This handbook is designed to provide information to guide the student towards successful completion of the MA,CAS 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
Preface

Welcome to the MA, CAS 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: www.ecu.edu/gradschool/.

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, CAS 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 East Carolina University 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.

Adherence to these moral principles is the obligation of every East Carolinian on and off campus.

In doing so, our individual freedom to learn and a pledge to serve will be preserved.
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I. GENERAL PROGRAM INFORMATION

A. Overview:

1. The Department of Psychology at East Carolina University offers the Master of Arts and Certificate of Advanced Study in School Psychology. The Department of Psychology is located in the Thomas Harriot College of Arts and Sciences (HCAS) at ECU. Organizationally, the department has a Chair and Program Directors that oversee the functioning of the programs/concentrations within the department—Health PhD with three concentrations (Clinical Health, Pediatric School Psychology, & Occupational Health Psychology), School Psychology MA/CAS, General Psychology MA (IO concentration), and an undergraduate BA program.

2. 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 69-semester hour, three-year (minimum) post-baccalaureate degree program.

B. Program Description:

1. General Description: School Psychology (MA, CAS) program is designed to prepare 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. The school psychologist is concerned with enhancing teacher effectiveness, creating a positive classroom environment for children, and influencing educational practices within the school setting.

2. Training Goals & Models: 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 the following areas, which are consistent with the NASP Practice Model (http://www.nasponline.org/standards/practice-model/):
   a) Data-Based Decision Making and Accountability
   b) Consultation and Collaboration
   c) Interventions and Instructional Support to Develop Academic Skills
   d) Interventions and Mental Health Services to Develop Social and Life Skills
   e) School-Wide Practices to Promote Learning
f) Family–School Collaboration Services
g) Preventive and Responsive Services
h) Diversity in Development and Learning
i) Research and Program Evaluation
j) Legal, Ethical, and Professional Practice

The training model we use is **scientist-practitioner**. 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:

a) **Ecological perspective** - The dynamic interaction of individual, contextual, and environmental variables affect children’s behavior.

b) **Professional problem-solving** – Effective decision-making must be data-driven and is essential to improving the lives of children, adolescents, and their families.

c) **Ethical and professional practice** – Professional effectiveness depends upon strong personal, interpersonal, and leadership qualities.

3. **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.”

C. **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**: Psychosocial and academic outcomes associated with ADHD, particularly literacy development; effects of chronic health problems on academic functioning.

2. Debbie Thurneck, Psy.D., LP/HSP-P, Clinical Associate Professor & **Director of Clinical Training**, James Madison University, 2007. Teaches required program courses and supervises school and advanced practicum.

3. Lori Curtindale, Ph.D., Assistant Professor, University of Kansas, 2013; Teaches required program courses & mentors student research. **Research Interests**: Development of attention, perception, and learning in infancy and childhood; individual differences in cognitive developmental outcomes.

4. 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 emotional disorders.

5. Brandon K. Schultz, Ed.D., NCSP, Assistant Professor, Indiana Univ. of Pennsylvania, 2008. **Research Interests**: School-based treatment approaches for behavior disorders; home-school collaboration; school mental health. **Research Interests**: The sustainability and feasibility of evidence-based...
interventions to improve academic, social, and emotional difficulties in pediatric populations; families coping with ADHD.

6. Aimee W. Smith, PhD, Assistant Professor, Research Interests: Pediatric and young adult chronic illness (e.g., epilepsy, sickle cell disease) processes and outcomes, including medication adherence, healthcare transition, and academic functioning.

D. Other Psychology Faculty who routinely teach required courses:
   1. Lisa Campbell, Ph.D., Associate Professor
   2. Tony Cellucci, Ph.D., ABPP, Director of ECU PASS Clinic
   3. Erik Everhart, Ph.D., ABPP, CBSM, Professor
   4. Alex Schoemann, Ph.D., Assistant Professor

E. Relationships with other Programs/Departments:
   1. 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.
   2. 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.
   3. The ECU Psychological Assessment & Specialty Services (PASS) Clinic had its official opening in the spring 2011 semester. 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, CAS students participate in the clinic by completing psychoeducational evaluations. See the PASS Clinic website for a listing of current specialty services: http://www.ecu.edu/cs-cas/psyc/ecupass/index.cfm

F. Program Resources:
   1. Students have access to both the Joyner Library and the Laupus Health Sciences Library at the Brody School of Medicine.
   2. 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. Pediatric School Psychology has access to testing and interview offices with one-way mirrors and videotape capability, particularly via the Department's PASS Clinic (see below). Core faculty in the doctoral program often have individual or shared lab space for students to conduct research, teaching assistant duties, meetings, and general doctoral program responsibilities.

G. Revision History - Reviewed & Approved by SP Faculty July 2018
II. ADVISING: PROGRAM DIRECTOR ROLE

A. **Purpose** – Graduate study in psychology is a process that requires advisement and mentoring. The *Program Director* of School Psychology remains available to any student for consultation about career concerns, professional issues, and programmatic issues.

B. **Program Policies**
   1. **Major Advisor** - In the MA, CAS School Psychology program, all graduate students are advised by the Program Director.

C. **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. **Procedures**
   1. *Meet regularly* with *Program Director* to plan and review your ongoing progress with coursework, clinical training, and research expectations.
   2. 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.

E. **Revision History** - Reviewed & Approved by SP Faculty September 2015
III. REQUIRED PROGRAM CURRICULUM SCOPE AND SEQUENCE

A. **Purpose** - 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.

B. **Program Policies**

1. A student’s *required curriculum* is that listed in the [ECU Graduate Catalog](http://www.ecu.edu/cs-acad/registrar/catalog.cfm) 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.

2. **Timing of Research Requirement:** The Thesis or Directed Research Project must be successfully defended prior to beginning internship.

3. **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.

