SUBMIT YOUR APPLICATION TO THE UA GRADUATE SCHOOL ONLINE AND OBTAIN IMPORTANT INFORMATION FOR ALL UA GRADUATE STUDENTS: http://graduate.ua.edu

If you are an applicant or current student, contact Dr. Patti Harrison, Coordinator, School Psychology Program: pharrison@ua.edu

Additional information about the UA College of Education is located at http://education.ua.edu/

Additional information about the Department of Educational Studies in Psychology, Research Methodology, and Counseling, as well as about the School Psychology Program, is located at http://education.ua.edu/departments/esprmc/.

More information about graduate study and the profession of school psychology is located at the following website: http://www.nasponline.org/about_sp/spsych.aspx

*The information in this handbook is applicable only to those in the ON-CAMPUS PROGRAM. Contact Dr. Heather Britnell at hbritnell@ua.edu if you are interested in the DISTANCE LEARNING PROGRAM for the MA in Educational Psychology-School Psychometry and EdS in Educational Psychology-School Psychology. Brief information about the distance program is available at http://bamabydistance.ua.edu/degrees/eds-in-ed-psych-school-psychology/.
The information contained in this handbook provides an overview of the procedures and requirements of the various degrees offered through the School Psychology Program for potential applicants AND current students. Every spring term, current graduate students in the program (known as “candidates”) also receive an updated Evaluation and Field Experiences Handbook.

Prospective, admitted, and current students should review the University of Alabama Graduate School Catalog (available on http://graduate.ua.edu) and the College of Education website (http://education.ua.edu/) for additional information about university and college activities and requirements. Helpful information about the university and campus life at UA may be found at http://ua.edu.

The information in this handbook is applicable only to those in the ON-CAMPUS PROGRAM. Contact Dr. Heather Britnell at hbritnell@ua.edu if you are interested in the DISTANCE LEARNING PROGRAM for the MA in Educational Psychology-School Psychometry and EdS in Educational Psychology-School Psychology. Brief information about the distance program is available at http://bamabydistance.ua.edu/degrees/eds-in-ed-psych-school-psychology/.

The School Psychology Program admits candidates to the EdS (Educational Specialist) and PhD (Doctor of Philosophy) on-campus graduate degree programs. The EdS and PhD degrees in school psychology prepare candidates for the direct school-based practice of school psychology and credentialing as school psychologists and, for PhD candidates, careers in academic and other settings as faculty members, researchers, and practitioners. The degree programs in school psychology focus on the provision of school psychology services that are based on a strong foundation of research and application related to learners and learning processes. The school psychology degree programs include an integrated and sequential program of study with comprehensive coursework and supervised field experiences. Candidates participate in courses and seminars in assessment and data collection; interventions and decision making, prevention and consultation, professional school psychology, sociocultural foundations, psychological foundations, human development, educational foundations, statistics and research, and other areas. Candidates are required to participate in extensive practicum, internship, and research experiences.

The EdS degree, titled the EdS in Educational Psychology-School Psychology, is a 69 graduate credit program designed to prepare the candidate to be a practitioner of school psychology. The primary goal of the program is to provide a strong foundation in school psychology practice in school settings. There is a generalist approach to practice. A graduate who receives the EdS degree in the School Psychology Program is most likely to be employed as a school psychologist in schools as well as other educational facilities, where she or he will provide a variety of integrated and comprehensive data-based decision making, assessment, consultation, intervention, and program planning services for children, youth, families, and educators. The 69 credits in the EdS program of study include coursework; field experiences; practicum courses; and 12 credits for a 1,200 field hour internship. The on-campus EdS degree program holds full approval from the National Association of School Psychologists (NASP) and
The PhD degree, titled the PhD in School Psychology, is a 120+ graduate credit program based on the scientist-practitioner model. Within this model, the candidate completing this degree will attain extensive knowledge and abilities to be successful in both professional practice, as well as research, in school settings. Professionals with doctoral degrees in school psychology are employed as school psychologists in public schools, as well as in other educational or health care facilities, where they provide data-based decision making, assessment, consultation, intervention, and program planning services for children, youth, families, and educators. They also may engage in teaching, research, training, and program development in a number of settings, including schools, colleges, and universities. In addition to coursework required for all PhD candidates, candidates identify and complete additional coursework and applied experiences in an elective focus area (e.g., research, special education, reading, counseling, etc.).

The PhD degree provides greater depth and breadth in graduate studies than the program’s EdS degree. The 120+ credits in the PhD program includes coursework; field experiences, practica courses, 15-18 internship credits for a one year, 1800 field hour internship; and 24 dissertation credits. The doctoral degree program also holds full approval status from NASP and national recognition status from NCATE. Please note that our doctoral program does NOT hold APA accreditation. The PhD degree in School Psychology requires a minimum of 4 years of full-time graduate study, or the equivalent, beyond the baccalaureate degree. However, the PhD typically requires +6 years of full-time study or the equivalent due to the extensive requirements for coursework, practicum, dissertation, and internship. The PhD degree includes completion of the program’s MA degree in Educational Psychology-School Psychometry; the 33 credit MA degree is typically awarded after about 1 ½ years into the PhD program. The PhD degree also includes incorporation of requirements for the program’s EdS degree, plus additional requirements beyond the PhD degree; however, PhD students may receive the EdS degree after completion of all required coursework and 1200 hours of the 1800 hour doctoral internship).

- The program previously included an EdD (doctor of education) degree. The EdD degree program is now inactive. Doctoral applicants will be considered only for our PhD degree.

Note that a prior graduate degree or educator certification is NOT required for admission to our on-campus EdS or PhD degree programs.

As noted above, our MA-Master of Arts degree in the School Psychology Program in incorporated into program requirements for candidates in our EdS and PhD degree programs. The MA degree is titled the MA in Educational Psychology-School Psychometry. The MA degree is required and built into our program of study, and EdS and PhD candidates receive the MA along the way during their programs. After about 1 ½ years into their graduate programs of study, EdS and PhD candidates have completed the 33 graduate credits for the MA degree during the course of their EdS or PhD programs. EdS and PhD students then go on to complete the additional coursework, practica, and internships for their EdS or PhD degrees. In some circumstances, we also admit applicants interested only in our MA program; please contact the program coordinator for more information. Note that the program’s on-campus MA degree DOES NOT lead to a state certificate or license to practice school psychometry, unless a student meets the perquisites, including a prior educator certificate, for a state-approved program approach by the Alabama Department of Education. Most of our on-campus EdS and PhD students do not qualify for the state-approved program approach. Following graduation, our EdS and PhD students do qualify for the Nationally Certified School Psychologist (NCSP) approach recognized by Alabama and about 30 other state departments of education as a method to obtain the state credential. NASP does not have an approval process for 33+ credit MA programs, but both our on-campus EdS program and our PhD program hold full NASP approval, and EdS and PhD graduates are automatically eligible for the NCSP.
when they apply after graduation.

Our program has been a traditional, on-campus program, with most classes taught by professors in classrooms on the university's campus in Tuscaloosa. Field experiences, practica, and an internship in school settings and other relevant agencies are required also. Most of our required courses are offered in the afternoons and evenings during fall and spring semesters and during the days for summer terms. The program’s core school psychology courses (BSP designation) and most other required courses are on-campus courses. However, the School Psychology Program requirements include a few courses in special education, educational research, educational psychology, and counseling that may be available online or may combine campus classes with online experiences.

The ON-CAMPUS EdS and PhD degrees in the University of Alabama School Psychology Program hold full approval from the National Association of School Psychologists (NASP) and national recognition from NCATE/CAEP.

In addition to the traditional on-campus program, our program began a new distance learning program option in fall 2015, called a “hybrid” or “blended” program that combines online and intensive on-campus experiences for the MA and EdS degrees (not PhD). Please note that, unlike our traditional on-campus program, the new distance learning program initially does NOT hold NASP approval. However, the MA and EdS distance learning programs are approved by the Alabama Department of Education as state-approved programs for those students who meet pre-requisites for admission, including a prior educator certificate. Thus, during its first few years, the distance learning program will be available ONLY to those applicants who already hold a valid educator certificate from a state department of education. The information in this handbook is applicable only to those in the ON-CAMPUS PROGRAM. Contact Dr. Heather Britnell at hbritnell@ua.edu if you are interested in the DISTANCE LEARNING PROGRAM in school psychometry/school psychology. Brief information about the distance program is available at http://bamabydistance.ua.edu/degrees/eds-in-ed-psych-school-psychology/.

MISSION AND GOALS FOR THE SCHOOL PSYCHOLOGY PROGRAM

The University of Alabama College of Education Conceptual Framework

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and
LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

COLLEGE OF EDUCATION (2013) DISPOSITIONS

The following College of Education (2013) dispositions, listed below, are promoted and evaluated for all teaching and instructional support candidates in the College of Education throughout their programs of study:

• The candidate demonstrates a commitment to diversity
  Such as:
  • Adapts strategies to students’ life experiences, responses, ideas, or needs in order to facilitate their critical thinking, independent problem solving, or performance capabilities.
  • Demonstrates democratic, just practices with respect to diversity through culturally responsive practices.
  • Uses effective communication skills or appropriate technologies necessary to serve all students.

• The candidate practices behaviors that are consistent with the ideals of fairness/equity
  Such as:
  • Adopts strategies that use all students’ unique prior knowledge, life experiences, and interests as part of the context for educational practices that advance ideals of equity.
  • Uses methods that demonstrate that all students can learn.
  • Creates environments that are safe spaces for open discussions about fairness, provide equitable learning opportunities, and foster student motivation.

• The candidate fosters a culture of collaboration
  Such as:
  • Demonstrates collaborative practices with students, schools, families, colleagues, or communities.
  • Recognizes the importance of local, regional, and global partnerships.
  • Incorporates a wide variety of resources in the school, family, or community to facilitate student learning.

• The candidate exhibits a reflective stance for professional practice
  Such as:
  • Exhibits a commitment to planning, reflecting, assessing, or learning as on-going processes.
  • Practices standards of professional and ethical behavior or decision making.
  • Adopts a wide array of resources to promote critical reflection.
  • Seeks avenues for lifelong learning, evidenced by engagement in professional learning communities.
The following College of Education (2014) clinical standards, listed below, are promoted and evaluated for all teaching and instructional support candidates in the College of Education throughout their programs of study:

- **Standard 1: Content Knowledge:** To improve the learning and achievement of all students, P-12 professionals master the disciplines related to their professional fields including the central concepts, important facts and skills, and tools of inquiry; thus, anchoring these concepts in experiences that make learning meaningful for all students.

- **Standard 2: Teaching and Learning:** To increase the achievement of every learner, P-12 professionals draw upon a thorough understanding of learning and development recognize the role of families in supporting learning; design a student-centered environment; and use research-based instructional and assessment strategies that motivate, engage, and demonstrate a positive impact on learning and achievement for all students.

- **Standard 3: Literacy:** To improve student learning and achievement, P-12 professionals use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

- **Standard 4: Diversity:** To improve the learning and achievement of all students, P-12 professionals differentiate instruction and practices in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

- **Standard 5: Professionalism:** To increase the achievement of all learners, P-12 professionals engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to ethics codes and federal, state, and local laws and policies.

**School Psychology Program Knowledge Base**

Consistent with the college’s conceptual framework, the School Psychology Program at The University of Alabama seeks to prepare effective, ethical, and reflective school psychologists who advance the theme of the College of Education (**Unites, Acts, and Leads---UA Leads**) and engage in theoretically informed and intellectually advanced effective practice.

The program provides exemplary graduate education in research, application, and practice related to the learning, development, and mental health of children and youth as well as their families, educators, and other professionals who work with them. The program is committed to preparing graduate candidates for the provision of effective school psychology services for children with diverse backgrounds and experiences. The program knowledge base recognizes the important contributions of culture, families, and schools in the lives of children.

The School Psychology Program provides graduate education to ensure that program graduates are able to apply professional knowledge and skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. A special emphasis of the School Psychology Program is to prepare school psychologists to engage in a “family-school collaboration” approach for at-risk learners and provide comprehensive early intervention and prevention for children from diverse backgrounds.

The School Psychology Program prepares graduates to assume leadership roles as school psychologists within schools and other settings. By preparing graduate candidates to implement data-based decision making, effective collaboration, and research-based approaches in their careers, graduates are equipped to pursue and excel in professional practice.
General Goals of the School Psychology Program

The general goals of the School Psychology Program are consistent with the goals of our Department of Educational Studies in Psychology, Research Methodology, and Counseling, as well as the UA College of Education, and are as follows:

1. Promote an atmosphere that supports the diverse needs of all graduate candidates and provides training in a non-threatening, fair, and non-competitive environment.

2. Demonstrate a commitment to equal opportunity in education, regardless of culture, race, color, socioeconomic background, religion, sexual or gender orientation, national origin, sex, age, disability, citizenship, or veteran status.

   NOTE: The University of Alabama School Psychology Program supports and promotes the “Nondiscrimination and Equal Opportunity Policy” of the National Association of School Psychologists:

3. Foster graduate education that encourages participation of traditional and non-traditional graduate candidates and provides reasonable flexibility and alternative methods to meet the professional needs of candidates.

4. Provide graduate training that encourages cooperative and collaborative professional relationships between faculty, candidates, and others.

5. Recruit, retain, and graduate outstanding school psychologists, who will make significant professional contributions at national, state, and local levels.

6. Provide a foundation of graduate education that facilitates our candidates in becoming self-regulated, independent, life-long learners and problem-solvers.

7. Encourage graduate candidates to develop the knowledge, skills, and ethical standards necessary for professional practice, research, and leadership in school psychology.

8. Provide instruction, field experiences, and internships that (a) are based on essential knowledge, research findings, and sound professional practice; (b) prepare professionals to work in multicultural, pluralistic, and global societies; (c) promote understanding and responsiveness to human diversity such that diversity is valued and respected; (d) integrate coursework and professional education with numerous opportunities for field-based and research experiences; (e) model effective practices and techniques; (f) reinforce professional, ethical, and legal standards; (g) are evaluated regularly and revised on the basis of such evaluations.

9. Promote graduate candidates’ expertise in recognizing the influences of critical social institutions (e.g., families, schools, communities, cultures) and providing services that respond to the needs of these social systems and organizations.

10. Provide education that leads to graduate candidates providing integrated, comprehensive, and effective school psychology services that promote reflective practice and ethical decision making through respecting diversity, honoring difference, and promoting social justice.

11. Use effective methods of education and evaluation of graduate candidates that include the incorporation of technology and alternative forms of assessment/data-based decision making and
focus on evidence that demonstrates a measurable positive impact on children, youth, families, and other consumers.

12. Foster basic and applied research in school psychology by faculty and graduate candidates and translate findings of research into practice.

13. Promote and facilitate the creation of new knowledge and contributions to practice by faculty and graduate candidates.

14. Prepare school psychologists for advanced state certification, as well as national certification.

15. Provide service to all programs in the College of Education and across the university, in terms of coursework, advising, and consultation.

16. Develop cooperative and collaborative arrangements with other programs in the College of Education and across the university that encourage interdisciplinary training of professionals.

17. Provide leadership to agencies, organizations, and institutions at the local, state, regional, national, and international levels.

18. Provide service that contributes to the continuing education of professionals in school psychology and others at the local, state, regional, national, and international levels as well as assist them in making informed professional decisions.

19. Provide leadership in the development of educational and human service policies at all levels.

20. Obtain internal and external funding for graduate education, faculty and candidate research, professional service, and demonstration activities.

Specific Objectives of the School Psychology Program

The University of Alabama School Psychology Program is designed to address the specific domains of school psychology training and practice found in the 2000 and 2010 NASP standards for graduate programs, as well as in the Alabama Department of Education standards for school psychologists. Thus, required coursework, field experiences, practica, internship, and other requirements address the following domains of knowledge and skills:

- Data-Based Decision Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family–School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

Specific program objectives within these domains, as well as additional program objectives for professional competence in providing comprehensive and integrated school psychology services and demonstrating important professional work characteristics, are located in Appendix A. The UA College of Education dispositions and clinical standards also are promoted for candidates and included in Appendix A of this handbook.
School psychology candidates in our program are expected to demonstrate competencies, including both knowledge and skills, in each of the domains in the bulleted list above. School psychology candidates must demonstrate a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology candidates must demonstrate superior professional work characteristics necessary for success in our graduate program AND in a future career as a school psychologist.

*It is important to note that the domains listed above are not mutually exclusive.* School psychology candidates must demonstrate integrated and comprehensive professional skills across all domains necessary to deliver effective school psychology services that result in positive outcomes in each domain.

Specific information about how each domain is addressed and assessed in the program, and how candidates are evaluated to ensure they attain all competencies and demonstrate integrated and comprehensive skills, are explained extensively throughout the program’s “Evaluation and Field Experience Handbook.” The Evaluation and Field Experience Handbook is provided to all candidates every spring semester in in the program.

All degree requirements in the School Psychology Program are carefully designed and sequenced according to specific program objectives, listed in the Evaluation and Field Experience Handbook. Program outcomes are competencies in knowledge and skills that candidates are expected to demonstrate upon successful completion of the coursework, practica, internship, and other required activities. Candidates are required to provide evidence of meeting the program’s outcomes during coursework, field experiences, internship, required annual portfolio evaluations, and other activities. Program outcomes are assessed in light of program objectives, listed in Appendix A of this handbook.

### APPLICATION AND ADMISSION PROCEDURES

We typically admit students for full-time graduate study in the on-campus program, although we also consider admission of applicants who are interested in part-time study. We consider applicants interested in our EdS or PhD degrees in the on-campus program. Our on-campus EdS and Ph.D. school psychology students also are required to complete our MA along the way during their graduate programs. In special circumstances for eligible students, we will consider admitting applicants to the on-campus program who are interested only in our MA program.

*(NOTE: In addition to the on-campus program, the program has implemented a new distance learning program, available only to those who hold a current educator certification or license by a state department of education. The distance learning option requires completion of the MA degree in school psychometry first, followed by the EdS degree in school psychology. Contact Dr. Heather Britnell at hbritnell@ua.edu if you are interested in the DISTANCE LEARNING PROGRAM in school psychometry/school psychology.)*

Later in our program handbook, please carefully read the sections about state credentials required to work as a school psychologist. In addition, visit state websites and also a general NASP website ([http://www.nasponline.org/certification/state_info_list.aspx](http://www.nasponline.org/certification/state_info_list.aspx)) to identify general requirements for certification or licensure in the states in which you may eventually wish to work as a school psychologist.

Applicants to the on-campus program typically have undergraduate degrees or previous graduate degrees in psychology, education, human development, or related fields. *Note that a prior graduate degree or educator certification is NOT required for admission to our on-campus EdS or PhD degree programs.*

- Applicants with an undergraduate or graduate degree in psychology, human development, or related fields are eligible for admission to our EdS or PhD program. Our on-campus EdS and PhD programs are NASP-approved. Students who graduate from NASP approved programs are automatically
eligible for the National Certification in School Psychology (NCSP) if they meet national exam and internship requirements. The Alabama Department of Education and about 30 other states recognize the NCSP as a route to receive a state department of education certificate/license in school psychology.

- Applicants with an undergraduate or graduate degree in education also are eligible for admission to our on-campus EdS and PhD degree programs and may pursue the NCSP approach, as well. AND, if applicants already hold an educator certificate from a state department of education, they may be eligible for admission to a state-approved program approach to first pursue our MA in school psychometry, followed by admission to the EdS or PhD in school psychology, even when they do not yet have experience in the schools.

