STUDENT HANDBOOK
MASTER OF ARTS IN PSYCHOLOGY & SPECIALIST IN SCHOOL PSYCHOLOGY
(MA/SSP)
2023 - 2024

Department of Psychology
East Carolina University
Greenville, NC 27858-4353
(252) 328-6800

This handbook is designed to provide information to guide the student towards successful completion of the MA,SSP program offered by the Department of Psychology. It is not intended to replace the Graduate Catalog and other official documents of East Carolina University. In the event of a conflict between statements contained in this handbook and University policies, procedures, and catalog the latter shall govern.

Prepared by the
School Psychology Faculty
Department of Psychology
East Carolina University

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Preface

Welcome to the MA/SSP School Psychology program at East Carolina University. School psychology is an exciting field, and graduate study in school psychology offers you a variety of experiences that will prove helpful in your professional growth. This Handbook will assist you in understanding the policies, expectations, and standards of the program. It should also prove helpful in planning your educational program of study. It is important to note that these policies and procedures are in addition to the general policies of the ECU Graduate School and the University. This Handbook is meant to supplement these policies and procedures, which are found on the ECU Graduate School website link for current students: https://gradschool.ecu.edu/

This manual was prepared by the faculty members of the school psychology program and replaces all earlier versions of the Handbook. It is our hope that it will be helpful to students. Comments and suggestions for improvement are actively solicited and should be directed to the current MA, SSP

School Psychology Program Director.
Director: Christy M. Walcott, Ph.D., LP, NCSP

The East Carolina Creed

In the pursuit of educational excellence, responsible stewardship, and intellectual freedom, the community of scholars at ECU is committed to learning at the highest level.

Founded in the tradition of service and leadership, members of our academic society exemplify high standards of professional and personal conduct at all times.

As an East Carolinian...

I will carry out personal and academic integrity.

I will respect and appreciate the diversity of our people, ideas, and opinions.

I will be thoughtful and responsible in my words and actions.

I will engage in purposeful citizenship by serving as a positive role model.

By striving to meet these aspirations on and off campus, our individual freedom to learn and a pledge to serve will be preserved.

Table of Contents

I.   **GENERAL PROGRAM INFORMATION**
The Department of Psychology at East Carolina University offers a full-time Specialist-level **MA, SSP program in School Psychology**. The Department of Psychology is located within the Thomas Harriot College of Arts and Sciences. Organizationally, the department has a Chair and Program Directors that oversee the functioning of the programs/concentrations within the department.

1. Health Psychology PhD with 3 concentrations (Clinical Health, Pediatric School Psychology, & Occupational Health Psychology)
2. School Psychology SSP (Specialist in School Psychology)
3. Psychology MA with 3 concentrations (Clinical, School, & Industrial/Organizational)
4. Undergraduate BA Psychology

The School Psychology program will be attractive to qualified persons with an undergraduate degree in psychology or a related field. It is a NASP-approved, school psychology program. The program is structured to allow graduates to meet the educational requirements of the North Carolina Department of Public Instruction for DPI-licensure as a School Psychologist in North Carolina, meets the educational qualifications to seek North Carolina Board of Psychology licensure as a Psychological Associate, and meets the educational qualifications for certification by the National School Psychology Certification Board. Graduates also meet the requirements of school psychology licensure/certification in most other states. The program is a 70-semester hour, three-year (minimum) post-baccalaureate degree program.

B. **Program Description**
School Psychology (MA, SSP) program prepares highly-qualified, entry-level school psychologists to work with children, families, and other professionals in public schools settings. The school psychologist draws on multifaceted skills from both psychology and education for the purpose of promoting healthy academic, cognitive, social and emotional development and is expected to have appreciation for human diversity and respect for persons with whom the psychologist will come into contact.

C. **Training Goal**
The overarching goal of School Psychology program is to train entry-level school psychologists who can professionally and effectively apply school psychology practices across a preventative three-tier model of service delivery. Program graduates are expected to attain entry-level competencies consistent with the NASP Practice Model.

D. **Training Model**
We use a scientist-practitioner model; empirical knowledge and data serve as the basis for developing interventions and solving problems in practice. The curriculum exposes the student to theory, research and practice in school psychology, which are integrated through a planned sequence of course work, practica and internship. The following system of beliefs underlies the School Psychology training philosophy and permeates all aspects of the training program:

1. Ecological perspective - The dynamic interaction of individual, contextual, and environmental variables affect children's behavior.
2. Professional problem-solving – Effective decision-making must be data-driven and is essential to improving the lives of children, adolescents, and their families.
3. Ethical and professional practice – Professional effectiveness depends upon strong personal, interpersonal, and leadership qualities.

E. **Alignment with ECU Mission**

Our program goals and model align with East Carolina University's mission to positively transform health and health care. Our high standards for ethical and professional practice align with ECU's creed, "Founded in the tradition of service and leadership, members of our academic society exemplify high standards of professional and personal conduct at all times."

F. **Core School Psychology Program Faculty**
1. Christy M. Walcott, Ph.D., LP/HSP-P, NCSP, Associate Professor & Program Director, Illinois State University, 2001. Research Interests: Attention & literacy development; programs promoting academic and social-behavioral development for youth from low income and economic marginalization.
2. Jeannie Golden, Ph.D., LP/HSP-P, BCBA-D, Associate Professor, Florida State University, 1981. Research Interests: School mental health movement; applied behavior analysis; interventions for children with autism, reactive attachment disorder and trauma-informed care.
3. Brandon K. Schultz, Ed.D., NCSP, Associate Professor, Indiana Univ. of Pennsylvania, 2008. Research Interests: School mental health; technology to support ADHD interventions; adolescents with ADHD; school consultation.
4. Debbie Thurneck, Psy.D., LP/HSP-P, Clinical Associate Professor & Director of PASS Clinic, James Madison University, 2007. Supervises some practicum experiences.

G. **Relationships with other Programs/Departments:**

In terms of academic course work, the program interrelates with the Pediatric School Psychology concentration of the Health Psychology program in the Department of Psychology as well as with programs in College of Education for relevant coursework and research. School Psychology faculty have had relationships (e.g., joint appointments) between the Department of Psychology and departments in the Brody School of Medicine (Pediatrics). Local school systems provide the opportunity for rich collaborative relationships as well as the potential for strong training experiences.

H. **The ECU Psychological Assessment & Specialty Services (PASS) Clinic**

The PASS clinic is a center for training and provides low cost behavioral health care services to ECU faculty and staff, as well as citizens in the broader Greenville-area community. Graduate students under the supervision of licensed psychologists provide services. MA, SSP students participate in the clinic by completing psychoeducational evaluations. See the PASS Clinic website for a listing of current specialty services.

I.   **Program Resources:**
     Students have access to both the <u>Joyner Library and the Laupus Health Sciences Library</u>.
     Students have access to various lab spaces within the Rawl Building during hours the Rawl
     Building is open. Students may hold meetings, use the computers, or use study areas. The
     University has a variety of computer labs located throughout campus. Core faculty often
     have individual or shared lab space for students to conduct research, teaching assistant
     duties, meetings, and general doctoral program responsibilities.

Revision History - Revised & Approved by SP Faculty August 2023

II. **ADVISING: PROGRAM DIRECTOR ROLE**
   A. **Purpose of Advising**
      Graduate study in psychology is a process that requires advisement and mentoring. The
      Program Director of School Psychology is available to any student for consultation about
      career concerns, professional issues, and programmatic issues.
   B. **Advising Policies**
      Major Advisor - In the MA, SSP School Psychology program, all graduate students are
      advised by the Program Director.
   C. **Advising Responsibilities**
      Major advisors are responsible for tracking their mentee's progress through the program's
      curriculum. Students are responsible for keeping their advisors updated regarding their
      activities and progress, and consulting with them while planning for future semester
      courses and experiences. Students are encouraged to consult with the Program Director at
      major decision points, including what research track they will select, intentions to apply for
      internship, and preparation for final defense of thesis and completion of final portfolio.
      Students are also encouraged to consult the Program Director should any problem arise
      during graduate study, although students should feel free to approach any member of the
      faculty for guidance and assistance as necessary.
   D. **Advising Procedures**
      Meet regularly with Program Director to plan and review your ongoing progress with
      coursework, clinical training, and research expectations. In the case of disagreements or
      differences of opinion during the mentoring process, review and follow the **Student
      Appeals and Grievance Policies** in this handbook.

