

SCHOOL PSYCHOLOGY SPECIALIST PROGRAM HANDBOOK



Policies and Procedures of the MA/CAS School Psychology Program

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

Rev: Fall 2009

Preface

Welcome to the school psychology program at East Carolina University. School psychology is an exciting field, and graduate study in school psychology offers the student a variety of experiences that will prove helpful in his or her personal and professional growth. When you finish the program you will be prepared to help children, teachers and families in facilitating children's development. You will have an understanding and appreciation of the diversity of people, and how to implement interventions that recognize the uniqueness and value of each human being. You will undergo a transformation from student to professional school psychologist. It is a busy three years!

This *Handbook* has been prepared to assist school psychology graduate students to understand the policies, expectations, and standards of the program. It should also prove helpful in planning the students' educational program of study. The *Handbook* contains the policies and procedures of the school psychology program. It is important to note that these policies and procedures are more specific than the general policies of the Graduate School or the University. This *Handbook* is meant as a supplement to the *East Carolina University Graduate Bulletin* and *The Graduate School Manual for Theses and Dissertations*, and the Department of Psychology *Graduate Student Handbook*. Consult these additional documents in areas that are not addressed by these program guidelines.

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: Christy M. Walcott, Ph.D., NCSP.

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PROGRAM OVERVIEW

The Department of Psychology at East Carolina University offers the Master of Arts and Certificate of Advanced Study in School Psychology. The program is a three-year program requiring full-time attendance. Students are admitted with the understanding that they will pursue both degrees simultaneously, as the MA degree cannot be earned without also completing the requirements for the CAS degree. The school psychology program requires a minimum of 63 semester hours of work. This includes 57 hours of course work including a required thesis along with a full-time, paid, 1,200 hour internship in the third year (6 semester hours). The program holds approval by the National Association of School Psychologists, the National Council for the Accreditation of Teacher Education Programs, and is approved by the North Carolina Department of Public Instruction.

Completion of the MA/CAS program qualifies the student for licensure as a Level II 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 licensure and certification in many other states.

The program has been designed to provide a strong combined applied and theoretical background in psychological foundations, assessment (academic, cognitive, early childhood, and social/emotional), intervention (including consultation and psychotherapy), and professional studies (school psychology, professional ethics and foundations of education). In addition, the Department of Psychology requires that all students demonstrate a basic knowledge of statistics and research design.

There are six faculty members with primary responsibility for the school psychology program, although students take courses from additional faculty as well. The primary school faculty members include:

Laura Anderson, PhD, NCSP, Assistant Professor
University of Buffalo, 2006

Research Interests: Intervention programs for pediatric obesity, school-based health centers, and parenting and family issues for gay/lesbian families.

Larry M. Bolen, Ed.D., NCSP, Professor
University of Georgia, 1975.

Research Interests: Psychometric properties of intelligence tests, assessing multiple intelligences, learning disabilities and learning strategies, memory processing and visual-motor functioning.

Michael B. Brown, Ph.D., NCSP, Professor
Virginia Tech, 1992.

Research Interests: Pediatric school psychology, professional issues in school psychology, assessment and intervention for learning and behavior disorders.

Scott Methe, PhD, Assistant Professor

University of Massachusetts at Amherst, 2005

Research Interests: Curriculum-based assessment (CBA), early mathematics assessment and intervention, promoting recreational reading in elementary school, diagnostic/decision accuracy of assessment instruments, instructionally-focused consultation, and the delivery of school psychology services.

Chris Riley-Tillman, Ph.D., Assistant Professor & Program Director, Pediatric School Psychology Doctoral Program

Syracuse University, 1999.

Research Interests: Academic assessment and intervention, applications of behavior analysis, single case research design, and acceptability of research to consumers.

Christy M. Walcott, Ph.D., NCSP, Assistant Professor & Program Director, School Psychology MA/CAS Program

Illinois State University, 2001.

Research Interests: Psychosocial outcomes associated with disruptive behavior disorders, interventions for students with ADHD, and the effects of impulsivity on risky behavior.

PROGRAM PHILOSOPHY AND TRAINING MODEL

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. The future school psychologist is expected to have appreciation for human diversity and respect for each person with whom the psychologist will come into contact. The school psychologist draws on multifaceted skills from both psychology and education for the purpose of promoting healthy academic, cognitive, social and emotional development. The school psychologist is concerned with enhancing teacher effectiveness, creating a positive classroom environment for children, and influencing educational practices within the school setting. The school psychologist also recognizes the tremendous influence of the social and cultural environments on children, including the impact of gender, ethnicity and exceptionality.

The program is developed following the scientist-practitioner model. Students are trained to be good consumers and producers of empirical research. Empirical knowledge serves 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.

In addition to the scientist-practitioner model, our program philosophy aligns with the mission statements of East Carolina University, the College of Education, and the Council for Teacher Education. This framework focuses on preparing reflective educational professionals who are dedicated to democratic principles and practices and are capable of empowering all learners in all educational endeavors (see Appendix A).

TRAINING OBJECTIVES

The primary goal of the school psychology program is to train psychologists who have mastered the competencies for effective entry-level professional practice in the schools and related settings. Program graduates are expected to attain entry-level proficiencies the following areas of study:

1. **Data-Based Decision-Making and Accountability:** Have broad knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.
2. **Consultation and Collaboration:** Have broad knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. Collaborate effectively with others in planning and decision-making processes at the individual, group, and system level.
3. **Effective Instruction and Development of Cognitive/Academic Skills:** Understand human learning processes and techniques to assess these processes and of direct and indirect services including instructional interventions and consultation, applicable to the development of cognitive and academic skills. They develop, in collaboration with others, appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions.
4. **Socialization and Development of Life Skills:** Develop broad knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment/intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. Develop, in collaboration with others, appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions.
5. **Student Diversity in Development and Learning:** Understand individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies, selected and/or adapted, based on individual characteristics, strengths, and needs.
6. **School and Systems Organization, Policy Development, and Climate:** Develop broad knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as

systems. Work with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others.

7. **Prevention, Crisis Intervention, and Mental Health:** Develop broad knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.
8. **Home/School/Community Collaboration:** Develop broad knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents) and understands influences on student development, learning, and behavior. Identify methods to involve families in education and service delivery and work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
9. **Research and Program Evaluation:** Develop broad knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.
10. **School Psychology Practice and Development:** Develop broad knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. Practice in ways consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.
11. **Information Technology:** Develop broad knowledge of relevant information sources and technology; and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services.

REQUIRED COURSES

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 11 training domains specified in the training objectives. These domains are as follows:

Data-Based Decision-Making and Accountability
Consultation and Collaboration
Effective Instruction and Development of Cognitive/Academic Skills
Socialization and Development of Life Skills
Student Diversity in Development and Learning
School and Systems Organization, Policy Development, and Climate

Prevention, Crisis Intervention, and Mental Health
Home/School/Community Collaboration
Research and Program Evaluation
School Psychology Practice and Development
Information Technology

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:

PSYC 6402 School Consultation (3)
PSYC 6404 Professional School Psychology (3)
PSYC 6405 Advanced Educational Psychology (3)
PSYC 6406 Advanced Developmental Psychology (3)
PSYC 6409 School Assessment I (3)
PSYC 6410 School Assessment II (3)
PSYC 6430 Statistics and Research Design (3)
PSYC 6452 Child and Adolescent Psychopathology (3)
PSYC 6467 Psychotherapy with Children and Families (3)
ADED 6490 Multicultural Issues (3)
PSYC 7000 Thesis (6)
PSYC 7411 School Assessment III (3)
PSYC 7413 Clinical Child Neuropsychology (3)
PSYC 7442 Psychological and Educational Interventions (3)
PSYC 7950 Practicum in Therapeutic Approaches with Children (3)
PSYC 7951 Practicum in Psychoeducational Assessment (3)
PSYC 7992 School Internship I (3, 3)
Two education foundation courses approved by the program director.

The typical sequence of course work and practica (see Appendix B) is developed to provide a foundation for practice and provide 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 sequences, and full-time study is necessary. Students are admitted for full-time study each fall within a "cohort" group. This provides for the appropriate sequencing of program offerings as well as providing for cohesiveness and peer mentorship. Students should refer to the program check sheet found in Appendix C to keep track of their coursework.

SUPERVISED PROFESSIONAL PRACTICE

School psychology requires that practitioners possess not only knowledge but also skills in the execution of a wide variety of practical activities. The program therefore requires significant skills practice activities beginning in the first year and extending throughout the program.

Coursework Practical Skill Development. Several of the courses in the school psychology

curriculum require students to complete coursework assignments in applied skills and/or applied settings (PSYC 6409, 6410, 7411, 7442). These assignments are designed to teach students practical applications of the course content and to allow students to develop practice skills. The supervision of students involved in applied projects will come from the faculty member teaching the course.

School Psychology Practica

Two practicum courses are required of each student (PSYC 7950 & 7951). These practica consist of two days per week of practice in the public schools throughout the second year. Students are placed in practicum sites selected by the program that will provide a variety of professional experiences. Although the two practica are “topical” in title, the practicum experience throughout the year consists of both intervention and assessment activities and students will participate as much as possible in a broad range of services provided by school psychologists. Continuity of learning is provided for by assigning students to the same school(s) and same supervisor throughout the entire second year. Supervision is provided by university faculty and a fully credentialed on-site school psychologist. In addition to the on-site practicum activities students attend weekly seminars for group supervision, conducted by a program faculty member. These seminars involve case presentations and content related to practicum activities.

Practicum in Therapeutic Approaches with Children. This intervention-focused practicum provides instruction, practice, and supervision in school-based intervention techniques. This includes individual and group counseling, behavioral problem-solving and development of positive behavioral supports, consultation and team-driven intervention planning, and use of empirically-validated treatment approaches. Students have experience with the appropriate use of data-based problem solving procedures in the initiation, maintenance, and evaluation of on-going interventions. Students also further develop their skills in consultation. To be enrolled in the practicum, the student must have successfully completed PSYC 6402 School Consultation and PSYC 6467 Psychotherapy.