Graduate applications typically are possible only for a fall semester entry into our School Psychology Program. Qualified applicants admitted for a fall semester have the option of taking graduate courses during the summer preceding their official fall entrance, if pre-approved by the program. An applicant may be considered for a spring semester admission only in special circumstances (e.g., if the candidate has a previous graduate degree in school psychology and is continuing with an advanced degree); applicants interested in applying for a spring semester entry must contact the program coordinator prior to applying.

Admission Criteria:

All School Psychology Program applicants must use the procedures set by the UA Graduate School; see http://graduate.ua.edu/application/. Applicants must submit the application form, application fee, transcripts of all undergraduate and graduate coursework, GRE scores less than 5 years old, references, statement of purpose, and resume/vita. Minimum criteria for admission are identified below. Additional criteria for exceptional circumstances are also described.

Note that the information below only summarizes minimum criteria. Every applicant whose credentials meet the stated minimum standards is NOT accepted for admission.

An applicant whose credentials meet both of the following minimum quantitative requirements may be considered for admission, according to criteria set by the University of Alabama Graduate School http://services.graduate.ua.edu/catalog/14300.html:

- **GPA requirement**: The applicant must have an undergraduate grade point average, based on a 4.0 system, of at least 3.0 overall, 3.0 for the last 60 semester hours in a degree program, or 3.0 for a completed graduate degree program.

  **AND**

- **Entrance exam score requirement**: The applicant must have a total score of at least 300 on the revised GRE General Test or a 1000 on the previous GRE general test, with the GRE taken within the past 5 years. Admission test scores taken more than five years prior to application are not allowed by the UA Graduate School. (Beginning in 2017, the program will not accept the MAT as an admissions test).

In addition to the above minimum quantitative criteria set by the Graduate School for admission, the School Psychology Program emphasizes the following criteria for additional admission components:

- At least **three references** from undergraduate or graduate professors who support the applicant's potential for academic success in a graduate program. The applicant may elect to obtain additional references from supervisors of employment experiences relevant to the program goals.
- **Goals** noted in the applicant’s "Statement of Purpose" that are consistent with the program emphasis.
- **Experience and/or undergraduate or graduate education** relevant to school psychology noted
in the “Statement of Purpose” and a resume/vita.

**Exceptional Circumstances:** All applicants must submit the application form, application fee, transcripts of all undergraduate and graduate coursework, GRE scores less than 5 years old, references, statement of purpose, and resume/vita. Under exceptional circumstances, an applicant may be considered for admission if he or she meets either the GPA requirement for regular admission (GPA of 3.0) or the entrance exam score requirement as outlined above, but not both. An applicant will be admitted in these exceptional circumstances only if references, statement of purpose, experiences, prior education, etc., meet the program’s criteria. If such an applicant is admitted, he or she will need to obtain permission to continue in the program, after the first 12 semester hours of graduate-level work have been completed. Permission to continue is earned by achieving a GPA of “B” or better (3.0) in the first 12 semester hours. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made on the basis of all graduate-level work completed at the end of that term of enrollment. Students admitted under this circumstance who do not meet the 3.0 requirement after their first 12 hours of graduate-level work will not receive permission to continue in their graduate program, and will be dropped from the program.

The program also may require additional stipulations for applicants with undergraduate or previous graduate backgrounds that do not include extensive coursework in psychology, human development, and/or education. Prerequisite undergraduate courses sometimes may be required for applicants.

**General Application Information**

ALL components of the graduate application must be submitted to the UA Graduate School, the UA division that handles all graduate applications on campus. Applicants must use the online application available from the Graduate School. Do not send application materials directly to the School Psychology Program.

*Applicants should select “main campus” for the on-campus program.* Applicants should select one of the following two school psychology degrees when submitting application materials to the on-campus program: EdS in Educational Psychology-School Psychology OR PhD in School Psychology.

**Notes:**

- Most applicants to the on-campus program should select one of the following degree programs:
  - EdS in Educational Psychology-School Psychology
  - PhD in School Psychology
- Note that a prior graduate degree or educator certification is not required for admission to our on-campus EdS or PhD degree programs.
- Please select the “main campus” as your intended location of enrollment.
- Although our program also includes the MA degree (titiled the MA in Educational Psychology-School Psychometry), EdS and Ph. D. candidates receive the MA along the way during their programs. Thus, applicants should select either EdS or PhD for the degree in their graduate application; the MA will be recorded later as a secondary degree for accepted EdS and PhD applicants.
  - The exception is that applicants interested in using the Alabama “state-approved program route” AND who hold a prior educator certificate must first apply to the MA degree in Educational Psychology-School Psychometry, and complete the MA before proceeding on to the EdS or PhD program. Please see the state certification section of this handbook for additional information about the NCSP route and state-approved program route to Alabama certification. We generally admit applicants who are interested in pursuing only our MA degree with prior approval and IN SPECIAL CIRCUMSTANCES ONLY. If you are interested in applying for the MA alone, as your one and only degree, please contact us for more information.)
Applicants for the Distance Learning Program should select the “distance learning” (DL) location option when applying. Applicants should only apply for the Distance Learning Program if they meet pre-requisite requirements and currently hold a state department of education certificate or license. Contact Dr. Heather Britnell at hbritnell@ua.edu before applying to the Distance Learning Program.

Applicants should follow the instructions on the UA Graduate School’s website. Applications, statements of purpose, and resumes/vitas must be submitted online on the Graduate School website http://graduate.ua.edu/application/. Application fees may be submitted online or through a check mailed to the Graduate School. On the online graduate application, applicants should follow the instructions to provide emails for references, so that they may submit their letters of reference online.

Applicants should request that their admission test scores be sent to the UA Graduate School, using the institution code of 1830 for UA. (The department/major field code is 3406 for School Psychology).

Official transcripts from all colleges or universities where the applicant has taken any undergraduate or graduate course should be submitted directly from the registrar of the college/university to the Graduate School at Box 870118, 102 Rose Administration Building, Tuscaloosa, AL 35487-0118 or via electronic delivery if available.

Campus interviews generally are not required but campus visits are encouraged for applicants to the School Psychology Program. Potential applicants are encouraged to visit the University of Alabama campus and meet with faculty and current graduate students, if possible, in order to obtain information about the program and campus. Potential applicants are urged to contact the program coordinator for information about campus visits. In some circumstances, some applicants in the final pool of candidates may be invited for an on-campus or telephone interview before a final decision about admission is made.

Campus tours may be arranged at http://tour.ua.edu/ if your are interested.

To summarize, the following application materials must be submitted online to the UA Graduate School at http://graduate.ua.edu/application/:

• Application form.
• Application fee.
• Statement of purpose. Your statement should be COMPREHENSIVE AND WELL-WRITTEN. There is no page limit, although most statements of purpose are 2-3 pages in length. In your statement, highlight your qualifications, academic background, volunteer and/or professional activities, and other important factors that you feel are relevant for a graduate degree in our program. Explain your interest in the profession of school psychology and describe outcomes that you hope to accomplish in a career as a school psychologist. Your goals and professional interests noted in your statement should be consistent with the program emphasis AND for success as a graduate student and, ultimately, in a school psychology career. Experience and/or undergraduate or graduate education relevant to school psychology should be noted in your statement.
• Vita/resume, that highlights professional and volunteer experiences and undergraduate or graduate education relevant to school psychology
• Information for at least three letters of reference from three separate recommenders to submit online references (load information about your recommenders when you submit your online graduate applications). Three references must be from undergraduate or graduate professors who can provide information about the applicant's potential for academic success in a graduate school psychology program. The applicant may elect to obtain additional letters of recommendation from supervisors of employment experiences relevant to the program goals. Academic and professional references only (NOT personal references) should be used.
• Request official transcripts from each institution of higher education (all undergraduate and graduate work) to be sent directly to the UA Graduate School or, if available, via electronic
delivery.

- Request official GRE scores to be sent from ETS to the UA Graduate School. Note that GRE General Test scores are required for ALL applications and must be no more than 5 years old. If you have taken the GRE more than 5 years ago, you will need to retake the GRE for your application to the University of Alabama Graduate School. Only the GRE General Test is required. A GRE Subject Test is NOT required.
- Writing or other work samples and additional materials are not required, but may be submitted on the UA Graduate School's online application website if the applicant wishes to do so.

The “first round” deadline for completed applications is the January 15 before the fall semester in which the applicant plans to begin graduate study. In order to complete the application by the January 15 deadline, applicants should begin requesting transcripts and references during the preceding October and November and must ensure that ALL components of the application, statement of purpose, vita/resume, GRE scores, transcripts, and references are submitted during early December at the latest. Applicants to the program must correctly select their degree objective (EdS in Educational Psychology-School Psychology or PhD in School Psychology) on the application forms. To allow adequate time for the Graduate School’s processing of your application before forwarding it to the program for their review, it is the applicants’ responsibility to ensure that all required materials have been received by the University of Alabama Graduate School at least 6 weeks in advance of the priority deadline. We review applications in February and, by late February or early March, we notify applicants who have been selected for admission.

HOWEVER, we review and accept later applications, if slots remain available. Typically, our program will have a few remaining open slots for applicants who complete their applications by May or June (and sometimes July) prior to the intended fall term of enrollment.

(INTERNATIONAL APPLICANTS SHOULD NOTE THAT EARLIER DEADLINES ARE REQUIRED BY THE UA GRADUATE SCHOOL. SEE http://graduate.ua.edu/prospects/international/ for more information and specific requirements for international applicants).

All components of a graduate application are administered by the UA Graduate School. The UA Graduate School will forward an application for review and admission determination by the School Psychology Program faculty only after ALL materials have been received and the application is considered to be complete. Review of an application and an admission decision cannot be made by the School Psychology Program until an application is completed and forwarded by the Graduate School. It is the applicant’s responsibility to make sure that applications are complete and forwarded by the Graduate School to the program.

After you submit your online graduate application, you are encouraged to check the status of your graduate application often, by checking on the Graduate School’s website at http://graduate.ua.edu/prospects/application/check-application-status/ or telephoning the UA Graduate School at 205-348-5921 or toll free 1-877-824-7237. Check frequently to confirm the status of your application, ask what required materials are needed to complete your application, and ensure that your completed application is sent for review by our program as soon as it is completed. For example, your application may be delayed because an undergraduate transcript has not arrived at UA; check the status of your application often and prevent delays!

Admission decisions are based on a composite of the qualitative and quantitative requirements noted above. The minimum GPA and GRE requirements, as set by the UA Graduate School, must be a component of all admission decisions. Importantly, as part of their applications, applicants are encouraged to provide comprehensive information about their qualifications, previous relevant experiences, and future academic and professional goals and may attach additional pages or documents to the “Statement of Purpose” form of the application in order to highlight important qualifications. Applicants must include a detailed vita or resume when they submit their online applications.
Each application is considered in the context of other applications to the School Psychology Program, with consideration of the availability of space in the program, the need to maintain a pool of admitted applicants of superior potential, and our goal to encourage applications from applicants with diverse backgrounds and experiences relevant for practice in school psychology. Not every applicant whose credentials meet the stated quantitative standards is admitted. Our goal is to enroll 6 to 10 new students in the on-campus School Psychology Program each year, depending on the number of graduating candidates that year. Highest priority is given to qualified applicants to the PhD program, followed next by EdS applicants.

The faculty of the School Psychology Program makes initial recommendations about acceptance of applicants. The head of the Department of Educational Studies in Psychology, Research Methods, and Counseling then makes a departmental recommendation, and the Graduate School makes a decision about granting final acceptance for graduate study.

An applicant who is admitted for a fall term, upon request to the program coordinator, may begin taking a couple of graduate courses in the prior summer term, if the student is eligible and wishes to take courses in the prior summer term. Although school psychology core courses are not offered in a summer term, the program also requires courses in educational psychology, counseling, educational research, special education, educational foundations, etc., which may be offered in a summer term. Interested admitted students must contact the program coordinator for more information in advance of the summer term.

The University of Alabama and our School Psychology Program are committed to equal opportunity in employment and education for all qualified persons regardless of race, color, religion, national origin, sex, sexual or gender orientation, age, disability, or veteran status. Furthermore, the School Psychology Program seeks to recruit applicants who represent the many diverse aspects of our society. We aim to identify applicants who will become competent, effective school psychologists and will provide high-quality school psychological services that respond to the diversity of children, families, and educators in schools and related settings. NOTE: The University of Alabama School Psychology Program supports and promotes the “Nondiscrimination and Equal Opportunity Policy” of the National Association of School Psychologists: https://www.nasponline.org/Documents/About%20School%20Psychology/nondiscrimination_equal_opportunity(0).pdf

The program may approve an applicant to be enrolled with non-degree status in special circumstances only, following review of the applicant’s non-degree application. Special circumstances include an applicant who wishes to take only 1-2 of our courses for continuing professional development or an applicant who intends to pursue an application to one of our degree programs. Non-degree applicants will be considered only on a space-available basis. Non-degree status will be approved only if the applicant is judged to meet the necessary prerequisites to take our courses. The program coordinator must pre-approve enrollment on any course taken by a student admitted on a non-degree basis. Other than these special and limited circumstances for non-degree applications, the program typically only admits applicants to our degree programs.

Each non-degree applicant may be approved to take 1-2 specific school psychology courses only, and during one semester only, as predetermined by our faculty when the non-degree application is reviewed and considered for approval. Applicants are reminded that their performance in coursework during non-degree status will not substitute for our standard admission criteria or guarantee admission if they elect to apply later to one of our degree programs. Applicants who enroll as a non-degree student are not guaranteed enrollment in a degree program. Applicants interested in non-degree status should contact the program in advance to determine if non-degree status is an option.

As noted later in this handbook, we admit non-degree applicants for certification programs only in special circumstances and with prior approval from the program coordinator.
Following faculty members’ recommendation of acceptance to the School Psychology Program, applicants are sent program acceptance letters. The program then sends a recommendation to our department head and then the UA Graduate School, the office that makes final admission decisions about all graduate applications at the university. The Graduate School will send its official notification to applicants within a few weeks, or applicants may check admission status by phoning the Graduate School or checking the application website.

Upon notification of acceptance by the Graduate School, accepted applicants are asked to send an email to the program coordinator to confirm if they intend to accept admission and enroll—or if they do not intend to enroll—for graduate study in our UA School Psychology Program. Accepted applicants are provided with a deadline to notify the program coordinator of their enrollment decision, or may request additional time if needed.

Candidates should note the following policies related to admission and enrollment:
1. Our on-campus and distance learning program have different application and admission requirements and require separate applications and acceptances. Applications/acceptances for the two programs are not transferrable. Candidates who apply for and are admitted to our on-campus program may enroll in the on-campus program ONLY and not in our distance learning program, and vice versa.
2. During the next few weeks following acceptance, the program coordinator will send specific instructions to accepted applicants about registration for courses. Please note that, due to the carefully planned sequence of courses in our program, candidates may register for courses each semester only after they first obtain adviser approval. If candidates have prior graduate coursework that they wish to propose for possible transfer credit, they should contact the program coordinator as soon as possible.
3. The UA School Psychology Program uses a “cohort model,” in which students take courses and proceed through the program at the same time as other students in their cohort, the students who began the program together. Enrollment in the UA School Psychology Program requires that students begin and continue in the program of study as outlined in the program handbook in Appendix B.
4. The typical course of study followed by each cohort is located in Appendix B. Any deviation from the typical sequence for the course of study (e.g., the candidate is transferring courses, special circumstances prevent the candidate from taking a course during the designated semester in the sequence) requires prior approval from the program coordinator and adviser.
5. Most candidates in the on-campus program are enrolled full-time. The program allows part-time students only with special permission; part-time students must request permission from the program coordinator in advance. However, part-time students must begin with the designated course sequence of BSP courses, as outlined in Appendix B.
6. If a candidate cannot meet enrollment requirements by beginning at least the BSP 500 and BSP 516 courses designed in Appendix B for the fall semester for which he or she was admitted, the candidate is not considered to be enrolled in the School Psychology Program and his or her admission is considered to be withdrawn. If a candidate wishes to begin the program in a future year, the candidate must re-apply and be considered for re-admission to the program.
7. REMINDER: Candidates may register for courses each semester only after they first obtain approval from their faculty adviser in the School Psychology Program. Candidates who do not seek adviser approval first may find that they have registered for incorrect courses, have registered for courses out-of-sequence, or will experience other problems with coursework. Registration for courses without adviser approval may prevent the candidate from progressing through the program correctly, taking all required courses for the degree, completing the program in desired timelines, etc.
The on-campus EdS degree in Educational Psychology-School Psychology requires a minimum of 3 years of full-time study or the equivalent beyond the baccalaureate degree. Fall, spring, and summer semester enrollment is necessary to achieve these timelines.

The on-campus PhD degree in School Psychology requires a minimum of 4 years of full-time graduate study, or the equivalent, beyond the baccalaureate degree. However, the PhD typically requires 5-6 years or the equivalent due to the extensive requirements for coursework, practicum, dissertation, and internship. Fall and spring semester (and, for some years, summer) enrollment is necessary to achieve these timelines.

According to University of Alabama Graduate School policy, all graduate candidates must complete a minimum residency requirement. For EdS candidates, the university requires that a candidate’s program must provide sufficient association with the resident faculty to permit individual evaluation of the candidate's capabilities and achievements.

The university requires that all doctoral students spend at least one academic year (consecutive fall-spring semesters) in continuous residence on the campus of The University of Alabama as full-time students (taking 9 credits or more per semester) at the University of Alabama. Distance learning courses delivered online or by any other distance learning format may not be used to satisfy the doctoral residency requirement. Summer sessions may not be utilized to meet the residency requirement for doctoral study in the School Psychology Program. Credits taken for internship or dissertation may not be used to meet the residency requirement for doctoral study. Further, the university requires continuous enrollment in dissertation credits (BSP 699) for each academic term from formal admission to doctoral candidacy (which requires passing of doctoral comprehensive exams and dissertation proposal) and approval of the final dissertation.

Although the university requires only a minimum residency, the School Psychology Program generally expects that all on-campus EdS and doctoral candidates maintain a full-time residency for all semesters in which the candidate is enrolled in required coursework in the program. With prior approval and in special circumstances (e.g., necessary full-time employment of the candidate, etc.), candidates may be approved for part-time enrollment for some semesters. If part-time enrollment is approved, candidates must enroll in the BSP (school psychology) designated courses for the designated semester, sequence, and schedule found in the sample schedule in Appendix B of this document, and may take non-BSP designated courses as their schedules allow. Enrollment in the BSP designated courses in the designated semester, sequence, and schedule allows all candidates, including any enrolled part-time, to progress through coursework with their cohort of school psychology candidates and to develop a continuous affiliation with peers, faculty, and the profession.

All school psychology candidates, including full-time and part-time candidates, are expected to engage in continuous enrollment after admission to the School Psychology Program. Candidates must enroll in coursework or other required activities for every fall and spring semester until completion of the program. Candidates who fail to enroll for a fall or spring semester may be dropped from the program and need to reapply and gain a new admission. Candidates who have special circumstances (e.g., personal, medical, or family emergencies) may seek approval from the program to skip a semester of enrollment.