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III. REQUIRED PROGRAM CURRICULUM SCOPE AND SEQUENCE

The sequence of required coursework and practica (see APPENDIX A) is developed to provide a sound academic foundation for practice, as well as appropriate opportunities for practicing what is learned in the classroom setting. In addition, the student is sequentially introduced to educational settings through applied exercises and practica prior to the internship experience. Because the program is sequential in nature, little variation is possible in the established course sequence, and full-time study is necessary. Students are admitted within a "cohort" group. This allows for the appropriate sequencing of program offerings and promotes cohesiveness and peer mentorship.

A. Curriculum Policies

A student's required curriculum is that listed in the ECU Graduate Catalog at one's year of entry. The program may revise its curriculum during one's program of study. If a student wishes to adopt subsequent curriculum revisions, he/she may request that a different catalog year apply to their program of study. Students may not adopt a curriculum from a catalog prior to their year of entry. Only graduate-level courses apply toward the degree.

B. Timing of Research Requirement

The Thesis or Directed Research Project must be successfully defended prior to beginning internship.

C. Course Substitutions

Substitutions for required courses may be granted. Such substitutions would require the approval of the School Psychology faculty. See approval considerations for Transfer Credit below.

D. Transfer of Previous Graduate Coursework

Up to one third of the credit hours in a graduate certificate or degree program may be transferred from a regionally accredited college or university. Graduate-level coursework taken elsewhere is not automatically applicable to the MA, SSP degree program at East Carolina University. All requests for transfer credit must be made to the Program Director in writing, no later than the end of the second semester of study. The request must include copies of transcripts listing the course(s) and a copy of the syllabus used in the course. The SP Faculty will determine whether a course may be transferred in or substituted by considering the following factors:

1. The quality of the institution and department where the course was taken;
2. The student's ability to discuss and apply the content of the course;
3. The similarity of the course syllabi, textbook(s), and other materials compared to the required course at ECU;
4. The grade received by the student (only courses with a grade of B or higher are acceptable for substitution. Courses taken on a pass-fail basis at another institution may not be substituted);
5. When the course was taken; ordinarily, the course should not have been taken more than five years prior to the student's enrollment in the program;
6. The course(s) must be clearly identified as graduate level;
7. Practicum coursework may not be exempted;
8. No course credit is awarded for undergraduate course work, remedial study courses, or workshops.

E. **Enrollment in coursework outside of ECU**
    Students may enroll at other regionally accredited graduate-level institutions for course work that is applicable to the program, provided they have obtained permission in advance from the Program Director, the Department Chair, and the Dean of the Graduate School. Forms for permission to take course work elsewhere may be secured from the ECU Graduate School office.

F. **Curriculum Responsibilities**
    The student is responsible for tracking their own progress in completing required courses and experiences. The Program Director serves as a Major Advisor, who will assist the student in tracking coursework and experiences required for graduation.

G. **Curriculum Procedures**
    1. At program entry, familiarize yourself with the curriculum and experiences required for graduation. A typical sequence of study is available in APPENDIX A.
    2. Track your completion of required courses, including semester taken & grade earned.
    3. Retain a paper or electronic copy of each course syllabus, as they may be needed in the future for presentation to licensure boards or other agencies.
    4. If you have concerns about availability or timing of required courses, talk to the Program Director about your Plan of Study. If necessary, submit a request for a course substitution to the Program Director for review and approval.
    5. Program recommendation for transfer credit must be submitted to ECU Graduate School for final approval.

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IV. **RESEARCH AND SCHOLARSHIP**
    A. **Purpose**
        Our School Psychology training uses a scientist-practitioner model. Students learn the basic skills of research design and statistical analysis and apply these skills in one of two research projects: Thesis or Directed Research.

    B. **Thesis Project**
        The Master's thesis in psychology is a professional research paper that is an example of the student's research and written communication skills. A student typically enrolls for thesis hours across two or three semesters (minimum of 2 semesters of PSYC 7000 for 3 credit hours each, for a total of 6 hours) in first or second year. In order to successfully complete the thesis, the student must pass an oral examination on the thesis (thesis defense) based on a completed document, approved by the committee and submitted in accordance with current ECU Graduate School requirements: https://gradschool.ecu.edu/thesis-dissertation/

C. **Directed Research**
   A Directed Research Project allows the student to demonstrate his or her competencies in research design, learn to evaluate the effectiveness of an applied intervention, and develop skills consistent with the scientist-practitioner model. A student enrolls for Directed Research hours across two consecutive semesters (PSYC 6519 for 3 credit hours & PSYC 6520 for 3 credit hours) in second year.

D. **Program/Department Policies**
   1. **Thesis Committee** must consist of at least three faculty members (including the thesis chair). The thesis committee chair is a member of the Pediatric School Psychology concentration faculty and is responsible for directing the student's project. The student, in consultation with the thesis chair, selects the other committee members based on their competencies in the area of the thesis topic, research design or statistical expertise, or other relevant expertise. All committee members must meet requirements for ECU Graduate Faculty status.
   2. **Directed Research Mentorship**. A student enrolls for directed research hours across two semesters starting Spring 1st year. A member of the School Psychology faculty will be assigned as your Directed Research chair and will be responsible for directing the project.
   3. Timelines for Completion
      a) *Thesis Defense: Thesis must be defended by the end of the second year of training, and before starting internship year.*
      b) *Directed Research Defense: All students must complete Directed Research Project by the end of 2nd year of training, and before starting internship year.*
   4. Notification of Committee Meetings
      Each committee member will receive a copy of a thesis proposal at least 7 calendar days prior to the meeting. Once the chair approves final draft, the student will provide each committee member with the thesis at least 7 calendar days prior to the defense meeting.

E. **Research Responsibilities**
   The thesis committee members OR Directed Research Mentor provide resource and evaluative functions during the project. All committee members attend the oral proposal defense, discuss the candidate's performance, and vote regarding the acceptance of the research proposal and design. The student is responsible for completing and submitting required ECU Graduate School forms (https://gradschool.ecu.edu/current-students/).

F. **Research Procedures**
   1. Students must complete a Non-Thesis Option form and submit it to the Graduate School if they decide to opt out of a Thesis and complete Directed Research.
   2. If a student chooses the Thesis option, submit a Pre-Thesis Approval Form identifying the committee, thesis/diss. topic, and dates of necessary approvals.
   3. Students should consult the ECU Graduate School website for information on preparation and submission of Theses.
   4. General description of the Directed Research process is provided in the 6519/6520 syllabi. See Program Director for advanced copy.

5. Proposed Directed Research method must meet the _What Works Clearinghouse_ single-SSPe design criteria with a minimum qualification as "Meets with Reservation" (Kratochwill et al., 2010). Methods that do not meet criteria will be rejected.
6. Research projects must be approved by the University & Medical Center Institutional Review Board ([UMCIRB](#)). Once approval is granted, data collection can begin.

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V.   SUPERVISED CLINICAL EXPERIENCES

A. Purpose

The competent practice of psychology requires that practitioners possess knowledge and skill in the execution of a wide variety of professional activities. The program, therefore, requires significant skill practice beginning in the first year and extending throughout the program. In all practica, students receive individual practicum evaluations by on-site supervisors based on a specific competencies evaluation instrument. University supervising faculty will assign practicum grades in consultation with on-site supervisors. The developmental sequence of experiences consists of:

B. Coursework, Practical Skill Development

Several of the courses in the school psychology curriculum require students to complete coursework assignments in applied skills and/or applied settings (PSYC 6353, 6402, 6409, 6410, 7442). These assignments are designed to teach students practical applications of the course content and to allow students to practice new skills. The supervision of students involved in applied projects will come from the faculty member teaching the course. First year field experiences consist of an average of two hours per week in activities that are designed to provide initial practice and exposure to a) working with children (e.g., academic tutoring), b) the profession of school psychology (e.g., observation of school psychological services/activities), and c) to schools as systems (e.g., observation of instruction or attendance at a PTA meeting). Students will participate in a series of experiences that have been approved by program faculty and integrated into first year coursework.