4. **Transfer of Previous Graduate Coursework:** Students who have previously completed graduate coursework elsewhere may be eligible to transfer coursework with approval of the Program Director. Up to 20 percent of the credit hours in the program may be earned in a different but regionally accredited institution. Graduate-level coursework taken elsewhere is not automatically applicable to the MA, CAS degree program at East Carolina University. All requests for transfer credit must be made to the Program Director in writing, not 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:

   a) The quality of the institution and department where the course was taken;
   
   b) The student’s ability to discuss and apply the content of the course;
   
   c) The similarity of the course syllabi, textbook(s), and other materials compared to the required course at ECU;
   
   d) 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);
e) 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;

f) The course(s) must be clearly identified as graduate level;

g) Practicum coursework may not be exempted;

h) No course credit is awarded for undergraduate course work, remedial study courses, or workshops.

5. **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. Such transfer work is included in the 20 percent maximum application of such credit to the degree program.

C. **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.

D. **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. **Approval of transfer credit by the Graduate School:** The Program recommendation for transfer credit must also be submitted to ECU Graduate School. Ordinarily the Graduate School will approve the application of graduate course transfer credit only if: (1) the department so recommends; (2) the graduate credit was earned at a regionally accredited institution; (3) the student was admitted to a formal graduate degree program at the time the credit was earned with a minimum final course grade of B; and (4) the credit can be satisfactorily incorporated within the applicable time frame for completion of all degree requirements. Official transcripts, which will provide adequate evidence to support such petitions, must be supplied.

E. **Revision History** – **Reviewed & Approved by SP Faculty September 2015**
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 research projects: Thesis or Directed Research.

1. 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 consecutive semesters (minimum of 2 semesters of PSYC 7000 for 3 credit hours each, for a total of 6 hours) in his/her 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: http://www.ecu.edu/cs-acad/gradschool/ETD-Vireo.cfm

2. 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 his/her second year.

B. 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 consecutive semesters starting the summer after 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 the final draft, the student will provide each committee member with the thesis/diss. at least 7 calendar days prior to the defense meeting. A copy will also be placed in the Psychology Department for public
review. The student is responsible for posting a notice identifying the time and location for the defense. This notice should be sent at least 7 calendar days prior to the defense and should include the title of the thesis/dissertation, the name of the student, the name of the thesis/dissertation chair, and the names of all other committee members. This notice is usually done via email notification to all faculty and graduate students via the ECUPSY-L listserv (address your email to ECUPSY-L@Listserv.ecu.edu).

5. **Thesis Grading.** Students will register for PSYC 7000 for thesis course credits and PSYC 9000 for dissertation course credits. The grade of S will denote satisfactory progress in research; credit hours will be included in overall attempted and earned hours. This will ensure that graduate students making satisfactory progress will remain eligible for federal financial aid for the longest period of time allowable. The grade of U will denote unsatisfactory progress in research; credits will not be earned but credit hours will be included in attempted hours. Upon successful defense of the thesis or dissertation and approval by the Graduate Dean, the grade of R will be assigned by the Registrar’s Office upon receipt of the Thesis/Dissertation Acknowledgement Form from the Graduate School. Grades of S, U, and R will carry no quality points and will not be included in the calculation of grade point averages.

C. **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 the ECU Graduate School Pre-Thesis Approval Form identifying the committee, thesis/diss. topic, and dates of necessary approvals (http://www.ecu.edu/cs-acad/gradschool/Academic-Policies-and-Forms.cfm). Following the proposal, the student is responsible for keeping the thesis committee chair OR Directed Research Mentor informed on progress with data collection and analysis. Students should allow at least 7 calendar days for the Department Chair to read and return the final draft of the thesis/dissertation.

D. **Procedures** - This is an outline of the thesis process; students should also consult the ECU Graduate School website for information on preparation and submission of Theses.

1. **Identifying a topic** - As early as possible the graduate student should identify an area of interest for thesis, ask a faculty member to chair the thesis, and begin reading in that area. The student will usually find that it is advantageous to choose an area in which the Chair has expertise.

2. **Committee Selection** - The student, in consultation with the chair, will choose a Committee to guide the research process. It is important that the Committee reflects the research area and offers competencies that can assist the student’s scholarly inquiry. Continuity of members throughout the
process is advantageous, and any changes in committee membership should always be made in consultation with the Program Director.

3. **Proposal Preparation** - Once a topic has been identified, the student works with the chair and committee members, as necessary, to prepare a proposal. The proposal should include an Introduction and Literature Review (including research hypotheses), Proposed Method (including proposed data analysis plan), and References. The proposal should be formatted based upon the most current APA Publication Manual, while also following the preparation standards outlined by the ECU Graduate School. Students should submit their proposal draft through Safe Assign or a similar plagiarism check and share final report with the Chair before submitting to full committee for defense.

4. **Proposal Defense** - As soon as the proposal has been prepared to the extent that the student and chair feel confident about presenting it for review, a committee meeting should be arranged. The student will provide each committee member with the draft in accordance with above program policies. The student will present the thesis proposal. The committee will recommend changes that need to be made in the design of the study. After approval of the proposal, all research must be approved by the University and Medical Center Institutional Review Board (UMCIRB: http://www.ecu.edu/irb/).

5. **Completing the research** - Once UMCIRB approval is granted, data collection can begin. When completed, the student will prepare the final manuscript. Early drafts should be developed in close consultation with the committee chair. Once the chair has approved a final draft, the student will provide each committee member with the draft in accordance with above program policies, and will **publically note** the time and location for the defense to all faculty and graduate students via the ECUPSY-L listserv.

6. **Defending the thesis** - The student must complete a final oral examination (defense) administered by the Thesis Committee. The first part of the final oral defense is open (the student’s presentation), but the remainder is closed with only the student and the committee members present. During the defense the student makes a formal presentation of the research problem, hypothesis, methodology, analysis and interpretation of the data, and implications of the findings. Following the presentation, the chair will entertain questions for the student from the committee. The committee will then deliberate in private regarding the approval of the student’s thesis.