It is emphasized that all school psychology candidates, whether full-time or part-time, must develop an intensive affiliation with the program, fellow candidates, colleagues, faculty, and the profession. In addition to required coursework, school psychology candidates are required to attend an initial orientation early in the first semester of enrollment and monthly faculty-candidate meetings held during the academic year of each semester in the program. All candidates, including full-time and part-time candidates, are required to submit annual portfolios at the beginning of every fall semester to document progress in the program and receive feedback from faculty throughout the program.
According to university policy, the EdS degree must be completed within a 6-year period following admission to the Graduate School for the degree program. According to university policy, doctoral degrees must be completed within a 7-year period following initial admission to the Graduate School for the doctoral degree program. The Graduate School’s required maximum time limits for completion of degrees (6 years for EdS candidates and 7 years for doctoral candidates) remain in effect, even if semesters of enrollment are skipped by the student due to personal or medical circumstances.

Graduate School policies change periodically. Students should monitor policies at http://services.graduate.ua.edu/catalog/14800.html.

### FINANCIAL SUPPORT, TUITION, AND COSTS

The School Psychology Program is committed to assisting candidates with exploring various means of obtaining financial support during their time in our program.

Unfortunately, the UA School Psychology Program is funded only for a limited number of graduate assistantships, and we are not able to offer a graduate assistantship to every student who applies to and enrolls in our program. Assistantships are possible only for those students enrolled in the on-campus program and are not possible for distance learning students. Although we attempt to provide funding for as many on-campus candidates as possible, our program typically is allowed only 6 total graduate assistantships at .25 time, or about 10 hours of work per week. Our program’s limited assistantships generally are possible only for selected students who are in their 2nd year or beyond of graduate study in our program.

Graduate assistantships, fellowships, and other financial assistance opportunities also are available elsewhere on campus; please consult http://graduate.ua.edu/students/financial-support/. The university offers graduate assistantships in our Office of Student Services http://gradservices.sa.ua.edu/gao.cfm. A few general student assistantships and other on-campus employment may be accessed by going to http://jobs.ua.edu/. Please check these websites often, because updates are posted frequently.

Information about scholarships in the College of Education is found at http://education.ua.edu/graduate/graduate-scholarships/ and College of Continuing Studies information is found at http://bamabydistance.ua.edu/tuition-financial-aid-scholarships/scholarships/ccs-scholarships.php.

Although a number of scholarships and fellowships are available on campus and nationally, these are highly competitive and are targeted for highly qualified new candidates, based on their Graduate School applications and other documents. Many applications and nominations for scholarships and fellowships are due in December or January. Potential applicants who wish to be considered for these types of scholarships and fellowships are encouraged to review the information as soon as possible and follow instructions and deadlines for submissions for scholarships and fellowships. Because most scholarships and fellowships require official admission to the graduate program, applicants are encouraged to complete their graduate applications for admission to the School Psychology Program as early as possible and well before the January 15 “first round” deadline. Candidates should contact the program coordinator if they identify a scholarship or fellowship requiring a department nomination, and wish to seek the department nomination.

A number of opportunities for part-time or full-time employment are available in Tuscaloosa and the surrounding region. Potential students are encouraged to contact local school districts, community colleges, and businesses for employment information. Whenever possible, the faculty of the School Psychology Program will assist candidates in locating potential opportunities for employment off-campus.

The Graduate School provides a Graduate Student Research and Travel Award program each fall and
spring semester. This is to fund student presentations at conferences and fund travel and other costs associated with student research. Candidates should contact the program faculty if they are interested in being nominated for these awards. Candidates also are encouraged to review opportunities for external funding of fellowships and research. The UA Office of Graduate Student Services also considers proposals for funds for professional travel and research.

Information about UA Student Financial Aid is located at [http://financialaid.ua.edu/](http://financialaid.ua.edu/). Costs of tuition and other fees at the University of Alabama are found at [http://financialaid.ua.edu/cost/](http://financialaid.ua.edu/cost/). Fees typically are set in June or July each year.

The University of Alabama Registrar’s Office considers applications and makes decisions about **Alabama in-state residency for tuition purposes.** Applicants interested in exploring criteria and submitting an application should contact the Registrar’s Office directly at [http://registrar.ua.edu/policies/residency/](http://registrar.ua.edu/policies/residency/) Out-of-state applicants should note that there are very stringent criteria to achieve in-state Alabama residency for tuition purposes and that many graduate students are not determined to meet these criteria, even after several years on campus.

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**ADMINISTRATIVE ORGANIZATION, ACCREDITATIONS, AND RESOURCES**

The School Psychology Program is one of four programs in the **Department of Educational Studies in Psychology, Research Methodology, and Counseling.** Other programs in the department include Counselor Education, Educational Psychology, and Educational Research. The programs within the department work closely together, have some common courses taken by candidates regardless of program, and have cooperative and helpful faculty. Our department is part of the **College of Education** of the University of Alabama. Potential and current students are encouraged to explore the websites for the department ([http://education.ua.edu/academics/esprmc/](http://education.ua.edu/academics/esprmc/)) and college ([http://education.ua.edu/](http://education.ua.edu/)).

The graduate degrees in the School Psychology Program also are administered under the authority of the **Graduate School** of the University of Alabama. The Graduate School has responsibility for all graduate degree programs on campus, including applications, admissions, programs of studies, graduation requirements, etc. Potential and current students are encouraged to explore the website at [http://graduate.ua.edu/](http://graduate.ua.edu/).

The School Psychology Program works closely with other programs within the College of Education, Graduate School, and university and with school districts and other agencies outside the university.

UA is accredited by the Southern Association of Colleges and Schools (SACS). The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), now called the Council for Accreditation of Educator Preparation (CAEP). Both the on-campus EdS and PhD degrees in the School Psychology Program hold NASP-Approval/NCATE National Recognition. Please note that the doctoral program in school psychology does NOT hold APA accreditation.

(The distance learning option for the School Psychology Program’s EdS degree does NOT hold NASP approval or NCATE national recognition. The distance learning options for the MA and EdS degrees are approved by the Alabama Department of Education for the state-approved program approach, if students meet state pre-requisites, including a prior educator certificate).

The University of Alabama ([https://www.ua.edu/](https://www.ua.edu/)), the state’s oldest institution of higher learning, is a comprehensive research university. Located in Tuscaloosa, almost 38,000 graduate and undergraduate students are enrolled. Almost 5,500 graduate and professional students are enrolled in more than 120 doctoral and master’s programs. Students of the University of Alabama have access to several on-campus libraries, which also offer numerous online resources. The University’s information technology services are extensive. Every faculty and staff member and student of the University is eligible to obtain computer accounts, which can be used for e-mail, web publishing, and many other tasks, including
programming and statistics. The College of Education supports several well-equipped computer laboratories.

### NATIONAL AND STATE CERTIFICATION FOR SCHOOL PSYCHOLOGISTS

**APPLICANTS AND CURRENT STUDENTS:** Employment as a school psychologist requires that a professional hold a current, valid state credential (called a “certificate” or a “license,” depending on the state) for the settings in which services are provided. Completion of the EdS or PhD degree in the University of Alabama School Psychology Program may lead to national and state school psychologist credentials. Applicants and current candidates in our program should read the information below carefully to identify requirements that may be important for their own credentialing as school psychologists. School psychologist credentialing is complex, and applicants and current candidates are encouraged to contact faculty if they have questions.

Please carefully read the sections below about state credentials required to work as a school psychologist. In addition, visit state department of education websites and also a general NASP website ([http://www.nasponline.org/certification/state_info_list.aspx](http://www.nasponline.org/certification/state_info_list.aspx)) to identify specific requirements for state credentialing (certification or licensure) in the states in which you may eventually wish to work as a school psychologist.

- Applicants with an undergraduate or graduate degree in psychology, human development, or related fields are eligible for admission to our EdS or PhD program. Our *main campus EdS and PhD* programs hold **NASP-approved status**. Students who graduate from NASP approved programs are automatically eligible for the National Certification in School Psychology (NCSP) if they meet national exam and internship requirements. The Alabama Department of Education and about 30 other states recognize the NCSP as a way to receive a state department of education certificate/license in school psychology, as described below.

- Applicants with an undergraduate or graduate degree in education also are eligible for admission to our *main campus EdS and PhD* degree programs and may pursue the NCSP approach, as well. **AND, if applicants already hold an educator certificate from a state department of education, they may be eligible for admission to a state-approved program approach to first pursue our MA in school psychometry, even when they do not yet have experience in the schools. After receiving the MA degree and state certificate in school psychometry, candidates then continue on with the EdS or PhD program.**

(NOTE: **Unlike the campus program, the distance learning degrees in school psychology and school psychometry programs do NOT hold NASP-approved status. Applicants to the distance learning programs must already hold degrees and state certification in education for admission to the distance learning degree programs and must meet criteria for an Alabama state-approved program approach to certification, described below).**

### Nationally Certified School Psychologist

We are fortunate that our *main campus Ed.S. and Ph.D. programs* in the UA School Psychology Program currently are approved by the National Association of School Psychologists (NASP). "NASP Approval" represents recognition of high-quality graduate education that meets national standards in school psychology. We recently received notification of our re-approval through 2020. (NASP does not have an approval process for 33-36 credit M. A. programs). See [http://www.nasponline.org/certification/NASPapproved.aspx](http://www.nasponline.org/certification/NASPapproved.aspx).

In addition, graduates of NASP-approved programs are automatically eligible to apply for the Nationally Certified School Psychologist (NCSP), contingent upon completing a qualified internship and receiving a passing score on the PRAXIS-II National School Psychologist Exam. NCSP application criteria are built into our main campus programs for our NASP-approved EdS and Ph.D. degrees in the UA School Psychology Program. If graduates wish to obtain the NCSP, they also must submit an official NCSP application after completion of our program.
The NCSP itself is not a state credential to practice as a school psychologist. However, the NCSP is used by a number of state education agencies, including the Alabama Department of Education, as a possible avenue to apply for a state certificate/license as a school psychologist. More information about NCSP application requirements and a list of approximately 30 states that recognize the NCSP as a possible avenue to state certification are found at http://www.nasponline.org/standards-and-certification/national-certification/why-become-an-ncsp.

State Departments of Education Credentials as a School Psychologist

Employment as a school psychologist in school settings within a state requires that a professional apply for and obtain the current, valid state credential (certificate or license) issued by the department of education (or, in a few states, issued by another specific state agency designated by the state department of education). Criteria and requirements to obtain a state department of education credential as a school psychologist vary a great deal from state to state and change periodically. Because of the variation in state credentialing requirements, the School Psychology Program cannot guarantee that completion of our degree programs will lead to a credential from departments of education in all states in which candidates potentially may desire to work, but will assist candidates in exploring state credentialing requirements. It is very important that candidates determine credentialing requirements in the states in which they are interested in employment BEFORE beginning our program and continue to monitor the states’ requirements throughout their graduate programs. Please visit state websites and also a general NASP website (http://www.nasponline.org/certification/state_info_list.aspx).

Alabama State Department of Education Requirements*

If you are interested in receiving an Alabama State Department of Education certificate to work as a school psychologist in the state of Alabama (or need to receive an Alabama certificate in order to apply for certification in another state), there are two routes to school psychologist certification in Alabama. Please review the Alabama Administrative Code at https://www.alsde.edu/sec/ec/Pages/nationalschoolpsychologist-all.aspx?navtext=Other%20Approaches:%20National%20School%20Psychologist and scroll through the contents to view the two approaches to school psychologist certification in Alabama.

- **Nationally Certified School Psychologist Approach to Alabama Certification.** Most Ed.S. and Ph.D. graduates of the main campus UA School Psychology Program use the NCSP approach if they apply for Alabama AA certification as a school psychologist (see https://www.alsde.edu/sec/ec/Pages/nationalschoolpsychologist-all.aspx?navtext=Other%20Approaches:%20National%20School%20Psychologist). Graduates of NASP-approved programs are automatically eligible to apply for the Nationally Certified School Psychologist (NCSP) designation, contingent upon completing a qualified internship and receiving a passing score on the PRAXIS-II National School Psychologist Exam. Graduates from our main campus, NASP-approved EdS and PhD degree programs are eligible to obtain their NCSP and then apply for the NCSP approach to the Alabama AA school psychologist certificate (specialist level).

- **Alabama State-Approved Program Approach to Alabama Certification.** The Alabama Department of Education also has state-approved program approaches to certificates in school psychometry (master’s level) and school psychology (specialist or EdS level):
  - The Alabama Administrative Code currently requires the following prerequisites for admission to the state-approved program approach to the Alabama Class A certificate (master’s) in school psychometry: Completion of a basic program in education and an Alabama educator certificate (or the equivalent in other states). Two full years of full-time satisfactory educational experience must be completed prior to awarding of the Alabama Class A certificate (master’s) in school psychometry.
The Alabama Administrative Code currently requires the following prerequisites for admission to the state-approved program approach to the Alabama Class AA certificate (specialist/Ed.S. level) in school psychology: Completion of a basic program in education, an Alabama educator certificate or the equivalent in other states, and two full years of full-time satisfactory educational experience, PLUS Alabama Class A certification as a school psychometrist or in special education (or the equivalent in other states).

Thus, Alabama policy for the state-approved program approach to AA school psychology certification also requires that candidates must complete the M.A. degree and obtain the Alabama A certificate first, before being admitted to the Ed.S. program and taking any courses that will apply to the Ed.S. degree and Alabama AA certificate.

However, see the note above that most EdS and PhD graduates in the main campus UA School Psychology Program, which holds NASP-approved status, use the NCSP approach for Alabama AA certification as a school psychologist. Thus, the UA School Psychology Program requires a previous educator or teaching certificate only when applicants are considering a state-approved program approach to a school psychometrist or school psychologist certificate. If candidates are in our main campus EdS or PhD degree programs and will be using the NCSP approach to a state certificate, a previous educator or teaching certificate and educational experience are NOT required.

(Note: The University of Alabama distance learning degrees in school psychology and school psychometry programs do NOT hold NASP-approved status. The ONLY option available for students in the distance learning program is the state-approved program approach. Thus, applicants to the distance learning programs must already hold degrees and state certification for admission to the distance learning degree programs and must meet criteria for an Alabama state-approved program approach to certification, described above).

According to Alabama State Board of Education policy, the UA College of Education Office of Student Services and Certification cannot recommend any graduates for the state-approved program approach to Alabama certification who do not meet the prerequisites identified above. Further, it is important to note that, if candidates in our program do not meet the prerequisites for the state-approved program approach to certification in Alabama, the UA College of Education Office of Student Services and Certification is NOT allowed to report to departments of education in other states that the graduate has completed an Alabama state-approved program approach.

* IMPORTANT NOTE: Before applying for any type of certification issued by the Alabama Department of Education, candidates should note the requirements for a fingerprinting/background check and successful completion of the requirements of the Alabama Educator Certification Testing Program-AECTP; http://public.alsde.edu/office/otl/lt/default.aspx. Because many UA School Psychology students will eventually seek Alabama certification, either to work in Alabama or obtain the Alabama certificate first in order to apply for certification in another state, our students are encouraged to take the AECTP Basic Skills Assessments as early as possible in their graduate programs. A second component of the AECTP program is the PRAXIS-II School Psychologist Exam, which all UA School Psychology students are required to take before graduation from our program. Other states have similar requirements, and candidates must identify certification or license test requirements in the states in which they wish to work as a school psychologist.

**State Department of Education Requirements in Other States**

General information about credentialing as a school psychologist by state departments of education across the U.S. is located on the NASP website at http://www.nasponline.org/certification/state_info_list.aspx. Please note that the NASP website contains only brief summary information. State credentialing requirements are complex, vary, and change periodically. Thus, applicants and current candidates in the UA School Psychology Program should
review the comprehensive information found on the specific department of education websites for the states in which they may be interested in seeking a school psychologist credential. Candidates should continue to monitor credentialing requirements in states as they progress through our program, because state credentialing requirements may change.

Over 30 other states, in addition to Alabama, recognize the NCSP approach or recognize graduation from a NASP-approved program as possible routes to obtain the state department of education certificate/license as a school psychologist. A summary list of these states is found at http://www.nasponline.org/standards-and-certification/national-certification/why-become-an-ncsp. Before beginning our program, candidates should review specific state certification/license requirements in the states they may wish to work and determine if the state departments of education recognize the NCSP approach or recognize verification of completion of a NASP-approved program as potential routes.

If a state department of education requires verification of completion of a state-approved program approach as a criterion for credentialing, our UA College of Education Office of Student Services and Certification is NOT allowed to provide this verification for graduates, unless a graduate meets the prerequisites described above for the Alabama state-approved program approach.

Licensure as a Psychologist for Non-School Settings

The majority of school psychologists work in school settings as their primary place of employment, and the typical type of state credential for school psychologists is a certificate or license issued by a state department of education. In most states, the state department of education credential limits school psychologists for work only in school settings and does not allow school psychologists to work in other settings such as community agencies, hospitals, or private practice. The information summarized above is relevant for credentials to practice as a school psychologist in school settings under the authority of a state department of education.

In most states, practice in non-school settings or in private practice requires another type of state credential. For individuals interested in work outside of school settings, a few states have additional credentialing options, although these options are more limited than certification or licenses regulated by state departments of education. If candidates in our program are interested in state credentials for practice in non-school agencies or for private practice, check the NASP website http://www.nasponline.org/certification/state_info_list.aspx to links for psychology boards and other non-school credentials in different states.

One option identified on the NASP website is the doctoral psychologist licensure. Practice as a psychologist in non-school agencies, as well as private practice, generally requires a “psychologist license” issued by a state psychology licensing board. State requirements for licensure as a psychologist vary, but typically include graduation from a psychology doctoral program (with many states requiring graduation from an APA-accredited doctoral program) and specific requirements for coursework, practicum, internship, etc. Current and prospective candidates should note that the University of Alabama School Psychology Program is NOT APA-accredited. Because of the variation in state psychologist licensure requirements for doctoral graduates who wish to work in non-school settings, the School Psychology Program cannot guarantee that completion of our degree will lead to a state psychologist license for practice in non-school agencies or private practice. General information about psychologist licensure for practice in non-school agencies or private practice may be found on the website of the Association of State and Provincial Psychology Boards: http://www.asppb.net/.

Certification for Degree-Seeking Students Only

The School Psychology Program enrolls degree-seeking students and, occasionally with special permission, approves students for non-degree status to take only 1 or 2 courses, as noted earlier. The program typically does not enroll, evaluate, or endorse individuals who are NOT admitted to our
degree programs. Except for the occasional non-degree student, our program enrolls candidates in our degree programs, including candidates who are pursuing their very first graduate degrees and are planning a career in school psychology, have a graduate degree in another field and wish to pursue a school psychology degree for a career in school psychology, have a specialty in another field and wish to pursue a school psychology degree for a re-specialization in school psychology, etc.

Our program typically does not have options for those who are not seeking our program’s degrees and wish only to take courses to pursue a certificate or license, except in special circumstances and with prior discussion and permission from the program coordinator. For example, applicants who are considering the following non-degree options must check with the program coordinator before applying: seek only an Alabama (or other state) certificate in school psychometry (a master’s level certificate) or school psychology by taking a few courses, wish to take additional coursework to add school psychometry or school psychology certification to an existing state certificate, wish to take additional coursework for a school psychometry or school psychology certification while enrolled in a degree program in another field, are pursuing an alternative certification route for school psychometry or school psychology certification, seek to add a re-specialization in school psychology by taking only a few courses, wish to complete only a practicum or internship, etc. HOWEVER, our program sometimes considers Alabama certification students who are planning to continue with one of our degree programs after certification; please contact the program coordinator for more information.