C. School-Based Practica

Two school-based practicum courses are required (PSYC 7950, 7951). The school-based practica consist of weekly experiences in the public schools throughout the 2nd year and may include work in our PASS clinic. Students are placed in practicum sites selected by the program that will provide a variety of professional school psychology experiences. Students will participate as much as possible in a broad range of services provided by school psychologists. Direct supervision is provided by a credentialed, on-site school psychologist. In addition, students attend weekly seminars conducted by a program faculty that involve case presentations, group supervision, and didactic content related to practicum.

D. School Internship

The Internship (PSYC 7992 & 7993, 12 credit hours total) is completed during 3rd year of study. This is practical work bridging the student's formal on-campus program with entry into the practice of school psychology. The internship site should be chosen carefully, with particular attention to one's long-term professional objectives. The Program Director's approval must also be granted prior to initiating the application process.

E. **Clinical Experience Policies**

1. Logging System. All practica and internship experiences will be logged using a program-approved logging/tracking system. Consult with the Program Director for which system to use. You will utilize this system throughout your training.

2. Criminal Background Checks. Our program requires that students have a criminal background check prior to beginning practicum. We utilize the ECU-approved vendor for student criminal background checks. If the background check reveals a history of criminal charges, then a committee reviews whether this history would preclude approval of student participation in practicum.

3. Liability Insurance Coverage. We require that all practicum and intern students carry insurance coverage against liability claims. ECU makes an insurance policy available, and all School Psychology students enrolled in practica are enrolled in liability coverage. The graduate program administrative assistant submits a roster of practicum students each semester (fall, spring, summer), and the University covers the cost of this insurance policy. Information on insurance coverage and exclusions is provided upon request.

4. Readiness for internship will be judged by program faculty and based on the following criteria:
   a) *Satisfactory practicum ratings by field supervisors that confirm the student's competencies across core practice areas based on a set of organized, sequential practicum experiences;*
   b) *Evidence of consistent development in core competencies (academic, research, clinical skills, & professional/ethical behavior) based upon annual evaluation data; and*
   c) *Demonstration of consistent professional and ethical behavior with a diverse group of people based upon faculty and supervisor ratings/observations.*
   d) *Successful completion of a thesis or directed research project and evidence that all required coursework will be complete by start of internship;*

5. Internship Site Requirements: The School Psychology Internship consists of a minimum 1,200 hour, full-time supervised professional experience in a school setting. The internship is designed to give the school psychologist-in-training a comprehensive set of activities, tasks and responsibilities related to the competent provision of psychological services in a school setting. The internship extends over 36 to 40 consecutive weeks during the school year and involves a minimum of 35 to 40 hours weekly of supervised experiences. Students are committed to their internship site from the first day of professional activities in the fall through the end of the public school year. During that time, students follow the school district calendar rather than the ECU calendar. During the internship the intern identifies him/herself as a "School Psychology Intern". A formal internship site agreement (contract) provides information about objectives and professional activities for the internship.

F. **Clinical Experience Responsibilities**

Students choose their internship site with the approval of the Program Director. Students wishing to complete their internship requirements outside of North Carolina must consult with the Program Director the year prior to starting their internship. These requests will be approved if the internship site meets the requirements of the program. It is important to note that interns who complete the internship outside of North Carolina must meet the same requirements as those completing the internship in state.

G. **Clinical Experience Procedures**

1. Practicum Assignments - Second-year, school-based practica are arranged by the Program Director.
2. Obtaining criminal background check (CBC)

   When prompted by the Program Director, complete a simple worksheet of information so that you can be authorized to use the ECU-approved vendor. You will then receive an email within 72 hours with further instructions (It's definitely possible that the email may land in your junk or spam filters; please check these areas). If you do not receive the email within 3 working days, please let Program Director know. The fee for the CBC is $20-$30 to be paid on the website. Your CBC should be ready within 2-3 working days. Some internship sites will accept a printed copy of your CBC from you, but others will not. If needed, the Program Director will send your CBC to your fieldwork site for you, but we will first need you to complete a release form. WE CANNOT SEND YOUR INFORMATION WITHOUT THIS RELEASE. Please let Program Director know if you need for this done.
3. Internship readiness and site selection - The Program Director will assist students in terms of how to locate potential internship sites. The student should document that pre-internship requirements have been met (or anticipated dates they will be met).

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VI. **STUDENT ASSESSMENTS**

A. **Purpose of Assessments**

Competent practice as a school psychologist requires the integration of knowledge and professional skills across the school psychology practice domains. Students are required to undertake evaluations of their learning outcomes throughout their training. The purpose of these assessments includes providing formative assessment and feedback, meeting licensure requirements, and evaluating program effectiveness. **Annual Evaluations** of Student Progress provide an important opportunity to give students constructive feedback and to identify early problems that may require an individualized remediation plan. Student progress is assessed each year by School Psychology faculty. Students are required to take the **NTE Praxis II exam** in school psychology (https://www.ets.org/praxis/prepare/materials/5402) usually the summer after student's 2nd year of training. Students must also submit a **Portfolio** at the end of their internship year, as part of the internship course requirements.

B. **Assessment Policies**
  1. Annual Evaluations: These shall include review of course grades, academic progress in required curriculum, evidence of competency development, field supervisor ratings, feedback from graduate assistantship supervisors and other pertinent information.
  2. Praxis Documentation: The Program Director must be provided with documentation of successful completion of the NTE Praxis Examination with scores that meet the most recent NASP criteria for National Certification in School Psychology. It is the student's responsibility to email a PDF copy of these scores to the Program Director.
  3. The Portfolio: Students must complete a portfolio for their final evaluation during the internship year that demonstrates their ability to perform skills at the beginning practice level. The portfolio forms one basis for the final grade in the internship and successful completion of the program. The curriculum is designed to foster the achievement of the training competencies identified by the program training goals and philosophy stated earlier. Students are required to compile a portfolio demonstrating their mastery of basic practice areas in school psychology by the end of internship. The documentation consists of work samples developed during the training program, with an emphasis on activities during the internship. These documents are selected by the student and represent one's best work. For a description of the portfolio see APPENDIX B.

C. **Assessment Responsibilities**
The Program Director will meet annually with the student to review annual evaluation letter, and the letter will be put in each student's file documenting progress. It is the student's responsibility to schedule and take the Praxis exam after the 2nd year of training, and to email a PDF copy of Praxis scores to the Program Director.

D. **Assessment Procedures**
  1. Track your coursework and requirements in DegreeWorks.
  2. Engage in continual self-assessment and self-reflection and be open to feedback and active resolution of any issues raised in supervision or annual evaluation.
  3. During summer after 2nd year of coursework, study for the Praxis and identify exam dates. There is no specific due date, but it must be taken prior to start of internship.
  4. Portfolio products will be accumulated during the internship year. This requirement is built into the syllabus for PSYC 7992 and 7993, School Internship I and II. Thus, the University supervisor for this seminar course will outline specific requirements of each product and will review and provide feedback on early drafts of the portfolio.
  5. Students who are not making adequate yearly progress will be recommended for a program-level remediation plan to address specific areas of concern (See section on **Admission and Retention Information**).

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VII. GUIDELINES ON THE AWARDING OF GRADUATE DEGREES
   A. Overview

   Below is a list of degrees awarded. A full listing of graduation policies and procedures is available on the ECU Graduate School website: https://gradschool.ecu.edu/current-students/

   B. Degree Awarding Policies
   1. Master of Arts (MA) degree in psychology, School Psychology concentration: The MA in Psychology is not a terminal practice degree and does not meet the requirements for licensure or certification as a school psychologist. Requirements to earn the MA in Psychology degree are listed in current ECU Graduate Catalog.
   2. Specialist in School Psychology (SSP) degree: Additional SSP-level courses plus a 1200-hour (minimum) internship, which includes at least 600 hours in a school setting, are required to earn the SSP degree. Requirements to earn the SSP in School Psychology are listed in current ECU Graduate Catalog.
   3. Enrollment & Graduation - ECU students must be registered the semester they graduate, except for Summer term if the student was enrolled the previous Spring semester. Students who have completed degree requirements by the published commencement date will be certified for graduation that semester. ***The MA/SSP program is considered a combined degree program, and the degrees will be awarded only after ALL 70 s.h. required credits are completed.***

   C. Degree Awarding Responsibilities
   1. Student must apply for graduation with the ECU Registrar.
   2. The student must alert the Program Director one semester before they plan to apply for the MA or SSP degrees in School Psychology.
   3. For students entering with a Master's in Psychology, the responsibility for initiating the transfer credit/exemption process rests with the student.