7. **Depositing the thesis** - Following the defense, the student must complete any corrections or additions that are indicated by the committee. Once the final draft is completed, the student should obtain the appropriate signatures from the committee and submit the manuscript to the Psychology Department Chair for review and signature. The student then follows the Graduate School’s procedures for electronic submission. Students must electronically submit their dissertation to the Graduate School at least ten days prior to the last day of classes of the student’s final semester if they intend to graduate that semester. The Graduate School will check to see that
all the required sections of the thesis are included and will give the student a receipt certifying completion. A copy of the completion form and the final electronic (PDF) copy of the dissertation should be forwarded to the Program Director to verify that the student has successfully completed the requirement.

E. **Procedure** - This is an outline of the **Directed Research process**.

1. **General description of the Directed Research process.** Once an applied case has been identified, the student works with their assigned Mentor to prepare a 10-15 page proposal. The proposal should include an Introduction and Literature Review regarding the referral problem and the evidenced-based intervention proposed, plus a Proposed Method (including proposed data analysis plan), and References. The proposal must be formatted based upon the most current APA Publication Manual, and the proposed method must meet the *What Works Clearinghouse* single-case design criteria with a minimum qualification as “Meets with Reservation” (Kratochwill et al., 2010). Proposed methods that do not meet minimum criteria will be rejected. As soon as the proposal has been prepared to the extent that the student and Mentor feel confident about presenting it for review, it must be approved by the University and Medical Center Institutional Review Board (UMCIRB). Once approval is granted, data collection can begin.

2. **Completing the Directed Research.** Following the proposal, the student is responsible for keeping the Mentor informed on progress with the intervention case, progress monitoring data collection, and analysis. Once the project has been completed, the student will begin preparing the final poster presentation. Early drafts should be developed by the student in close consultation with the Mentor. A poster session will be held at the end of year 2, during which all Directed Research students will present their applied research projects for review and feedback by the school psychology faculty. Suggested edits will be incorporated into the final presentation, which will then be submitted to a local, regional, state, or national conference for presentation. Your Mentor will consult with you regarding the best outlet for your project. They will also assign a grade for PSYC 6520, which will constitute the official completion of the research requirement.

F. Revision History - **Reviewed & Approved by SP Faculty September 2015**

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:

1. **Coursework, Practical Skill Development, and First Year Field Experiences.** Several of the courses in the school psychology curriculum require students to complete coursework assignments in applied skills and/or applied settings (PSYC 6409, 6410, 7411, 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.

2. **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 second year as well as 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 to the on-site practicum activities, students attend weekly seminars conducted by a program faculty member that involve case presentations and didactic content related to practicum activities.

3. **School Internship.** The Internship (PSYC 7992 & 7993, 12 credit hours total) is completed during third year of study. This is a significant period of practical work bridging the student’s formal on-campus program with entry into the ongoing 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 as to readiness for the internship must also be granted prior to initiating the application process.

B. **Program 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. **Insurance Coverage.** We require that all practicum and intern students carry insurance coverage against liability claims. ECU makes an insurance policy available, and all Pediatric School Psychology doctoral 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 in **APPENDIX B**.

4. **Readiness for internship** will be judged by program faculty and based on the following criteria:
   a) Successful completion of a thesis or directed research project and evidence that all required coursework will be complete by start of internship;
   b) 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;
   c) Evidence of consistent development in core training competencies (academic, research, clinical skills, & professional/ethical behavior) based upon annual evaluation data; and
   d) Demonstration of consistent professional and ethical behavior with a diverse group of people based upon faculty and supervisor ratings/observations. Necessary professional dispositions include, but are not limited to: appropriate emotional stability and professional behaviors consistent with our training goals; awareness of, and practices according to, the current ethical guidelines for psychologists; and capacity to participate in supervision constructively and appropriately respond to feedback.

5. **Internship Site Requirements**: The School Psychology Internship, the culminating professional experience of the program, occurs during the final year of graduate training and 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 in June. 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” in person and in reports. A formal internship site agreement (contract) provides information about objectives and professional activities for the internship.

C. **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 generally be approved as long as the internship site meets the requirements of the program and the student provides a strong rationale for the specified location. 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.

D. 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 Certiphi.com, the ECU-approved vendor. You will then receive an email within 72 hours with further instructions from studentedition@certiphi.com with the subject line, “Application Station – Student Edition.” (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 from Application Station 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 (see Rachel Baker).

   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 all pre-internship requirements have been met (or anticipated dates they will be met).

E. Revision History - Reviewed & Approved by SP Faculty September 2015

VI. CULMINATING ASSESSMENTS
   A. Purpose - 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 a number of evaluations of their learning outcomes at or near the end of their training. The purpose of these evaluations include meeting licensure requirements and as a part of overall evaluation of the program’s effectiveness. Students are required to take the NTE Praxis II exam in school psychology (http://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. Program Policies
      1. 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.

2. **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 10 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. The portfolio is due one month prior to one’s expected graduation date, although students are required to turn in drafts for feedback during the internship course. A more detailed description of the portfolio appears in **APPENDIX C**.

3. **Portfolio Scoring**: Each portfolio will be reviewed by a team of at least two school psychology faculty members. The overall portfolio will be evaluated on the following bases: (a) Completeness of materials; (b) Professional appearance and organization; (c) Content and clarity of written communication; (d) Adequacy of evidence of proficiency in program competencies. Each required component will be scored as at standard, below standard, or exceeds standard. A rubric will be provided to evaluators for the purpose of evaluating each artifact. There must be evidence in the portfolio of measuring the positive impact of school psychological services on children and families.

C. **Responsibilities**: 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. **Procedure**

1. 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.
2. **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.

E. Revision History – **Reviewed & Approved by SP Faculty September 2015**
VII. GUIDELINES ON THE AWARDING OF GRADUATE DEGREES

A. **Purpose** - Below is a list of degrees awarded. A full listing of graduation policies and procedures is available on the *ECU Graduate School website*:

   http://www.ecu.edu/cs-acad/gradschool/current.cfm

B. **Program Policies**

   1. **Master of Arts (MA) degree in psychology, with concentration in School Psychology**: Students who enter the program with a BA or BS will earn a Master of Arts (MA) degree in psychology before conferral of the CAS. The MA in Psychology, School Psychology Concentration 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. **Certificate of Advanced Studies (CAS) degree in school psychology**: Additional CAS-level courses plus a 1200-hour (minimum) internship, which includes at least 600 hours in a school setting, are required to earn the CAS degree. Requirements to earn the CAS in School Psychology are listed in current *ECU Graduate Catalog*.

