

PROGRAM DESCRIPTION

The mission of the Winthrop school psychology program is to prepare specialist degree level practitioners who are competent to provide a full range of school psychological services including consultation, behavioral intervention, psycho-educational assessment, research, program planning/evaluation, and counseling. Students are prepared to use problem-solving skills with diverse clients from infancy to young adulthood, and with families, teachers, and others in the schools and community.

The full-time, three-year program leads to both a master's degree and specialist in school psychology degree (S.S.P.). All admitted students are expected to complete the full 72-credit hour program, which is approved by the National Association of School Psychologists (NASP). The program meets the school psychologist certification requirements for virtually all states and qualifies graduates for the Nationally Certified School Psychologist (NCSP) credential, pending attainment of a passing score on the Praxis II exam in School Psychology. Almost 100 percent of graduates in the past twenty years have passed the Praxis II exam at the national level.



MASTER OF SCIENCE AND SPECIALIST DEGREE SCHOOL PSYCHOLOGY



The Graduate School
803/323-2204 or 800/411-7041
www.winthrop.edu/graduateschool

School Psychology Program
Dr. vJoe Prus, program director
135 Kinard Hall
Winthrop University
Rock Hill, SC 29733
803/323-2117
prusj@winthrop.edu
www.winthrop.edu/psychology



COLLEGE OF ARTS AND SCIENCES

ADMISSIONS/PREREQUISITES

The application deadline is February 1st. Admission to the program is competitive. In a typical year, 50-70 applications are received and 10 students are accepted. A minimum undergraduate GPA score of 3.0 is preferred (the average for accepted students is 3.5-3.6). The Graduate Record Exam (GRE) general test is also required. Volunteer or work experience with children or in the schools is highly desirable.

Prerequisites include general psychology, child/human development, statistics, research/experimental psychology, and tests/measurements (although tests and measurements may be taken during the first semester if needed).

CURRICULUM

The curriculum is organized into four general areas designed to address the NASP Domains of School Psychology Training and Practice:

Psychological and Educational Foundations

Coursework covers the theoretical foundations of the science of human behavior and the foundations of education. Psychological foundation areas include human learning/cognition, human development, child and adolescent psychopathology, and health psychology/behavioral medicine. Educational foundation areas include exceptional children, multicultural issues, reading, and organization and operations of schools. This area also includes the history and foundations of professional school psychology.

Psychoeducational Methods

Characterized by a competency-based approach and emphasis on data-based decision-making, coursework in this area involves the acquisition and application of professional knowledge and skills needed to function successfully as a school psychologist. Courses cover models and methods of psychoeducational assessment, behavioral assessment and intervention, counseling and mental health services, research and evaluation, and consultation/indirect services to schools and families.

Traineeship

In conjunction with psychoeducational methods courses, students complete a two-day per week, 450-hour paid traineeship in the schools during the second year of the program. This experience includes closely supervised experiences in such areas as psychoeducational assessment and problem-solving, counseling, academic and behavioral intervention, and consultation.

Internship

During the third year, students complete a paid 1200-hour supervised internship in the schools arranged by the program. Internships in nearby rural, suburban, and urban settings working with diverse student populations allow students to practice and integrate the full range of school psychological services under the supervision of credentialed faculty and field supervisors. Students return to the university for faculty supervision and one advanced course taken concurrently with the internship each semester.

PURSUIING POST-GRADUATE OPPORTUNITIES

The Winthrop School Psychology Program has an outstanding record of employment among program graduates. Almost all graduates seeking employment in the field over the past twenty years have obtained full-time positions as school psychologists or psychologists within three months of graduation. Although the majority of graduates work in the public schools, alumni of the program have also obtained positions in medical, mental health, rehabilitation, and disability service settings. Approximately one in twelve alumni pursue doctoral studies after graduation.

FACULTY

The program is housed in the Department of Psychology, which has 14 full-time faculty. The four full-time and one part-time School Psychology Program faculty are all credentialed school psychologists with primary doctoral training and successful

field experience in school psychology. Program faculty are active at the local, state, and/or national levels. Particular attention has been paid to recruiting faculty with diverse characteristics, backgrounds, experiences, and expertise who view teaching and supervision as their primary roles as graduate faculty members.

Gary Alderman, Ph.D. (School Psychology)

University of South Carolina

Specializations: behavioral assessment & intervention, behavioral/emotional disabilities, curriculum-based assessment, reading problems, counseling children and youth

Leigh Armistead, Ed.D. (School Psychology)

Indiana University of Pennsylvania

Specializations: reading disabilities, school-wide behavior systems, neuropsychology of learning disorders, technology, and high-stakes testing

Antigo Martin-Delaney, Ph.D. (School Psychology)

Virginia Tech University

Specializations: school-to-work transition, program planning, vocational assessment for school age populations, multicultural issues

Joe Prus, Ph.D., (School Psychology)

(program director)

University of Kentucky

Specializations: family consultation, low incidence assessment and intervention, professional standards, school psychology licensing/credentialing

Melissa Reeves, Ph.D. (School Psychology) (half-time)

University of Denver

Specializations: school crisis prevention & intervention, post-traumatic stress disorder, behaviorally/emotionally disturbed children, response to intervention/problem solving service delivery models