   D. Degree Awarding Procedures
   1. Application for Graduation must be completed online at least one semester prior to completing the requirements of the degree as stated by the Graduate Catalog. Directions for completing the online application can be found here: https://registrar.ecu.edu/graduation-information/
   2. Consult with Program Director if you notice issues with your DegreeWorks profile of requirements for graduation.
   3. When applying for graduation, you may have to "apply" for the MA and the SSP separately to trigger both degree conferrals.

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VIII.   ADMISSIONS AND RETENTION INFORMATION

A. Overview

School Psychology admits a select number of students each year who are judged by the faculty to have excellent potential for success as school psychologists. In selecting students for admission, we attempt to admit a group of students who reflect diversity in background, life experiences, and demographic characteristics. In accordance with University Policy, the program does not discriminate against applicants or students based on race, religion, color, national origin, gender, age, sexual orientation or disability. Regular admission to the program is contingent upon meeting all requirements of the Graduate School and being recommended for admission by the School Psychology faculty. Several policies govern Graduate Students during their enrollment in the Pediatric School Psychology program. These are discussed below. In addition, reasons for termination from the program are presented.

B. Admissions & Retention Policies

1. ***Criteria for regular admission***: Completion of a Bachelor's degree in psychology, education, child development, or a closely related degree. A common core of undergraduate psychology courses including introductory psychology, statistics, and research methods. Additional coursework in learning, developmental, biological bases of psychology, and tests/measurements is recommended; an overall GPA of at least 3.2 on a 4 point scale; two letters of reference, preferably from the applicant's former professors; completed ECU Graduate School application (gradschool.ecu.edu); personal statement outlining the applicant's professional goals, reasons for pursuing training in School Psychology, and how both the applicant and program will benefit from the applicant's admission to the program; evidence from application materials that student has the requisite dispositions to be successful in the program and to practice effectively as a professional psychologist (e.g., commitment to profession, a reflective approach to personal development, ability to work collaboratively, ability to accept constructive feedback, responsibility, and academic motivation).

2. ***Disability Support Services***: ECU is committed to creating an environment respectful of diversity and offering the promise of educational opportunity to all. The Department for Disability Support Services (https://accessibility.ecu.edu/) provides individuals with disabilities support services that will enable them to access programs, services, facilities, and activities of the university. Registration with DSS is required if the individual wishes to access reasonable accommodations. The office is in Slay 138, and is open Monday through Friday, 8:00am – 5:00pm. E-mail: dssdept@ecu.edu; Phone: 252-737-1016.

3. ***Enrollment Policy -*** Students are accepted only in the Fall and only for full-time study. Full-time status at the University is a minimum of 9 hours per semester, although in some instances, students will take up to 15 hours per semester. No more than 15 semester hours of work may be taken in any one semester without the written permission of the student's major advisor and the Program Director. Full-time enrollment allows students to develop supportive relationships with peers, immerse themselves in the academic experience, and provides a more consistent educational experience.

4. ***Extracurricular Activities/Work Hours -*** It is expected that employment, assistantships, and/or volunteer work will not interfere with the student's normal

progress through the program. ECU Graduate School and the Department of Psychology policy is that those receiving funding as GAs should not work more than 25 hours per week in the fall and spring semesters in any combination of appointments – GAs, self-help, College Work Study, other paid positions at ECU. The Graduate School limits work hours to ensure that students make adequate satisfactory academic progress and complete their degrees within appropriate time limits. Exceptions for total work hours exceeding 25 hours/week require the approval of the Dean of the Graduate School.

5. ***Financial, Health, or Emotional Difficulties*** - Graduate school can be a very difficult and demanding time such that personal and emotional problems can arise. Seeking help when needed is a positive, professional response. As indicated in the ***Expectations for Student Behavior*** section of this handbook, help-seeking is an ethical requirement if personal problems interfere with your ability to function professionally. Students experiencing financial, health, or emotional difficulties are referred to their Major Advisor for individual consultation and for formal motions related to the program. See APPENDIX C for a listing of relevant University resources for assisting with financial, health, and emotional difficulties.

6. ***Continuous Enrollment/Leave of Absence -*** Students must be continuously enrolled while pursuing their degree and must enroll in courses as sequenced by the program to ensure an integrated learning experience. A leave of absence or limited part-time study may be permitted in unusual circumstances with the permission of the Program Director. Any student who interrupts his or her graduate program by not registering for courses on or off campus during any one semester of the regular academic year (Fall and Spring) must apply for readmission before being allowed to resume graduate work. Applications for readmission are to be made on forms furnished by the Graduate School. These applications should be presented to the Graduate School at least one week prior to the opening of registration for the semester or summer term in which the student wishes to resume graduate work. Graduate degree students who do not enroll on or off campus during the semester or summer term to which they were admitted must file an updated application. Forms can be obtained from the Graduate School.

7. ***Remediation for Insufficient Progress*** - Students who are <u>not</u> making adequate yearly progress based on results of the *Annual Student Evaluation* will be recommended for a program-level remediation plan to address areas of concern. Failure to meet the specifications of the remediation plan will result in consideration for additional remediation or for dismissal from the program. A student who is dismissed from the program has the right to appeal the decision as specified in the Graduate School Policies.

8. ***Termination from Program*** - If recommendation is made for termination, a conference will be held with the Program Director, the Department Chair, and the student. The Department Chair will notify the Dean of the Graduate School who will officially notify the student by letter that his/her program of study must be terminated. Students may be dismissed from the program for the following reasons.
   a) *Failure to maintain minimum academic standards or complete coursework in a timely fashion;*
   b) *Lack of mastery of applied skills in the practice of psychology as demonstrated on their Competency Review Forms;*

c) *Unsatisfactory performance in practicum or internship despite remediation;*
d) *Academic dishonesty;*
e) *Criminal misconduct;*
f) *Unethical or unprofessional conduct;*
g) *Cognitive/emotional/behavioral impairment that affects client welfare or the training process.*

C. **Retention Responsibilities –** Students should become familiar with program and Graduate School policies. Keep the Program Director abreast of any outside obligations for other issues that may impact your ability to make timely progress through the training program.

D. **Retention Procedures –** See Graduate School website and consult with the ***Program Director*** for any questions or concerns about meeting these policies.
Reviewed & Approved by SP Faculty August 2023

IX. STUDENT GRIEVANCES & APPEALS

A. **Overview** - The Department of Psychology recognizes that it has an obligation to promote positive relationships among faculty, students, and staff. Disagreements or differences of opinion may occur during the educational process; the Department provides these guidelines to promote the resolution of these issues in a constructive fashion. These procedures are guided by relevant University policies and the guidelines published by the American Psychological Association (APA). These include:

1. ***Ethical Principles of Psychologists and Code of Conduct***: 1.04. *Informal Resolution of Ethical Violations.* When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

2. ***APA Standards of Accreditation (SoA):*** *III. Students, B. Supportive Learning Environment.* The program recognizes the rights of students and faculty to be treated with courtesy and respect. To maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current *APA Ethical Principles of Psychologists and Code of Conduct*). The program has an obligation to inform students of these principles, put procedures in place to promote productive interactions, and inform students of their avenues of recourse should problems regarding the principles arise.