   3. **Enrollment & Graduation**: ECU graduate students are required to be registered the semester they graduate, with the exception of Summer term if the student was enrolled the previous Spring semester. Students that have completed their degree requirements by the published commencement date will be certified for graduation that semester. Students finishing degree requirements after this date will not be allowed to graduate retroactively.

C. **Responsibilities**

   1. The **student** must alert the Program Director one semester before they plan to apply for the MA or CAS in School Psychology.

   2. For **students** entering with a Master’s or Specialist degree in Psychology, the responsibility for initiating the exemption process rests with the student.

   3. The **Program Director** will automatically submit graduation paperwork for students on Internship, but the student must apply for graduation using Banner self-service (http://www.ecu.edu/cs-acad/gradschool/current.cfm).

D. **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: http://www.ecu.edu/cs-acad/gradschool/current.cfm

   2. Consult with **Program Director** to complete the **graduation summary form**. This form is to be signed by the Program Director and submitted to the Registrar’s Office during the intended term of graduation.

   3. When graduating with the MA, alert **Graduate Administrative Assistant** that you will need your student status changed from MA student to CAS student, so that the University recognizes you as a continuing student (vs. exiting the university with an MA degree).

E. **Revision History** – Reviewed & Approved by SP Faculty August 2018
VIII. STUDENT ASSESSMENTS

A. **Purpose** - Competent practice as a school psychologist requires the integration of knowledge and professional skills across practice domains. Students are required to undertake a number of evaluations of their learning outcomes throughout their training. The purposes of these evaluations include providing formative assessment and feedback as well as evaluating program effectiveness. Faculty members assume the responsibility for placing highly-trained professionals in the field. *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. This includes consideration of several competency indicators as outlined below. At the end of internship year, the portfolio demonstrates the student’s competencies in various practice skills.

B. **Program Policies**

1. *Annual Student Evaluation* shall include review of:
   a) course grades and overall academic progress;
   b) evidence of development and timely progression with research requirements;
   c) field supervisor ratings of skills and professional dispositions/behaviors noted in practicum, if applicable;
   d) feedback from Graduate Assistantship supervisors regarding performance and professionalism; and
   e) any other pertinent information deemed relevant by the faculty.

C. **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.

D. **Procedure**

1. Track your coursework.
2. Following the annual review of graduate student progress, each student meets with the *Program Director* to review results of the annual evaluation, a copy of which is placed in his/her academic file.
3. 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.
4. 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).

E. **Revision History** – Reviewed & Approved by SP Faculty September 2015
IX. ADMISSIONS AND RETENTION INFORMATION

A. Purpose - School Psychology Faculty admit a select number of students each year who are judged by the faculty to have excellent potential for success as specialist-level school psychologists. In selecting students for admission to the program, the faculty attempt to bring together 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 on the basis of race, religion, color, creed, national origin, gender, age, sexual orientation or disability. Regular admission to the program is contingent upon meeting all requirements of the ECU Graduate School and being recommended for admission by the School Psychology faculty. The program strives to admit students who meet the criteria for regular admission, but no single criterion is used to determine admission to the program. Several policies govern Graduate Students during their enrollment in the School Psychology program. These are discussed below. In addition, reasons for termination from the program are presented.

B. Program 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; Graduate Record Examination scores taken within the previous five years (Accepted students typically have GRE combined scores of 300 or above); three letters of reference, two of which must be from psychologists (typically the applicant’s former professors); completed ECU Graduate School application (www.ecu.edu/gradschool); 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. Applications to the Pediatric School Psychology Concentration: Given the fundamental differences between the two programs, MA, CAS student applications to the doctoral program will be considered only when the student’s interests and professional goals have clearly shifted to align with the mission of the doctoral program. It is also vital for applicants to demonstrate competency in foundational coursework common to both tracks. For these reasons, applications submitted in year one of MA, CAS coursework will not be considered. In years two or three, MA, CAS students
may formally apply to the doctoral program after meeting the following requirements: 1) discussing the matter with their thesis advisor; 2) maintaining a stellar academic and professional record; and 3) building a rationale for the shift in professional goals that requires a doctorate as compared to the MA, CAS. The latter requirement should be clearly stated in the application letter. MA, CAS applicants to the doctoral program are by no means guaranteed entry, even if their advisor encourages the attempt. Entry decisions will be based on the quality of the applicant’s rationale for changing tracks, the competitiveness of the applicant pool, and the availability of spots. Applicants who are denied entry in the doctoral program will retain their status in the MA, CAS program. Subsequent reapplications to the doctoral program will be considered but are generally discouraged without a strong written recommendation from the advisor.

3. **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 (http://www.ecu.edu/cs-admin/accessibility/index.cfm) 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 located in Slay 138, and is open Monday through Friday, 8:00am – 5:00pm. E-mail: dssdept@ecu.edu; Phone: 252-737-1016.

4. **Residency Requirement** - The East Carolina University residence requirement for a graduate degree program is met when a student has earned at least eighty percent of the required degree credit for his or her program through enrollment in courses offered by East Carolina University.

5. **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 many instances students will take up to 12 hours per semester. No more than 15 semester hours of work may be taken in any one semester without the written permission of 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.

6. **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 Graduate Assistants should not work more than twenty hours per week during the academic year and are limited to 25 hours per week in the fall and spring semesters in any combination of appointments – assistantships, self-help, College Work Study, other paid positions at ECU. Foreign students are limited to twenty hours per week, no exceptions (this is a federal requirement). During first and second summer sessions, all graduate students are limited to 38 hours per week. Requests for exceptions to the 25-hour rule must be made via petition to the **Program Director** and the Graduate School.
7. **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 actually 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 the *Program Director* for individual consultation or for formal motions related to the program. See *APPENDIX D* for a listing of relevant University resources for assisting with financial, health, and emotional difficulties.

8. **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.