Practicum in Psychoeducational Assessment. This practicum is designed to provide experience in psychoeducational assessment techniques and procedures and the analysis and interpretation of assessment results. Emphasis is placed on a variety of techniques including standardized instruments, curriculum based assessment, and behavioral assessment. Students enhance their skills in analyzing and reporting the results of psychoeducational evaluations, with an emphasis on developing clear conceptualizations and providing practical and useful intervention recommendations that are based on the data generated during the evaluation. Students learn to integrate their knowledge of assessment theory and techniques and that of the impact of diverse backgrounds to develop an evaluation report that takes into account the effect of diversity on the evaluation process. To be enrolled in the practicum, the student must have successfully completed PSYC 6409 School Assessment I and 6410 School Assessment II.

The School Psychology Internship

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 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. Students may start internship only after all course work, practica, thesis, and specialty examinations have been completed. During the internship the intern identifies him/herself as a “School Psychology Intern” in person and in reports. See Appendix D for the internship site agreement which provides information about objectives and professional activities for the internship.

Interns are expected to deliver the full range of services provided by school psychologists, which must include assessment-evaluation, consultation, counseling, and other direct and indirect interventions. The internship is a collaborative experience between the school psychology program, the internship site, and the psychologist-in-training. The expectations of the student, training site, and university are spelled out in the internship contract. It is important that the experiences reflect activities that comprise the delivery of comprehensive psychological services for children in both the regular and special education settings. Internship sites must provide the appropriate level of support as outlined in the Internship Agreement. Interns must be allowed appropriate release time to attend conferences and workshops appropriate for their continuing professional development and proficiency as a psychologist practicing in the schools. The school district is responsible for providing the intern with appropriate and suitable office space, the necessary secretarial support for typing reports, and test supplies and materials. Interns must also be allowed time off to return to the University for internship seminars at least monthly.

Supervision allows for a review of the quality of professional work, feedback on psychological strategies and perspectives, coaching on personal and interpersonal relationships, and evaluation of the internship experience. The field supervisor must be at least a Level II certified School Psychologist and are expected to meet with the intern for at least two hours weekly for individual supervision and cosign all of the intern’s reports (see Appendix D for further qualifications for field supervisors). The university supervisor meets with students at least four times per semester to monitor the progress of the intern, provide additional seminar training, and provide additional learning experiences. The University supervisor consults with the field supervisor regarding performance, problems and suitability of the intern as a school psychologist. The university supervisor must have a doctoral degree with specialization in school psychology, and the Level III School Psychologist license from the Department of Public Instruction or the practicing psychologist license (permanent) issued by the North Carolina State Psychology Board.

Interns choose their internship site with the approval of the Program Director. Most students complete an internship in North Carolina, where they are paid on a North Carolina-developed scale reflecting the student’s level of training. All interns in North Carolina are provisionally certified to practice school psychology by the North Carolina Department of Public Instruction. Students wishing to complete their internship requirements outside of North Carolina must formally make such a request to the Program Director (in writing) by February 1 of 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. As most students do complete the internship in North Carolina it is natural that the emphasis of the intern seminars will be on issues within this state. Interns in other states will have to be proactive in discussing issues, concerns and circumstances within their particular setting and state. Students should also take into account the time, energy and cost involved in returning to campus four times each semester for intern seminar. These factors will not be a legitimate excuse for failing to fulfill the assignments of the internship.

The intern will maintain a log of activities and supervision received during the internship (See Appendix E). All identifying information should be removed from logs. The intern will submit logs monthly to the university supervisor and will submit a final log of internship activities at the end of the internship. To successfully complete the internship requirement each intern must complete a minimum of 1200 hours of internship, complete all requirements of the internship courses, provide evidence that their services have an impact on children and families (See Appendix F), receive a positive evaluation from the university and field supervisors (See Appendix G), and have a satisfactory culminating assessment documenting mastery of the knowledge and skills of an entry-level school psychologist (see Appendix H & I). Final grades are assigned by the university supervisor who will consult the evaluation completed by the field supervisor.

Students will not be able to begin the internship until they have successfully completed all coursework, both practica, the specialty exam, and have defended their thesis.

THE THESIS

Each student is required to complete an independent research project under the supervision of a school psychology faculty member who will serve as the thesis director and a thesis committee made up of members of the school psychology faculty and other appropriate faculty members. The master's thesis in psychology is a professional research paper that is an example of the student's research and written communication skills. In order to successfully complete the thesis the student must pass an oral examination on the thesis (thesis defense) and submit a completed document approved by the committee and submitted in accordance with current Graduate School requirements.

The Thesis Process

This is an outline of the thesis process; students should also consult the Department of Psychology's Thesis Requirements in the *Graduate Student Handbook* and the School Psychology Program's *Writing the Master's Thesis* guidelines. Since the production of research is a lengthy learning process, the student shall allow *at least six months* for the completion of the thesis.

It is strongly recommended that the thesis be formally started in the Summer session of the first year. As early as possible, the graduate student should identify an area of interest in which s(he) might be able to do thesis research and begin reading in that area. Although not a requirement, the student will usually find that it is advantageous to choose an area in which a member of the faculty has expertise. A professor who has ideas for theses or who wants assistance in some of

his or her research is an especially good source. During the first year, the student should find a suitable area for thesis research, a school psychology faculty member who is able and willing to provide direction, and should ask that professor to be the chair of their thesis committee. The thesis director will assist in selecting the other committee members (a minimum of two).

The culmination of the student's efforts during this first third of the thesis process is designing a study which is recorded in a proposal for thesis research. The proposal consists of the first three chapters of the thesis: Introduction, Review of Literature, and Method. The latter chapter is usually subdivided into Participants, Instrumentation, Procedures, and Data Analysis. Copies of guidelines on how to prepare and organize the thesis proposal can be found in the Psychology Department *Graduate Student Handbook*.

As soon as the proposal has been prepared to the extent that the student and thesis director feel confident about presenting it for review, a committee meeting should be arranged. Each committee member will receive a copy of the proposal one week before the meeting. The thesis committee will meet with the student at a formal proposal meeting. The student will present the thesis proposal. The committee will recommend changes, if any, that need to be made in the design of the study. After approval of the thesis proposal, data collection can begin. Prior to data collection, all research must be approved according to the Human Subjects Review Procedure.

After all data have been collected and analyzed the Results and Discussion chapters can be written. Each draft submitted to a committee member should be typed (double spaced) with margins large enough to allow comments. The current edition of the *American Psychological Association Publication Manual* should be followed for referencing, graphing, tables, and matters of general style. The East Carolina University Graduate School *Manual for Theses and Dissertations* should be the guide for all matters pertaining to the thesis as it is to be written to East Carolina University standards.

The thesis should be typed in final form prior to the oral examination. After the thesis has been accepted by the student's committee, the student will be examined on the thesis (and relevant material) by the committee. Other interested members of the faculty and graduate students may attend the thesis orals. The oral examination should include a formal oral presentation by the student, presenting the rationale for the study, the hypotheses, the method, the results, and the implications of the research findings. When the oral examination has been passed and any resulting corrections or alterations made in the thesis, the thesis signature page is completed by the student's committee and the Chairperson of the Psychology Department. The student then takes the signature page and one copy of the thesis to the Dean of the Graduate School to be signed. The Graduate School will check to see that all the required sections of the thesis are included and will give the student five receipts certifying completion of the thesis. The student then follows The Graduate School's procedures for submission of the thesis to the Library. It is projected that by spring 2010, all degree candidates will submit their theses/dissertations electronically.

Evaluation

Students are required to submit a written copy of their thesis and successfully pass an oral examination of the project (thesis defense). Program faculty will provide a rating of each

student's performance on the thesis process as one portion of the *Program Assessment System*. The rating will be conducted utilizing the Department of Psychology Thesis Scoring Rubric and Scoring Sheet (see Appendix J). These ratings are independent of the decision of the thesis committee as to the acceptability of the thesis in meeting the University and Departmental requirements for thesis. **Note that you will not be permitted to begin the internship until you have completed your thesis defense.**

CULMINATING ASSESSMENT

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 departmental requirements, meeting licensure requirements, and as a part of overall evaluation of the program's effectiveness. The three evaluation requirements are described below:

The Culminating Assessment: The Portfolio

Students must complete a portfolio for their final evaluation during the internship year that demonstrates their ability to perform these skills at the beginning practice level. The portfolio forms one basis for the final grade in the internship and successful completion of the program. Students must document proficiency in all 11 competency areas. The documentation will consist of samples of their work developed in classroom assignments, practica, and internship. There should be three to five pieces of evidence for each competency area, and at least one piece of evidence must be from assignments or work completed in field studies (practica or internship). These documents are selected by the student and represent the student's best work. The portfolio should document that the student has beginning proficiency in each of the domain areas. **The student must also clearly demonstrate that applied work is data-based, uses interventions based on data, and has measured the impact on children and families.**

The portfolio will be rated by a faculty committee and this information will also be used in program evaluation and assessment. Students are required to compile a portfolio demonstrating their mastery of the basic practice areas of school psychology by the end of internship. The portfolio will be evaluated as exceeding standard, meeting standard, or below standard for a beginning psychologist.

The 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) Documentation of competencies in each domain area
- (e) Documentation of demonstrated impact on student learning and development.

The portfolio is due one month prior to your expected graduation date, although students may be required to turn in report drafts for feedback during the internship course. A more detailed description of the portfolio along with a detailed description of scoring appears in the Appendices H & I.