B. **Program and Department Grievance Policies**

1. ***Informal resolution***. Informal resolution, in which the student talks directly with the faculty member, staff member, or student with whom they have a dispute, is generally the more desirable and preferred approach to resolving conflicts. This process can resolve most disputes and should be utilized before following the formal Departmental procedure described below. It is also recommended that a student follow this procedure before filing a formal grievance with the Graduate School. Utilize the informal resolution approach in these situations:

a) ***Concerns regarding evaluation of performance in a specific course, issues related to advising and/or mentorship, or interpersonal conflicts with faculty or other students****. The student should speak first with his or her course professor, major advisor, faculty member, or fellow student to resolve any disagreements. If the student perceives that speaking directly to the person of concern causes a safety risk, the student may consult their Program Director for assistance. The Program Director will assist the student, preferably by facilitating a discussion between the student and the faculty, staff or student. The Program Director may also discuss the situation directly with the faculty member, staff or student involved to promote a solution that is agreeable to all parties. Concerns not resolved with the faculty member or program director may be addressed to the Chair.*

b) ***Concerns related to assistantship duties (such as climate, hours, or requirements).*** *The student should speak first to the faculty GA supervisor. If the student does not feel comfortable taking this step, the student should consult with their Program Director. Should the informal discussion not lead to a resolution then the student should communicate the concern to the Director of Graduate Programs. If the Director of Graduate Programs is the subject of the complaint, then the student should contact the Chair. At this point, the Director of Graduate Programs or Chair would speak with the faculty member, either individually or with all parties concerned. The goal is to find a satisfactory resolution, keeping in mind reasonable expectations of both faculty and students. Concerns not resolved with the faculty member or program director may be addressed to the chair.*

2. ***Departmental Formal Appeal/Grievance Process***. The Departmental Formal Appeal/Grievance Process is implemented in the following situations:

   a) ***If an informal resolution of the student's concerns is not successful.*** *In this situation students should submit a written complaint to the department chair. If the department chair is a subject of the complaint, then the appeal is to be submitted directly to the Dean of the Graduate School.*

   b) ***Appeals concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward a degree, or dismissal from the graduate program.*** *A student who wishes to appeal a program-level decision should submit a written appeal to the Department Chair, providing a detailed statement of the basis for the appeal, as described below, and a perceived remedy. Formal written complaints should include: 1) identification of the individual or organization entity of concern; 2) the date or time-frame of the alleged incident; 3) the specific allegation and rationale justifying the complaint; 4) evidence in support of the allegation and/or justification of the complaint; and 5) perceived actions that would constitute a fair redress of the grievance. Students may be asked to meet with the administrator to clarify the complaint or provide further information. Formal complaints and the written administrative response will be maintained on file in the Psychology Department.*

c) *Upon receiving the written complaint, the Department Chair will review the materials and interview the individual parties involved. If the chairperson determines that the complaint is the responsibility of the Department, he or she will interview all parties concerned, secure any additional relevant documents, and try to seek a conciliatory solution. The Department Chair will communicate the recommend solution to the student who brought the concern as well as others involved in the dispute.*

d) *If the resolution suggested by the Department Chair is not acceptable to the student, the chair may form a committee constituted as follows: one faculty member recommended by the student, one faculty member recommended by the other party involved, and one full-time faculty member of the Department of Psychology selected by the Department Chair. This latter faculty member shall serve as the chairperson of the grievance committee. The committee will interview all parties concerned, secure any additional relevant documents, and make a written recommendation to the Chair within 10 calendar days. The Department Chair will notify the parties of the committee recommendation and will advise the student of the procedure available to appeal the decision.*

e) *Should this resolution not be satisfactory to the student, the student may file a formal grievance to the Graduate School using the Graduate School Appeals/Grievance Procedure. Detailed information about the appeal policies of the ECU Graduate School can be found at: Graduate Student Appeals Procedure, https://gradschool.ecu.edu/current-students/*

3. ***University-Level Formal Grievance Processes***. In cases of sexual harassment, sexual misconduct, or racial discrimination, students may report the conduct directly to the ECU Office of Equal Opportunity & Equity, phone 252.328.6804.

4. ***Appeal of a Course Grade***. Students who desire to appeal the assignment of final course grades shall follow the Graduate School grade appeals process as found in the current Graduate School Catalog. Graduate Student Grade Appeal Procedure, https://gradschool.ecu.edu/current-students/

5. ***ECU Academic Integrity Policy***. If a dispute arises from an issue that is covered under the university's Academic Integrity Policy, the process for resolution that has been established for appealing academic integrity violations must be followed. See: https://osrr.ecu.edu/policies-procedures/

C. Responsibilities – Students should become familiar with Ethical Guidelines and program and Graduate School policies. When appropriate, consult with the Program Director if you have disputes or concerns with others during your training program.

D. Grievance Procedures – See above Departmental Policies and the Graduate School website for specifics on appeals processes. Consult with the Program Director for any questions or concerns about these policies.

Reviewed & Approved by SP Faculty August 2023

X. EXPECTATIONS FOR STUDENT BEHAVIOR

A. Purpose - Graduate school can be a very difficult and demanding time as students manage challenging academic expectations with work and personal life demands. Students are continually shaping their professional dispositions as they develop from beginning students to junior colleagues to entry-level professional psychologists. These policies are offered to make clear the academic and professional behaviors and attitudes required for successful matriculation through our psychology training program.

B. Program Policies

1. ***Satisfactory Course Grades***. Students must maintain a cumulative B average (3.0 or above on a 4.0 scale) while enrolled in the doctoral program, based on semester hours of A graded work equal to or exceeding semester hours of C work. If the cumulative average falls below B, the student's program is subject to termination. However, at the discretion of the department, one or two semesters of additional course work may be allowed to bring the cumulative average to a B or better. A grade less than B in a course defined by the Program as being essential for the SSP degree must be remediated and, at the department's discretion, might result in program termination.

2. ***Ethical Conduct***. Ethical behavior is a cornerstone of effective psychological practice. Students are expected to adhere to the current versions of the *National Association of School Psychologist's Professional Conduct Manual* and the *American Psychological Association's Ethical Principles of Psychologists and Code of Conduct*. Guidelines for academic integrity and student conduct are outlined here: https://osrr.ecu.edu/policies-procedures/, and students should be familiar with these standards. Violations of these codes will result in dismissal from the program. In addition, students are expected to adhere to the relevant policies and procedures for human subject protection of the ECU Institutional Review Board. You are encouraged to consult a faculty member if you have concerns about ethical issues or ethical behavior of others. The program emphasizes the role of personal responsibility and encourages critical introspection.

3. ***Confidentiality & Information Access***. We are dedicated to safeguarding and maintaining the confidentiality of information related to our students and the "clients" of our students (NOTE: Clients are defined as anyone you see related to course requirements, practicum, research participants, internship, the graduate assistantship, and course requirements). "Confidential Information" includes all information that is personally identifiable and non-public. Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. We expect all students to abide by FERPA and HIPAA privacy rules that apply to the setting in which you are practicing. Students must safeguard and maintain the confidentiality, integrity, and availability of Confidential Information always, including security of computer-stored data and encryption/password protection of Confidential Information as appropriate.

4. ***Respect for Diversity***. Because school psychologists work with persons from a wide variety of backgrounds, it is imperative that those who aspire to become psychologists exhibit an appreciation for diversity of ideas, cultures, and

backgrounds. The program expects that students will be respectful and supportive of individuals (including, but not limited to clients, colleagues, coworkers, and faculty) who are different from themselves in sexual orientation, race/ethnicity, national origin, age, sex, religious preference, or disability. We encourage personal introspection and discussion of values and beliefs in a supportive environment. Although the program faculty recognizes the constitutional right of free speech, it will not support behaviors that are judged to be highly intolerant or incongruent with effective learning or practice of psychology.

5. ***Professionalism and Personal/Emotional Competence***. Students are expected to develop and exhibit professional and personal behaviors that are consistent with their role as health services providers. Students must demonstrate an increasing mastery of applied skills in the practice of psychology. Students must display professional behavior in all training activities, including but not limited to classroom, practica, and internship settings. Students must ensure that any cognitive/emotional/ behavioral impairment does not adversely affect client welfare or the training process. Please see APPENDIX C for a list of resources to help handle stressors.

6. ***Online Personal and Professional Image***. Students are reminded that online communications and personal web pages are often readily accessed by potential employers and community members from all walks of life. Although the program has no desire to restrict your freedom of speech, be aware that ill-considered or unprofessional postings could have longtime adverse effects. You should regularly examine your personal web pages and social networking sites such as Facebook.com to minimize any unwanted images, announcements, or posted information that would reflect poorly on their professionalism, the training and profession of psychologists, the training program, and/or the university. In addition, all students should review ECU's policies regarding ***Social Media Guidelines*** (https://socialmedia.ecu.edu/guidelines/).

7. ***Professional Affiliations***. The Pediatric School Psychology faculty fully encourages students to become involved in professional and academic activities. Students are encouraged to become professionally involved in organizations such as the National Association of School Psychology (NASP), American Psychological Association (APA), School Psychology Division of the APA (Division 16), Society of Pediatric Psychology of the APA (Division 54), North Carolina School Psychology Association (NCSPA), North Carolina Association for Behavior Analysis (NCABA), Association of Black Psychologists (ABP), and Southeastern Psychological Association (SEPA), etc. Attendance at meetings will also facilitate one's growth as a psychologist. Many of these organizations offer reasonable rates for student membership, as well as funds for travel to their conferences.