9. **Remediation for Insufficient Progress** - Students who are not 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.

10. **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;
    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 significantly and adversely affects client welfare or the training process.

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

D. **Procedures** – See Graduate School website and consult with the Program Director for any questions or concerns about meeting these policies.

E. **Revision History** – Reviewed & Approved by SP Faculty September 2015

X. **STUDENT GRIEVENCES & APPEALS**

A. **Purpose** - 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 in order 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. 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. **Guidelines and Principles for Accreditation Domain E. Student-Faculty Relations.** The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students’ education experiences. (1) The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order 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 the profession (see current APA Ethical Principles of Psychologists and Code of Conduct.) The program has an obligation to inform students of these principles and of their avenues of recourse should problems with regard to them arise.

B. **Program and Department 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 in an attempt 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 Department’s Director of Graduate Assistantships. If the Director of Graduate Assistantships is the subject of the complaint, then the student should contact the Department Chair. At this point, the Director of Graduate Assistantships 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, then 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, http://www.ecu.edu/cs-acad/gradschool/current.cfm

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, Suite G 406 Old Cafeteria Complex, 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, [http://www.ecu.edu/cs-acad/gradschool/current.cfm](http://www.ecu.edu/cs-acad/gradschool/current.cfm)

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: [http://www.ecu.edu/studentaffairs/dos/rules_policies.cfm](http://www.ecu.edu/studentaffairs/dos/rules_policies.cfm)

C. **Responsibilities** – *Students* should become familiar with 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. **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.

E. **Revision History** – Reviewed & Approved by SP Faculty September 2015

**XI. 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 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 graduate 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 department as being essential for the graduate 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*. 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 at all times, including security of computer-stored data and encryption/password protection of Confidential Information as appropriate.

4. **Academic Integrity.** University guidelines for **academic integrity and student conduct** are outlined here: [www.ecu.edu/studentaffairs/dos/rules_policies.cfm](http://www.ecu.edu/studentaffairs/dos/rules_policies.cfm), 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.

5. **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, which are judged to be highly intolerant or incongruent with effective learning or practice of psychology.

6. **Professionalism and Personal/Emotional Competence.** Students are expected to develop and exhibit professional and personal behaviors that are consistent with their role as professional psychologists. 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 the section IX, Heading B-6 of this handbook (**Financial, Health, or Emotional Difficulties**) and **APPENDIX D** for a list of resources to help handle stressors in these areas.
7. **On-Line Personal and Professional Image.** Students are reminded that on-line 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 to minimize any unwanted images, announcements, or posted information that would reflect poorly on your 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 ([http://www.ecu.edu/PRR/08/10/02/](http://www.ecu.edu/PRR/08/10/02/)).

8. **Professional Affiliations.** The School Psychology Concentration encourages students to become involved in professional and academic activities to the fullest extent possible. Students are encouraged to become professionally involved in organizations such as National Association of School Psychology (NASP), North Carolina School Psychology Association (NCSPA), School Psychology Division of the APA (Division 16), Association of Black Psychologists (ABP), and Southeastern Psychological Association (SEPA). Attendance at meetings of these organizations 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.

9. **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 E** 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 your Program Director or another faculty member for advice. Students experiencing personal difficulties are encouraged to seek the guidance and support of the 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.

E. **Revision History** – Reviewed & Approved by SP Faculty September 2015
XII. PROGRAM COSTS & FINANCIAL SUPPORT

A. Purpose – 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 F for a listing of potential aid, scholarships, and awards.

B. Program and Graduate School GA 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. 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. Generally, out-of-state remissions are for one academic year only (Fall and 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 out-of-state tuition remission is still responsible for paying in-state tuition rate as well as university fees.

3. Graduate Assistantships - Graduate assistantships 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. Following are assistantship definitions prepared by the Graduate School:

   a) Assistantship. An arrangement in which financial support is given to a graduate student who performs specific services (see definitions of assistantship types below) in furtherance of his/her graduate education.

   b) Graduate Assistant (GA). An arrangement in which financial support is given to a graduate student who may provide a wide variety of services related to academic and programmatic support. GA responsibilities may be administrative in nature such as academic advising, program planning, advising student groups, and assisting with the administration of student services offices. GA responsibilities may also be academic in nature such as: (i) grading examinations, problem sets, and/or laboratory assignments, (ii) setting up displays for lectures or laboratory sections, and (iii) preparing or maintaining equipment used in laboratory instruction.
c) **Graduate Research Assistant (GRA).** An arrangement in which financial support is given to a graduate student who performs thesis/dissertation research of a type that is required from all candidates for the degree. The student is expected to devote considerable time on research that is academically significant and directed by a faculty advisor. Often the faculty advisor is a principal investigator working on an externally-funded grant/contract.

d) **Graduate Teaching Assistant (GTA).** An arrangement in which financial support is given to a graduate student who provides academic program support under the supervision of a faculty member. GTAs may assist faculty in teaching undergraduate courses, including laboratory teaching assignments, or in providing other appropriate academic assistance such as: (i) grading examinations, problem sets, and/or lab assignments, (ii) setting up displays for lectures and laboratory sections, and (iii) preparing or maintaining equipment used in instructional laboratories. Note: To be eligible for a graduate teaching assistantship, the student must have satisfactorily completed a minimum of 18 semester hours of graduate course work in the field in which instruction is given, receive in-service training, be under the direct supervision of an experienced faculty member in the field, and be evaluated each semester.

e) **Partial Assistantship.** An arrangement in which financial support is given to a graduate student appointed as a part-time GA, GRA, or GTA. For example, in return for half the service expected of a regular assistant, the student receives half the regular stipend.

4. **Eligibility for Assistantships** - To be eligible for an assistantship, students must be accepted into the graduate program in Psychology, be currently enrolled for at least one graduate psychology class, and maintain a 3.0 GPA or higher. No three-quarter or higher FTE state employee may hold a graduate assistantship. Students are ineligible for assistantships if they are not registered by census day. Census day is defined as the day that enrollment is captured and, concurrently, how ECU’s funding is awarded. A good rule of thumb to follow is to make sure that anyone on an assistantship is registered on or before the last day to add classes each semester.

