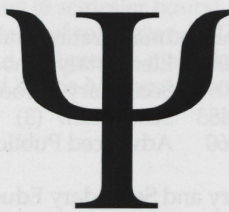




graduate program



**School
Psychology**

Program Components/ Course Requirements

A. Specialty Area

- PSYC 6409, 6410, 6411 School Assessment I, II, III (3,3,3)
 PSYC 7992, 7993 School Internship III, IV (3,3)
 PSYC 6402 Intervention and Consultation (4)
 PSYC 6413 Human Clinical Neuropsychology and Brain Dysfunction (3)
 PSYC 6440 Individual and Group Counseling Theory (2)
 PSYC 6441 Individual and Group Counseling Theory and Practice (1)
 PSYC 6404 Issues in School Psychology (3)
 PSYC 6452 Emotional Problems of Childhood (3)
 PSYC 6994 Seminar for School Psychology Practicum (3)
 PSYC 6950 Practicum: Therapeutic Approaches With Children (3)
 PSYC 6951 Practicum in Psychoeducational Assessment (3)
 PSYC 6475 Personality Theory (3)

B. Core Courses

- PSYC 6427 Advanced Principles of Learning (3)
 PSYC 6430 Statistics and Research Design (3)
 PSYC 6432 Statistics Laboratory (0)
 PSYC 6995 Thesis (3)
 PSYC 6996 Thesis (3)

C. Professional Education—Required Options

Students select at least one course from each of the following areas (9 semester hours):

1. Educational Administration and Supervision
 EDAD 6406 Elementary School Administration (3)
 EDAD 6409 Secondary School Administration (3)
 *EDAD 6483 School Law (3)
 EDAD 7460 Advanced Public Relations (3)
2. Elementary and Secondary Education
 ELEM 6415 Techniques of Teaching in Elementary Schools (3)
 SEED 6415 Techniques of Teaching in High Schools (3)
 ELEM 6425 Elementary School Curriculum (3)
 *SEED 6424 Foundations and Curriculum Development (3)
3. Special Education/Reading/Counseling
 *SPED 6101 Introduction to Learning Disabilities (3)
 SPED 620 Methods/Materials for Teaching Learning Disabled Children (3)
 COED 5370 Introduction to Counseling and Human Services (3)

School Psychology Program Sequence of Courses and Critical Events

Year I — Fall

- PSYC 6440 Individual/Group Counseling Theory (2)
 PSYC 6430 Statistics and Research Design (3)
 PSYC 6427 Advanced Principles of Learning (3)
 PSYC 6409 School Assessment I (3)

- Acquire faculty thesis director, preferably by fall break

Spring

- PSYC 6431 Design and Analysis (3)
 or
 CSCI 5774 Programming for Research (3)
 (fulfills foreign language/research requirement)
 PSYC 6410 School Assessment II (3)
 PSYC 6441 Individual and Group Counsel Theory/Practice (1)
 PSYC 6950 Practical Therapy Approach with Children (3)

- Begin research and/or study toward speciality examination in school psychology
- Sign up for and complete the general comprehensive examination in psychology (learning and statistics/research design)
- Begin literature review/research on MA thesis

Summer Session I

- PSYC 6475 Personality Theory (3)
 PSYC 6413 Human Clinical Neuropsychological/Brain Dysfunction (3)

- Approval of thesis proposal by thesis committee

Summer Session II

Education Electives (6)

- Submit draft copy of thesis proposal to thesis adviser

Year 2 — Fall

- PSYC 6402 Intervention/Consultation Techniques for School Psychology (4)
 PSYC 6951 Practicum in Psychoeducational Assessment (3)
 PSYC 6994 Seminar for School Psychology Practicum (2)
 PSYC 6995 Thesis (3)

- Complete specialty examination
- Continue research and literature review on thesis

Spring

- PSYC 6411 School Assessment III (3)
 PSYC 6404 Issues in School Psychology (3)
 PSYC 6452 Emotional Problems of Childhood (3)
 PSYC 6996 Thesis (3)

- Apply for provisional certification after completing thesis and summative comprehensive examinations
- Begin and conclude search for internship facility

Summer Session I

Education Elective (3)

Year 3 — Fall

- PSYC 7992 School Internship III (3)

- Apply for and pass NTE School Psychology Examination
- Apply for graduation at end of spring semester

Spring

- PSYC 7993 School Internship IV (3)

- Apply for permanent certification with NC-DPI
- Apply for licensing examination with NCSBEPP, if desired

School Psychology Internship

The school psychology internship is a 1200-hour full-time supervised professional experience designed to give school-psychologists-in-training a comprehensive set of controlled activities, tasks, and responsibilities related to the competent provision of psychological services in a school setting. Ideally, the experience will reflect activities related to psychological services for children in both regular and special education settings. One-third of the involvement will be in the regular education system and two-thirds in special education.