8. ***Involvement in Student Organizations***. There are several campus organizations that students can become involved with that can promote professional development, academic enrichment, and student camaraderie. Please see APPENDIX D for a listing of current student organizations most relevant to School Psychology students.

C. **Responsibilities** - ***Students*** should become familiar with program and Graduate School policies. The ***Program Director*** will notify you if concerns arise regarding your GPA or course grades. If you have any questions about "safe" and/or professional internet

practices, do not hesitate to contact the Program Director for advice. **Students** experiencing personal difficulties are encouraged to seek the guidance and support of their Program Director as needed.

  D. Procedures
  1. See above Departmental Policies and the Graduate School website for specifics on student expectations. Consult with the Program Director for any questions or concerns about these policies.
  2. Inform the Program Director of any situation that is likely to affect your ability to complete program responsibilities.

Revised & Approved by SP Faculty August 2023

  XI. PROGRAM COSTS & FINANCIAL SUPPORT
  A. Overview
  Our program requires full-time, on-campus study (i.e., no part-time or distance education/online options). To date, many of our graduate students receive funded graduate or teaching assistantships during their years of on-campus study. Financial aid, grants, loans, and fellowships also are available to students who are eligible. See APPENDIX E for a listing of potential aid, scholarships, and awards.

  B. Program Financial Policies
  1. *Basic Program Costs* – University tuition and fees are the responsibility of the student. Textbooks and materials as noted on course syllabus are also the responsibility of the student.
  2. *Remission and Waiver of Out-of-State Tuition Rate* - Out-of-state students may qualify for an out-of-state tuition remission (OSTR) that is worth the difference between out-of-state tuition and in-state tuition rates. These remissions are awarded on a competitive basis and are limited. Per Graduate School policy, OSTRs are for one academic year only (Fall & Spring) and are not renewable. On occasion there is additional money available through the Graduate School to provide for tuition remission for summer school, and information on the availability of summer tuition remissions is usually available late in the spring semester. A student awarded an OSTR is responsible for paying in-state tuition rate and university fees.
  3. *Graduate Assistantships* - GAs offer opportunities for the student to work with faculty members who are conducting research projects, teaching undergraduates, or engaged in departmental or community service projects. These activities are completed based on pre-specified contracted services for time via East Carolina University policy. A typical MA-level graduate assistantship in Psychology (10 hours per week - fall & spring semesters) is currently worth a minimum of $4500. For assistantship definitions see ECU Graduate School website.
  4. *Term of Work Responsibilities* **-** The assistantship always spans the entire semester from registration to the last day of final exams, inclusive. Students should therefore plan on being present on campus and fulfilling their assistantship requirements during this entire period. All assistantships require a signed contractual agreement between the graduate student and the Psychology Department. Any revocation of the contract by the graduate student without expressed agreement of the student's

Program Director and consent by the Department Chair will result in forfeiture of assistantship eligibility.

5. ***Notice of Outside Employment*** - Students must inform the Program Director if they are engaged in part-time or full-time employment within or outside of the University setting that is not sponsored by the Psychology Department. Assistantships may be available in departments outside of Psychology for students who are unable to obtain an assistantship within the department. No full-time state employee may hold a GA.

C. **Procedures**

1. Contact the ***Office of Student Financial Aid*** at ECU to apply for federal, state, and institutional aid programs. ECU maintains an ***Office of University Scholarships*** to familiarize students with competitive national and international fellowships and scholarships available to selected students pursuing graduate work.

2. ***Establishing NC Residency - Out-of-State Students*** are encouraged upon arrival to review information on establishing legal residency in North Carolina at: https://gradschool.ecu.edu/residency/ if their intent is to become permanent legal residents of NC. It is recommended that students review the laws and regulations prior to applying for *In-State Residence and Tuition Status*. By NC law, students whose primary intent for moving to the state is to attend school are not eligible for classification as in-state for tuition purposes; however, those that demonstrate a clear intent to become permanent NC residents, may qualify for the in-state classification after at least one year of legal residency in the state.

3. ***Graduate Assistantship Procedures - Prior to the start of each semester***, the Program Director or Graduate Administrative Assistant in Psychology will notify students of their GA assignment and contract terms. For the Fall semester only (or first-time assistants), students should see the department Graduate Administrative Assistant to complete appropriate application, payroll deduction, and tax forms.

   Once GA assignments are determined, the graduate student is responsible for contacting the assigned faculty member(s). A work schedule, specifically detailing each week's work hours, is completed and signed by the faculty member and returned to the Program Director during the first week of the semester. ***Certain assignments*** or laboratory work may require the student to work unequal weekly hours during the semester. In this case, hours are to be mutually agreed and scheduled between the GA and faculty member beforehand. If the assigned faculty member does not have specific work assignments or cannot utilize the student for the assigned hours, then the student will be re-assigned.

Revised & Approved by SP Faculty September 2023

XII. PROGRAM PLANNING AND EVALUATION

A. Program Assessment System - The program engages in regular program evaluation and planning. These sources of evaluation data are utilized:

1. Data and minimum thresholds for student outcomes, which are gathered for our program approval process for NASP.
2. Feedback from practicum supervisors on student performance (aggregated across students/cohorts);
3. Student evaluation of courses and faculty performance;
4. Feedback from interns and graduates via surveys;
5. Review of student performance on the Praxis, Research Requirements, the Portfolio, and Annual Student Evaluations;
6. Aggregated student data regarding professional dispositions at admission and graduation, and
7. Periodic reviews and feedback from formal NASP program reviews, NC DPI certification reviews, and University graduate program reviews.

B. The **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)** is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. Its mission is to assure the educational quality and improve the effectiveness of its member institutions; ECU is accredited by SACSCOC. ECU requires that each department conduct annual evaluations of student learning outcomes for SACSCOC accreditation requirements. School Psychology utilizes a subset of the Program Assessment System to meet this requirement.

C. Program Meetings - The program holds regular meetings of students and faculty during the school year to foster communication, collaboration and fellowship between students and faculty members. The school psychology faculty meet at least monthly for faculty meetings to review program issues and discuss any concerns that may develop regarding particular students or program issues, to share professional ideas, to discuss issues in the field of school psychology, and to develop research projects. Annual meetings are also used to formally review student progress in preparation for students' annual evaluation. The program faculty also meet at least annually to review program data from the previous year and consider program changes/improvements in response to the data.

D. Student Input - Historically, student input has prompted positive program changes, and we have student representatives attend select SP Faculty Meetings to discuss program issues. We also conduct routine climate surveys so students can anonymously offer feedback and suggestions about broad program policies and issues. These are important sources of information that are used for graduate program review and accreditation purposes. Alumni are asked to keep the Program Director appraised of current contact information so that Alumni Surveys can be sent. It is important for program improvement and accreditation purposes that we assess school psychology licensure status, employment, and professional accomplishments.

Reviewed & Approved by SP Faculty September 2023

APPENDIX A: Required Courses & Typical Sequence of Study (effective Fall 2022)

The goal of the East Carolina University MA/SSP Specialist in school psychology program is to prepare highly qualified entry-level school psychologists to work with children, families, and other professionals in public schools and related settings. Coursework is selected and developed to assist program graduates in attaining entry-level proficiency in the 10 training domains specified in the training objectives. These proficiencies are not mutually exclusive and are integrated throughout the program's coursework, practica, and internship. The program requires that students take the following courses (70 s.h.):

Degree Checklists; see also DegreeWorks via PiratePort.