5. **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, Director of Graduate Assistants and consent by the Department Chair will result in forfeiture of assistantship eligibility.

6. **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 graduate assistantship.

7. **GA Assignments** - Psychology faculty may request specific assignments and/or graduate assistants. Psychology graduate students may request specific assignments and/or graduate assistantships. Student requests involving specific training and learning experiences will be closely examined and whenever possible these requests are used in making assignments within schedule and budgetary limitations.

8. **GA-Faculty Conflicts** - If a student is experiencing problems working with the faculty member responsible for oversight, the student must meet directly with the faculty member to attempt to resolve the problem. If the student feels that discussing the problem directly with the faculty member may jeopardize his/her program of study the student should meet with the Program Director. If the problem is not resolved at that level, the student then meets with the Department Chair and his/her Program Director to devise a viable solution to the problem. No faculty member or graduate assistant may terminate the graduate assistantship contract during the semester; this can only be done by the Director of Graduate Assistants. Faculty members and students may contact the Director of Graduate Assistants directly.

9. **GA Performance Evaluation** - Graduate students are evaluated at the end of each semester. Attaining unsatisfactory evaluations from two faculty members simultaneously during one semester or two consecutive unsatisfactory evaluations will result in discontinuation of assistantship assignment for future semesters. When a faculty member responsible for oversight is dissatisfied with a student’s performance, the following steps are taken:
   
   a) The faculty member responsible for oversight should, in the course of routine mentoring, discuss the shortcomings of the student’s performance, making specific recommendations for changes.
   
   b) If improvement is not made, the faculty member responsible for oversight must advise the student in writing of his/her concerns and allow sufficient time for the student to address the performance issues raised by the faculty member responsible for oversight. This written statement must, once again, contain specific recommendations for changes in performance and a time line for such change to occur. A copy of this letter must be sent to the Program Director of the student’s field.
c) Recognizing that financial assistance is contingent upon good academic standing as well as satisfactory performance, the assistantship contract may be terminated if sufficient improvement is not made in a timely manner. The faculty member responsible for oversight must provide notification of such a termination in writing. This notification must state that the student has the right to file a grievance with the Graduate School. The Graduate School grievance policy provides a mechanism for further review if the graduate student believes the action to be unfair and he or she is unable to resolve the matter at the field level. Note: An assistant who receives feedback indicating unsatisfactory performance is encouraged, at any time during this process, to confer with the faculty member responsible for oversight and the Dean of Graduate Studies.

C. Responsibilities – Students are responsible for University tuition and fees each semester. These rates can be found here: http://www.ecu.edu/cashier/tufee.cfm. If you believe you will not be eligible for in-state status after your first year of NC residency, let the Program Director know as soon as possible. Adding a course may incur additional cost to the student, so students should investigate the financial impact of such changes prior to making them. In regard to GA work: The student’s responsibility is the provision of teaching, research support, or clinical services whereby the student is paid for his/her time.

D. Procedures
1. Contact the Office of Student Financial Aid at ECU to apply for federal, state, and institutional aid programs: http://www.ecu.edu/cs-acad/financial/. East Carolina University maintains an Office of University Scholarships (http://www.ecu.edu/cs-acad/universityscholarships) 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: http://www.ecu.edu/cs-acad/gradschool/residency.cfm, if their intent is to become permanent legal residents of NC. It is strongly recommended that students review the laws and regulations outlined prior to submitting an Application 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. You may submit your application for residency reclassification to the Graduate School up to 1 month in advance of your completion of 12 months of living in NC. Some crucial dates to consider if you want to be eligible for in-state residency after 12 months:
   a) You have up to 60 days after first residing in North Carolina to switch over your driver’s license from your former state to a NC license.
b) You have up to 30 days after first residing in NC to switch over car registration.  
c) You have to reside in NC for 12 months before in-state status can be approved (assuming all other criteria are met).  
d) Residency applications, including military waivers, must be submitted to the Graduate School prior to the first day of classes for which in-state residency for tuition purpose is being sought.

3. **Out of State Tuition Remissions** - During your first year with an OSTR, when you register for classes as an out-of-state student, your tuition and fees bill will reflect the out-of-state tuition/fees rate. You need only pay the required in-state rate for University tuition and fees; your OSTR will be automatically applied to offset the difference not covered. OSTRs beyond the first year are very competitive.

4. **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. When this is the case, hours are to be mutually ‘worked out’ 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.

E. **Revision History** - Reviewed & Approved by SP Faculty September 2015

XIII. **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. **Southern Association of Colleges and Schools (SACS)** Commission on Colleges 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 SACS. ECU requires that each department conduct annual evaluations of student learning outcomes for SACS 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. Before graduation, students are requested to complete an *ECU Exit Survey*. 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.

E. **Revision History** – Reviewed & Approved by SP Faculty September 2015
APPENDIX A: Required Courses & Typical Sequence of Study

The goal of the East Carolina University MA, CAS program in school psychology 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.):

- **PSYC 6001** Seminar in Psychology (SP Professional Practices) (1)
- **PSYC 6333** Applied Behavior Analysis (3)
- **PSYC 6402** School Consultation (3)
- **PSYC 6404** Law & Ethics in School Psychology (3)
- **PSYC 6406** Advanced Developmental Psychology (3)
- **PSYC 6407** Cultural Psychology (3)
- **PSYC 6409** School Assessment I (3)
- **PSYC 6410** School Assessment II (3)
- **PSYC 6430** Statistics & Research Design (3)
- **PSYC 6452** Child and Adolescent Psychopathology (3)
- **PSYC 6467** Psychotherapy with Children & Families (3)
- **PSYC 7411** School Assessment III (3)
- **PSYC 7413** Pediatric Neuropsychology (3)
- **PSYC 7442** Psychological & Educational Interventions (3)
- **PSYC 7950** Practicum in Therapeutic Interventions with Children (3)
- **PSYC 7951** Practicum in Psychoeducational Assessment (3)
- **PSYC 7992/7993** School Internship I & II (6, 6)
- Two education electives approved by the program director (3, 3)
- Thesis or Directed Research (6)

**TYPICAL MA, CAS 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)
  - Thesis: Read relevant literature and develop research topic

**First Year, Spring – 12 s.h.**
- 6402 School Consultation (3)
- 6410 School Assessment II (3)
- 7411 School Assessment III (3)
- 7442 Psychological & Educational Interventions (3)
  - Thesis: Select a chairperson if doing Thesis
  - Continue to read relevant literature and develop research question/hypotheses
First Year, Summer Sessions – 6 s.h.
**6405 Advanced Educational Psychology (3)
**Adv Ed Psych is offered odd years only, so you will take it either SSI 1st or 2nd year, accordingly.

