

Specialist in Psychology

The Psy.S. degree in school psychology is a three year, 71-hour degree program including coursework in statistics, research, psychological assessment, consultation, therapy, intervention and ethics. This program will prepare you to effectively meet the diverse psychological and educational needs of children. This program meets the eligibility requirements for taking the Kentucky school psychology certification examination and has NCATE/NASP approval. Students will obtain an M.S. degree in General Psychology at the end of their first year in the school psychology program.

Curriculum

Psychological Foundations.....	12 hours
Educational Foundations.....	9 hours
Assessment and Intervention.....	25 hours
Professional Psychology.....	4 hours
Research Evaluation and Statistics.....	9 hours
Internship.....	12 hours
Total Requirements.....	71 hours



Career Opportunities

About 80% of the school psychology program graduates take positions in public school settings providing assessment, counseling, consultation, and other services. School psychologists have also taken positions at state schools for the deaf, community mental health centers, clinics, colleges, and other settings. Students have also continued their education at the doctoral level.

Academic Environment

As a school psychology student at Eastern Kentucky University you will be part of an environment that is welcoming and encouraging of individual differences. Our University Diversity Office promotes a climate and culture that respects and celebrates diversity. Information regarding the University Diversity Office can be found at www.diversity.eku.edu.

Training Opportunities and Facilities

As a school psychology student you will enjoy the many opportunities afforded you to foster the educational and psychological development of school age children. Through clinic, practicum, and internship experiences you will be provided the following experiences:

- Conduct comprehensive psychological evaluations
- Apply the science of psychology as a consultant to parents, teachers, and school administrators, and other psychologists.
- Provide interventions using a number of different skills.
- Evaluate the effectiveness of your work and school programs.

You will also have access to the following amenities within the Cammack psychology building:

- Research facilities
- In-house child and family clinic
- 24 hour computer lab

Financial Assistance

We are fortunate at EKU to be able to offer the vast majority of our graduate students an assistantship by the second semester of their graduate program. These assistantships allow our students to gain experience in teaching, research, or service and are accompanied by a stipend and waiver of out-of-state tuition. Additional information can be found at www.gradschool.eku.edu.



Admission Requirements

The school psychology program is committed to working with a diverse group of students.

A minimum of five undergraduate psychology courses including general psychology, statistics, and experimental psychology, plus two other acceptable courses are required.

Undergraduate GPA and GRE scores must meet the Graduate School's requirements (GPA of 2.5, or 2.75 for the last 60 hours, minimum 750 V+Q GRE scores); however, admission is competitive and space is limited.

Meeting the minimum requirements does not guarantee admission. Three letters of recommendation, two related to the undergraduate major and at least one from psychology faculty, should be submitted directly to the Graduate Admissions Committee, Department of Psychology, Eastern Kentucky University, 521 Lancaster Avenue, Richmond, KY, 40475. Online application materials and instructions are available at www.gradschool.eku.edu.

Contact Information

Please contact us if you would like further information regarding the School Psychology Program at EKU.

Andrea Hale, Ph.D., NCSP
School Psychology Program Coordinator
Andrea.hale@eku.edu 859-622-1109

Faculty

Donald Beal, Ph.D.

Texas Tech University

clinical psychology, cognitive behavior therapy, psychology and the law

Theresa Botts, Ph.D.

University of Kentucky

trauma, gender issues, feminism, cognitive behavior therapy

Robert Brubaker, Ph.D.

University of South Florida

clinical psychology, child and family behavior therapy, children with conduct problems, psychology and art, parenting

Myra Beth Bundy, Ph.D.

University of South Carolina

child clinical psychology, autism, developmental psychopathology, mental retardation, neuropsychological assessment

Catherine Clement, Ph.D.

Clark University

cognitive psychology, problem solving, analogical thinking, metaphor

John Flanagan, Ph.D.

University of Missouri

learning

Dan Florell, Ph.D.

Illinois State University

school psychology, developmental psychology, cyberbullying

Jonathan Gore, Ph.D.

Iowa State University

social psychology, cultural psychology

Andrea Hale, Ph.D.

University of Tennessee

school psychology, outcome assessment, intervention in autism, reading

Jaime Henning, M.S.

Texas A & M University

industrial/organizational psychology, volunteerism, citizenship behavior

Adam Lawson, Ph.D.

Oklahoma State University

cognitive neuroscience, psychophysiology, memory and aging

Rosanne Lorden, Ph.D.

University of Georgia

experimental psychology, aging, visual perception

Robert Mitchell, Ph.D.

Clark University

animal behavior and cognition; origins of sexual orientation; development of imitation, self-recognition, and pretending; history of psychology

Theresa Nowak, Ph.D.

University of Kentucky

early childhood, school readiness, assessment, temperament

Richard Osbaldiston, Ph.D.

University of Missouri

social psychology, environmental psychology, internalization

Jerry Palmer, Ph.D.

Georgia Institute of Technology

industrial/organizational psychology, citizenship behavior, performance appraisal

Rose Perrine, Ph.D.

University of California, Santa Cruz

social psychology, research methods, college student retention, attachment style, and human-pet interactions

Julia Robinson, Ph.D.

University of Louisville

cognition, child development, attention, poverty, deaf/hard-of-hearing, college student development, attachment theory

Steffen Pope Wilson, Ph.D.

University of Georgia

cognitive developmental psychology, college student development, attachment theory

Matthew Winslow, Ph.D.

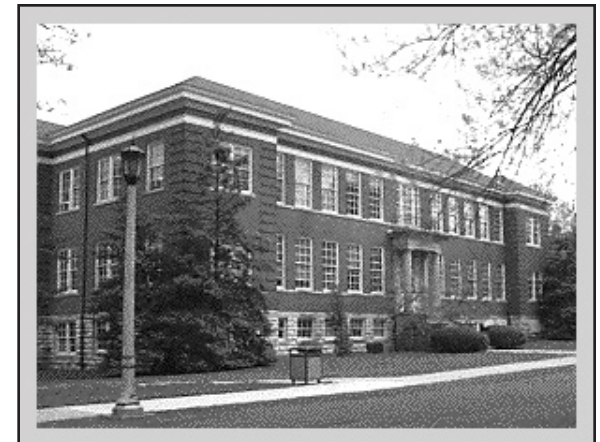
University of Minnesota

Social psychology, prejudice, stereotypes

For information visit www.psychology.eku.edu, or contact Dr. Robert Brubaker, Chair of the Psychology Department, at 859-622-1105 or at robert.brubaker@eku.edu.

Graduate Study

School Psychology



Eastern Kentucky University