MA Psychology, School Psychology Concentration (34 s.h.)		✓
Research Skills (3 s.h.)		
PSYC 6430 Statistics & Research Design	3	
Ethics & Practice (3 s.h.)		
PSYC 6404 Ethics & Law in School Psychology	3	
Concentration Area: School Psychology Core (22 s.h.)		
PSYC 6001 Seminar in Psychology	1	
PSYC 6333 Applied Behavior Analysis	3	
PSYC 6406 Advanced Developmental Psychology	3	
PSYC 6407 Cultural Psychology [*or EDUC 6001 Human Diff. in Learning*]	3	
PSYC 6409 School Assessment I	3	
PSYC 6410 School Assessment II	3	
PSYC 6452 Child & Adolescent Psychopathology	3	
PSYC 6467 Psychotherapeutic Interventions with Children & Families	3	
Applied Research or Thesis Options (3 s.h.)		
PSYC 7000 Thesis *or* PSYC 6519/20 Directed Research I & II	6	

SSP, Specialist in School Psychology (36 s.h.)		✓
Assessment (3 s.h.)		
PSYC 6353 Behavior Assessment & Intervention	3	
Consultation and Intervention (9 s.h.)		
PSYC 6402 School Consultation	3	
PSYC 7442 School Interventions I [*child-level*]	3	
PSYC 7443 School Interventions II [*systems-level*]	3	
Educational Foundations (6 s.h.)		
Choose 6 credit hours of program director approved electives.	6	
Practicum (6 s.h.)		
PSYC 7950 School Psychology Practicum I	3	
PSYC 7951 School Psychology Practicum II	3	
Internship (12 s.h.)		
PSYC 7992 School Internship I	6	
PSYC 7993 School Internship II	6	

If you need petitions for course substitutions or other DegreeWorks changes, contact Dr. Walcott, walcottc@ecu.edu

TYPICAL MA/SSP SCHOOL PSYCHOLOGY TRAINING SEQUENCE
(3-year, full-time, 70 s.h. program)

First Year, Fall – 13 s.h.

6001	Seminar in School Psych (1)
6404	Ethics & Law in School Psychology (3)
6409	School Assessment I (3)
6430	Statistics & Research Design (3)
6452	Child & Adolescent Psychopathology (3)

First Year, Spring – 12 s.h.

6402	School Consultation (3)
6407	EDUC 6001 (or Cultural Psychology) (3)
6410	School Assessment II (3)
6519/7000	Directed Research or Thesis (3)

6406 Advanced Developmental Psychology (3) - offered even years OR
7443 School Interventions II (3) – offered odd years

First Year, Summer Sessions I or II – 3-9 s.h.

Complete 6 hrs. Education Electives – 6000+ level courses from EDUC, SPED, READ, etc., or if you are adding a specialty certificate or courses towards ABA cert., they can count as electives, etc.
Criminal Background Check and TB test in Aug before beginning in practicum placements. Grad Admin. Assistant will help coordinate.

Second Year, Fall – 12 s.h.

6353	Behavior Asst & Intervention (3)
6467	Psychotherapy with Children & Families (3)
7950	School Practicum I (3)
7442	School Interventions I (3)

Second Year, Spring – 9 s.h.

6333	Applied Behavior Analysis (3)
6520/7000	Directed Research or Thesis (3)
7951	School Practicum II (3)

6406 Advanced Developmental Psychology (3) - offered even years OR
7443 School Interventions II (3) – offered odd years

Second Year, Summer I

Complete Electives if needed.
Take ETS PRAXIS School Psych Exam: https://www.ets.org/praxis/nasp/overview
Must defend Directed Research project or Thesis before starting Internship*

Third Year, Fall Semester – 6 s.h.

7992	School Internship I
Follow Intern School District calendar, typically mid-Aug start date	

Third Year, Spring Semester – 6 s.h.

7993	School Internship II
Apply for Graduation (online form) by date on the University Academic Calendar	

APPENDIX B: MA/SSP Portfolio Requirements

✓	Requirement
1-3	**Create Internship Portfolio Online,** navigate to your ECU OneDrive & create a folder to share with me. Title it "LASTNAME Intern Portfolio". Put copies of all course requirements into this shared portfolio. Start by adding your **1. Signed Internship Agreement,** your **2. PRAXIS score report**, and your final **3. Directed Research Poster/Thesis**.
4	**2 De-identified comprehensive psychoeducational reports** with data-based recommendations (from intern year). Assessment should demonstrate the connection between the data provided through the assessment and its connection to interventions.
5	**De-identified Case study** (may be from practicum year). This academic or behavioral case study should follow outline of *Comprehensive Intervention case Studies for Portfolio*. Data must show a positive impact on children/families or another case will be required during internship year.
8	**De-identified Case study** (from intern year). This academic or behavioral case study should follow outline of *Comprehensive Intervention case Studies for Portfolio*. NOTE: One of the two intervention case studies must have a primary focus on academic/cognitive skills, and the other a primary focus on mental/behavioral health.
7	**In-service or training program** for teachers or parents on a topic relevant to school psychology (from intern year). Artifact must include 1. Needs assessment prior to in-service that identified a school-wide or systems-level area of need that you addressed 2. Evidence of date/time, target audience, and associated handouts/PowerPoint slides, and 3. Evaluation data from participants (data demonstrating impact on the audience).
8	**De-identified counseling case study** (from intern year). Artifact must include 1. Referral concern 2. Brief history and pre-assessment data (e.g., checklists, parent/teacher/child interviews) 3. Clinical impressions & goals for treatment 4. Brief summary of sessions or manualized program used 5. Post-assessment data and recommendations
9	**Home-School Collaboration Project** (from intern year). Formulate a plan that includes: 1. Needs assessment 2. List of collaborators and description of a project that enhances family-school-community involvement 3. Timetable for activities 4. Materials and methods for the project 5. Method for assessing project effectiveness/positive impact
10	**Professional Resume**
11	**Personal Essay**, which should include the following sections: 1. Personal statement of preferred model(s) of SP service delivery 2. Professional areas of interest & career goals in SP 3. Reflection on your personal & professional development throughout the program 4. Discussion of areas needing improvement and a continued professional development plan
12-13	**Mid-Year and End-of-Year Field Supervisor Evaluations**
14	Final signed **Activity Summary Log**. Should include a breakdown of services provided and evidence of at least 1200 practice hours.
15	Final signed **Internship Completion Verification Form**

APPENDIX C: University Resources for Financial, Health, or Emotional Difficulties

Center for Counseling and Student Development - https://counselingcenter.ecu.edu/

The Counseling Center helps students make the most of their opportunities for personal and academic development while enrolled at ECU. The center offers counseling in the following areas: personal/adjustment issues, academic, career, and alcohol and other drug abuse. Psychiatry services are also offered through the office. In addition to individual counseling, group sessions are conducted for those students who wish to focus on various problems or personal concerns that arise from the stress of university life and interpersonal relations. Enrolled students are entitled to the services provided by the center free of charge. Students are encouraged to call 252-328-6661 for an appointment or to consult about emergency services.

Student Health Service - https://studenthealth.ecu.edu/

The Student Health Service provides individualized high-quality health care and nutrition education for currently enrolled, fee-paying, ECU students. The outpatient clinic provides health care through appointments for students' convenience and through an urgent care clinic during operating hours. Services include, but are not limited to, routine health care (illness, accidents, physicals, wellness, etc.) mental health, massage therapy, sports medicine, health and wellness education, pharmacy, laboratory, x-ray, allergy vaccine clinic, and more. An after-hours nurse line (252-328-6841) is available to students twenty-four hours a day, seven days a week including holidays and weekends, to assist students in making medical decisions. The nurse will assess the needs, provide self-care instructions when appropriate, and provide phone numbers to local urgent care facilities as needed. Contact Student Health Services at: main switchboard 252-328-6841; pharmacy 252-328-6793.

Other Referrals for Personal Difficulties

In addition, the Program Director maintains a referral list of psychologists and private providers willing to help program students.

Student Government Association Student Legal Services - https://student-legal.ecu.edu/

A student who is facing legal situations may contact Student Legal Services, which is funded by SGA to answer legal questions and give legal advice. There is no charge to the student for this service. The attorney will not represent the student but may refer to another attorney. Call 252-757-3300, for a confidential referral.

ECU Jesse R. Peel LGBTQ Center - https://lgbtq.ecu.edu/

The university supports a LGBT Resource Office, which is in Suite 209 in the Main Campus Student Center. The LGBTQ Center works in conjunction with the Ledonia Wright Cultural Center, the Women and Gender Office, the Center for Leadership and Civic Engagement, and the Lucille Gorham Intergenerational Community Center to cultivate a transformative and culturally-competent community centered in intercultural learning.

Victim Advocacy Services - https://deanofstudents.ecu.edu/advocacy/

The Victim Advocate provides assistance to any member of the ECU community who has been the victim of a crime or other traumatic event. All victim advocacy services are free and confidential. The Victim Advocate is available to provide nonjudgmental support and will never force a survivor to move forward with reporting unless s/he wishes to do so. To reach the Victim Advocate, simply call 252.737.1466. For after-hours services, please call the ECU PD (252.328.6787) to be transferred to the Victim Advocate on call. The Victim Advocate can be reached by email at ecuva@ecu.edu.