*Education course (approved elective; 3) (or PSYC 6353 see Spring Second Year)
*This Ed Foundation elective can be taken at any time during the program. It is a 3-hour course approved by the Program Director.

^Students must undergo a Criminal Background Check and TB test in July/Aug before beginning in practicum placements. Peggy Fleming will help coordinate.

Second Year, Fall – 15 s.h.
6333 Applied Behavior Analysis (3)
6467 Psychotherapy with Children & Families (3)
7413 Pediatric Clinical Neuropsychology (3)
7950 Practicum in Interventions with Children (3)
6519/7000 Applied Research or Thesis (3)
  □ Identify thesis committee or applied case
  □ Defend the proposal
  □ Get IRB approval

Second Year, Spring – 12 - 15 s.h.
6333 Applied Behavior Assessment & Intervention (3) – Golden (ELECTIVE for BCBA credential; this can count for your general ed elective if you want...)
6406 Advanced Developmental Psychology (3)
6407 Cultural Psychology (or EDUC 6001) (3)
6520/7000 Applied Research or Thesis (3)
  □ Collect and analyze research data
  □ Draft results
7951 Practicum in Psychoeducational Assessment (3)
  □ Interview for Internship positions
  □ Register with ETS to take Praxis-II School Psychology Exam
    ○ typically in either March or June; http://www.ets.org/praxis/nasp

Second Year, Summer I – Must defend Applied Research project or Thesis before starting Internship.
**6405 Advanced Educational Psychology (3)
**Adv Ed Psych is offered odd years only, so you will take it either SSI 1st or 2nd year, accordingly.
  □ Applied Research students present study findings/defend project.
  □ For Thesis students, finish Thesis draft (all 4 chapters) and schedule defense meeting.
  □ Oral defense of Thesis – all committee members but the Chairperson sign approval.

Third Year, Fall Semester – 6 s.h.
7992 School Internship I (school district calendar, typically mid-Aug start date) (6)
  □ Your Internship District may have you apply for a provisional SP license with DPI (licensure fees apply)
  □ Make final revisions as required by thesis committee at defense
  □ Have final draft reviewed and signed by Chairperson, then Dept Chair; electronically submit final thesis to the Graduate School (must be in their required format).
Third Year, Spring Semester – 6 s.h.
7993 School Internship II (6)

☐ Apply for May Graduation (online form) by date on the University Academic Calendar. (Typically January)
☐ Mid-April is absolute deadline to electronically submit Thesis in order to graduate in May (See University Academic Calendar for specific date each semester).
☐ Signed documentation of 1200 hours of internship, final Intern Evaluation Forms, and the Culminating Portfolio are due May 1.
☐ Paperwork for Full SP DPI license completed at final intern meeting; paperwork and final transcript are submitted by ECU Teacher Licensure office to DPI on your behalf. (Licensure fees apply, unless you already have a provisional license)
APPENDIX B: Information on Malpractice Insurance Coverage

MEMORANDUM OF INSURANCE

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<th>Certificate Number</th>
<th>Effective Date</th>
<th>Expiration Date</th>
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<td>08/15/2018</td>
<td>Per Occurrence $2,000,000, Aggregate $4,000,000</td>
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<td>General Liability</td>
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</tr>
</tbody>
</table>

Evidence of Insurance
Faculty is only covered while instructing the students.

Memorandum Holder:
The Students of East Carolina University
C/O NCAA
101 Weston Oaks Court, PO Box 1165
Cary, NC 27512

Should the above described Certificate be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the Memorandum Holder named to the left, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives.

Authorized Representative
Mark Brostowitz
Principal
APPENDIX C: School Psychology Portfolio Requirements

East Carolina University School Psychology Program

The goal of the East Carolina University MA/CAS program in school psychology is to prepare highly qualified entry-level school psychologists to work with children, families, and other professionals in public schools and related child-serving settings. The curriculum is designed to foster the achievement of the competencies identified by the program training goals and philosophy. Students are required to compile a portfolio demonstrating their mastery of basic practice areas in school psychology by the end of internship.

Students must document minimum proficiency in all required competency areas stated below. The documentation will consist of samples of work developed in practica and internship. These documents are selected by the student and represent your best work. Faculty will review your portfolio and it will be a part of your culminating assessment at the end of your program. The student must provide evidence in the portfolio of a demonstrated positive impact on children and families. This is typically demonstrated through the use of evidence based interventions that include careful attention to documenting change with outcome data.

Assessment
Each portfolio will be reviewed by a team of school psychology faculty members such that each portfolio will be reviewed by at least two faculty members. The overall portfolio will be evaluated on the following bases:
(a) Completeness of materials
(b) Professional appearance and organization
(c) Content and clarity of written communication
(d) Evidence of proficiency in required competency areas

A rubric will be provided to evaluators for the purpose of evaluating each required component. There must be evidence in the portfolio of measuring the positive impact of school psychological services on children and families.