In addition, our program does not review transcripts for students from other universities reviewed who seek recommendation for an Alabama certification in school psychometry or school psychology.

Only candidates admitted and enrolled in the EdS or PhD degree programs in school psychology and who complete our required coursework, field experiences, internships, and degrees are recommended by the program for the National Certificate in School Psychology (NCSP).

Students receiving the MA degree in Educational Psychology-School Psychometry in the UA School Psychology Program and who meet the Alabama Department of Education prerequisites noted above may be recommended by the College of Education for the Alabama psychometry certificate.

### ROLES AND RESPONSIBILITIES OF CANDIDATES

**Candidates' Roles in Program Policy and Administration**

Policies and procedures of the School Psychology Program are reviewed and re-evaluated through an ongoing process of self-evaluation by the program. As part of this process, input from current candidates, previous candidates who completed our school psychology degrees, and practicing school psychologists is solicited on a regular basis. Any proposed program revision is generally the result of changes in certification or accreditation requirements; best practices and new research in the field; and candidate, graduate, and faculty input. Revisions are discussed at meetings of the program faculty. Current school psychology graduate candidates participate in monthly student-faculty meetings in order to ensure that candidate suggestions are discussed and that proposed changes are made known to candidates so that feedback can be obtained. In the event of faculty vacancies, a school psychology graduate candidate typically is selected to participate on the Search Committee in order to ensure that candidate interests are considered.

One graduate candidate in our program is selected to serve on the department head’s Student Advisory Committee. Further, one graduate candidate in our department is selected to serve on the Dean's Student Advisory to represent graduate students at the College of Education level.

**Candidates’ Roles in Ongoing Communication**

Candidates are informed of policies, procedures, requirements, activities, opportunities, and upcoming
events of interest through notices through email or monthly student faculty meetings. Candidates are required to check their email and regularly attend student-faculty meetings. Candidates are required to maintain an e-mail account to facilitate communication between faculty and candidates and to inform the program coordinator of the email address or any changes to the address.

**PROGRAM REQUIREMENTS**

**Faculty Advisers and Candidate Committees**

A temporary faculty adviser (typically the program coordinator) is appointed for all candidates upon their initial acceptance into the program. It is emphasized that the initial adviser is "temporary"; candidates are encouraged to select a more permanent adviser (this may be the same adviser or a different one) during their first year in the program. The temporary adviser serves the primary purpose of providing an initial contact for the candidate. It is understood that candidates may elect to change advisers at any time after beginning coursework. Advisers assist candidates with planning coursework, registering for courses, completing program planning records, portfolio evaluations, and other activities. Candidates are encouraged to work with or consult with other faculty (within the program as well as throughout the College and University) in addition to their adviser throughout their graduate careers.

Candidates may register for courses each semester only after they first obtain approval from their faculty adviser in the School Psychology Program.

Later in their programs, doctoral candidates select advisers to chair their Program Advisory Committee. Doctoral candidates also select a faculty member to serve as chair of their dissertation committee. Dissertation chairs may or may not be the same faculty member who chaired a doctoral candidate’s Program Advisory Committee.

**Coursework Requirements**

A major part of a graduate program is successful participation in courses and field experiences taken for academic credit. Our EdS degree requires a total of 69 graduate credit hours, which include courses, practica, and internship. Our PhD degree typically requires a total of 120 or more graduate credit hours, which include courses, practica, internship, and dissertation. (The MA degree includes 33 graduate credit hours, which are completed as part of the credit hours required for the EdS and PhD degrees and typically are completed during the first 1 ½ years in the EdS and PhD programs.) The coursework requirements for the EdS degree include the MA degree requirements, plus additional requirements specific to the EdS degree. The PhD degree includes the MA and EdS degree requirements, plus additional requirements specific to the PhD degree. Coursework requirements are listed by degree in Appendix B of this handbook. EdS and PhD coursework applied toward the MA degree is designated with an * in Appendix B.

The University of Alabama College of Education requires that all EdS candidates must also receive an MA degree. Thus, our program admits students to our EdS program but requires that students in our EdS degree program also receive the MA in Educational Psychology-School Psychometry during their EdS programs. The 33 credits for the MA degree are built into the 69 total credits for the EdS degree in school psychology. EdS students take our 69 required credits, including the 33 that are applied to the MA degree, and typically receive their MA diplomas in the fall semester of the second year in the program and before the EdS internship. Similarly, the University of Alabama College of Education requires that all PhD candidates must also receive an MA degree, so PhD students in school psychology receive their master’s degrees along the way during their PhD programs, in the same way that EdS students do.

Finally, we require that PhD students receive their EdS degrees after 1200 hours of the doctoral internship (with at least 600 hours in a school setting). At this point, PhD students have surpassed our EdS requirements and the awarding of the EdS degree may allow them to obtain the NCSP and a state
credential, while finishing the doctoral dissertation.

Obtaining preceding degrees in the school psychology program requires no additional coursework. Candidates in the EdS program obtain the MA degree, which generally is awarded after about 1 1/2 years of coursework, and obtain the EdS degree after completion of remaining courses and other requirements and the 1200 hours EdS internship. Candidates in the PhD program obtain the MA degree, generally after about 1 1/2 years of coursework, take additional doctoral coursework and practica, obtain the EdS degree after completion of 1200 hours of the doctoral internship, and then obtain the PhD degree after completion of the total of 1800 hours of the doctoral internship and completion of the doctoral dissertation. Sample schedules in Appendix B illustrate the typical timelines for obtaining our degrees.

NOTES:

• Candidates who are not eligible for the state approved program route are admitted to pursue the program’s NASP approved route, are initially admitted to the EdS or PhD degree programs and also receive the MA degree along the way during their programs. Upon graduation, candidates apply for the NCSP, which is recognized as a route to state certification in school psychology in Alabama and about 30 other states.

• Candidates who will seek the NCSP, including the NCSP approach to the Alabama AA certificate in school psychology and comparable school psychologist certificates in other states that recognize the NCSP, will follow the outlined typical schedule of coursework in Appendix B.

• Candidates who complete our MA degree in Educational Psychology-School Psychometry, including those who complete the M.A. as part of the EdS or PhD program, cannot be recommended for the Alabama A certification (master’s level) as a school psychometrist UNLESS the previously noted state department of education prerequisites for admission, including a valid educator license or certificate, are met. Thus, all candidates must complete our MA degree, but the MA degree is not eligible for a certificate or license unless Alabama Department of Education requirements have been met prior to admission. For most on-campus EdS and PhD candidates, the MA degree is a requirement along the way but not a terminal degree to use to seek employment.

• Candidates with prior education certification/licensure and experience, and who are eligible for the Alabama state-approved program route described earlier, are initially admitted to the MA in Educational Psychology-School Psychometry and not the EdS degree. After the candidate receives the MA and the Alabama A certificate in school psychometry, the candidate is then admitted to and completes the EdS program for the Alabama AA certificate in school psychology.

• Further, candidates who seek the state-approved program approach to Alabama AA certification (EdS level) as a school psychologist must follow a somewhat different schedule in our program, must meet the state prerequisites noted earlier, and must obtain the MA degree and state A certificate in school psychometry first before they may begin enrollment in any coursework applied to the EdS degree and state certification as a school psychologist.

Coursework in the School Psychology Program covers the following: a) the scientific, methodological, and theoretical foundations of practice in the area of school psychology; b) foundations of scientific psychology and education, including history of thought and development, research methods, and applications; c) data-based decision making and accountability, including psychological assessment and measurement; d) formulation and implementation of intervention strategies delivered directly to clients and through consultation and collaboration with parents, teachers, and other professionals; e) multicultural and individual diversity important for the practice of school psychology and work with children, families, and schools; f) foundations of education including history, techniques, multicultural components, and academic instruction and social-emotional development of all children, including those with learning and behavior challenges; and g) professional emphasis on life-long learning, scholarly inquiry, and problem-solving by school psychologists, in the context of an evolving body of scientific and professional knowledge.

School psychology coursework, clinical experiences, internship, and other requirements are designed to
address the domains of knowledge and expertise specified by the National Association of School Psychologists (2010), as well as the Alabama Department of Education. These domains are as follows:

- Data-Based Decision Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family–School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

Specific program objectives within these domains, as well as additional program objectives for professional competence in providing comprehensive and integrated school psychology services and professional work characteristics, are located in Appendix A. Specific information about how each domain is addressed and assessed throughout the program and how candidates are evaluated for attainment of competencies are outlined in the program’s “Evaluation and Field Experiences Handbook,” which is updated and sent to candidates in each spring semester of their graduate study.

Required coursework and other required experiences for the EdS and PhD degrees in the School Psychology Program are outlined in Appendix B. For convenience and organization, these courses are listed in the following general categories: (a) Data-Based Decision Making and Accountability; (b) Consultation, Intervention, Prevention, including Cognitive/Academic, Social/Behavioral/Mental Health, and Family-School Factors; (c) Psychological and Diversity Factors; (d) Instructional and Schools/Systems Factors; (e) Research and Program Evaluation; and (f) School Psychology Practice and Development. The categories are used to align courses broadly with the NASP domains for training and practice, but it is emphasized that no category or NASP domain is mutually exclusive. No course or activity addresses only one category or domain, and most courses and activities address a number of categories and domains.

A typical schedule of school psychology coursework and other activities also is found in Appendix B. The schedule describes the sequence of courses, practica, internship, and other requirements for full-time students in the on-campus program. For the occasional student who receives special program permission for part-time study, core school psychology courses (BSP) MUST be taken in the semester and sequence listed in the typical schedule of Appendix B. The semester and sequence for taking the required courses in special education (SPE), counseling (BCE), educational psychology (BEP), etc. must be approved in advance by the program and, to some degree, is dependent on the schedule of departments offering the courses. For ALL candidates, required coursework must be completed before internship.

Note that candidates must meet stringent standards for performance in courses. According to the Graduate Catalog, a graduate student with regular status in a graduate program who drops below a 3.0 grade point average (at any time after earning 12 semester credits) will be placed on academic warning. While on warning, a student will not be permitted to apply for admission to candidacy or hold assistantships. Warning status must be removed by raising one’s overall grade point average to a 3.0 or better during the next 12 hours of graduate work following the period in which the probation was incurred. Failure to do so will result in the student being dropped from the program.

**NOTE:** The Alabama Department of Education and the UA College of Education requires a GPA of at least 3.25 to approve a candidate’s graduation from an MA program and at least 3.5 to approve a candidate’s graduation from an EdS program, with no grade below a C.
In addition, the School Psychology Program uses the continuous portfolio reviews and other procedures outlined below to monitor progress of students to ensure that their GPAs meet these standards.

**Transfer of Credit and Use of Previous Graduate Work**

Courses of full graduate-level credit earned in an accredited institution where a candidate was enrolled in the graduate school may be submitted for review for inclusion in a School Psychology degree program. Evaluation of credit for transfer will not be made until the candidate has enrolled in the Graduate School of the University of Alabama. Acceptance of credit requires the approval of the candidate's advisory committee and the dean of the Graduate School. Credit will not be accepted for transfer from any institution at which the candidate failed to achieve a "B" average on all graduate work attempted. Credits may be transferred only if they were earned during the 6-year period prior to admission to the program. The University of Alabama Graduate School allows the following maximum hours for transfer credit, with the approval of the student's department and the dean of the Graduate School:

◊ Master's degree: The greater of 12 hours or 25 percent of the required coursework for a graduate degree may be transferred from a regionally accredited institution.

◊ EdS degree: The greater of 9 semester hours or 25 percent of appropriate post-master's degree credit, earned through a regionally accredited institution approved to offer graduate programs beyond the master's level in the field of study where the credits were earned, may be transferred to apply toward an EdS degree.

◊ Doctoral degree: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from a regionally accredited institution.

Graduate School policies change periodically. Students should monitor policies at [http://services.graduate.ua.edu/catalog/14800.html](http://services.graduate.ua.edu/catalog/14800.html).

The School Psychology Program has more stringent requirements than the Graduate School maximums for transfer credit for candidates who have completed previous graduate coursework. Generally, fewer courses will be approved for transfer credit than the Graduate School maximums. In some circumstances, a candidate with a previous master's, EdS, or doctoral degree may be allowed to count some coursework from the previous degree. After a candidate begins enrollment in our program, transfer credit or use of previous graduate coursework must first be evaluated and approved by program faculty to determine equivalency to a required course in our program. Equivalency is determined by consistency between the proposed transfer course and required program course in terms of objectives, content, projects, and other activities. Only in very unusual circumstances will a candidate be approved to transfer previous graduate coursework for required courses with the “BSP” (school psychology core) designation in our program of study. However, it may be possible for students to transfer educational psychology, educational foundations, special education, etc., courses that are equivalent to those in our required program of study.

**Limits on Coursework**

The School Psychology Program requirements exclude credit for undergraduate study, study that is remedial, or study that is designed to remove deficiencies in meeting requirements for program admission. In addition, the program limits the number of courses not open exclusively to graduate students (e.g., courses that have both an undergraduate and graduate section); only a couple of courses taken by school psychology students have both undergraduate and graduate sections or are allowed by the university to be taken by undergraduate students.
Field Experiences, Practica, and Internships

All candidates in the School Psychology Program are required to engage in a number of supervised, sequential, and organized field-based experiences, practica, and internships. Detailed information is available in the Evaluation and Field Experiences Handbook and the syllabi for individual courses. Candidates engage in course-based clinical and field experiences during their first year in the program, formal practicum courses after the first year, and a final culminating internship at the conclusion of the program. Thus, candidates are engaged in clinical or field experiences each fall and spring term in the program.

Most of the required school psychology courses with the BSP prefix include some type of clinical or field-based experiences. In the first year in the program, BSP 500 Introduction to School Psychology, BSP 516 Social-Behavioral Assessment and Data Based Decision Making, and BSP 515 Cognitive-Academic Assessment and Data Based Decision Making all require field or clinical experiences, including classroom observations in local schools, assessment and data collection with children, and families, or other limited, carefully supervised experiences. A number of other required courses for the program (prefixes SPE, CRD, BCE, etc.) may also require clinical and field experiences on campus and in local public schools.

In addition, several formal practicum courses are required. In the second year in the program, EdS and doctoral candidates take BSP 586 Assessment Practicum for 150+ hours of on-site field activities in local schools in fall semester (BSP 588 Psychometry Internship for 300+ hours, if candidate is in state-approved program approach) and BSP 686 Consultation/Intervention Practicum for 150+ hours of on-site field activities in local schools in spring semester. In their third, fourth, and sometimes fifth years in the program, doctoral candidates continue to take BSP 696 Advanced Doctoral Practicum most semesters, with 150+ onsite hours for each fall and spring term in local schools or other agencies that provide psychological services.

School psychology practicum courses are offered in fall and spring terms, but typically are not offered in summer terms, except in special, pre-approved circumstances for doctoral practicum only.

Practicum sites are schools and other agencies relevant for school psychology practice. BSP 586 Assessment Practicum/BSP 588 Psychometry Internship (Year 2-Fall) and BSP 686 Consultation/Intervention Practicum (Year 2-Spring) are taken by both EdS and doctoral candidates and occur in local public schools in the immediate Tuscaloosa or surrounding areas. Additional sites for doctoral students during doctoral placements in BSP 696 Advanced Doctoral Practicum in the 3rd+ year of the program may include local public schools, university clinics, and other agencies in the immediate Tuscaloosa, Birmingham, or surrounding areas. Doctoral candidates wishing to complete a portion of their practica in other settings during their 3rd+ years may be given permission if the practicum site meets the needs of doctoral focus areas of the candidates and the program’s requirements for practicum experience. If approved by the program, doctoral candidates may have two placement sites in the same semester and spread the required field hours between the two sites.

EdS candidates must successfully complete at least 300+ hours of onsite practicum activities (450 hours for those in state-approved program approach), generally in school settings, prior to EdS internship. PhD candidates must successfully complete at least 600 hours of practicum prior to internship, generally in school and other agency settings, although 1000+ practicum hours are typically recommended if the candidate is considering an APPIC or CDSPP internship placement.

Prior to internship, EdS candidates must successfully complete all courses, practica, comprehensive exams, portfolio evaluations, etc. and be approved by the program to begin internship. Prior to beginning the doctoral internship, PhD candidates must successfully complete all courses, practica, comprehensive exams, portfolio evaluations, pre-dissertation research requirement, dissertation prospectus, etc. and be approved by the program to begin internship.
All candidates must complete an internship at or near the end of formal training. Candidates must be approved by the program to begin planning for internship and before an internship placement begins. With program approval, internships may occur in qualified settings across the country. The EdS internship requires a minimum of 1200 clock hours and may be completed on a full-time basis in one academic year (600+ clock hours over a continuous 15+ week period in each of a consecutive fall and spring semester) or, with special permission, on a half-time, continuous basis over two consecutive academic years. EdS internships are not offered during summer terms. At least 600 internship hours must be in a school setting, although almost all of our EdS students complete all 1200+ hours of internship in a school setting.

The doctoral internship requires a minimum of 1800 clock hours (2000 hours is recommended for doctoral psychologist licensure purposes) and may be completed on a full-time basis in one calendar year (600+ clock hours over a continuous 15+ week period in each of a consecutive fall, spring, and summer/fall semester), or, with special permission, on the basis of half-time week, continuous period over two consecutive calendar years. Doctoral internships, because they are conducted throughout an entire calendar year, or three semesters, are completed in consecutive fall, spring, and summer (or another fall) terms. At least 600 internship hours must be in a school setting, although many of our PhD students complete all 1800+ hours of internship in a school setting.

Doctoral candidates are encouraged to apply for internships with national accreditation by the American Psychological Association (APA), Council of Directors of School Psychology Programs (CDSPP), or Association of Psychology Postdoctoral and Internship Centers (APPIC). Doctoral candidates should begin review and completion of the comprehensive and stringent internship application procedures early in their graduate studies. (NOTE for doctoral students: The UA School Psychology Program does NOT hold APA accreditation. Students from non-APA accredited doctoral programs will not be eligible to participate in APPIC internships beginning in 2018).

EdS and PhD internships occur under the close, professional supervision of a highly qualified field supervisor who is an employee of the internship school district or agency. The field supervision of internship hours in a school setting must be provided by an appropriately credentialed school psychologist (i.e., active state department of education credential for a school psychologist is required; in addition to the state school psychology credential, it is preferred that the supervisor also hold the NCSP). Doctoral-level interns in school settings MUST be supervised by field supervisors that hold the state education agency credential for a school psychologist AND a doctoral degree with specialization in school psychology.

The field supervision for non-school settings must be provided by a doctoral-level psychologist appropriately credentialed for the internship setting (i.e., active state psychology licensure board credential or other state credential for the practice of psychology in non-school settings) and hold a psychology doctoral degree.

The university instructor, field supervisor, and intern collaborate in planning, implementation, and evaluation of all internship activities.

At least 600 hours of the 1200 hour EdS internship and 1800 hour doctoral internship must occur in a school setting. It is important to note that all internship placements must be approved by program faculty to determine that the internship will meet all program objectives and other requirements. It also is important that candidates assume responsibility for exploring internship and all other requirements for their intended credentials (e.g., certification, licensure, etc.) in the states in which they intend to work. Graduate preparation and internship requirements necessary to receive state credentials vary a great deal across states.