School Psychology Specialty Examination (PRAXIS)

As part of the culminating assessment students must also complete the School Psychologist Specialty Examination (PRAXIS II Series, 0400, administered by the Educational Testing Service). This examination is used by the State of North Carolina (as well as many other states) as a requirement for licensure. This examination is also required by the National School Psychology Certification Board as one requirement for national certification. Each student is required to complete the School Psychologist Examination (PRAXIS) prior to the end of the internship. Copies of the scores should be sent to ECU for use by the licensure office in recommending you for licensure. A copy of your scores must also be given to the Program Director prior to graduation. These scores are also used in program evaluation. Further information about this examination, including registration information, is available at www.ets.org/praxis

Departmental Requirement

In addition to the Culminating Assessment/Portfolio described above, the Department of Psychology requires that each student complete an oral or written specialty examination. Students will complete this requirement by presenting the findings of a school psychology-related research study at a state, regional, or national professional psychological association meeting or serving as an author or primary co-author of a publication describing their research published in a peer-reviewed professional journal appropriate to school psychology or psychological services in the schools. The project must reflect the primary work of the student and the student must be the primary author of the presentation or publication. It is recommended that students present the findings of their thesis rather than take on an additional research project. Students who wish to present a project other than the thesis must meet with the Program Director to ascertain that the topic of the research project is appropriate for this requirement. **Note that you will not be permitted to begin the internship until you have completed this requirement or have an approved letter stating that your project has been accepted for presentation.**

Recommended Professional Meetings for Presentations:

Southeastern Psychological Association Application Deadline: October. Meeting Date: March.

North Carolina Psychological Association Application Deadline: March. Meeting Date: May

North Carolina Association of School Psychologists Application Deadline: April. Meeting Date: September

ADMISSION, RETENTION AND STUDENT EXPECTATIONS

Admission

The school psychology program admits a select number of students each year who are judged by the faculty to have excellent potential for success as school psychologists. In selecting students for admission to the school psychology program, the program faculty attempts 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 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. The Program Director and school psychology faculty members will make the final determination for acceptance.

Criteria for regular admission include:

1. Completion of a bachelor's degree in psychology, education, child development, or a closely related degree. Students must have a common core of undergraduate psychology courses including introductory psychology, statistics, and experimental psychology. Additional coursework in learning, personality, physiological psychology, and tests and measurements is recommended. Students may be admitted with deficiencies, but these deficiencies must be met by appropriate undergraduate course work that will not count toward the graduate degree;
2. An overall GPA of at least 3.0 on a 4 point scale;
3. Graduate Record Examination scores taken within the previous five years. Accepted students typically have GRE combined scores of 1000 or above, with no individual score below 450;
4. A three letters of reference, two of which must be from psychologists;
5. Completed Graduate School Application and Psychology Department Supplemental Application;
6. Completed personal statement outlining the applicant's professional goals, reasons for pursuing training in school psychology, and how the applicant and program will benefit from the applicant's admission to the program.
7. Evidence from application materials that the student has the requisite dispositions to be successful in the program and to practice effectively as a school psychologist. These dispositions include a commitment to the profession, a reflective approach to personal strengths and weaknesses, ability to work collaboratively with others, accepts constructive feedback, responsibility, and academic motivation.

Applications should be made by February 1 for fall admission, although admissions offers may be made before the February 1 deadline for qualified applicants. Admissions decisions are made based on a combination of GRE scores, GPA, previous experiences, recommendations and information from the applicant's personal statement.

Transfer of Previous Coursework

The School Psychology Program is designed to ensure that all students graduate with a uniform set of knowledge, skills and attitudes that will lead to good psychological practice. The selection and sequence of courses has been arranged to provide a strong and comprehensive curriculum. Students who have previously completed courses elsewhere may be eligible to substitute up to twelve (12) semester hours with the approval of the Program Director. According to Graduate School Policies, no courses used to satisfy the requirements for a masters degree may be used to meet the requirements for a second masters degree. The responsibility for initiating the exemption process rests with the student. All requests for substitutions 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 Program Director will determine whether the course may be substituted. The following factors will be considered in making the substitution decision:

1. The quality of the institution and department where the course was taken;
2. The student's ability to discuss and apply the content of the course;
3. The similarity of the course syllabi, textbook(s), and other materials compared to the course at ECU;
4. The grade received by the student (only courses with a grade of B or higher are acceptable for substitution. Courses taken on a pass-fail basis at another institution may not be substituted).
5. When the course was taken; ordinarily, the course should not have been taken more than five years prior to the student's enrollment in the School Psychology Program;
6. The course(s) must be clearly identified as graduate courses;
7. Practicum coursework may not be exempted except for those students who completed practica as part of a NASP approved program in school psychology.
8. No course credit toward these degrees is awarded for undergraduate course work, remedial study courses, or workshops.
9. Graduate School requirements do not allow courses taken to fulfill the requirements of one Master's degree to be used to fulfill the requirements of a second MA degree.

Enrollment Policy

Students are accepted only in the Fall and only for full-time study. Full-time enrollment allows students to develop supportive relationships with peers, immerse themselves in the academic experience, and provides a more consistent educational experience. It is expected that employment, assistantships, and/or volunteer work will not interfere with the student's normal progress through the program. 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.

Ethical Conduct

Ethical behavior is one of the cornerstones of effective practice as a psychologist. 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. In addition, students are expected to adhere to the relevant policies and procedures for human subject protection of the ECU Institutional Review Board. Guidelines for academic integrity and student conduct is outlined in the ECU Student Handbook, and students should be familiar with these standards. You are encouraged to consult a faculty member if you have concerns about ethical issues or the ethical behavior of others. The program emphasizes the role of personal responsibility of psychologists and psychologists-in-training and encourages critical introspection.

Respect for Diversity

Because school psychologists work with persons with a wide variety of backgrounds, it is imperative that those who aspire to become school 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 terms of sexual orientation, race/ethnicity, national origin, age, sex, religious preference, or disability. While few persons (faculty or students) are completely free from prejudice, we encourage personal introspection and discussion of values and beliefs in a supportive environment. While the program faculty recognizes the constitutional right of free speech, it will not support behaviors which are judged to be highly intolerant and/or interfere with effective learning or practice of psychology.

Disability Support Services

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252) 737-1016 (Voice/TTY).

Student Progress

The School Psychology Program maintains the expectation of satisfactory academic, practice and ethical performance by its students. The Psychology Department requires that all graduate students be reviewed annually by program faculty and that their progress be reviewed with the departmental faculty at a department meeting in the Spring semester called for this purpose. The school psychology program faculty will review each student's progress in academics, research, practice activities, and assistantship. In addition, the faculty will review the student's professional behavior/motivation in the program along with the student's overall progress in the program. Faculty members then make a recommendation to the Department faculty for continuation or non-continuation in the program. The faculty may make recommendations for individual students who need remediation plans. A copy of the rating form and criteria are available in Appendix K.

Student progress is assessed each year by the school psychology faculty. Each student's progress is approved by the departmental faculty and students receive a written letter documenting their progress each year. Students must maintain a 3.0 overall GPA for satisfactory academic progress, and may not continue in the program if they earn two Fs in courses or more than two grades of C or lower. Most courses also support peer feedback or supervision, and students receive detailed supervisory feedback during practica and internship. Each student's progress is reviewed prior to being approved for internship, and students must have successfully completed all coursework, had a satisfactory rating on practicum performance, completed the departmental examination requirement, and defended the thesis prior to beginning internship. Students prepare a portfolio of their work which is the basis of the culminating assessment required at the completion of the internship.

Students whose performance is unsatisfactory will be advised to reconsider their career choice. Recommendation of dismissal from the program is made by the School Psychology Program Faculty in accord with all applicable University policies and procedures. Students are advised to consult the relevant portions of the East Carolina University Graduate School Bulletin. Students may be dismissed from the program for the following reasons:

1. Failure to maintain minimum academic standards or complete coursework in a

- timely fashion;
2. Lack of mastery of applied skills in the practice of psychology;
 3. Unsatisfactory performance in practicum or internship;
 4. Academic dishonesty;
 5. Criminal misconduct;
 6. Unethical or unprofessional conduct;
 7. Cognitive/ emotional/ behavioral impairment that affects client welfare or the training process.

ADVISING

Each student is assigned to the Program Director for academic advising. The advisor will assist the student in developing a course schedule and the student is responsible for entering the schedule using the Banner System. The Program Director remains available throughout the program for consultation about career concerns, professional issues, and programmatic issues. Students are encouraged to consult with the Program Director at all major decision points, including pre-registration for each term, planning and executing the thesis, selection of internship sites, and preparing for the final defense of the thesis. 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.

By the end of the first year the student is encouraged to become acquainted with all members of the program area faculty and select a thesis director. The thesis director's role is one of consultant, advocate, mentor, and monitor of the thesis experience. Faculty advisors will make every effort to be available and responsive to students' needs. Students should take the initiative, however, to establish regular contact with their thesis director and request assistance as needed during the completion of the thesis.

FINANCIAL ASSISTANCE

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. Graduate assistants receive opportunities to develop applied competencies to be used in appointments after graduation or to aid in admission to doctoral programs. Assistantships are assigned by matching the student with a professor (or professors) prior to the Fall, Spring, and Summer semesters. The assignments typically require between 10 and 20 hours of work per week. Graduate assistants are paid four times each semester. Financial support is generally limited to a total of six semesters. **An assistantship does *not* mean that tuition and fees have been waived.** The number of assistantships in the Department varies from semester to semester as a function of budget and need. Additional assistantship opportunities are available throughout campus, are usually advertised through the ANNOUNCE system and will frequently be posted on the graduate student board in the Psychology Department Office.

Tuition Waivers

A very limited number of out-of-state tuition waivers are available to the program to supplement

support for out-of-state students. These waivers are usually available for the Fall and Spring semesters of the first year of graduate study and provide a waiver of out-of-state tuition. The student therefore will pay tuition and fees at the in-state rate. In order to continue in-state tuition following the first year the student must establish in-state residency. Further information on applying for residency for tuition is available at <http://www.ecu.edu/cs-acad/gradschool/residency.cfm>.