APPENDIX D: Relevant Student Organizations

Psychology Graduate Student Organization (PGSO)

PGSO is an informal group that encourages camaraderie, provides support, and acts as a conduit for graduate students concerns and suggestions for the Department. The student-led group usually has an organizational meeting in early September and is open to all Psychology graduate students. PGSO also provides volunteer opportunities through the Privateer Program. The Privateers serves to initiate each cohort year with a community service event to engage the doctoral program in community programming. Doctoral training is a privilege, and participation in the community is a small way of symbolically and fundamentally "giving back." Examples of events and activities sponsored by the Privateers Program include the provision of blankets via Project Linus for the children at Vidant Medical Center, Pirate Party at SSPwell Center (for persons with developmental disabilities), Christmas gifts for children at the Little Willie afterschool program and tutoring center, organizing food donations for local families at Thanksgiving, and gathering of school supplies for local schools. The Privateers may also identify and address health-related needs in the community (such as diabetes education in the rural town of Snow Hill, NC).

Student Affiliates of School Psychology (SASP)

The Student Affiliates of School Psychology was established to facilitate greater communication and social interaction among students across years, alumni, and faculty in the ECU School Psychology Programs. SASP strives to increase student involvement in academic and professional school psychology activities and assist faculty in providing the resources and needs of graduate students. The executive board consists of a representative from each cohort in both the Pediatric School Psychology and MA/SSP programs as elected by their peers. The council elects its own presiding officer and establishes its own meeting times and agenda, which includes a preliminary meeting in the first month of the academic year.

Student Program Meetings, Colloquia, & Grand Rounds

All monthly and special-called student program meetings are mandatory. The meetings are used not only to discuss business matters and announcements, but also as an important component of the training program where various topics and trainings are offered. The ECU Health Psychology Program offers various colloquia or grand rounds series to provide a forum for leading experts in the field of health psychology and other health-related fields to interact with the students and faculty of the ECU Health Psychology Program via a formal presentation and informal discussion hours. ECU psychology faculty and students will also be using the series to present information on their ongoing projects. Graduate students are strongly urged to attend.

Psi Chi is the National Honor Society in Psychology and is affiliated with the American Psychological Association. Psi Chi is also a member of the Association of College Honor Societies. The purpose of Psi Chi is to advance the science of psychology and to encourage, stimulate, and maintain the scholarship of its members. Undergraduate and graduate students who have demonstrated a strong academic record are eligible for national membership. There is a one-time lifetime national initiation fee. Graduate students are encouraged to become active in the local chapter's activities. The national organization offers prizes for both graduate and undergraduate research papers at regional conventions. Details of these competitions, Psi Chi regional and national conventions and programs, and local chapter activities are announced in the Psi Chi Newsletter, which is published quarterly and are available in the Psychology office.

Phi Kappa Phi is a National Honor Society recognizing outstanding students in the arts and sciences. Election to membership in the organization reflects the highest academic honor at East Carolina University. Students must normally be in the top 10% of their graduate programs in order to be nominated. Nominations occur in both Fall and Spring.

If you would like more information about activities and organizations at East Carolina University, please visit: https://sao.ecu.edu/

APPENDIX E: Potential Aid, Scholarships, and Awards

*Dollar values on all scholarships may vary, as they are dependent upon the current balances in the specific scholarship fund at the time of the award.

Office of Financial Aid - The staff of the university Office of Student Financial Aid assists students in obtaining funds from the source best suited to the individual's need. Three main types of financial assistance are available to qualified students: gift aid, consisting of grants and scholarships; long-term educational loans; and part-time employment. Most of the funds are awarded based on financial need. Contact the Office of Student Financial Aid at ECU to apply for federal, state, and institutional aid programs: https://financialaid.ecu.edu/

Forgivable Education Loans for Service (FELS) - Established by the North Carolina General Assembly, FELS provides financial assistance to qualified students enrolled in an approved education program and committed to working in critical employment shortage professions in North Carolina. The North Carolina State Education Assistance Authority provides administration for the program. Application can be made when applying to our graduate program (pre-admission). https://www.cfnc.org/FELS

Travel Support – Pending available funds, if a student is a member of Psychology Graduate Student Organization (PGSO) and attends a certain number of required meetings, he/she can receive some funding for conference travel. This amount is based on the number of members and available funds. It is divided equally to the qualifying members who stated that they needed assistance with travel funding from PGSO. The Principal Investigator designates travel funding for GAs assisting with grant-funded research. When the Department has available travel funds, partial support may be available for students to travel to present research at conferences. Students should check with the Program Director to determine if departmental or Harriot College of Arts & Sciences funding is available.

Patricia Clark Endrikat Scholarship - The School Psychology Program has an endowed memorial scholarship from the James Clark family in honor of their daughter, Patricia Clark Endrikat. This scholarship, established in 1981, is in honor of Patricia Clarke Endrikat, who was a psychology graduate of ECU. Mrs. Endrikat received her bachelor's degree in 1973 and her master's degree in 1976. She was a practicing school psychologist in the Virginia Beach and Manassas, VA public school systems. She lived up to high standards in her educational and professional career, especially in her work with children, parents and school personnel. In December of 1981 she was found to have terminal cancer and died within two weeks. Her family began the endowment for this scholarship. Applicants for the scholarship must be completing their first year of the school psychology program and must show promise of completing it. The applicant's career plans must include the direct practice of school psychology in the public schools. Of those who apply for the scholarship, the recipient will be selected by a committee appointed by the Program Director.

Other Department Scholarships - In addition to graduate assistantships, the department administers some scholarship opportunities for outstanding students within each graduate program. Scholarship requirements and values are established by the scholarship donor and are administered by the Program Directors. To be considered for a graduate program scholarship, students should see their Program Director for application materials and guidelines. At present, students in School Psychology may be considered for the ***Ginger Stoddard Memorial Travel Award***. Faculty members are asked to nominate graduate students who displayed excellence in the classroom and in research. Once nominated, candidates completed an application that included an essay detailing how attending an academic conference would be beneficial to their career development.

National/International Fellowships and Scholarships - East Carolina University maintains an Office of National/International Fellowships and Scholarships (https://scholarships.ecu.edu/) to familiarize students with the competitive national and international fellowships and scholarships available to selected students intent on pursuing graduate work. These fellowships and scholarships, for the most part, are for terms long

enough to ensure completion of the master's degree, but in some cases, they allow for work on the doctoral degree. Among the fellowships and scholarships coordinated by this office are the Barry M. Goldwater Scholarship, the Marshall Scholarship, the Rhodes Scholarship, and the Fulbright Grant.

Veterans Administration Educational Payments - The Offices of Veterans Administration (VA) and Social Security has programs for payment of full-time benefits to eligible veterans and dependents. To find out if you meet or how to meet eligibility requirements, you may call the Regional Processing Office (RPO) (1-888-442-4551) or visit: https://benefits.va.gov/gibill/ For any further questions or more detailed answers, please contact: VABenefits@ecu.edu. Further information is available at the ECU Veterans Affairs Office: https://registrar.ecu.edu/veterans/

Out-of-State Tuition Waivers for Military Personnel Stationed in N.C. and Their Dependents - According to N.C. General Statute 116-143.3 certain members of the armed services and their dependent relatives may be eligible to be charged a tuition rate less than the out-of-state rate whether they qualify as residents for tuition purposes. It is required that the member of the armed services and any dependent relative claiming the tuition waiver be living together in North Carolina, and that the member of the armed services have an assigned duty station in North Carolina.

Tuition Waivers for Persons at Least 65 Years of Age - Persons 65 years of age and older who meet the requirements for the in-state rate of tuition and the university requirements for admission can have their tuition and fees waived provided space is available in the course being sought.

**WRITTEN DECLARATION OF RECEIPT AND UNDERSTANDING
OF PROGRAM POLICIES AND PROCEDURES**

I, _____, have received the Student Handbook for the MA, SSP School Psychology Program and hereby agree to follow the expectations, policies, and procedures therein to the best of my ability.

I understand that I will be held accountable for all information contained in the said Handbook and that I will be notified by the Program Director and provided access to a revised copy of the Handbook if any changes to Program policies are made while I am a student.

_____   _____

(Signature)   (Date)