Only in exceptional, carefully controlled circumstances will candidates who are currently employed by a
school district or other agency be allowed to complete their practicum courses or internship within the same school district or agency. This will be allowed only if the following occur: (1) the district or agency provides a written agreement for formal permission for the placement and confirming released time for hours required for the practicum of internship activities, with time released from regular job activities, (2) the school district or agency provides a written commitment for the practicum or internship as a training experience, and not simply as a way for receiving university credit for the candidate's typical activities for his or her job, (3) the school district or agency meets all requirements for the practicum or internship including provision of required field supervision, and (4) program faculty judge that the placement will provide an outstanding practicum/internship experience for the candidate, according to the program's objectives, without conflicts of interest or dual relationship situations with co-workers, clients, etc. and without impact on the candidate's typical job requirements.

All practicum and internship placements must be approved in advance by the program faculty and must be judged to offer experiences consistent with program objectives. Practica and internship are collaborations between the candidate, placement agency, and School Psychology Program and are implemented according to a comprehensive written plan approved by all parties.

Candidates seeking practicum placements must submit a formal, e-mail notice to the university instructor by November 1 for placement for the following spring term and April 1 for a placement for the following fall term.

Candidates seeking internship placements must discuss the placement with and submit a formal intent to the program coordinator a year in advance--- during the first few weeks of the fall semester preceding an internship placement for the following fall term. Candidates seeking internship placements are responsible for identifying potential internship agencies, making contacts, exploring requirements, submitting application materials, obtaining information about the agency and supervision, obtaining program approval of the placement site, and drafting an official memorandum of agreement. By May 31 prior to the internship, potential interns must document that all program requirements for internship have been met and must seek and obtain program approval to begin internship. Interns must finalize the memorandum of agreement with the program and placement agency by May 31, or receive program permission if a delay is necessary.

Candidates are required to keep detailed logs for all practicum and field-based hours and for internships, using the forms provided in the Evaluation and Field Experience Handbook. Candidates should maintain a personal copy of all practicum and internship log forms and should submit forms to instructors for the practicum and internship courses.

Candidates must adhere strictly to all standards and expectations of all field placement sites and the university, including those for professional skills and performance, professional conduct, and professional work characteristics.

During all field placements (e.g. practica, internships, course-embedded field experiences), candidates are evaluated continuously by university and field supervisors. In addition, a formal evaluation is submitted by the field supervisor to the university instructor at the end of each semester. The students must meet all requirements and achieve all objectives to be given a satisfactory grade for the field placement. Field supervisors should note that any concerns about a student, at any time during the field placement or during the final evaluation, should be reported immediately to the university instructor and student. Concerns of the university instructor and field supervisors may be addressed through improvement plans developed for the candidate, in collaboration between the candidate, field supervisor, and university instructor. Significant concerns may result in immediate removal of the student from the field placement, discontinuation of the field placement, a grade of F for the course, and/or dismissal from the program. A student who is removed or discontinued from a field placement or receives an F is not allowed to continue the field placement in the initial or a new placement site. A student who receives a grade of F in an internship or practicum course is removed from the placement immediately, is not
allowed to continue the placement, and is not allowed to enroll for the practicum or internship placement in a new agency; the student is dismissed from the program.

Research and Evaluation Requirements

All candidates in the School Psychology Program are expected to obtain skills in research and evaluation. All candidates are encouraged to join a faculty member's research team or explore additional research activities during throughout graduate study, if possible in their schedules. All candidates take a number of research and statistics courses and are encouraged to participate in research projects during courses and field experiences.

Doctoral candidates are required to participate in and conduct research. Faculty members work closely with doctoral candidates to help them complete their research requirements. Doctoral candidates take a number of experiential, research and statistics courses and seminars, are required to complete at least one research project prior to the dissertation, and are required to submit this project for publication or presentation at a national conference. The research project may be in collaboration with a faculty member and must include collecting data, analyzing, and reporting results for a research study. Doctoral candidates also are required to complete a comprehensive dissertation research study.

Program of Study Forms

EdS and doctoral candidates are required to file official program plans of study forms with the Graduate School. These forms require candidates and their advisers to list the specific course requirements necessary for the candidate's completion of the degree. EdS and doctoral programs of study are approved by the program coordinator (EdS) or the Program Advisory Committee (PhD) and Department Head. These forms should be completed by candidates and sent to the program coordinator. For doctoral students, the Graduate School requires that the form be submitted no later than the semester during which the student will complete 30 semester hours of UA and/or transfer credit toward the doctoral degree.

Greater Depth and Breadth in Doctoral Graduate Programs of Study

The doctoral degree provides greater depth and breadth in graduate studies than the program’s EdS degree. The greater depth in our doctoral program is demonstrated in our extensive required coursework and field experiences for the 120+ credit doctoral degree, located in Appendix B. Our doctoral candidates receive greater depth of school psychology preparation in multiple NASP domains, beyond what is provided in our EdS program, by taking additional required courses in the following areas.

- Data-Based Decision Making and Accountability
- School-wide Practices to Promote Learning
- Preventive and Responsive Services
- Research and Program Evaluation
- Legal, Ethical, and Professional Practices

Doctoral candidates ALSO take 6+ graduate credits of BSP 696 Advanced Doctoral Practicum, in addition to the 6 practicum credits (BSP 586 Assessment Practicum and BSP 686 Consultation-Intervention Practicum) required for all EdS and doctoral candidates in their 2nd year in the program. In BSP 696 Advanced Doctoral Practicum, doctoral students complete 300-600+ doctoral practicum field hours in educational and related settings during their 3rd, 4th, and sometimes 5th years in the program.

In addition to the required coursework for all doctoral candidates, each doctoral student is required to complete at least two additional courses in a specific individual focus area in which he or she wishes to receive more preparation for practice and/or research. Focus areas are approved by the doctoral student’s advisory committee and may include reading/literacy, curriculum, special education, statistics, early childhood special education, counseling, and others. (NOTE: A tentative change for all PhD
students in the College of Education may require that educational research become the focus area for all doctoral students in the School Psychology Program, beginning with doctoral students admitted for graduate study in 2017 or later. Doctoral students should check with the program coordinator for updated information about any changes in the focus area requirement).

Doctoral candidates are required to complete comprehensive preparation in research. Research skills and activities include additional coursework in research, pre-dissertation research, and a comprehensive doctoral dissertation study.

**Doctoral Program Advisory Committee**

For each doctoral candidate, the doctoral Program Advisory Committee is appointed, with consultation and approval from the program coordinator and the Head for Department of Educational Studies in Psychology, Research Methods, and Counseling. The Program Advisory Committee assists with planning the doctoral coursework and program of study and approves the official doctoral program plan of study form. The doctoral Program Advisory Committee and doctoral Dissertation Committee may consist of the same—or different—members. Doctoral candidates may appoint or change the faculty members serving on their advisory committees by completing the appropriate form and submitting it to the department office. These forms are available in the program office (306 Carmichael).

**Admission to Candidacy and Graduation Forms**

As noted in the Graduate Catalog, admission to the Graduate School for graduate study does not imply official “admission to candidacy” for a degree, as defined by UA. Admission to candidacy occurs after enrollment in the program and is contingent upon the recommendation of the graduate student's program and the approval of the graduate dean, after the student has met the formal requirements for candidacy for the degree and demonstrated competencies during their graduate program of study, as required for the degree sought. Graduate students must complete and submit the required “admission to candidacy form” (see [http://graduate.ua.edu](http://graduate.ua.edu)) for their degree as soon as requirements are met and before Graduate School deadlines.

The candidate must file all necessary forms with the UA Graduate School for each degree, including the program of study form, admission to candidacy form, and application for degree and must pay all necessary fees for graduation. **Candidates are reminded to apply for admission to candidacy and graduation for each degree level, as soon as requirements for the applications are met.** Each candidate for a graduate degree must apply for graduation no later than the semester preceding the semester in which degree requirements are to be completed. Thus, EdS candidates must complete all required forms for the MA degree, which is typically awarded during the first 1 1/2 years in the program, and for the EdS degree, which is awarded at completion of internship. PhD candidates must complete all required forms for the MA degree typically awarded after the first 1 1/2 years in the program, for the EdS degree awarded at completion of the first 1200 hours of the doctoral internship, and the PhD degree awarded at completion of all 1800 hours of the doctoral internship and completion of dissertation.

Each semester, the Graduate School publishes dates by which candidates must meet degree requirements, submit forms, and engage in other activities necessary for admission to candidacy and awarding of the degrees. Most deadlines occur in the semester before the degree will be granted. Graduate School deadlines and forms are posted every semester at [http://graduate.ua.edu](http://graduate.ua.edu). It is the candidate’s responsibility to review and meet all deadlines. Failure to meet the Graduate School’s deadlines may result in the Graduate School delaying a candidate’s receipt of a degree.

The UA Graduate School’s official admission to candidacy for the EdS in Educational Psychology-School Psychology requires that candidates submit the form after 12 post-masters credits have been completed.

The UA Graduate School’s official admission to candidacy for the PhD in School Psychology requires the
following:

1. Completion of the program plan of study form approved by the Program Advisory Committee.

2. Demonstrated competence through the written or oral examination procedures or other evaluations required for the major field.

3. Completion of the pre-dissertation research project for the doctoral research requirement and the oral presentation of the completed project to peers and faculty.

4. Approval of both the dissertation prospectus and dissertation proposal by the Dissertation Committee.

Official admission to candidacy is required before PhD candidates may complete their dissertation.

**Doctoral Screening**

As noted in the Graduate Catalog, the College of Education requires that doctoral candidates participate in a screening process early during their graduate study. Doctoral screening allows candidates and program faculty to determine that candidates have demonstrated the competence to continue with completion of the doctoral program. Doctoral screening includes candidates filing a declaration of intent and having a screening conference with program faculty. Candidates must successfully complete screening before they can continue their doctoral study and appoint their doctoral program advisory committees. The School Psychology Program includes doctoral screening as part of the portfolio review process for doctoral candidates; screening coincides with the second annual portfolio review, which occurs after the second full year in the program, and is held after the candidates' successful completion of the MA degree in the program. Thus, doctoral screening is usually completed in the fall semester after MA and EdS comprehensive exams (f) held during the fall and spring semesters of the second year in the program and the second annual portfolio review held at the beginning of the fall semester of the third year in the program. Successful completion of the annual portfolio review, comprehensive exams, MA degree, and screening will result in program approval to continue with the doctoral program of study.

**Doctoral Elective Focus Areas**

In addition to required coursework in the school psychology doctoral program, PhD candidates should complete coursework and practicum experiences to focus on a specific area of practice and/or research. Each doctoral student is required to complete at least two additional courses in a specific individual focus area in which he or she wishes to receive more preparation in knowledge and skills for practice and/or research. Candidates and their advisers should plan practicum and internship experiences that complement areas of focus. Focus areas may include reading/literacy, curriculum, special education, statistics, early childhood special education, counseling, and others. Permission must be obtained from programs that offer coursework and experiences in which the candidate wishes to obtain focused skills.

*(NOTE: A tentative change for all PhD students in the College of Education may require that educational research become the focus area for all doctoral students in the School Psychology Program, beginning with doctoral students admitted for graduate study in Fall 2015. Doctoral students should check with the program coordinator for updated information about any changes in the focus area requirement).*

**Doctoral Dissertations and Dissertation Committees**

All doctoral candidates are required to complete a research dissertation. University policies for dissertations as outlined in the Graduate Catalog. College of Education and department policies must be followed. According to School Psychology Program policy, the dissertation prospectus (a preliminary description of the dissertation project) and proposal (a more comprehensive description of the planned dissertation project) must be prepared and approved by the committee. At least the dissertation
prospectus, and preferably the dissertation proposal as well, should be completed prior to beginning the doctoral internship.

The general steps in preparing the dissertation are listed below:

- Preparation of Prospectus (an abbreviated dissertation proposal)
- Prospectus Meeting(s) and Approval of Prospectus by Dissertation Committee
- Preparation of Complete Dissertation Proposal
- Proposal Meeting and Approval of Proposal by Dissertation Committee; Admission to Doctoral Candidacy
- Approval by UA Internal Review Board for Human Subjects Research and by Data Collection Site
- Collection of Data
- Data Analyses
- Preparation of Final Dissertation
- Final Examination, Defense, and Approval of Dissertation by Dissertation Committee
- Submission and Approval of Dissertation by Graduate School

The dissertation committee is responsible for assisting the doctoral candidate in developing and conducting dissertation research. The dissertation committee consists of a minimum of five members, with a chair and four additional members. One of the members of the committee must be from outside the Department of Educational Studies in Psychology, Research Methods, and Counseling. All dissertation committee members must hold full or associate graduate faculty status at UA. Doctoral candidates seek a faculty member to serve as chair of their dissertation committee. The dissertation chair must hold full graduate faculty status at UA and may or may not be the same faculty member who chaired the candidate’s doctoral program advisory committee. The dissertation chair may be a member of the School Psychology Program faculty or a faculty member in another program or department. Doctoral candidates may appoint or change the faculty members serving on their dissertation committees by completing the appropriate appointment form and submitting it to the department office.

### PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY OF CANDIDATES

The School Psychology Program uses a number of systematic, comprehensive, and continuous evaluations of candidates, coursework, practica, internship, faculty, supervisors, and resources. Candidates are evaluated by program faculty and field supervisors using assessments of content knowledge; professional knowledge, skills, and dispositions; and positive effects on children’s learning. The program also engages in systematic evaluation of the program itself and uses the evaluation for program improvement. Specific requirements are found in the program’s Evaluation and Field Experiences Handbook, and required evaluations are summarized below.

All degree requirements in the School Psychology Program are carefully designed and sequenced according to program outcomes, listed in the program’s Evaluation and Field Experience Handbook. Program outcomes are competencies in knowledge and skills that candidates are expected to demonstrate upon successful completion of the coursework, practica, internship, and other required activities. Candidates are required to provide evidence of meeting program outcomes during coursework, field experiences, required annual portfolio evaluations, and other activities. Program outcomes are assessed in light of program objectives, listed in Appendix A of the current document. The foundation of the program’s assessment and accountability procedures is based on requirements of NASP, National Council on Accreditation of Teacher Education, the Alabama Department of Education and other accrediting and professional organizations.

**Continuous Progress Reviews/Portfolio Reviews**

All candidates in the School Psychology Program are required to participate in a continuous review process in order to monitor progress and determine that candidates are achieving program outcomes. Thus, the continuous review process enables program faculty to assess candidate progression and
retention in the program. The review process is described in detail in the program’s Evaluation and Field Experience Handbook. The progress reviews allow faculty and candidates to work together to evaluate all relevant competencies and characteristics in an integrated fashion, above and beyond grades for individual courses, to identify strengths and needs, and to determine that the candidate will demonstrate competence as a school psychologist. A key emphasis is documentation that the candidate is achieving the comprehensive and integrated knowledge base and professional skills needed to have a measurable positive impact on children, youth, families, and other consumers.

Each candidate is required to undergo a formal progress review during an annual portfolio evaluation at the beginning of every fall semester after entering the program; thus candidates entering the program in a fall term will have their first formal progress review the following fall, after one complete year of graduate study in the program. At the beginning of each fall term in the program, candidates are required to submit a comprehensive electronic portfolio of their work by the due date provided by the program coordinator; faculty members review the portfolio and evaluate knowledge, skills, and other relevant characteristics of students as shown in coursework, clinical work, field placements, and other program activities. EdS and doctoral students also must submit an updated portfolio and have a progress review during the spring semester in internship, and the portfolio must contain documentation of activities and progress during the internship experience. Doctoral students must continue to submit a portfolio every fall semester until graduation. Candidates prepare portfolio submission in an electronic format, and will be given the electronic portfolio template at the beginning of their programs.

Annual portfolio requirements are outlined in the Evaluation and Field Experience Handbook, and an electronic template is provided to candidates by the program coordinator. The contents of the portfolio include candidates’ statements of goals, vita, transcripts, letters of recommendation, practicum and internship evaluations, field experiences logs, and candidate’s summary of progress in meeting program outcomes. An important component of portfolios are candidates’ work samples from each course, practicum, internship, and other program activity. Thus, candidates must retain electronic copies of all work in graduate courses and other experiences beginning with their first semester of enrollment in the program. Portfolio components and professional work characteristics of the candidate are evaluated by program faculty according to a rating scale, in which candidate progress is judged to be satisfactory or non-satisfactory.

Candidates are expected to receive satisfactory ratings on all portfolio components in order to continue with the planned program of study. In some cases, candidates may receive ratings of satisfactory that also include program requirements for improvement. Ratings of non-satisfactory on a few components may result in program requirements for additional course or field activities before continuation with the planned program of coursework, practicum, or internship. Thus, failure to make adequate progress in the program, based on a variety of quantitative and qualitative factors, will result in the candidate being placed on warning or perhaps being dropped from the program. There are four possible outcomes to the portfolio process: 1) satisfactory progress in all areas, 2) satisfactory progress but with requirements for improvement 3) unsatisfactory progress in a few areas with probation for candidate and requirements for improvement, and 4) unsatisfactory progress in several areas, with discontinuation of candidate. Please note that candidates may be given a probationary period before they are discontinued, if deemed appropriate or necessary.

Candidates are assured that program faculty are committed to providing all candidates with the necessary preparation, support, and feedback needed to achieve a satisfactory outcome for the portfolio review process. Probation and discontinuation are only used in a very few, highly unusual situations.

Program faculty members always conduct continuous reviews of all candidates every semester. Semester reviews are more informal in nature than the annual formal submission of portfolios and formal progress reviews. New, first-year candidates will undergo an informal yet comprehensive, general review by program faculty during their first fall and spring semesters, although a portfolio submission is not required until the beginning for the second fall semester.
All formal and informal progress reviews include an evaluation of the candidate’s competencies in academic courses, practica, and internship AND a review of clinical, professional, personal, and interpersonal traits needed to meet program objectives in working with children, families, and others (see the list of professional work characteristics at the end of Appendix A). During continuous reviews of candidates, the program reserves the right to identify candidate whose characteristics may be inconsistent with those needed for practice in school psychology and may require additional experiences or may require that a candidate not continue the program.

**Course-Embedded Assessments and Course Grades**

All required courses include a number of assessments and evaluations that require candidates to demonstrate knowledge and skills to meet program objectives. Course-embedded assessments include exams, quizzes, papers, presentations, observations of performance by faculty, and other techniques. Specific assessments are included in the syllabus for each course. Because candidates must report the results of course-embedded assessments and include work samples during the annual portfolio review, it is important that candidates retain copies of all course syllabi and all assessment and test results, papers, projects, etc. for ALL courses and field experiences, beginning with their first semester of enrollment in the program.

**Practica and Internship Performance-Based Evaluations by University and Field Supervisors**

During each practicum course and each semester of internship, university instructors and field supervisors conduct comprehensive evaluations of the candidate’s competencies and professional characteristics as performed during the field placement. During this performance-based evaluation, candidates are evaluated on the degree to which their school psychology competencies meet program objectives during the field experiences.