Scholarships

The School Psychology Training 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 many alumni and friends of the School Psychology Program have made donations in subsequent years. The scholarship provides one five hundred dollar award each year. 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 have completed one 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 field work 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 (Appendix P) 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 December 1. The selection will be made by December 15, and the award is made during the spring semester.

PROFESSIONAL INVOLVEMENT

The school psychology program encourages students to become involved in professional and academic activities to the fullest extent practicable.

Professional Organizations

Students are encouraged to become professionally involved through student memberships in organizations such as the American Psychological Association (APA), The National Association of School Psychologists (NASP), the North Carolina School Psychologists Association (NCSPPA), and the Association of Black Psychologists (ABP). Attendance at meetings of these organizations will facilitate one's growth as a psychologist as well as providing exposure to potential internship and employment possibilities.

Campus Organizations

There are several campus organizations that students can become involved with that can promote professional development, academic enrichment, and student camaraderie.

Psychology Graduate Student Association (PGSA). Graduate students in the Department have 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.

Graduate Student Advisory Council (GSAC). One representative is elected from each department. This council meets monthly and serves as a forum for students to present matters of concern to the Graduate School. The GSAC sends a representative to the Graduate Council and to two standing committees of the Graduate School.

Psi Chi. Psi Chi is the national honor society in psychology affiliated with the American Psychological Association and 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. 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 available in the Psi Chi Display Case across from Rawl 104. The local chapter of Psi Chi has an endowed scholarship which is awarded annually.

PROGRAM PLANNING AND EVALUATION

The program engages in regular program evaluation and planning. These sources of evaluation data are utilized:

1. Feedback from practicum and internship supervisors on student performance;
2. Student evaluation of courses and faculty performance;
3. Feedback from interns and graduates;
4. Review of student work on thesis, the culminating portfolio, and the National School Psychology Examination;
5. Ratings of personal dispositions at admission and graduation, and Appendices M and N
6. Periodic reviews and feedback from NASP, NCDPI/NCATE certification reviews, and university graduate program reviews.

The University requires that each department conduct annual evaluations of student learning outcomes for Southern Association of Colleges and Schools accreditation requirements. The school psychology program utilizes a subset of the *Program Assessment System* to meet this requirement. In addition, each graduate program in the University is reviewed by an external/internal review team in a cycle of once every five years. The Program Assessment

System is described in more detail in Appendix O.

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 faculty meets annually to review program data from the previous year. In addition, these meetings are also used to review student progress, share professional ideas, discuss issues in the field of school psychology, and develop research projects.

PROGRAM APPROVAL

ECU's school psychology MA/CAS program is approved by the National Association of School Psychologists (NASP), the National Council for the Accreditation of Teacher Education Programs (NCATE), and the North Carolina Department of Public Instruction. Graduation from the program and successful completion of the National School Psychology Examination leads to certification as a school psychologist allowing the graduate to work as a school psychologist in North Carolina public schools. Graduation from the program and successful completion of the National School Psychology Examination meets the educational qualification for the credential of Nationally Certified School Psychologist (NCSP) which allows for greater employment mobility in different states. Graduates of the program also meet the educational requirements to sit for the examination for licensure as a Licensed Psychological Associate from the North Carolina Board of Psychology.

PROGRAM LOCATION, RESOURCES, AND RELATIONSHIP WITH OTHER DEPARTMENTS

The school psychology program is one of the graduate programs offered by the Department of Psychology which is located in the Thomas Harriot College of Arts and Sciences. The Psychology department has a membership of approximately 37 full-time faculty. Organizationally the department has a Chair and Program Directors that oversee the functioning of the programs in the department—PhD in Health Psychology (Behavioral Medicine and Pediatric School Psychology tracks), MA/CAS in School, MA in General/Theoretic (Academic/Research and Industrial/Organizational) programs, and the Undergraduate program. In terms of academic course work, the program interrelates with the Health Psychology program in the Department of Psychology and programs in the College of Education for relevant coursework and research.

Students have access to both the Joyner Library and the Health Sciences Library at the School of Medicine. The department maintains several personal computer labs and the University has a variety of student computing resources located throughout campus. The school psychology program has testing/interview offices with one-way mirrors and videotape capability.

The school psychology program maintains a stock of assessment materials required for psychological assessment as part of the program coursework and training. The materials must be checked out from the instructor responsible for the assessment course in which the test is used, or from the graduate assistant assigned to the testing center. Program materials are generally not to be used on the practicum site as the practicum site will have sufficient materials for use by the

practicum student. It is the responsibility of each student to ensure that these materials are checked back in when no longer needed. Students will be charged for materials which are damaged, lost, or not returned by the deadline. Course credit may be delayed until materials are returned or compensation is received by the department. The loss of or failure to return a test kit or manual can be a serious ethical issue because school psychologists are ethically bound to insure test security.

CONTINUING PROFESSIONAL DEVELOPMENT

The School Psychology Program endorses the role of continuing professional development as a necessary component for the provision of competent school psychological services. Following completion of a graduate level program, the school psychology professional enhances and expands his/her competency through supervised and professional experiences, active participation in continuing education activities and involvement with professional associations.

To provide an array of continuing education opportunities for practicing school psychologists in eastern North Carolina the School Psychology Program works in cooperation the Eastern Area Health Education Center. The Eastern Area Health Education Center was established by the State of North Carolina to provide continuing professional development programs for child-serving professionals and is the major source of coordination for these programs for the 23 county eastern region of North Carolina. The school psychology program has a representative on the children's services advisory committee. Each year this committee conducts a comprehensive needs assessment in order to plan for yearly continuing professional development activities. School psychology faculty members also provide a variety of professional development programs at local, statewide and national workshops and conferences.

Appendix A
**THE REFLECTIVE EDUCATIONAL PRACTITIONER: A CONCEPTUAL
FRAMEWORK FOR ADVANCED EDUCATIONAL PROGRAMS AT EAST
CAROLINA UNIVERSITY**

Aligned with the mission statements of East Carolina University, the College of Education, and the Council for Teacher Education, the conceptual framework represents the vision that drives the work of all administrators, faculty, and candidates in the unit. It focuses on preparing reflective educational professionals who are dedicated to democratic principles and practices and are capable of empowering all learners in all educational endeavors and achieving excellence through partnership with their school and community colleagues. Each element of the revised conceptual framework is founded on and supported by research and knowledge based in the professional education literature.

The *Reflective Education Professional*, the bedrock on which the conceptual framework was built, recognizes the critical roles of reflection in creating and implementing best practice, understanding critical dispositions, and impacting professional development. The core of the conceptual framework, *Empowering All Learners*, is multifaceted and addresses diversity, education for a democratic society, and the role of standards-based education. The conceptual framework is responsive to the changing needs in education and allows for adjustments in the unit's priorities without altering the entire framework. Current priorities include enhanced emphasis on the areas of diversity, assessment, technology, and research.

Adoption of the unit's conceptual framework for the preparation of education professionals was an easy decision because the elements and theme were already evident in our program and supported by the professional literature in the field of School Psychology. Indeed, just as the conceptual framework calls us to empower all learners, the very nature of our field, as reflected through the mission statement of the National Association of School Psychologists, is to enhance the mental health and educational competence of all children.

The model of training that the School Psychology program follows is the “scientist-practitioner” model, which aligns well with the “reflective educational professional.” Just as the unit has a mission to prepare reflective decision-makers, our model advocates that the professional school psychologist must be prepared to do more than just administer a prescribed battery of tests or services. A scientist-practitioner is prepared to analyze a situation, consider alternative methods, solutions, and interventions, gather and evaluate necessary information, and then evaluate the effectiveness of outcomes. Our program facilitates the development of such competencies by training students in a wide variety of skills, assessment tools, and intervention methods with the focus of tailoring the use of any particular method to the individual child and/or situation at hand. As the re-authorization of IDEA emphasizes, one way to enhance the mental health and educational competence of children in need is to use a problem-solving model to consider various empirically-validated strategies, while monitoring progress and response to all interventions.

Through the various assessment, consultation, intervention, and practicum courses that our students take, they learn how to effectively diagnose learning and emotional/behavioral disorders, how to link assessment results to empirically-validated interventions, how to monitor intervention results, and how to work collaboratively with school-based interdisciplinary teams. Just as the unit's mission can only be achieved through partnership with schools and the community, the school psychologist's mission to empower all learners can only be fulfilled through partnership with parents, teachers, and other school personnel. The coursework, practicum, and internship experiences of the School Psychology program emphasize the collaborative and consultative nature of the job. Our students learn and practice consultation models and strategies. They learn and practice how to interpret and communicate assessment results and intervention plans by both written and verbal means. They learn the parents' role on an interdisciplinary team and practice working with them to help their child succeed. We train our students to be child advocates who serve as liaisons between the school and the home, and between the school and community agencies when necessary.

Just as the unit's conceptual framework speaks of the need to embrace and address diversity in our public schools, so does our School Psychology program strive to prepare competent school psychologists who understand individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning. They learn about multicultural issues in education through coursework and related projects. In addition, students work with children from various ethnic and socioeconomic backgrounds through their school-based practicum and internship experiences. Integrated within our courses are readings and discussions about poverty, minority status, and other issues of educational equity, and our assessment courses cover best practice models for the assessment of children with limited English proficiency or those with mental or physical disabilities. When making decisions about admission to the program, the School Psychology faculty seeks those with a commitment to social justice and human welfare. Additionally, practicum and internship supervisors rate student's sensitivity to issues of cultural diversity and socioeconomic factors and their ability to relate effectively to the diverse population of students, parents, and professionals in the public schools.

Finally, consistent with the conceptual framework of the unit, the School Psychology program supports and encourages the use of technology in the application of school psychology practice. We train students to use available technology, such as sophisticated scoring programs, when conducting psychoeducational assessments. Students are also trained to conduct online literature searches from national scientific databases so that their selection of services is informed by the latest research. Our School Psychology students also have the advantage of taking multiple Assistive Technology courses to address the needs of disabled children in schools. In fact, many of our students have chosen to extend her training beyond program requirements to gain additional certification in Assistive Technology.

