with lab (GN)		4
	PSY 002	Introduction to Psychology	3
	Arts (GA)		3
Second Year	FALL SEMESTER		
	Foreign Language	003	4
	PSY 015	Statistics for Psychology	4
	PSY 213*	Developmental Psychology	3
	ENG 202A*	Writing in the Social Sciences	3
	Science (GN)		3
 SPRING SEMESTER			
	PSY 201W	Basic Res Methods in Psychology	4
	HD FS 239* (GS)	Adolescent Development	3
	CAS 100	The Mass Media and Society	3
	ANTH 045	Cultural Anthropology	3
	GHA	(Health and Physical Activity)	3
Third Year	FALL SEMESTER		
	Any SOC, PSYC, HDFS, EDPSY, EDTHP (GS)*		3
	Any SOC, PSYC, HDFS, EDPSY, EDTHP (GS)*		3
	Any Knowledge domain course/US Cultures		3
	Any GA		3
	ENGL 001 or 002 or 003* (GH)		3
 SPRING SEMESTER			
	PSY 495	Internship practicum	3
	PSY 412*	Abnormal Psychology	3
	Any Knowledge domain course/International Compet.		3
	Any Knowledge domain course		3

* Courses that are undergraduate prerequisites for the Masters. Additionally, note the following prereqs: 6 credits of English (3 in literature, 3 in writing), 6 credits of Math, an Abnormal Psychology class, a class in either Child or Adolescent Development, 9 psychology or related course credits

COURSE SEQUENCE FOR THE MASTER'S IN SCHOOL PSYCHOLOGY – PCOM

First Summer

Developmental Psychology	3
Theories of Personality	3

Fall First Year

Professional School Psychology	3
Introduction to Research and Data Analysis	2

Winter First Year

Tests and Measurements	3
Physiology, Health and Psychology	3
Research Seminar	1

Spring First Year

Learning: Theory and Application	3
The Exceptional Child: Psychological/Educational Implications	3
School Psychology Practicum	2

Second Summer

Foundations of Psychotherapy	3
Curriculum Instruction and Educational Leadership	3