**Case Studies to Demonstrate Candidates’ Effectiveness with Children and Other Clients**

During each practicum course and internship, candidates are required to complete “case studies” in which they conduct and document carefully planned professional school psychology services delivered for clients, under supervision by field supervisors and evaluated by university instructors. The written case study reports must include a sequential plan for the service, an analysis of implementation, and an evaluation of the measured outcomes for the clients. Case studies are implemented by candidates in the areas of data-based decision making, academic intervention, social-behavioral intervention, consultation, home-school collaboration and other areas. During these performance-based evaluations, program faculty review and evaluate the case studies in terms of both the plan for the intervention and the outcome for the client. The case study evaluations allow faculty to systematically assess candidate performance and to determine that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services. In addition, case studies must provide evidence of the practicum student or intern’s measurable positive impact on children, youth, families, and other consumers, and the nature of this outcome evidence is evaluated by program faculty.

**Written Comprehensive Examinations**

All degree candidates in the School Psychology Program are required to successfully complete written comprehensive examinations before any degrees will be granted. The examinations are completed independently on a "take-home" basis, and require candidates to integrate knowledge and skills obtained during coursework and other graduate education activities. Successful completion of the program requires that a candidate pass the exams. Further, no candidate will be allowed to enroll in EdS or PhD internship until exams are passed.
All candidates (EdS and PhD) take comprehensive exams during the fall and spring semesters of their second year of full-time study in the program (or the equivalent for part-time candidates). The exam results are reported to the Graduate School to meet university requirements. Questions 1 and 2 must be passed for the MA degree, typically taken fall semester, 2nd year in the program. In addition to Questions 1 and 3, Question 3 must be passed for the EdS and PhD degrees, with Question 3 typically taken spring semester, 2nd year in the program. Thus, comprehensive exam Questions 1, 2, and 3 must be passed for the EdS and PhD degrees, typically in the second year in the program.

After passing Questions 1, 2, and 3, PhD candidates take an additional comprehensive exam (Question 4) in Year 3 or later, during completion of the remaining doctoral coursework in the program, and results are reported to the Graduate School. Doctoral students must pass all comprehensive exams and must successfully complete and present the dissertation prospectus prior to their internships (completion of dissertation proposal and admission to candidacy also is recommended prior to doctoral internship).

The goal of comprehensive examinations in the School Psychology Program is twofold: 1) to give candidates an opportunity to reflect on and integrate the knowledge and skills they have acquired from the program in the context of a relevant academic activity, and 2) to give faculty the opportunity to evaluate whether candidates show sufficient breadth and depth of knowledge and skills in their field to continue with next steps (e.g., participate in internship, begin dissertation research, etc.) and obtain the degree they are pursuing.

Comprehensive Exam Questions 1, 2, and 3 typically are taken by students in their second year of full-time study (or the equivalent for part-time study). The questions address real-life situations likely to be encountered by school psychologists, as well as theoretical, conceptual, and professional issues important for school psychology practice. Question 4 for PhD students specifically relates to the doctoral dissertation topic.

Questions 1 and 2 are typically taken in the fall semester of the 2nd year in the program and candidates must pass both questions to obtain the MA degree. Question 1 requires the candidate to integrate information and write a coherent answer in the area of assessment/data-based decision-making. Question 2 covers professional issues in the practice of school psychology (i.e., legal/ethical/practice issues).

Question 3 is typically taken in the spring semester of the 2nd year in the program and, in addition to Questions 1 and 2, is applied to the EdS degree as well as PhD degree. Question 3 describes issues or scenarios in consultation and intervention. The candidate is required to do a literature review of the relevant research and propose a solution to the problem.

During their third or fourth year in the program, after Questions 1, 2, and 3 are passed and prior to beginning dissertation and doctoral internship, doctoral candidates must take an additional doctoral exam, Question 4, that addresses theoretical and research foundations of psychology and education. The doctoral exam informs the student’s dissertation study and must be passed before proceeding to the dissertation proposal and collection of data. The written doctoral comprehensive exam, question 4, is required to consist of a structured, written research review related to the student’s dissertation topic. Doctoral candidates must register for Question 4 prior to the first day of classes for a fall or spring semester. Instructions for the doctoral comprehensive exam are given to doctoral candidates at the beginning of a semester, and students are provided with a specified time limit to complete the written research review within one semester.

Comprehensive exam Questions 1, 2, and 3 must be passed before students are allowed to begin EdS internship and obtain the degree. Questions 1, 2, and 3 must be passed for the PhD degree, and PhD students take and pass an additional Question 4 after Questions 1-3 are passed. PhD students must pass Questions 1-4 before beginning formal work on dissertation, receiving admission to doctoral candidacy, receiving approval to begin doctoral internship, and to obtain the doctoral degree.
Questions 1, 2, and 3 are given to candidates in the 3rd week of a fall or spring semester. Questions are given to candidates in person by the departmental administrative assistant or will be mailed via U.S. postal service to candidates at their request. Questions will NOT be sent on email to examinees. Candidates respond to each question in a 15-page paper and are allowed 10 weeks (not counting holidays or breaks) for completion.

Candidates must register to take comprehensive exams. Although a typical schedule for taking comprehensive exams is suggested to candidates, candidates are encouraged to consider their own course and practicum schedules, typical schedule of requirements in the program, personal factors, and other potential impacts before registering to take comprehensive exams. In order to promote success on the exams, candidates should register to take comprehensive exams only when they have conducted this important self-evaluation.

Passing the comprehensive exams (Questions 1 and 2 for the MA degree, Questions 1, 2, and 3 for the EdS degree, and Questions 1, 2, 3, and 4 for the PhD degree) is required for proceeding with other program requirements (e.g., internship, dissertation) and obtaining the degrees. The program notifies the Graduate School about comprehensive exam outcomes (pass or not pass) for each examinee. According to Graduate School policy, candidates may only take comps twice, a first attempt and one retake if the first attempt is not successful. If a retake is necessary, candidates need to retake only the exam questions for areas that were not passed in the first attempt; exam questions that were passed in the first attempt are not retaken. See relevant pages of the Graduate Catalog for additional details about procedure and policies. A second failure results in the Graduate School dismissing the student from the program.

National School Psychology Examination and State Credentialing Exams

According to UA College of Education and Alabama Department of Education policy, all EdS and PhD candidates are required to take the National School Psychology Examination offered as a Praxis II exam by ETS. The exam must be taken and scores submitted to the program prior to the completion of 1,200 hours of EdS or doctoral internship. However, candidates are encouraged to take the exam soon after completing program coursework and either prior to or during the first few months of internship, in order to allow opportunities to retake the exam, if needed to meet the program’s criterion score.

Candidates must obtain a passing score on the Praxis II National School Psychology Exam (PRAXIS number (5402) in order to receive a grade for internship and graduate from the program. Currently, the program requires a score of 147 to receive a grade for internship and, thus, to graduate from the program. Candidates must have their scores sent to the UA (recipient code 1858; this same code should be recorded as the candidate’s “attending institution.”). The exam also is required for school psychology certification in Alabama; candidates desiring certification in our state should also have their scores sent to the Alabama Dept. of Education (recipient code 7020). Many other states require the PRAXIS school psychology exam for a state school psychology certificate; candidates should obtain the recipient code for the state in which they will apply for certification and have scores sent. The exam is required for the National Certificate in School Psychology (NCSP), and candidates should have their scores sent to the National Association of School Psychologists (recipient code R1549). A passing score of 147 also is currently required for the NCSP.

Candidates should be aware that additional exams are required for applications for state credentials and should determine these requirements well in advance of graduation. For example, anyone who plans to apply for an Alabama professional education certification, including the NCSP route to Alabama certification, must meet the requirements of the Alabama Educator Certification Testing Program (AECTP; http://public.alsde.edu/office/otl/itl/default.aspx) as a precondition for certification. The AECTP consists of a basic skills assessment and the Praxis II subject area test. Candidates are encouraged to take the AECTP basic skills assessment early in their programs and the Praxis II School Psychologist
exam prior to internship. Candidates should keep in mind that they may need to apply for Alabama certification in order to meet certification requirements in another state, even if they do not plan to work in Alabama. Thus, all candidates are encouraged to take the AECTP basic skills assessment early in their programs.

Other states also have their own specific requirements for examinations, which should be identified by candidates well in advance of graduation from the program.

**Internship Exit Survey**

In the last few weeks of internship, candidates are required to complete an exit survey, in which the candidate evaluates his or her own competencies and all aspects of the program.

**Program Self-Evaluation**

In addition to evaluation of candidate’s knowledge and competencies, the program and its faculty engage in continuous systematic self-evaluation. Aggregated results of the above evaluations are used to determine program effectiveness in education of candidates. In addition, instructor evaluations completed by candidates during each course, qualitative feedback from candidates and field supervisors, and other mechanisms are used to identify program strengths and needs for improvement. The results of the program’s self-evaluation are then used to revise and improve components of the program. The program’s self-evaluation outcomes and subsequent improvements must be reported to the UA College of Education and externally for accreditation by NCATE and SACS and approval by NASP.

**SCHOOL PSYCHOLOGY PROGRAM, COLLEGE, AND UNIVERSITY POLICIES**

A number of policies govern the academic and other activities of graduate candidates and faculty in the School Psychology Program and must be followed at all times. Program faculty carefully monitor candidates’ adherence to these policies and seek input from faculty in other programs and field placement supervisors to identify candidates’ consistent implementation of these policies.

Candidates must adhere strictly to all standards and expectations of a course, program, field placement sites, and the university, including those for professional skills and performance, professional conduct, and professional work characteristics. Violations of any of the policies may result in immediate action, including action regarding a course grade, removal of the candidate from a field placement site, and prevention of the candidate from completing the course, field placement, or degree program. **Candidates should note that these program policies and standards for behavior must be applied to face-to-face interactions in various program components, as well as in written communications, email, phone, text messages, social media, blogs, and other types of communications and activities. The program has important expectations for the professional competence and behavior of its candidates. Behavior at any location (on-campus, off-campus, personal and professional Internet sites, etc.) must reflect the professional standards expected of school psychologists and must not be detrimental to the profession, program, and university, as well as the children, families, and schools that we serve.**

The policies that are most applicable to candidates in the School Psychology Program are listed below. The policies below also serve as course policies. More detailed descriptions of university policies and their implementation may be found in the University of Alabama Graduate Catalog, the University of Alabama Student Code, and other documents referenced below. All policies are subject to change by the Department, College of Education, Graduate School, and University. The School Psychology Program faculty will forward relevant policy changes to candidates through email. It is the candidate’s responsibility to monitor and follow all policies.

**High Expectations for Behavior and Performance:** All requirements of courses, program, university, placement agencies, etc. must be met in an **exemplary manner** and candidate performance must be of
the highest quality. High levels of performance, as needed by all school psychologists, are required (in contrast to “just getting by”). Exemplary performance is expected of all students in all courses, field placements, practica, internships and other activities.

Candidate’s Responsibility: The School Psychology Program expects all candidates to be responsible for their own learning, performance, and successful achievement of goals; for meeting the requirements of courses, practica, internship, the university, the profession, etc.; and for continuously engaging in responsible and dependable behavior that is the hallmark of professional competence. It is the candidate’s responsibility to meet all requirements of courses, program, university, placement agencies, etc. and to meet his or her obligations and agreements. Because graduate study represents a transition to independent professional functioning, the candidate must engage in self-monitoring, self-evaluation, reflection, problem-solving, organization, and management to ensure that all necessary components to ensure that all necessary components of courses, program, field placements, etc. are met and that all candidate objectives are achieved. Professors and field placement supervisors are valuable resources for support and guidance, but the program expects the candidate to engage in high-level responsibility and dependability required of a competent professional. If the candidate experiences emergencies, illness, family issues, or any other circumstances that interfere with his or her obligations to a course, placement agency, program, etc., it is the candidate’s responsibility to contact all professors and supervisors immediately, to develop alternative plans, and, if necessary, to withdraw from the course or field placement.

Professionalism and Respect: Professors, supervisors, and candidates will act with integrity and strive to engage in appropriate and professional verbal and nonverbal behavior that is mandatory in psychology and education professions. Everyone will demonstrate respect for each other and all people. Everyone will demonstrate respect for the program, college, schools, communities, and other settings and contexts and must not engage in behavior or communication that could negatively affect public confidence in these institutions. The many aspects related to diversity—diversity in characteristics such as age, gender, race, socioeconomic status, culture, background, physical and cognitive ability, disability, language, sexual or gender orientation, religious preferences, etc., as well as diversity in opinion and experience will be honored at all times. School psychologists must be dedicated to creating environments that respect and honor diversity and individual differences. Please share in the responsibility of meeting this goal in all of your courses, field placements, and program activities.

Professional Conduct: Candidates are reminded that professional practices require an understanding of and adherence to many standards and customs related to professional competence, courtesy, timeliness, appearance, dependability, responsibility, and other factors. Candidates are expected to be knowledgeable about and adhere to accepted standards of behavior, appearance, and activity. The candidate must conduct himself/herself in a highly professional manner at all times, including arriving to class and field placements on time, keeping all appointments, notifying relevant parties of excused absences, completing activities and responsibilities on time, interacting with other professionals and clients appropriately, interacting with supervisors appropriately, following the rules and practices of any field placement agencies, dressing and communicating appropriately, etc. Candidates must immediately seek the input of the professor and supervisor if a question or concern arises about the professional nature or expected conduct in an activity. Candidates must always be aware that they will be viewed as representatives of the University of Alabama, of our program, and of the national profession of school psychology and always must behave as exemplary representatives. Furthermore, candidates must acknowledge their role as “graduate candidates in training” and make others aware that they do not yet have the competencies and credentials necessary to engage in unsupervised practice. CANDIDATES MUST STRICTLY ADHERE TO ALL EXPECTATIONS, STANDARDS, AND REQUIREMENTS OF FIELD PLACEMENT SITES. Failure to follow appropriate standards for professional conduct could result in candidates being withdrawn from the program and/or placement agency and could result in implementation of the University’s Academic Misconduct Policy or Code of Student Conduct Policy.

Planning, Communication, Collaboration, and Supervision: Candidates are reminded that courses, other
program activities, and field placements require careful planning and oversight, need extensive collaboration between many professionals and agencies, and require frequent communications. Each individual candidate has a major responsibility in planning how he or she will adhere to all components of the program, courses, and field placements, address all requirements, and ensure that needed communications and collaboration occur. Candidates have the responsibility to contact university professors and field supervisors and keep them updated continuously about activities, progress, issues, etc. Candidates are not allowed to proceed with activities or projects, unless the supervisors know about them and have approved them in advance. Candidates are reminded that coursework and field placements are supervised, and candidates must seek and ensure that appropriate supervision and oversight is granted for any activity. **Candidates must not wait until professors and supervisors contact them, but must take responsibility to communicate with professors and supervisors continuously.**

**Equal Treatment:** Professors and candidates will act with integrity and strive to engage in equitable verbal and non-verbal behavior and respect. Professors and candidates will demonstrate a commitment to equal opportunity in education, regardless of culture, race, color, socioeconomic background, religion, sexual or gender orientation, national origin, sex, age, disability, citizenship, or veteran status. NOTE: The University of Alabama School Psychology Program supports and promotes the “Nondiscrimination and Equal Opportunity Policy” of the National Association of School Psychologists: [https://www.nasponline.org/assets/Documents/Research%20and%20Policy/Position%20Statements/Transgender_PositionStatement.pdf](https://www.nasponline.org/assets/Documents/Research%20and%20Policy/Position%20Statements/Transgender_PositionStatement.pdf)

**Legal, Ethical, and Professional Standards:** All legal, ethical, and professional standards for the practice of school psychology and all standards required by the program, placement agencies, the University of Alabama must be followed by professors and candidates at all times. These principles are described in the ethical and professional standards of the American Psychological Association and the National Association of School Psychologists, in federal legislation, in state law and regulations, and in agency policy and procedures. **It is the candidate's responsibility to know, understand, and follow all requirements of the program, university, and placement agency.** The candidate must immediately seek the input of the professor or supervisor if a question or concern arises about the professional, legal, or ethical nature of an activity or if there are issues with course, program, or university policies or agency policies. The program faculty will review any candidate who is suspected of violating legal, ethical, and/or professional standards or state/school district/agency policies. University policies related to appropriate academic and non-academic conduct (and misconduct) must be followed at all times, although the program will attempt to resolve any misconduct issues, if allowed under policy. Appropriate adjudication procedures of the university will be followed, with due process rights of the candidate taken into account. Candidates should report any suspected violations by faculty or field supervisors to the program coordinator, Department Head, or field placement administrator.

**Legal and Ethical Policies for Use of Copyrighted and Secure Materials:** Candidates, professors, and supervisors must follow all legal requirements and ethical guidelines for use of copyrighted and/or secure materials. These policies include legal requirements for copying, scanning, downloading, and/or transmitting copyrighted print or web-based materials. Most copyright holders of web-based and print materials provide statements regarding sharing of the materials. Photocopying, scanning, and transmitting test forms, manuals, booklets, etc. is strictly prohibited.

Further, many test materials are considered to be “secure” and test content, items, answer keys, etc. cannot be shared with non-school psychology graduate students, non-school psychology professionals, or the public, because the validity of the test will be jeopardized.

**Privacy and Confidentiality:** It is imperative that candidates, professors, and supervisors adhere to legal policies (FERPA, HIPPA), as well as school district, placement agencies, and program policies and regulations, concerning privacy and confidentiality. All written, electronic, and verbal communications must adhere to these policies, including any documents transmitted in email or other communications to professors and supervisors. **Any reports submitted to the university instructor for case studies and other program requirements in field or clinical experiences must completely mask the names and**
identifying information of children, families, educators, schools, school district, etc.

Attendance Policy: Perfect attendance in courses, activities, meetings, supervision, and other program and field activities is required. Candidates must attend and participate in all required activities and turn in assignments and complete work at the scheduled times, except for officially excused absences or official extensions approved in advance. No extensions will be given for unexcused absences. In fact, unexcused absences, tardiness to meetings, delays in completing assigned work, etc., are not considered to be appropriate professional conduct, as described above. If you must be absent because of official business or illness, contact the professor and supervisor prior to the absence. It is your responsibility to obtain notes and assignments from the professors and supervisors when you have officially excused absences, to reschedule activities, and to work with professors and supervisors to identify priorities and deadlines. If the candidate experiences emergencies, illness, family issues, or any other circumstances that interfere with his or her obligations to the course, placement agency, or program, it is the candidate's responsibility to contact all professors supervisors immediately, to develop and receive approval for alternative plans, and, if necessary, to withdraw from the course, field placement, or other activity.

Make-Up Policy: Generally, candidates will be allowed to make up activities and assignments if they must be absent because of official business or officially excused illness/family emergency. However, make-up policies and deadline extensions may vary from course-to-course, site to site in field placements, etc. Contact the professor and supervisor prior to the absence and receive approval for the absence and any extensions in deadlines for your work. It is your responsibility to obtain assignments from the professor or field supervisor when you have officially excused absences. It is your responsibility to contact the instructor and supervisor to schedule deadlines for make-up of activities and assignments and to meet these deadlines. Major emergencies or other circumstances that require the candidate's extended absence from a course or field placement may necessitate the course or field placement being postponed until a future semester or in the need for the candidate to withdraw from the course or placement.