Appendix B

TYPICAL MA/CAS SCHOOL PSYCHOLOGY COURSE SEQUENCE

First Year, Fall

- 6404 Issues in School Psychology
- 6405 Advanced Educational Psychology
- 6409 School Assessment I
- 6452 Child and Adolescent Psychopathology

First Year, Spring

- 6402 School Consultation
- 6410 School Assessment II
- 6430 Statistics and Research Design
- 6467 Psychotherapy with Children and Families

First Year, First Summer Session

- 6406 Advanced Developmental Psychology
- Education Foundation course

First Year, Second Summer Session

- Education Foundation course

Second Year, Fall

- ADED 6940 Multicultural Issues
- 7442 Psychological and Educational Interventions
- 7950 Practicum in Therapeutic Approaches with Children
- 7000 Thesis

Second Year, Spring

- 7411 School Assessment III
- 7413 Clinical Child Neuropsychology
- 7951 Practicum in Psychoeducational Assessment
- 7000 Thesis

Third Year, Fall Semester

- 7992 Internship

Third Year, Spring Semester

- 7992 Internship

Appendix C
SCHOOL PSYCHOLOGY MA/CAS CHECK SHEET

_____6402 – R	School Consultation
_____6404 – R	Professional School Psychology
_____6405 – R	Advanced Educational Psychology
_____6406 - R	Advanced Developmental Psychology
_____6409 – R	School Assessment I
_____6410 – R	School Assessment II
_____6430 – R	Statistics and Research Design
_____6452 – R	Child and Adolescent Psychopathology
_____6467 – R	Psychotherapy with Children and Families
_____7411 – R	School Assessment III
_____7413 – R	Clinical Child Neuropsychology
_____7442 – R	Psychological and Educational Interventions
_____7950 – PR	Practicum in Therapeutic Approaches with Children
_____7951 – PR	Practicum in Psychoeducational Assessment
_____7000 – TH	Thesis
_____7000 – TH	Thesis
_____7992 – IN	Internship
_____7992 – IN	Internship
_____8000	Comprehensive Examination Requirement (no course credit)
_____ADED 6940	Multicultural Issues
_____	Two approved courses in education/special education

Appendix D
East Carolina University
School Psychology MA/CAS Program
Internship Requirements and Site Agreement

The internship in school psychology is the culminating educational activity for the psychologist-in-training. This experience orients the student to the professional and interpersonal realities and demands of being a psychologist in the schools. The school system agreeing to serve as the internship site is assuming an important role in the overall graduate education of the student. In agreeing to serve as an internship site the school system must also agree to establishing a learning environment and providing certain experiences, supplies and considerations. School systems hiring interns must meet the minimum criteria for professional activities, support, and field supervision as specified below.

Internship Goals

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. Program graduates are expected to attain the following proficiencies of an entry-level school psychologist:

12. Have broad knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into data-based decisions about service delivery, and evaluate the outcomes of services.
13. Have broad knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. Collaborate effectively with others in planning and decision-making processes at the individual, group, and system level.
14. Understand human learning processes and techniques to assess these processes and of direct and indirect services including instructional interventions and consultation, applicable to the development of cognitive and academic skills. They develop, in collaboration with others, appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions.
15. Develop broad knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment/intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. Develop, in collaboration with others, appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions.
16. Understand individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent

school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies, selected and/or adapted, based on individual characteristics, strengths, and needs.

17. Develop broad knowledge of general and special education, and other related services. The competent school psychologist understands schools and other settings as systems, and works with others to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others.
18. Develop broad knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.
19. Develop broad knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents) and understands influences on student development, learning, and behavior. Identify methods to involve families in education and service delivery and work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
20. Develop broad knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.
21. Develop broad knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. Practice in ways consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.
22. Develop broad knowledge of relevant information sources and technology; and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services.

Responsibilities of the Internship Site

1. Provide a licensed or certified school psychologist meeting the supervisor requirements (described below) to provide direct individual supervision to the intern for an average of two hours per week;
2. Allow the intern to provide psychological services to children enrolled in both regular and special education.
3. Provide exposure to students at all levels of the K-12 spectrum (preschool, elementary, middle, and high schools).
4. Allow the intern the opportunity to work with students from a variety of cultural, ethnic, and social backgrounds;
5. Allow the intern the opportunity to provide services in all areas school psychological services, including assessment, consultation, counseling, developing and presenting in-service training programs;
6. Provide an orientation to the school system, the school psychologist's role and function in the school system, and all required state and local forms and procedures;
7. Provide a salary and appropriate benefits consistent with the North Carolina Department of Public Instruction state scale for a provisionally certified school psychologist (or the

appropriate salary scale if the internship site is in another state). The salary and schedule of appointment are provided in writing to the intern.

8. Provide the intern with expense reimbursement consistent with that of other school psychologists;
9. Provide adequate office space, supplies and materials, and secretarial assistance consistent with that provided to other school psychological services staff;
10. Allow release time to return to the University up to four times per semester to meet with the university internship supervisor;
11. Provide a contract of at least 1,200 hours of paid internship training during one full school year, beginning in the Fall and concluding in the Spring; and
12. Provide release time and, where possible, financial support, to participate in continuing professional development and related in-service training activities.

Specific Professional Activities

The internship is primarily a training activity, and the psychologist-in-training must be provided an internship experience that allows her/him to further develop the proficiencies of an entry-level psychologist. Interns should have the opportunity to participate in the following internship activities:

1. Develop appropriate data-based interventions for children with learning and behavior problems through the use of standardized and non-standardized assessment procedures;
2. Develop, implement and evaluate the impact of appropriate individual and group counseling techniques for students experiencing behavioral or emotional problems;
3. Provide comprehensive psychological and educational test batteries to diagnose children with learning and behavior problems;
4. Develop data-based assessment strategies and intervention plans for students with behavioral and/or learning/academic difficulties;
5. Communicate and collaborate with parents, teachers and administrators, and other professionals in providing direct and indirect services to foster home-school-community collaboration;
6. Attend and participate in multidisciplinary team meetings to determine appropriate educational interventions for students with learning and/or behavior problems;
7. Attend school and state/regional continuing professional development programs;
8. Meet various administrators and student services personnel throughout the school system to discuss their job role functions, their views about the role of the psychologist in the schools, and to better understand the organization and operation of the school;
9. Participate in and develop prevention and intervention programs designed to enhance the development of student learning and development outcomes;
10. Acquire experience in organizing and presenting workshops, seminars, and other relevant in-service training activities;
11. Incorporate innovative practices derived from current research findings into educational programs for students, classrooms and schools;
12. Exhibit the highest standards of ethical and professional propriety in providing psychological services to children; and
13. Use appropriate technology in the provision of school psychological services.

Student Intern Responsibilities

1. Meet weekly with the field supervisor (a licensed or certified school psychologist meeting the supervisor requirements described below) for a minimum of two hours of supervision to review professional activities, case progress, and discuss issues encountered during the internship.
2. Record internship activities on the internship log sheet and turn in a monthly summary at each internship seminar meeting.
3. Complete a summary of the internship activities at the end of the first semester of internship and a summary of the activities of the entire internship at the close of the internship.
4. Work with the field supervisor to obtain the required mix of services that provides for a well-rounded experience.
5. Work with the field supervisor to complete an evaluation at the mid-point of the school year (December) and at the completion of Internship. Have a discussion with the supervisor of the evaluation once completed.
6. Schedule your activities on site and ensure that all responsibilities are completed in a professional and timely manner.
7. Negotiate time-off with the Internship site supervisor in advance and follow all appropriate school district policies.
8. Complete all assignments for the University in a timely manner.
9. Contact the University supervisor immediately if problems arise.
10. Attend and participate in monthly intern seminars at the University.

Internship Supervisor Expectations

The field supervisor is a mentor, teacher and one who critically evaluates the student's work and provides constructive feedback. The field supervisor is also professionally accountable for the work of the intern. Since this is an important function, a supervisor must meet the following criteria:

1. Hold current licensure in North Carolina as a Level II (Specialist) or Level III (Doctoral) School Psychologist (or equivalent licensure if internship site is outside of North Carolina).
2. Have successfully completed at least two academic years of full-time employment as a licensed or certified school psychologist in a school setting.
3. Be employed full-time as a school psychologist by the school system. Psychologists employed on a contractual basis or who are part-time may not serve as an intern supervisor.
4. Have the broad background and experience to supervise the entire range of psychological services, including assessment, consultation, counseling and other direct and indirect services to students, parents and school staff.
5. Supervise no more than 2 interns at any time during the internship year.
6. Meet weekly with the intern for a minimum of two hours of supervision to review professional activities, case progress, and discuss issues encountered during the internship. Provide corrective feedback as necessary.
7. Develop a plan of supervision with the intern that takes into consideration the intern's skills and needs, as well as university, state and local requirements for an internship.
8. Assist the student in identifying and meeting professional goals. Provide a supportive

environment for learning and experimentation.

9. Model the highest standards of professional practice and ethical conduct.
10. Provide regular feedback about the intern's performance, including a formal mid-term and final evaluation.
11. Contact the University supervisor immediately if problems arise.

University Supervisor Expectations

The University supervisor has the primary responsibility for assigning a grade to the intern. The University supervisor does not directly supervise the student's work, but does provide important guidance and support for the intern and the field supervisor. The university supervisor is expected to:

1. Hold current licensure as a Level III (Doctoral) school psychologist in North Carolina.
2. Have broad background and experience in school psychology.
3. Ensure that student and field supervisors understand internship requirements.
4. Ensure that student and field supervisor receive all required forms.
5. Provide monthly intern seminars that provide an opportunity for interns to process their experiences, solve problems, and learn from each other.
6. Be available to discuss and meet to collaborate on solutions if issues or concerns arise.
7. Ensure that all required paperwork has been received from student and field supervisor.
8. Submit internship grades once requirements are completed.
9. Facilitate state licensure for intern.