Graduate internship responsibilities are gradually broadened to offer students the opportunity to use an increasing array of skills acquired through formal graduate study. Such skills include, but are not limited to, personality assessment, parent interviewing, assessment of low-incidence disabled youngsters, individual and group counseling, social skills training, research, program development, leader training, and systems analysis/organization as related to the delivery of educational and psychological services to children.

Overview

The Department of Psychology at East Carolina University offers both an MA and a CAS (certificate of advanced study) in school psychology. Students are admitted with the understanding that they will pursue both degrees simultaneously. The MA and the CAS allow students to be certified as school psychologists in North Carolina, to qualify for licensure as psychological associates, and to be certified and licensed in many other states.

The program has been designed to provide a strong combined applied and theoretical background in assessment (intelligence, early childhood, and personality), intervention and consultation (group and individual therapy), and professional studies (issues in school psychology, professional ethics, foundations of education). In addition, the department requires that all students demonstrate a basic knowledge of statistics, learning, and research design.

Students who have an MA in school psychology or a closely related field of psychology may be considered for admission to the CAS program without completing the MA requirements at ECU. Students may also pursue the MA degree without obtaining the CAS, but they will be limited to working situations in which certification is not required.

The school psychology program requires a minimum of 60 semester hours of work (40 for the MA and 20 for the CAS) plus the language requirement, which typically adds another 3 semester hours of computer or statistical work. The 60 semester hours include a 1200-hour full-time internship, a thesis (6 semester hours), and approximately 48 semester hours of course work. The program is NCATE approved and designed to meet the training guidelines established by the National Association of School Psychologists.

Admission

Admission to the program is contingent upon meeting all requirements of the ECU Graduate School and being recommended by the graduate admissions committee of the Department of Psychology. A completed application will include a Graduate School application; a Department of Psychology basic information sheet; GRE verbal, quantitative, and advanced test scores; complete college transcripts; and a minimum of two letters of recommendation (at least one from a psychologist). Applications should be made by March 1 for admission for the fall semester, but applications are accepted throughout the year.

A combination of GRE scores, grade-point average, and references is used in making admission decisions. Students accepted by the program typically have combined GRE scores of 1000 and a cumulative GPA

above 3.0. Exceptionally high GRE scores or GPA may compensate for lower performance on other criteria.

All graduate students are required to have a common core of undergraduate psychology courses in introductory psychology, psychological statistics, experimental psychology, learning, personality, physiological psychology, and tests and measurements. Students may be admitted with deficiencies, but these must be met by appropriate undergraduate courses that will not count toward the master's degree.

Faculty

Larry M. Bolen, EdD (University of Georgia, 1975), NCSP, Associate Professor; psychometrics, creativity, locus of control, attention deficit disorders, and learning disabilities.

Cathy W. Hall, PhD (University of Georgia, 1982), NCSP, Assistant Professor; childhood depression, attention deficit disorders, preschool assessment and intervention, implementation of interventions for children in regular education settings, and cognitive characteristics of learning disabled students.

Raymond E. Webster, PhD (University of Connecticut 1978), NCSP, Professor and Director of the School Psychology Training Program; human information processing, teacher-student interactions in the classroom, clinical neuropsychology, emotionally disturbed children, and assessment of academic and intellectual characteristics of atypical learners.

Financial Support

Research assistantships are generally available for applicants. A letter accompanying the application materials indicating the desire and basis for needing financial assistance is considered an application for an assistantship.

Additional Information

Additional information can be obtained by contacting:

Raymond E. Webster, PhD
School Psychology Program Director
Department of Psychology
East Carolina University
Rawl Building
Greenville, NC 27858-4353
Telephone: 919-757-6202

East Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Moreover, East Carolina University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of minority students. An equal opportunity/affirmative action university, which accommodates the needs of individuals with disabilities.

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