Contents of the Portfolio

A Professional Resume.
A Personal Essay including the following:
(a) Personal statement of theoretical orientation & preferred model(s) of school psychological service delivery.
(b) Professional strengths and areas of interest in school psychology
(c) Career goals within school psychology
(d) Reflection on your personal & professional development throughout the training program
(e) Discussion of areas needing improvement and a continued professional development plan

1. Documentation of Proficiency in Specific Program Competencies
(a) A psychoeducational report with data-based recommendations (internship year)
(b) Counseling case study with pre- and post-assessment data linked to the intervention to demonstrate outcome (from internship or practicum year)
(c) Documentation that you conducted an in-service or training program, including a) needs assessment prior to the training that identified a school-wide or systems-level area
of need that you will address, and b) evaluation data from participants of the in-service/training (internship year)

(d) A **comprehensive academic intervention case study report** (internship year) that documents competency in the following training objectives as described on p. 6 of the *Program Handbook*: Data-Based Decision Making and Accountability, Consultation and Collaboration, Interventions and Instructional Support to Develop Academic Skills, Diversity in Development and Learning, Family–School Collaboration Services, Research and Program Evaluation, & Legal, Ethical, and Professional Practice. Reports should document that the intern:

- Consulted with parents and/or teacher re: class-wide local norms/outcome goals
- Problem identified & operationally defined
- Problem analyzed: hypotheses developed and tested
- Intervention developed collaboratively, implemented, and monitored
- Data gathered, documented and systematically evaluated
- Strategies for changes/follow-up provided/implemented

(e) A **comprehensive social-behavior intervention case study report** (internship year) that documents competency in the following training objectives as described on p. 6 of the *Program Handbook*: Data-Based Decision Making and Accountability, Consultation and Collaboration, Interventions and Mental Health Services to Develop Social and Life Skills, Diversity in Development and Learning, Family–School Collaboration Services, Research and Program Evaluation, & Legal, Ethical, and Professional Practice. Reports should document that the intern:

- Consulted with parents and/or teacher re: class-wide local norms/outcome goals
- Problem identified & operationally defined
- Problem analyzed: hypotheses developed and tested
- Intervention developed collaboratively, implemented, and monitored
- Data gathered, documented and systematically evaluated
- Strategies for changes/follow-up provided/implemented

(f) **Home-School Collaboration Project** (internship year) that documents competency in facilitating family-school partnerships and/or family interactions with community agencies for the enhancement of outcomes for children.

At least ONE of the above project/outcome must show **positive impact** on children/families. At least ONE of the above projects/reports must show effective skill in working with **diverse students**.
APPENDIX D: University Resources for Financial, Health, or Emotional Difficulties

Center for Counseling and Student Development - [http://www.ecu.edu/counselingcenter/](http://www.ecu.edu/counselingcenter/)
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 - [http://www.ecu.edu/cs-studentaffairs/studenthealth/](http://www.ecu.edu/cs-studentaffairs/studenthealth/)
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 - [http://www.ecu.edu/legalservices/](http://www.ecu.edu/legalservices/)
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 LGBT Resource Office - [http://www.ecu.edu/cs-cas/lgbt/](http://www.ecu.edu/cs-cas/lgbt/)
The university supports a LGBT Resource Office, which is located in the Brewster Building Rm B-103. There are also university sponsored SAFE Trainings that the department recommends for all students and particularly those in the health professions. The number for the LGBT Resource Center is 252-737-4451 or just drop by.

Victim Advocacy Services - [http://www.ecu.edu/cs-studentaffairs/victimservices/](http://www.ecu.edu/cs-studentaffairs/victimservices/)
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 E: 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 Caswell 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,CAS 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 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. Graduate students are strongly urged to attend.

Graduate Student Advisory Council (GSAC)
The Graduate Student Advisory Council is made up of current ECU graduate students from each professional school and from each department in the College of Arts and Sciences offering graduate degrees. The council elects co-chairpersons from their participating members who then serve on the Graduate Assembly. This council meets monthly and serves as a liaison between the graduate school and graduate students. This provides a
forum for students to present matters of concern to the Graduate School. A member of GSAC also represents students on the Graduate School Administrative Board, a representative body for governance of the Graduate School.

**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:

http://www.ecu.edu/cs-studentaffairs/sao/studentorganizations/index.cfm
APPENDIX F: 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 on the basis of financial need. Contact the Office of Student Financial Aid at ECU to apply for federal, state, and institutional aid programs: http://www.ecu.edu/cs-acad/financial/.

Travel Support - Last year, if the student was a member of Psychology Graduate Student Organization (PGSO) and attended at least two meetings, each member could receive $126 in funding for travel regardless of student type or reason for travel. This amount was based on the number of members and available funds. It was 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 HCAS funding is available.

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 Pediatric School Psychology may be considered for the Ginger Stodard 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.

David W. Hardee Scholarship, Mental Health Association in Pitt County - This scholarship is awarded by the Mental Health Association in Pitt County. Two awards of apx. $500 each are given to “capable and worthy” students, who are in training for careers in mental health fields. David Hardee was the first North Carolinian to serve on the Board of Directors of the National Association for Mental Health. The award was established as a tribute for his untiring efforts in the field of mental health in Pitt County. The application form is distributed to Program Directors in Social Work, Psychology, Marriage and Family Therapy, and Medical Family Therapy.

National/International Fellowships and Scholarships - East Carolina University maintains an Office of National/International Fellowships and Scholarships: http://www.ecu.edu/cs-acad/universityscholarships 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.

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, and alumni and friends of the School Psychology Program have made donations in subsequent years. It is an honor for the school psychology program to have this endowed scholarship in memory of a fine student and psychologist. Applicants for the scholarship must be completing their second 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. Selection is made based on grades, evaluation of fieldwork experiences, and financial need. Applicants are expected to demonstrate the same standards of excellence in their educational endeavors and relationships with others by which Mrs. Endrikat lived. Of those who apply for the scholarship, the recipient will be selected by a committee appointed by the Program Director. Applicants should submit a completed application form along with a written statement of personal and career goals and a description of how the applicant meets the requirements for the scholarship. The application form must be completed and delivered to the Program Director by January 30 of their second year. The award is made during the following academic year.
WRITTEN DECLARATION OF RECEIPT AND UNDERSTANDING
OF PROGRAM POLICIES AND PROCEDURES

I, __________________________________________________, have carefully read the Student Handbook for the MA, CAS School Psychology Program, 2018-19, and hereby agree to try to follow the expectations, policies, and procedures therein.

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)