I have reviewed and am in agreement with the outlined goals, objectives and requirements

for the internship of _____ at _____.
(Intern name) (Internship location)

This internship will begin on _____ and end on _____.

LEA Representative _____ Date _____

Field Supervisor _____ Date _____

Intern _____ Date _____

University Supervisor _____ Date _____

A copy of this signed agreement should be kept on file by the LEA, Field Supervisor, Intern, and University Supervisor.

Appendix E

School Psychology Internship Log

Each intern must keep a detailed log of your internship activities by noting the date, time, blinded client identification, activity performed, and indicate training domain addressed. You will bring copies of your weekly logs along with a monthly summary of activities to each intern seminar. Use the following system to code your activities:

1 – case specific assessment:

standardized testing, curriculum-based assessment, scoring tests, direct observation, functional behavior assessment activities, scoring rating scales or observation data, reviewing a child's past evaluation or school/medical records, interviewing parents or teachers, practicing or reviewing a new or unfamiliar test that you will be administering, etc.

2 – counseling and direct intervention:

providing counseling services, researching strategies for intervention specific to a case, designing a behavior intervention plan, reviewing data to monitor a current behavior plan, participating in an IEP team meeting, developing a treatment plan for a counseling case, etc.

3 – consultation, collaboration and other indirect intervention activities:

Consultation with parents or school personnel, conducting in-service training, attending TAT meeting to address child's needs, teaching a teacher to implement a behavior management system, observing a teacher's overall classroom management (not a specific child) as part of a collaborative consultation, talking with a parent about strategies to help their child complete homework, etc.

4 – organization and documentation:

recording practicum log, note to parent to ask them to complete a rating scale, weekly counseling notes, note to teacher to remind them to collect intervention data, making copies of intervention plans for a child's teachers, creating a teacher interview form or other forms for information gathering purposes, etc.

5 – supervision activities:

direct supervision with on-site supervisor, peer supervision about a specific case or issue, talking with teachers or other school staff about work-related things.

6 – continuing professional development and other training activities:

attending a school faculty meeting, observing an IEP or TAT meeting for the experience (no direct involvement with the child), attending a school in-service training, performing research activities, reading literature to inform yourself about a general issue not related to a specific case (e.g., reading the district's policy regarding suicide intervention procedures), and any other training experiences that don't fit into the above categories.

7 – travel:

Travel time between school assignments during the day, to central office meetings, etc. Not for daily commuting travel unless to a location other than your usual work station.

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Appendix F
Internship Completion Verification Form
East Carolina University School Psychology Program

This form is to be completed by field supervisors at the end of each semester of internship and returned by the intern for submission to the faculty supervisor. The top of the form should be completed by the intern prior to giving it to the field supervisor.

Intern: _____ Academic Year: _____
 Field Supervisor: _____ Semester: ____ Fall ____ Spring
 Internship Site: _____

In order to fulfill internship responsibilities and receive a grade, the intern should have completed each of the following prior to the end of the semester. Please place a check (✓) in the blank space beside each applicable item. Please write a comment or explanation for each item for which a check cannot be given at this time.

- ___ 1. The intern completed at least 600 hours of internship this semester.
- ___ 2. Internship assignments were completed in a manner consistent with NASP Standards for Professional Practice and appropriate state and federal laws and regulations.
- ___ 3. At least two hours per week of field supervision was provided by an appropriately credentialed school psychologist.
- ___ 4. The internship included a range of school psychological services consistent with the training objectives and required internship activities of the school psychology program.
- ___ 5. Services were provided to a diverse range of student/clients (including non-disabled and disabled students/clients from a variety of socioeconomic, cultural/ethnic, and racial backgrounds)
- ___ 6. The intern was provided with support/resources consistent with those provided to school psychology staff.
- ___ 7. The intern has completed all cases to which a commitment had been made, or has made arrangements for follow-up. If additional work on the part of the intern is necessary to satisfactorily fulfill commitments and complete requirements for this semester, please describe:

Thank you for your contributions to our training program and to the future of school psychology in North Carolina. Please contact Dr. Christy Walcott (252-328-1378) if you have questions or concerns.

 Signature of Field Supervisor

 Date

Appendix G
East Carolina University
School Psychology Program Intern Evaluation

Intern: _____ Date: _____

Field Supervisor completing evaluation: _____

Please complete the following questions regarding the progress of the school psychology student that you supervise. Thank you for your input and continued support of this student and the ECU School Psychology Program. Use the following scale for each item on the evaluation:

- 1 - Lacks basic professional competence in this area.
- 2 - Below average competence, but improvement predicted with supervision and experience.
- 3 - Average level of competence.
- 4 - Above average competence, with only a minimal need for supervision.
- 5 - Very well developed competence; capacity for independent functioning.
- NA - Insufficient information to make a rating at this time.

Data-Based Decision Making and Accountability:

- | |
|--|
| 1) Is knowledgeable of various models and methods of assessment (e.g., norm-referenced, functional, observation, interviewing, etc.)
1 2 3 4 5 NA |
| 2) Uses a variety of models and methods of assessments that yield information that is useful to understanding the problem.
1 2 3 4 5 NA |
| 3) Uses data to effectively determine student strengths and needs.
1 2 3 4 5 NA |
| 4) Effectively translates data into decisions about service delivery.
1 2 3 4 5 NA |

Consultation and Collaboration:

- | |
|--|
| 5) Is knowledgeable about consulting with colleagues in the school setting.
1 2 3 4 5 NA |
| 6) Communicates opinions and data to all appropriate parties in a supportive, problem-solving fashion.
1 2 3 4 5 NA |
| 7) Collaborates effectively with colleagues in planning for services to individuals. 1 2 3 4 5 NA |
| 8) Collaborates effectively with colleagues in planning for services to groups or systems.
1 2 3 4 5 NA |

Effective Instruction and Development of Cognitive/Academic Skills:

- | |
|---|
| 9) Is knowledgeable about human cognitive and learning processes.
1 2 3 4 5 NA |
| 10) Is knowledgeable about cognitive/academic assessment techniques.
1 2 3 4 5 NA |
| 11) Helps develop cognitive and academic goals for students.
1 2 3 4 5 NA |
| 12) Helps implement cognitive and academic interventions. 1 2 3 4 5 NA |
| 13) Helps evaluate the effectiveness of cognitive and academic interventions.
1 2 3 4 5 NA |

Socialization and Development of Life Skills:

14) Is knowledgeable about human development.

1 2 3 4 5 NA

15) Is knowledgeable about assessment techniques for emotional/behavioral/adaptive behavior.

1 2 3 4 5 NA

16) Helps develop emotional/behavioral/adaptive goals for students.

1 2 3 4 5 NA

17) Helps implement emotional/behavioral/adaptive interventions.

1 2 3 4 5 NA

18) Helps evaluate the effectiveness of emotional/behavioral/adaptive interventions.

1 2 3 4 5 NA

Student Diversity in Development and Learning:

19) Is knowledgeable about individual differences, abilities, and disabilities.

1 2 3 4 5 NA

20) Is knowledgeable about potential influence of various factors on learning (e.g., biological, cultural, ethnic, experiential, socioeconomic, gender, etc.)

1 2 3 4 5 NA

21) Is sensitive and skillful when working with diverse students.

1 2 3 4 5 NA

22) Effectively selects or adapts strategies for working with diverse students.

1 2 3 4 5 NA

School and Systems Organization, Policy Development, and Climate:

23) Is knowledgeable about general and special education services.

1 2 3 4 5 NA

24) Understands the school setting as a system.

1 2 3 4 5 NA

25) Works effectively with others to facilitate school policies that impact children and others.

1 2 3 4 5 NA

Prevention, Crisis Intervention, and Mental Health:

26) Is knowledgeable about mental health issues, child and adolescent psychopathology and potential influences on psychopathology.

1 2 3 4 5 NA

27) Provides or contributes to prevention and intervention programs that promote mental health (e.g., counseling individuals or groups, in-service workshop presentations, consulting with others, etc.)

1 2 3 4 5 NA

Home/School/Community Collaboration:

28) Is knowledgeable about family strengths and influences on student development.

1 2 3 4 5 NA

29) Collaborates effectively with parents and families in planning for students.

1 2 3 4 5 NA

30) Collaborates effectively with community members (e.g., probation officers, police liaison officers, community leaders, etc.) in planning for students.

1 2 3 4 5 NA

Research and Program Evaluation:

31) Is knowledgeable about research, statistics, and program evaluation methods.

1 2 3 4 5 NA

32) Effectively translates research into practice.

1 2 3 4 5 NA

33) Helps plan and conduct investigations/program evaluations for improvement of services.

1 2 3 4 5 NA

School Psychology Practice and Development:

34) Is knowledgeable about school policies applicable to service to children/families.

1 2 3 4 5 NA

35) Is knowledgeable about ethical, professional, and legal standard in school psychology.

1 2 3 4 5 NA

36) Practices in a manner that is consistent with school psychology standards.

1 2 3 4 5 NA

37) Is involved in applicable professional development (e.g., organization memberships, continuing education training).

1 2 3 4 5 NA

Information technology:

38) Is knowledgeable about the use of technology in school psychology practice. 1 2 3 4 5 NA

39) Uses technology to enhance the quality of services.

1 2 3 4 5 NA

Additional Comments (attach additional paper):

Supervisor Signature: _____

Appendix H
East Carolina University
School Psychology Program
Portfolio Requirement

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 11 training competencies identified by the program goals and philosophy. Students are required to compile a portfolio demonstrating their mastery of the basic practice areas of school psychology by the end of internship.

