School Psychology (Specialist in School Psychology)

The School Psychology program is based on a collaborative, data-based, problem-solving model of training. The focus of the specialty is on the psycho-educational needs of children. The emphasis of the program is on training students who will work as Specialists in School Psychology within public schools. The program strives to produce school psychological specialists who have high standards of ethical, professional conduct; to engage in empirically based and collaborative decision-making as part of a multidisciplinary team; to develop a high level of competency in assessment, intervention, and consultation; and to develop sensitivity to and respect for the uniqueness, dignity, culture, and worth of each individual.

The School Psychology program at UHCL is approved by the National Association of School Psychologists (NASP) at the specialist level of training. The program requires a minimum of 70 hours of coursework, 58 of which are exclusive of internship.

Admission

The School Psychology Selection Committee accepts only a limited number of students into the program based on review and evaluation of the criteria required for application. These criteria include: the application (application form, vitae, essay, and three letters of reference); official transcripts of all previous coursework; GPA of 3.25 or above; GRE of 145 and above for Verbal and 145 and above for Quantitative preferred; and 12 hours of undergraduate Psychology coursework which must include Introductory Psychology, Child Psychology, Abnormal Psychology, and an upper-level Psychology course. These prerequisites may be waived for students who possess graduate degrees; in some cases, a similar course may substitute for a prerequisite. Waivers and substitutions must be authorized by the student's faculty adviser.

Internship

Students will be evaluated for suitability to begin internship by the School Psychology faculty upon completion of the practicum. Evaluation includes a feedback interview if appropriate. The School Psychology Program recognizes the internship as the culminating experience in specialty training. The internship consists of a minimum of 1200 hours, 600 of which must be done in a school setting. The internship occurs during the final year of training and is designed to be accomplished in a school district on a full-time basis over a period of one academic year. Interns receive a stipend during this final year of training.

End-of-Program Evaluation

Students are required to take a graduate comprehensive examination upon successful completion of program requirements (minimum GPA of 3.00 and grades of "B-" or better in all coursework; grades of "C+" or below are not acceptable toward the degree).
comprehensive examination has been designated to be the National Certification Examination in School Psychology (Praxis II). This is a nationally standardized examination designed to assess the entry-level knowledge and skills that might be expected of a specialist-level school psychologist. This exam should be taken the semester prior to internship placement. For graduation, students must obtain the NCSP criterion (pass) score. In addition to the national examination, each student must also submit a portfolio documenting competencies in each of the NASP domains of practice. The portfolio is submitted a few months prior to graduation. Additional information regarding this requirement is provided in the School Psychology Program Handbook.

Degree Requirements

Required Courses

The coursework is designed to provide preparation in each of the NASP domains of practice. Any course substitutions or use of transfer credits must be approved by the School Psychology program faculty. All courses listed below are required for the degree.

Recommended Course Sequence

<table>
<thead>
<tr>
<th>Year 1 (Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites if needed.</td>
</tr>
</tbody>
</table>
| PSYC 5031 | Human Growth and Development  
Credit Hours: 3 |
| PSYC 6134 | Biological Basis of Behavior  
Credit Hours: 3 |

<table>
<thead>
<tr>
<th>Year 1, Semester 1 (Fall)</th>
</tr>
</thead>
</table>
| PSYC 5111 | Orientation to School Psychology  
Credit Hours: 1 |

<table>
<thead>
<tr>
<th>Year 1, Semester 2 (Spring)</th>
</tr>
</thead>
</table>
| PSYC 6132 | Intellectual Assessment  
Credit Hours: 3 |
| PSYC 6037 | Advanced Experimental Methods and Statistics  
Credit Hours: 3 |
| PSYC 6111 | Student Diversity in Learning  
Credit Hours: 1 |
| PSYC 6121 | Ethics and Law in School Psychology  
Credit Hours: 2 |

<table>
<thead>
<tr>
<th>Year 2 (Summer)</th>
</tr>
</thead>
</table>
| PSYC 5630 | Behavioral Family Systems  
Credit Hours: 3 |
| PSYC 6039 | Intervention I: Academic and Cognitive Skills  
Credit Hours: 3 |

<table>
<thead>
<tr>
<th>Year 2, Semester 3 (Fall)</th>
</tr>
</thead>
</table>
| PSYC 5630 | Behavioral Family Systems  
Credit Hours: 3 |
| PSYC 6034 | Consultation in School Psychology  
Credit Hours: 3 |
| PSYC 6039 | School Psychology Practicum  
Credit Hours: 3 |
| PSYC 6138 | Design/Evaluation of School Health Programs  
Credit Hours: 3 |

<table>
<thead>
<tr>
<th>Year 2, Semester 4 (Spring)</th>
</tr>
</thead>
</table>
| PSYC 6039 | School Psychology Practicum  
Credit Hours: 3 |
| PSYC 6230 | Intervention II: Social and Behavioral Skills  
Credit Hours: 3 |
| PSYC 6231 | Intervention III: Affective and Adaptive Skills  
Credit Hours: 3 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6332</td>
<td>Advanced Consultation and Program Design/Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6132</td>
<td>Seminar in Professional School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6666</td>
<td>Clinical Internship</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 6666</td>
<td>Clinical Internship</td>
<td>6</td>
</tr>
</tbody>
</table>