NOTE: All course and field placement requirements must be met and reports, projects, exams, etc. submitted to the professors and supervisors by the established deadlines in order to obtain a grade in the course. NO LATE ASSIGNMENTS GENERALLY WILL BE ACCEPTED BY PROFESSORS UNLESS THERE IS AN EXCUSED REASON OF OFFICIAL UNIVERSITY BUSINESS, ILLNESS, OR EMERGENCY AND ONLY WITH PRIOR APPROVAL OF PROFESSORS AND SUPERVISORS. Depending on a professor’s policy, failure to submit a project, paper, exam, or any assignment, or failure to submit these by established deadlines, may result in an F in a course, regardless of the candidate’s grades on other projects, papers, exams, etc. and may result in candidate's removal for field placement sites. Professors generally will allow grades of I (Incomplete) only for medical or other emergency situations, with prior approval of the instructor, and when the professors, supervisors, and candidate approve a written agreement about extended deadlines for completion of work.

Emergencies: The School Psychology Program faculty members and field placement agencies recognize that major emergencies can happen for some students and that they may have a short or long-term impact on a candidate’s participation across program activities during a semester, including coursework, field placements, graduate assistantships, comprehensive exams, portfolio submissions, etc. The program is committed to supporting candidates in their program activities and providing assistance and guidance when emergencies have an impact on the candidate’s activities. If you experience a major emergency (e.g., personal or family medical issue, etc.) that significantly impacts across your course, program, or field placement activities and prevents your participation for a period of time, notify the program coordinator immediately or as soon as possible after the emergency. The program coordinator will assist you with making immediate requests to course professors, field or assistantship supervisors, or program faculty about making sure that your duties and responsibilities are covered, extending
deadlines, rescheduling assignments, withdrawing from activities or field placements, etc. Again, candidate’s requests to faculty for possible solutions must be based on a major medical or similar emergency and requests must be submitted immediately or as soon as feasibly possible following the emergency. Candidates should be aware that any extensions, rescheduling, or withdrawal from any type of program activity possibly may impact your schedule of courses, field placements, internship dissertation, final graduation, etc. The faculty will assist candidates in evaluating and making plans if major emergencies affect program activities. Please review information about withdrawals, leave of absence, etc. at http://services.graduate.ua.edu/catalog/14470.html, which must be followed by UA students.

Required Technology Competence and Use of Email and Office Mailboxes: All candidates are required to have basic competence in use of technology, including use of email, internet, word processing and other software, the University’s Blackboard system, etc., in order to participate in courses and other activities. All candidates are required to have an email address, supply the email address to professors and supervisors, and check the email on regular basis for emails from instructors and others. In addition, the UA Graduate School Office and Registrar’s Office send official communications to candidates via email. Candidates at the University of Alabama receive email and other computer services free of charge, and several computer labs are available in the College of Education and elsewhere. Important announcements and class information will be sent on email. Some classes require use of the internet as information resources, communication with professors, submission of assignments, etc. Your assignments and exams must be submitted on email or Blackboard, following instructions of professors. Courses may have additional technology requirements, such as viewing webcasts and podcasts, searching electronic databases, etc. Some courses have additional online instructional methods. The University of Alabama libraries offer many of its journals, databases, and other resources online, and these must be used in courses and other activities. All candidates are provided with departmental mailboxes and are required to check their mailboxes regularly.

Professional Liability Insurance Policy: The College of Education requires that all candidates engaging in clinical or field experiences must maintain professional liability insurance. Low-cost student professional liability insurance applicable to school-based placements may be obtained through student membership in the National Education Association. Candidates may elect to purchase professional liability insurance through NASP, APA, etc. Candidates must document that they hold professional liability insurance prior to beginning the required field experiences in schools and other agencies and that this insurance is applicable to the settings in which they will conduct field experiences. Proof of insurance must be sent to the program coordinator on email each year by September 1. During field placements such as practica or internship, candidates must check with their placement agency to determine which specific type of student professional liability is required.

Fingerprinting/Background Check: The UA College of Education requires that ALL candidates must clear a fingerprinting/background check prior to field experiences. Prior to their first semester of enrollment in the program, school psychology candidates must meet this requirement for activities in schools under the jurisdiction of the Alabama Department of Education. Candidates should contact our college’s Student Services Office at (205) 348-0193 to obtain instructions or confirm if a background check has been completed. Candidates also have the responsibility to meet fingerprinting/background check requirements of their specific agency, state, etc. for all field, practica, and internship placements or other field experiences. Candidates should note that fingerprinting/background checks usually cannot be transferred from one state to another or, within a state, from one type of agency to another. New background checks typically are required by each state or type of agency. NOTE: After your graduation from the program, additional fingerprinting/background checks also typically are required to receive a state credential/certificate/license to practice as a professional in schools and other agencies.

Standards for Composing Assignments: All assignments must be composed using the guidelines of the latest edition of the American Psychological Associations Publication Manual. Additional standards and requirements will be given to candidates with each assignment, and each candidate must follow
instructions completely. Failure to follow instructions may result in the project being considered incomplete and/or a low grade. Candidates should submit written assignments to the professor via email or Blackboard, following the professor's specific instructions.

**Code of Student Conduct:** The University has a vital interest in the character of its students, and therefore regards behavior at any location (on-campus or off-campus) as a reflection of a student's character and fitness to be a member of the student body. The Code of Student Conduct thus creates an expectation of behavior that the University deems acceptable and is not detrimental to the University. By fulfilling these expectations, students can enjoy their own rights, while also respecting their classmates’ rights and furthering the University’s goals. All students should review and follow the Code of Student Conduct found at [https://studenthandbook.ua.edu/policies-relevant-to-students/code-of-student-conduct/](https://studenthandbook.ua.edu/policies-relevant-to-students/code-of-student-conduct/).

**Academic Misconduct:** All acts of dishonesty in any work constitute academic misconduct. The University of Alabama Academic Misconduct Disciplinary Policy will be followed in the event of any type of suspected academic misconduct. For more information, see the Codes of Conduct at [https://studenthandbook.ua.edu/academic-policies/academic-integrity-policy/](https://studenthandbook.ua.edu/academic-policies/academic-integrity-policy/)

Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically related matter, exercise, or activity.

[a] Cheating--using or attempting to use unauthorized materials, information, study aids, or computer-related information.

[b] Plagiarism--representing the words, data, pictures, figures, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one’s own.

[c] Fabrication--presenting as genuine any invented or falsified citation or material.

[d] Misrepresentation--falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

For example, submitting work done for another class, submitting someone else’s work as your own, copying and pasting from the internet or another source, providing your work to someone else, etc. are all violations. For field placements, additional examples of academic misconduct and dishonesty in work can include claiming work that has not been conducted by the candidate, falsifying attendance or log hours, reporting false hours when signing into/out-of schools, etc.

According to UA College of Education Policy, “Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course professor to the Assistant Dean. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course and being suspended from the University. ”

Professors will promote students using resources to avoid plagiarism in student work. Professors also will utilize software to identify suspected plagiarism. APA publication style requirements must be followed at all times when using work from other sources. For example, use of another source in any way requires that you provide a reference citation to identify the work appropriately. Quotation marks should be used if the material is copied directly from another source, and appropriate reference citations with page numbers should be used. Internet sources may be used, but you must follow standard citation and referencing rules.

**College of Education Office of Clinical Experiences Policy:** Candidates must review and follow the college’s expectations, standards, and requirements for clinical and field placements, found at [http://education.ua.edu/clinical-experiences/](http://education.ua.edu/clinical-experiences/) and [http://education.ua.edu/wp-](http://education.ua.edu/wp-).
State Test Requirements for Graduation and/or Credentialing: Beginning in 2005, the Alabama Department of Education required Colleges of Education to demonstrate that their graduates obtained a passing score on the PRAXIS-II subject matter test. The School Psychology Program requires that all EdS and PhD students take the PRAXIS-II School Psychologist Exam prior to (strongly encouraged!) or during internship, and the passing score for the UA School Psychology Program is 147. (A passing score of 147 also is required for the NCSP application.) Thus, all interns must obtain a passing score of 147 on the PRAXIS-II school psychology examination before or during internship in order to receive a grade of P for the internship and graduate from the program. States have additional testing requirements in order to obtain a credential to practice in the state. For example, Alabama requires a Basic Skills Assessment and Praxis II Subject Assessment as a requirement to receive a teacher certificate, school psychologist certificate, etc., from the Alabama Department of Education. Before applying for any type of certification issued by the Alabama Department of Education, candidates should note the requirements for a fingerprinting/background check and successful completion of the requirements of the Alabama Educator Certification Testing Program-AECTP; http://public.alsde.edu/office/ott/tt/default.aspx.

NOTE: Because many other states will require an Alabama school psychologist certificate prior to awarding the certificate in another state, students are strongly encouraged to meet the AECTP test requirements PRIOR to internship. Other states have similar requirements for awarding certificates, and candidates should review and complete these requirements as soon as they are eligible, typically during internship.

American with Disabilities Act Policy: All components of the American with Disabilities Act (ADA) will be followed at all times. If you are registered with the UA Office of Disability Services, please make an appointment with each of your professors before classes begin to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 205/354-5175 or visit 133 B Martha Parham East to register for services.

Academic Warning and Suspension: According to the Graduate Catalog, a graduate student with regular status in a graduate program who drops below a 3.0 grade point average (at any time after earning 12 semester credits) will be placed on academic warning. While on warning, a student will not be permitted to apply for admission to candidacy or hold assistantships. Warning status must be removed by raising one’s overall grade point average to a 3.0 or better during the next 12 hours of graduate work following the period in which the probation was incurred. Failure to do so will result in the student being dropped from the program. In addition, the School Psychology Program uses continuous portfolio reviews and other procedures to monitor progress of students to ensure that their GPAs meet these standards.

NOTE: The Alabama Department of Education and the UA College of Education requires a GPA of at least 3.25 to approve a candidate’s graduation from an MA program and at least 3.5 to approve a candidate’s graduation from an EdS program, with no grade below a C.

Sexual Harassment, Codes of Conduct, and Other Policies: The University of Alabama Student Handbook, at http://www.studenthandbook.ua.edu/index.html. Graduate Catalog at http://graduate.ua.edu, Equal Opportunity Office at http://eop.ua.edu/harassment.html, Child Protection at http://policies.ua.edu/childprotection.html, among other UA offices, provide a number of important policies and resource for graduate students. The University of Alabama's has stringent policies for academic misconduct, non-academic misconduct, codes of conduct, sexual harassment, discrimination, child protection, and other student, faculty, and staff activities.

UACT: The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UACT website (www.ua.edu/uact) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, child abuse or neglect, hazing, threat assessment, retaliation, and
Academic Grievances and Other Issues or Concerns by Candidates: A student academic grievance is broadly defined as a student complaint regarding an academic action taken by instructional or administrative personnel. An academic grievance may be filed by a student against university personnel including instructional personnel, administrators, or staff members at the University. Examples of academic grievances include, but are not limited to, allegations of unfairness in grading, alleged violation of a written or oral agreement with a student (e.g., course requirements for graduation), and alleged inconsistent application of existing policies. Grievances related to course grades must be made not later than the last day of classes of the next succeeding regular (Fall or Spring) semester. The University of Alabama Academic Grievance Procedures (http://services.graduate.ua.edu/catalog/13950.html) and College of Education Grievance Procedures (http://education.ua.edu/graduate/grievance-procedures-students/) will be followed if a student has a grievance about a grade or another type of academic concern. In addition, the Department of Educational Studies in Psychology, Research Methods, and Counseling has procedures by which candidates may resolve any type of issue or concern. For students in the School Psychology Program, all grievances, complaints, and concerns must be filed with the Head for Department of Educational Studies in Psychology, Research Methods, and Counseling.

Severe Weather Protocol: In the case of a tornado warning (tornado has been sighted or detected by radar, sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains. UA is a residential campus with many students living on or near campus. In general, classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions. FOR ALL SIGNIFICANT WEATHER: When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take. The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways: Weather advisory posted on the UA homepage; Weather advisory sent out through Connect-ED--faculty, staff and students (sign up at myBama); Weather advisory broadcast over WVUA at 90.7 FM; Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM; Weather advisories are broadcast via WUOA/WVUA-TV, which can be viewed across Central Alabama. Also, visit wvuatv.com for up-to-the-minute weather information. A mobile Web site is also available for your convenience. NOTE: CANDIDATES IN FIELD PLACEMENT MUST LEARN AND FOLLOW THE EMERGENCY PROTOCOLS OF THEIR PLACEMENT AGENCIES.

Addressing Concerns about Candidates in Field Placements, Practica, and Internships: Field supervisors are asked to immediately report any concerns, issues, or suggestions to the candidate AND to the university professor. Concerns by the field supervisor and/or university professor may be addressed through improvement plans developed for the candidate, in collaboration with the candidate, field supervisor, and university professor. Significant concerns may result in temporary suspension of the field placement, removal of the candidate from the placement, a grade of F for the course, and/or dismissal from the program. Typically, issues are first addressed through improvement plans followed by warnings and time limits for improvement. Failure to improve in a timely manner, issues significant enough to impact services in the placement agency, and serious ethical, professional, or legal breaches may result in
implementation of the university’s misconduct policy and/or the placement agency’s dismissal procedures and suspension or removal of the candidate from the placement agency and program. A candidate who is removed or discontinued from a placement agency or the School Psychology Program or receives an F is not allowed to continue the placement in the initial or a new placement agency.

**Improvement Plans:** If a candidate improvement plan for courses, field placement, or other program activities becomes necessary, the program faculty, placement site supervisors, and candidates will develop an improvement plan that identifies concerns/issues, specific goals, deadlines, evaluation methods, and required outcomes needed for the candidate to meet all criteria and achieve all objectives and earn a satisfactory grade for the course or field placement. The improvement plan will include frequent meetings between the candidate, professors, and supervisors to monitor progress. The improvement plan will include frequent submission of materials by the candidate and frequent submission of a formal evaluation by the professors and supervisors. It is the candidate's responsibility, with guidance from professors and supervisors, to meet all requirements of the improvement plan, course, and field placement. The candidate must maintain high rates of progress in the improvement plan, receive adequate evaluations by professors and supervisors, achieve required outcomes and criteria by deadlines, and meet all requirements and objectives. If the candidate does not meet these requirements, and/or if other concerns arise, consequences may include dismissal of the candidate from the field placement, discontinuation, grade of F for the course, and/or dismissal from the program.

**Human Participants Research:** All graduate students and faculty who conduct research must be certified as having completed comprehensive training in human participants research regulations. All research conducted by graduate students and faculty in the School Psychology Program in any coursework, field experience, or research project must be reviewed and approved by the University of Alabama's Institutional Review Board (IRB). This includes research for students' class projects, theses, and dissertations. Proposals describing the research, its risks and benefits, and the procedures of obtaining informed consent and protecting confidentiality must be submitted to the IRB. For research conducted in schools or other private or public settings, additional approvals may be needed. Information about research compliance training and IRB approval may be found at [http://osp.ua.edu/site/irb_training.html](http://osp.ua.edu/site/irb_training.html) and [http://osp.ua.edu/Research_compliance.html](http://osp.ua.edu/Research_compliance.html)

### PREPARING FOR A CAREER IN SCHOOL PSYCHOLOGY

Candidates in the School Psychology Program are encouraged to begin preparing for their post-graduation career in our profession as soon as possible after entry into the program. Faculty members are committed to assisting candidates with internship applications, career preparation, job searches, and other career activities (e.g., on the types of employment available for graduates, preparation of a vita, seeking letters of reference, and preparation for an internship or job interview). Job announcements from across the country are sent to candidates via email. In addition, the University of Alabama Career Placement Office offers valuable programs and services. The website [http://www.nasponline.org](http://www.nasponline.org) offers extensive materials for individuals seeking graduate study and a career in school psychology.

### CONTINUING PROFESSIONAL DEVELOPMENT FOR GRADUATES AND OTHERS IN THE FIELD OF SCHOOL PSYCHOLOGY

The School Psychology Program is committed to the need for life-long learning and continued scholarly inquiry for school psychologists and other professionals, given the evolving body of scientific and professional knowledge. The College of Education sponsors and co-sponsors a number of continuing education workshops each year. Faculty members and candidates are encouraged to present continuing education workshops and in-services for school districts and other agencies. Faculty members and candidates are active in many state, regional, and national professional organizations and participate in the continuing professional development activities of these organizations.
APPENDIX A
THE UNIVERSITY OF ALABAMA
SCHOOL PSYCHOLOGY PROGRAM

SPECIFIC PROGRAM OBJECTIVES FOR CANDIDATE
KNOWLEDGE, ABILITIES, SKILLS, COMPETENCES, AND
PROFESSIONAL WORK CHARACTERISTICS IN SCHOOL
PSYCHOLOGY

Note: The objectives below were adapted from the NASP (2000, 2010) Model of Comprehensive and Integrated Services by School Psychologists and Standards for Graduate Preparation of School Psychologists and also from the Alabama Department of Education Rules for Educator Preparation. UPDATED FALL 2015

DOMAINS OF SCHOOL PSYCHOLOGY PRACTICE

Data-Based Decision Making and Accountability

- School psychology candidates demonstrate knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes, including through RTI and other multi-tiered approaches to programs and services for children.
- School psychology candidates demonstrate knowledge of assessment and data-based decision making for diagnosis, and intervention for individuals with or without disabilities across intellectual, emotional, and behavioral continuums and diverse populations.
- School psychology candidates demonstrate knowledge of assessment, including:
  - Appropriate instruments and methods for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles.
  - Selection, administration, interpretation, and utilization of assessment instruments and report writing.
  - Varied methods of assessment (e.g., norm-referenced, curriculum-based) and data collection to measure response to, progress in, and effective outcome for services.
  - Modern technology and its practical application in the field.
- School psychology candidates demonstrate ability to conduct psychological and psycho-educational assessment, including:
  - Non-biased assessment of personal-social adjustment, intelligence, adaptive behavior, language and communication skills, academic achievement, sensory and perceptual-motor functioning, environmental-cultural influences, and vocational development, aptitude, and interests.
  - Formal instruments, procedures, and techniques.
  - Interviews, observations, and behavioral evaluations.
  - Explicit regard for the context and setting in which assessments take place and will be used.
  - Systematically collect data and other information about individuals, groups, and environments and utilize these data for decision making.
  - Access information and technology resources to enhance data collection and decision-making.
- School psychology candidates demonstrate skills to communicate results of data-based decision making to parents, teachers, administrators, and other professionals, and to participate effectively in decision making regarding eligibility, placement, intervention, and prevention for diverse populations including cross-cultural situations
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychology candidates demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.
Consultation and Collaboration

- School psychology candidates demonstrate knowledge of varied methods of consultation, collaboration, and communication (e.g., behavioral, mental health, organizational) applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- School psychology candidates demonstrate knowledge of strategies for consultation and collaboration that link home, school, and community settings and are effective across diverse situations and contexts.
- School psychology candidates demonstrate ability to:
  - Consult and collaborate in planning, problem solving, and decision-making processes among diverse school personnel, families, community professionals, and others.
  - Provide in-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior.
  - Provide consultation and collaboration with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns.
  - Design and develop procedures for preventing disorders, promoting mental health and learning, and improving educational systems.
  - Develop collaborative relationships with clients and involvement of clients in assessment, intervention, and program evaluation procedures.
- School psychology candidates demonstrate skills to participate in cooperative relationships with other professionals involved in learning, human development, and mental health.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychology candidates demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Interventions and Instructional Support to Develop Academic Skills

- School psychology candidates demonstrate knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychology candidates demonstrate knowledge of teaching models, instructional design, curricular variation, and preventive techniques as part of a data-based decision making model.
- School psychology candidates demonstrate knowledge of the continuum of academic challenges among children and the impact of socio-cultural and ethnic differences on special needs.
- School psychology candidates demonstrate knowledge of:
  - Intervention strategies, both direct and indirect, with schools and families which may include counseling and consultative techniques, instructional strategies, and behavior management techniques.
  - Instructional and remedial techniques, and organization and operation of schools.
  - Strategies and advances to promote curriculum, instruction, and children’s academic achievement, including literacy development, student-centered strategies, instruction and interventions for self-regulation, study skills, self-monitoring, planning/organization, and time management.
- School psychology candidates demonstrate ability to provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations; enhance cognitive, affective, social, and vocational development; and facilitate the delivery of services by assisting those who play major roles in the educational system (such as parents, families, school personnel, community agencies).
- School psychology candidates demonstrate ability to use empirically supported strategies to develop and implement services at the individual, group, and system levels and to enhance classroom, school, home, and community factors related to children’s cognitive and academic skills.
- School psychology candidates demonstrate skills to, in collaboration with others, use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.
Interventions and Mental Health Services to Develop Social and Life Skills

- School psychology candidates demonstrate knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidenced-based supported strategies to promote social–emotional functioning and mental health.
- School psychology candidates demonstrate knowledge of the continuum of behavioral/emotional challenges among children and the impact of socio-cultural and ethnic differences on special needs.
- School psychology candidates demonstrate knowledge of strategies and advances in mental health, social–emotional, and behavioral services that promote children’s learning, academic, and life skills, including counseling, behavioral intervention, social skills interventions, and instruction for self-regulation and self-monitoring.
- School psychology candidates demonstrate ability to use assessment and data collection methods to develop and implement appropriate mental health, social–emotional, and behavioral goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.
- School psychology candidates demonstrate skills to, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral and social interventions, instructional techniques, and counseling.