Students must document minimum proficiency in all 11 competency areas. The documentation will consist of samples of your work developed in classroom assignments, practica, and internship. There should be a minimum of four or five pieces of evidence for each competency area, and at least one artifact must be from assignments or work completed in field studies (practica or internship). These documents are selected by the student and represent your best work. You should start your portfolio during your first year, and keep its contents updated throughout the program. 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 impact on children and families and evidence of proficiency in the 11 competencies identified by the program goals. 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 2 faculty members.

1. 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

2. Each individual training domain will be scored as at standard, below standard, or exceeds standard. A rubric will be provided to evaluators for the purpose of evaluating each domain.

3. There must be evidence in the portfolio of measuring the 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

- (b) Professional strengths and areas of interest in school psychology
- (c) Career goals within school psychology
- (d) Personal and professional development occurring through the training program
- (e) View of oneself as a school psychologist
- (f) Integration of coursework and knowledge
- (g) Discussion of areas needing improvement and a continued professional development plan

Documentation of Proficiency in Program Competencies

Domain 1: Data-Based Decision Making

School psychologists must be able use assessment strategies gather information and define current problem areas, strengths, and needs for individuals, groups, and systems.

Examples of appropriate evidence include:

- A psychoeducational report
- Classroom observation of a specific problem behavior tied to an intervention
- Counseling case study with assessment data linked to intervention that demonstrates a positive outcome
- Functional Behavioral Assessment report
- A needs assessment for a training program or a prevention program

Domain 2: Interpersonal Communication, Collaboration and Consultation

School psychologists must have the ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level. Examples of appropriate evidence include:

- An analysis on your interpersonal behavior during a case consultation (use a consultation evaluation instrument and a written analysis of the results).
- A practicum or internship supervisor's evaluation of your interpersonal skills
- A rating of your communication and consultation skills by members of an IEP or teacher assistant team on which you've served
- A consultation case study with a teacher or administrator that demonstrates a positive outcome

Domain 3: Effective Instruction and Development of Life Competencies

School psychologists must be able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals. Examples of appropriate evidence include:

- Development of academic learning goals and strategies for an IEP (from an evaluation report)
- An academic intervention case study that demonstrates a positive outcome
- A research paper describing a research-based academic intervention strategy
- A written evaluation of your participation as a tutor for an at-risk student
- A report on a study-skills group that you facilitated

Domain 4: Socialization and Development of Life Competencies

School psychologists must be able to develop challenging but achievable behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals. Examples of appropriate evidence include:

- Development of IEP addressing social or adaptive behavior (from an evaluation report)
- A Functional Behavior Assessment with development of a Behavior Intervention Plan
- Counseling report from a social skills, friendship or other life skills group you've conducted
- A counseling case study for a student with a behavioral, affective, or social behavior issue that includes data-based assessment, goals, research based intervention, and outcome evaluation demonstrating a positive impact of the intervention.

Domain 5: Student Diversity in Development and Learning

School psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds. Examples of appropriate evidence include:

- An assessment report for a child with English as a second language that demonstrates that you understand the impact of ESL on test performance, school performance, and intervention planning
- A reaction paper demonstrating your learning from a diversity class.
- A written reflection on what you've learned from participation in a cultural differences learning group
- A case study of your work with a child from a diverse background demonstrating that you took into account relevant information about diverse students in assessment and intervention planning and implementation that demonstrates a positive outcome
- A research paper on professional practice with persons from a specific racial, ethnic, or cultural background

Domain 6: School Structure, Organization and Climate

School psychologists must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for members of the community. Appropriate evidence could include:

- Written evaluation of your learning from participation in a district-wide school committee
- A written analysis of a school district's organizational structure
- A written summary of a school climate assessment in which you participated
- A needs assessment for a systems level intervention
- Case study of a systems-level intervention that you conducted or participated in

Domain 7: Prevention, Wellness Promotion and Crisis Intervention

School psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders. Examples of appropriate evidence include:

- A written evaluation of a prevention or health promotion group (e.g., stress management, anger management, wellness promotion, divorce support group, etc.) you facilitated.
- A written evaluation of your participation on a school crisis team
- A research paper on a childhood mental health disorder
- A critique of a website providing education or information on developmental psychology
- Case study of an intervention with a student in crisis

Domain 8: Home/School/Community Collaboration

School psychologists must have knowledge of family influences that affect student wellness, learning, and achievement, and must be able to form partnerships between parents, educators, and the community. Examples of appropriate evidence include:

- A written evaluation of a parent/teacher conference you attended or facilitated
- Report on a parenting class or other training program for parents that you facilitated
- Case study of an intervention program involving a home/school collaboration (for example, a conjoint behavioral consultation)
- A community resources and referral guide that you developed for your internship site
- An evaluation of an Internet site that could be used as a resource in working with parents

Domain 9: Research And Program Evaluation

School psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties. Examples of evidence include:

- An abstract of your thesis
- An intervention case study that includes an evaluation of the effectiveness of the intervention (i.e. single case design methodology)
- Develop a program evaluation strategy for a program you or someone else has implemented
- A copy of your certificate from the University of Miami human subjects training program
- A needs assessment that you used to develop an in-service training program

Domain 10: Legal, Ethical Practice and Professional Development

School psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties. Examples of appropriate evidence include:

- A summary of an article on an ethical or legal issue you presented in class

- A reflective paper that evaluates your professional strengths and weaknesses and develops a continuing professional development plan for the first year of your employment
- A critical evaluation of the ethical issue based on interviewing a school psychologist about legal/ethical issues
- A reaction paper and critical evaluation of your response to an ethical dilemma you experienced
- A written analysis of the organization and implementation of school psychological services in your school district

Domain 11: Technology

School psychologists need to be familiar with and able to evaluate the appropriateness of various technologies that may impact the practice of their profession. Examples of appropriate evidence include:

- A Power Point presentation that you developed for a course or on your internship
- An example of the appropriate use of computer scoring software to score test protocols
- A critique of an Internet site related to school psychology
- Examples of your participation in an Internet-based course
- Technology Toolbox you developed in your Assistive Technology courses

Appendix I
SCHOOL PSYCHOLOGY PROGRAM
PORTFOLIO DOMAINS SCORING RUBRIC

Student Name: _____ Grad. Year: _____ Rater: _____

Scale: 1=Below Expectations 2= Meets Expectations 3=Exceeds Expectations

Domain	Score		
1. Data-Based Decision Making	1	2	3
2. Interpersonal Communication, Collaboration, and Consultation	1	2	3
3. Effective Instruction and Development of Cognitive/Academic Competencies	1	2	3
4. Socialization and Development of Life Competencies	1	2	3
5. Student Diversity in Development and Learning	1	2	3
6. School Structure, Organization, and Climate	1	2	3
7. Prevention, Wellness Promotion, and Crisis Intervention	1	2	3
8. Home/School/ Community Collaboration	1	2	3
9. Research and Program Evaluation	1	2	3
10. Legal, Ethical Practice, and Professional Development	1	2	3
11. Technology	1	2	3

Overall portfolio rating:

(a) Were materials complete?	Acceptable	Not Acceptable
(b) Professional Appearance and Organization	Acceptable	Not Acceptable
(c) Content and clarity of written communication	Acceptable	Not Acceptable
(d) Demonstrated impact on children and families	Acceptable	Not Acceptable

Appendix J

Thesis Scoring Rubric

Introduction

- Provides background information and summarizes major work in the area
- Establishes compelling statement of the problem
- Research questions clearly stated and emerge naturally from problem statement
- The research problem is significant and will contribute practical or theoretical knowledge
- Important terms used in the study adequately defined
- Assumptions and limitations of the study clearly stated

Review of the Literature

- Uses primary sources
- Identifies key people and ideas in area selected
- Literature review addresses problem area and research questions

Method

- Sample fully described
- Methodology is sound and research design and procedure clearly stated
- Instrumentation and equipment fully described
- Statistics are appropriate for problem

Results

- Results of the statistical analysis presented in a clear and understandable form
- Tables used to summarize data

Discussion

- Clear statement of whether the hypotheses were supported or rejected
- Conclusions integrate previous literature and major alternative points of view
- Draws warranted and judicious conclusions that are substantiated by the evidence
- Conclusions clearly explain results
- Generalizations confined to the population from which the sample was selected
- Describes implications for the profession
- Describes implications for future research

Other Sections

- Abstract concise and descriptive
- Reference list complete and all references cited in body of project report
- Instrument included in appendix
- Informed consent form and IRB approval included appendix

Style

- Adheres to APA Style and follows Graduate School format
- Logically organized and clearly written
- The tone is impartial and scientific

Department of Psychology Thesis Scoring Summary

Student:

Date of Defense:

Rater:

1. Introduction										
10	9	8	7	6	5	4	3	2	1	0
2. Review of Literature										
10	9	8	7	6	5	4	3	2	1	0
3. Methodology										
10	9	8	7	6	5	4	3	2	1	0
4. Results										
10	9	8	7	6	5	4	3	2	1	0
5. Discussion										
10	9	8	7	6	5	4	3	2	1	0
6. Other sections										
10	9	8	7	6	5	4	3	2	1	0
7. Style										
10	9	8	7	6	5	4	3	2	1	0
8. Overall Rating (Scoring: 0-4 below std; 5-7 at std; 8-10 above std).										
10	9	8	7	6	5	4	3	2	1	0

Scoring for items 1-7: 10 = Clear and consistent evidence that section meets standards

5 = Clear evidence that section meets standards 0 = Inconsistent or absent evidence that section meets standards

Appendix K

EAST CAROLINA UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM ANNUAL STUDENT PROGRESS EVALUATION

STUDENT: _____ **AY:** _____

REVIEW DATE: _____

REVIEWERS:

- | | | | |
|---|-----------|------------------------|--------------|
| 1. Academic Performance:
Academic concerns: | Very Good | Acceptable | Unacceptable |
| 2. Research Performance:
Research concerns: | Very Good | Acceptable | Unacceptable |
| 3. Performance in Practice Activities:
Practica concerns: | Very Good | Acceptable | Unacceptable |
| 4. Performance in Assistantships:
Assistantship concerns: | Very Good | Acceptable | Unacceptable |
| 5. Professional Behavior/motivation:
Professional Behavior concerns: | Very Good | Acceptable | Unacceptable |
| 6. Overall Progress in Program:
Overall Progress concerns: | Very Good | Acceptable | Unacceptable |
| 7. Recommendations to remedy concerns: | | | |
| 8. Conditions for continuation | Continue | Counsel Out of Program | |

Appendix L
Patricia Clarke Endrikat
School Psychology Graduate Scholarship
Application Form

Name of applicant: _____

Financial Need Statement

- I. List all university or governmental financial aid received for graduate study, including amount and semester.

Provide an estimate of the percentage of educational expenses that you provide for through current employment.

Provide any additional evidence of financial need (such as outstanding student loans from undergraduate study, medical expenses, etc.).

Statement of Qualification

Attach a written statement of your professional and career goals and a description of how you meet the qualifications for this award. You may also attach any additional information that you feel would be helpful to the committee (letters of recommendation, etc.).

I attest that the information provided in this application is true and that I meet the requirements for this award.

Applicant's signature

Date

Appendix M
East Carolina University
Council for Teacher Education

Advanced Licensure Programs
Initial Disposition Summary

Candidate Name: _____ Date: _____

Licensure Program: _____

Circle one:			Rate the candidate's dispositions based on information from the candidate's personal statement and reference forms contained in their admissions packet.
Below Standard	Meets Standard	Exceeds Standard	
1	2	3	1. Expressed commitment to the profession.
1	2	3	2. Reflective on personal strengths and weaknesses.
1	2	3	3. Identifies match between characteristics of self and graduate program.
1	2	3	4. Works collaboratively with others.
1	2	3	5. Accepts constructive feedback.
1	2	3	6. Academically motivated.
1	2	3	7. Responsible.

Enter sum of all ratings:

Appendix N
East Carolina University
Council for Teacher Education

Advanced Licensure Programs
Program Completion Disposition Summary

Candidate Name: _____ Date: _____

Licensure Program: _____

Circle one:			Rate the candidate's dispositions based on information obtained from the candidate's performance and/or products during the program.
Below Standard	Meets Standard	Exceeds Standard	
1	2	3	1. Demonstrates adherence to standards of ethical conduct.
1	2	3	2. Works effectively with professional colleagues and other adults.
1	2	3	3. Values the profession.
1	2	3	4. Receptive and responsive to professional feedback
1	2	3	5. Reflective on one's own experience and work.
1	2	3	6. Professional maturity (tolerates frustration, objective, and professionally poised.)
1	2	3	7. Commitment to diversity and the welfare of others.

Enter sum of all ratings:

Appendix O
School Psychology Program Assessment System

Transition Point	Component Assessed	Assessment Measure	When	Process	Criteria
Admission to the Program	Knowledge	GRE Examination	Prior to acceptance to the program	Candidates submit scores from the GRE as part of their application packet. The Admissions Committee verifies that the scores meet program requirements.	An applicant must have a minimum combined Verbal and Quantitative score of 1000. In some cases, a sliding scale (GRE < 1000 but a GPA >3.5 & strong letters of recommendation) allows for diversity in candidate background while assuring adequate prerequisite knowledge.
	Knowledge	Undergraduate degree grade point average	Prior to acceptance to the program	Candidates submit an official transcript documenting their undergraduate degree as part of their application packet. The Admissions Committee verifies that the GPA meet the criteria.	An applicant must have a baccalaureate degree from an institution accredited by a regional association, and must have either an overall GPA of 3.0 on a 4.0 scale on all undergraduate work or a senior year GPA >3.0/4.0.
	Knowledge, skills and dispositions	References	Prior to acceptance to the program	Candidates submit three references attesting to their ability to pursue graduate level coursework. The Admissions Committee reviews the content of the reference forms.	The candidate's performance for each item must be rated as average or above. In addition, the references' comments about the candidate ability to succeed in a graduate School Psychology program are perceived as acceptable or better as defined by the program area.
	Dispositions	Statement of Purpose	Prior to acceptance to the program	Candidates submit a personal narrative addressing their academic and professional goals and why they are seeking instruction in the graduate program. The Admissions Committee reviews the content of each candidate's statement of purpose.	The candidate's motivation and goals are perceived as acceptable or better as defined by the program area.

	Dispositions	CTE Initial Disposition Survey	Prior to acceptance to the program	The Admissions Committee reviews all candidate application materials and rates the candidate on each item based on review of the materials submitted in the application packet.	The candidate should meet (2) or exceeds (3) the expectations on each item of the survey.
--	--------------	--------------------------------	------------------------------------	---	---

Transition Point	Component Assessed	Assessment Measure	When	Process	Criteria
Prior to Culminating Activity	Knowledge and Skills	Retention Standards	Each Spring semester	<p>Program faculty review students annually using a progress evaluation. Faculty make recommendation for continuance or non-continuance to the Departmental faculty</p> <p>When a student's record indicates that he or she has failed to maintain standards the dean of the Graduate School will notify the student by letter (copy to the adviser of the student) that his or her program must be terminated.</p>	<p>Students are reviewed annually on progress in academics, research, practice activities, assistantship, professional behavior/motivation.</p> <p>A student who receives either (a) two Fs, or (b) two Cs and an additional F or C, or (c) three Cs will be subject to termination</p>
	Knowledge and Skills	On-site Evaluations – Practicum	Semester prior to Internship year	Students are evaluated by their on-site practicum supervisors (school-based school psychologists) at the end of their practicum year. This evaluation is reviewed prior to approving an internship placement for the following year.	Candidates are rated by their practicum supervisors on a scale of 1-5 across various domains, such as professional behavior, assessment skills, consultation skills, and counseling skills.
	Knowledge and Skills	Thesis Results	Spring or Summer prior to Internship year	After each student's oral thesis defense, the thesis committee convenes to determine whether or not the thesis project and the student's ability to understand and communicate their research findings meets program and departmental standards. In addition, each committee member completes a Thesis Scoring Summary form.	A Thesis Scoring Summary form is completed by all committee members to provide ratings on a scale of 0-10 for various aspects of the thesis document.
Program Completion	Knowledge and Skills	Retention Standards	End of graduating semester	The candidate's academic performance is monitored up to the end of their program. The Graduate School office is responsible for verifying each candidate's academic performance and notifying the Program Coordinator if a student's performance is below the criteria.	A "B" average is required for graduation based on semester hours of "A" graded work equal to or exceeding semester hours of "C" work.

Transition Point	Component Assessed	Assessment Measure	When	Process	Criteria
Program Completion (Continued)	Knowledge and Skills	Praxis	The final year of the candidate's program	Each candidate takes the Praxis-II Subject Exam specific to School Psychology. The exam is designed for specialist-degree-level candidates wishing to serve as school psychologists in educational settings. The 120 test questions focus on both content and process issues relevant to school psychology practice.	Candidates' performances on each of the content categories are examined by the program faculty to assess level of mastery across the different content areas.
	Knowledge and Skills	On-site Evaluation – Internship - Culminating Experience	The final semester of a candidate's program	Each candidate participates in a culminating experience (internship). Their performance is reviewed and evaluated by both their University Internship Supervisor as well as by their on-site Professional Supervisor, who rated the candidate's performance using an evaluation form developed by the program area faculty.	Candidates are rated by their on-site supervisors on a scale of 1-5 across various domains, such as professional behavior, assessment skills, consultation skills, and counseling skills.
	Knowledge and Skills	Portfolio – Culminating Product	The final semester of a candidate's program	Each candidate prepares a culminating product (portfolio). The portfolio is reviewed and evaluated by a team of School Psychology faculty who rate the candidate's performance using a rubric developed by the program area faculty.	Candidates receive ratings of "below," "meets," or "exceeds" expectations on all 11 domains of competence presented in the portfolio.
	Dispositions	CTE Completion Disposition Survey	Following completion of the culminating activity	A team of School Psychology faculty evaluates the final experience and portfolio and complete the survey. The candidate's dispositions are evaluated based on their performance throughout the program and in the culminating activities.	Candidates receive ratings of "below," "meets," or "exceeds expectations" on all items on the survey.

	Content and Pedagogical Knowledge, Skills and Dispositions	Candidate Exit Survey	Candidates respond to the survey questions near the end of their final semester of study.	In spring 2005 The Office of Clinical Experiences began a web-based survey of graduating students. The students are sent a URL via email and use their confidential passwords to access the survey. The items on the survey are rated on a 4 point scale ranging from "strongly agree" to "strongly disagree". The percent of respondents "agreeing or strongly agreeing" with each item are recorded. The responses are processed and disseminated to program areas early in the following semester.	The program aims for 90% of the respondents "agreeing or strongly agreeing" with each item.
Following Program Completion	Content and Pedagogical Knowledge, Skills and Dispositions	Council for Teacher Education (CTE) Graduate Survey (2003)	The CTE Evaluation Committee conducted a follow-up survey of program graduates approximately 2-3 years after graduation. The survey was conducted in 2003 and included 1999-2001 graduates.	The CTE Evaluation Committee worked with the Office of Institutional Planning and Research (IPRE) to develop and administer the survey. The most recent address of program graduates was obtained from the Alumni Office. Other addresses indicating the candidate and school of employment were obtained from the SDPI. A student and employer survey was mailed to each graduate on the Alumni list. The graduates completed and returned their surveys and gave the employer survey to their supervisor. The employers complete and return their surveys separately. Graduates and employers on the SDPI list were mailed and responded to the surveys separately. IPRE processed the survey responses and sent results and analyses to the unit. The items on the survey are rated on a 5 point scale ranging from "very satisfied" to "very dissatisfied". The mean rating for each item is calculated. Although our program did not receive any data from this evaluation in 2003, School Psychology will be participating in the 2005-2006 survey administration.	The program aims for a 4.0 or above mean rating on each item.