School-Wide Practices to Promote Learning

- School psychology candidates demonstrate knowledge of empirically supported school practices that promote academic outcomes, learning, social development, and mental health.
- School psychology candidates demonstrate knowledge of education of learners with academic and behavioral difficulties, instructional and remedial techniques, and organization and operation of schools.
- School psychology candidates demonstrate knowledge of school and systems structure, school organization, general education, special education, and alternative educational services across diverse settings.
- School psychology candidates demonstrate ability to work with others to design and implement empirically supported practices and policies in areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transition at all levels of schooling, grading, retention, and home-school partnerships.
- School psychology candidates demonstrate skills to, in collaboration with others, develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Preventive and Responsive Services, including Crisis Prevention and Support

- School psychology candidates demonstrate knowledge of human development, biological bases of behavior, cultural diversity, child and adolescent development (typical and atypical), and disabilities and their impact on wellness, health, growth, and learning.
- School psychology candidates demonstrate knowledge of services in schools and communities to support multi-tiered, preventive, and responsive services for academic, behavior, social, and other learning and developmental factors.
- School psychology candidates demonstrate knowledge of:
  - Psychological and educational principles and research related to resilience and risk factors in learning and mental health.
  - Empirically supported strategies for effective crisis preparation, prevention, and response.
- School psychology candidates demonstrate ability to contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, and response at the individual, family, and system levels taking into account diverse needs and characteristics.
• School psychology candidates demonstrate skills to, in collaboration with others, promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors.

• School psychology candidates demonstrate skills to provide early intervention and prevention for children from disadvantaged backgrounds or who are at-risk.

**Family–School Collaboration Services**

• School psychology candidates demonstrate knowledge of principles, research, and empirically supported strategies to develop effective collaboration between families and schools.

• School psychology candidates demonstrate knowledge of psychological and educational principles and research related to family systems and their influences on children’s academic, motivational, cultural, mental health, and social characteristics.

• School psychology candidates demonstrate ability to design, implement, and evaluate educational, support, and other types of programs that assist parents with enhancing the academic and social/behavioral success

• School psychology candidates demonstrate skills to work collaboratively with other professionals, families, and children with regard to appropriate instruction and services for learners and their families, with sensitivity to the unique needs of systems and organizations.

• School psychology candidates demonstrate skills to, in collaboration with others, design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

• School psychology candidates demonstrate skills to implement a family-school collaboration approach across all services activities.

**Diversity in Development and Learning**

• School psychology candidates demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity.

• School psychology candidates demonstrate knowledge of:
  o Child and adolescent development and learning in the cognitive, physical, social, and emotional areas.
  o Biological bases of behavior; cultural diversity; child and adolescent development (typical and atypical); exceptionalities; learning theory; and social bases of behavior.
  o Multicultural, socioeconomic, and ethnic factors and their effect on the teaching-learning process, consultation, assessment, intervention, and other school psychology services.

• School psychology candidates demonstrate ability to apply knowledge of diversity in development and learning while providing professional effective services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.

• School psychology candidates demonstrate skills to understand and respond to individual differences such that diversity is recognized as a strength that is valued and respected at the individual, social, cultural, and global levels

• School psychology candidates demonstrate skills to evaluate the effects of individual, school, home, and community contexts, including cultural contexts, and utilize this information in decision making with regard to relevant instruction and services for learners

• School psychology candidates demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.
• School psychology candidates demonstrate skills to promote reflective practice and ethical decision making through respecting diversity, honoring difference, and promoting social justice.

Research and Program Evaluation
• School psychology candidates demonstrate knowledge of:
  o Statistics and research design.
  o Program evaluation methods at the individual, group, and systems level.
• School psychology candidates demonstrate knowledge of measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
• School psychology candidates demonstrate knowledge of techniques for judging research quality; synthesizing results across research relevant for services for children, families, and schools; and applying research to evidence-based practice.
• School psychology candidates demonstrate ability to evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.
• School psychology candidates demonstrate ability to:
  o Participate in the overall development, implementation, and supervision of school psychological service programs.
  o Conduct program planning and evaluation, including services to assist in decision-making activities; and serve on committees responsible for developing and planning educational and educationally-related activities.
• School psychology candidates demonstrate skills to, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice
• School psychology candidates demonstrate knowledge of the history and foundations of school psychology; multiple service models and methods; public policy development applicable to services to children and families, applications of modern technology to school psychology services, and other factors related to professional identity and effective practice as school psychologists.
• School psychology candidates demonstrate knowledge of professional issues, standards, and legal and ethical issues, as determined by regulations, statutes, court decisions, and professional associations.
• School psychology candidates demonstrate knowledge of legal, ethical, and professional issues and standards, and multiple roles and functions of the school psychologist.
• School psychology candidates demonstrate ability to:
  o Provide services consistent with ethical, legal, and professional standards in school psychology.
  o Collaborate with local and state education agencies to implement accountability systems.
  o Advocate for school psychologists’ professional roles to provide effective services.
• School psychology candidates demonstrate skills to engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists.
• School psychology candidates demonstrate skills to engage in reflective practice and ethical decision making through respecting diversity, honoring difference, and promoting social justice. Engages in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice. These skills are apparent across all school psychology roles and functions.
• School psychology candidates demonstrate skills to apply modern technology according to professional, ethical, and legal standards and to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
• School psychology candidates demonstrate skills to address accepted criteria for professional responsibility and acknowledge the need for career-long professional development.
COMPETENCIES IN PROVIDING INTEGRATED, EFFECTIVE SCHOOL PSYCHOLOGY SERVICES

- School psychology candidates demonstrate effective response to diversity factors of children, families, and schools.
- School psychology candidates demonstrate that she or he provides comprehensive, integrated school psychological services across all school psychology domains.
- School psychology candidates demonstrate the direct, measurable, and positive impact of his or her services for clients. Accountability and evaluation of effectiveness is reflected across all roles and functions.
- School psychology candidates demonstrate that he or she effectively applies a model of family-school collaboration across all areas of service delivery.
- School psychology candidates demonstrate that she or he provides services geared to early intervention and prevention, especially for children from diverse backgrounds or who are at-risk for learning and behavior challenges. Early intervention and prevention permeate all activities.

PROFESSIONAL WORK CHARACTERISTICS

School psychology candidates demonstrate the following professional work characteristics needed for responsible graduate student roles and, ultimately, effective practice as a school psychologist:

- Adaptability and flexibility
- Adherence to requirements for assessments, reports, forms, etc.
- Adherence to requirements for confidentiality, privacy, security, etc.
- Adherence to requirements, procedures, standards, and expectations of placement agencies
- Adherence to requirements, procedures, standards, and expectations of School Psychology Program and faculty and of the University of Alabama
- Adherence to written and unwritten standards and customs related to professional competence, behavior, communication, courtesy, timeliness, appearance, dependability, responsibility, and other important factors
- Attention to detail and accuracy; prevention of careless errors, incomplete work, etc.
- Consistent attendance and being on time for required meetings, classes, and other activities in the program and field placements.
- Demonstration of being well-prepared for classes, meetings, assignments, responsibilities, and all other activities in the program and field placements.
- Competent and professional participation in classes, meetings, and all other activities in the program and field placements, including balanced amount of talking and listening; insightful, focused, and on-topic comments; courtesy and respect shown to other participants; demonstration of reflection and higher order-thinking skills; etc.
- Dependability and reliability in all activities
- Effective interpersonal skills in all activities
- Engagement in professional behavior and conduct in the School Psychology Program and all placement agencies to serve as an exemplary representative of our program, university, and profession.
- Engagement in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice
- Ethical and legal responsibility and decision making in all activities
- Focus on needs of children, families, and schools in courses, field settings, internship, etc.
- Independent functioning; effective professional engagement and task completion without prompts or reminders
- Initiative and motivation; goes above and beyond; sets highest standards for all work
- Involvement with School Psychology Program activities; attendance at student-faculty meetings; collaboration with other candidates
- Oral communication skills
- Organization and time management
• Professional identity as a school psychologist; dedication and commitment to the field of school psychology
• Professionalism in all conduct, behavior, language, adhering to policies, and other factors
• Promotion of effective school psychology services and focus on contributions to the field of school psychology
• Reflective and caring practice and provision of services
• Respect for children, families, and other clients professional courtesy, behavior, and sensitivity in all interactions
• Respect for human diversity, honor of individual differences, and promotion of social justice for all people
• Respect for other professionals, colleagues, supervisors, etc. and professional courtesy, behavior, and sensitivity in all interactions
• Responsibility for his or her own learning, performance, achievement of goals, and behavior; for meeting requirements of courses, practica, internship, the university, the profession, etc.; for preventing and, if appropriate, resolving errors or problems; and for continuously engaging in responsible behavior that is the hallmark of independent functioning and professional competence
• Responsibility for ongoing communication with faculty, supervisors, and other professionals, seeking continuous review and approval of activities, notifying others with questions or problems in a timely manner, etc.
• Responsiveness to supervision and mentoring from faculty and field supervisors; addressing needs for improvement
• Responsiveness to verbal and written communications from faculty, supervisors, and others; replying to emails, telephones, and requests in a timely manner
• Strategic planning; planning and achieving systematic goals to meet program and career requirements
• Systematic self-evaluation, self-improvement, and engagement in activities for continuing development as a professional
• Task and assignment completion with a focus on learning, excellence, and improvement
• Technology skills; effective and appropriate use of technology for courses, field placements, communication, professional services, etc.
• Timeliness in meeting deadlines in courses, field placements, program, and university
• Written communication skills
• Other personal or interpersonal characteristics that may impact professional functions and services and are required for effective functioning as a school psychologist

UNIVERSITY OF ALABAMA COLLEGE OF EDUCATION (2013) DISPOSITIONS

• The candidate demonstrates a commitment to diversity
  Such as:
  • Adapts strategies to students’ life experiences, responses, ideas, or needs in order to facilitate their critical thinking, independent problem solving, or performance capabilities.
  • School psychology candidates demonstrate democratic, just practices with respect to diversity through culturally responsive practices.
  • Uses effective communication skills or appropriate technologies necessary to serve all students.
• The candidate practices behaviors that are consistent with the ideals of fairness/equity
  Such as:
  • Adopts strategies that use all students’ unique prior knowledge, life experiences, and interests as part of the context for educational practices that advance ideals of equity.
  • Uses methods that demonstrate that all students can learn.
  • Creates environments that are safe spaces for open discussions about fairness, provide equitable learning opportunities, and foster student motivation.
• The candidate fosters a culture of collaboration
  Such as:
  • School psychology candidates demonstrate collaborative practices with students, schools, families,
colleagues, or communities.
• Recognizes the importance of local, regional, and global partnerships.
• Incorporates a wide variety of resources in the school, family, or community to facilitate student learning.

- The candidate exhibits a reflective stance for professional practice
  Such as:
  • Exhibits a commitment to planning, reflecting, assessing, or learning as on-going processes.
  • Practices standards of professional and ethical behavior or decision making.
  • Adopts a wide array of resources to promote critical reflection.
  • Seeks avenues for lifelong learning, evidenced by engagement in professional learning communities.

UNIVERSITY OF ALABAMA COLLEGE OF EDUCATION (2014) CLINICAL ASSESSMENT
• Standard 1: Content Knowledge: To improve the learning and achievement of all students, P-12 professionals master the disciplines related to their professional fields including the central concepts, important facts and skills, and tools of inquiry; thus, anchoring these concepts in experiences that make learning meaningful for all students.
• Standard 2: Teaching and Learning: To increase the achievement of every learner, P-12 professionals draw upon a thorough understanding of learning and development recognize the role of families in supporting learning; design a student-centered environment; and use research-based instructional and assessment strategies that motivate, engage, and demonstrate a positive impact on learning and achievement for all students.
• Standard 3: Literacy: To improve student learning and achievement, P-12 professionals use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.
• Standard 4: Diversity: To improve the learning and achievement of all students, P-12 professionals differentiate instruction and practices in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.
• Standard 5: Professionalism: To increase the achievement of all learners, P-12 professionals engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve on-going classroom and school improvement; and adhere to ethics codes and federal, state, and local law.
APPENDIX B

COURSEWORK REQUIREMENTS FOR THE EDS AND PHD DEGREES AND TYPICAL SCHEDULES FOR COURSES AND OTHER ACTIVITIES IN THE SCHOOL PSYCHOLOGY PROGRAM OF THE UNIVERSITY OF ALABAMA
The College of Education requires that the EdS degree in the School Psychology Program includes 69 total graduate credits. To meet NASP guidelines, the EdS degree must include a minimum of 54 credits of graduate coursework not counting the EdS internship.

All EdS candidates must also receive the MA in Educational Psychology-School Psychometry during their EdS programs, typically in the fall semester of the second year in the program for full-time candidates. The credits below include the 33 credits required for the EdS and PhD that also apply to the MA, which are designated with an asterisk*.

Candidates who seek the NCSP route to Alabama AA certification or certification in other states that recognize the NCSP may complete the program as outlined in the typical schedule below.

Candidates who seek the state-approved program route to Alabama AA certification as a school psychologist must meet the state prerequisites noted earlier and must obtain the MA degree and state certificate in school psychometry before they are officially admitted to and begin coursework applied to the EdS degree. Thus, MA coursework must be completed in separate semesters from coursework for the EdS degree. HOWEVER, the Alabama Department of Education overlap policy will allow a candidate to take up to 9 hours of EdS courses in the LAST semester of MA coursework if a full course load is not needed to complete the MA requirements. The 9 hours must not have been used to meet requirements for the master's degree or a Class A professional educator certificate in any teaching field or area of instructional support.

The MA degree must be granted and all additional EdS coursework, practica, comprehensive exams, and annual progress reviews must be completed successfully before beginning the EdS internship.

After enrollment, the program will evaluate EdS candidates’ possible transfer coursework if they had previous graduate study or a previous master’s degree. Typically, courses with a BSP designation (core school psychology courses) may NOT be transferred and must be taken at UA, unless a student received a graduate degree in school psychometry or school psychology from another university. Other courses possibly may be considered for transfer credit if equivalents have been taken previously. See elsewhere in this manual for policies regarding transfer credit.

ALL COURSES ARE TAKEN FOR 3 CREDITS UNLESS OTHERWISE NOTED.

Note: All candidates must receive pre-approval from their School Psychology Faculty Adviser before registering for any courses!

Data-Based Decision Making and Accountability
BSP 516 Social-Behavioral Assessment and Data-Based Decision Making*
BSP 515 Cognitive-Academic Assessment and Data-Based Decision Making*

Consultation, Intervention, and Prevention
BCE 512 Counseling: Theories and Process*
BSP 625: Behavioral Consultation and Interventions for School-Based Problems
BSP 635 Academic and Instructional Consultation and Intervention
BCE 652 Counseling Strategies for Adult-Child Relationships

Psychological and Diversity Factors
BEP 541 Authentic School Learning and Teaching*
BCE 611 Multicultural Counseling (Students admitted to begin program prior to June 2017 take BEP 561 Social and Cultural Basis of Behavior instead)
BEP 565 Personality and Social Development
BSP 601 Applied Pediatric Neuropsychology

Instructional and Schools/Systems Factors
SPE 500 Introduction to Exceptional Children (or if SPE 300/500 or equivalent has been taken previously, take SPE 590)*
CRD 569 Foundations of Literacy Instruction K-12*
BEF 534 Multicultural Education*

Research and Program Evaluation
BER 540 Statistical Methods in Education*
BER 558 Introduction to Psychometrics*
BER 600 Quantitative Research Methods in Education

School Psychology Practice and Development
BSP 500 Introduction to School Psychology*
BSP 586 (YEAR 2) Assessment Practicum* (3 graduate credits; minimum of 150 field hours for BSP 586. BSP 588 Internship in School Psychometry* for a minimum of 300 field hours may be substituted for those eligible for the state approved program approach to Alabama certification in school psychometry)*
BSP 686 (YEAR 2) Consultation and Intervention Practicum (3 graduate credits; minimum of 150 field hours)
BSP 687 Specialist Internship in School Psychology (1200+ hours for 12 credits total; 6 credits--600+ field each consecutive fall/spring semester; applicants may also enroll in BSP independent study courses during internship if needed for financial aid purposes)

TOTAL FOR EDS DEGREE IN EDUCATIONAL PSYCHOLOGY-SCHOOL PSYCHOLOGY-69 SEMESTER CREDITS
(INCLUDES 33 CREDITS APPLIED TO THE MA DEGREE IN EDUCATIONAL PSYCHOLOGY-SCHOOL PSYCHOMETRY)

TYPICAL SCHEDULE FOR ON-CAMPUS EDS DEGREE IN THE SCHOOL PSYCHOLOGY PROGRAM

◊ The schedule below includes completion of MA and no transfer credits, and assumes full-time candidate status each fall and spring semester and some courses taken each summer. A different schedule sometimes is applicable for part-time candidates, candidates with transfer credit, etc.
◊ The credits below include the 33 credits that also apply to the MA, as identified with an *
◊ Candidates who seek the NCSP route to Alabama AA certification or certification in other states that recognize the NCSP may complete the program as outlined in the typical schedule below.
◊ Candidates who seek the state-approved program approach to Alabama certification must complete the MA and obtain the A certificate in school psychometry first, before they may be admitted to and enroll in the EdS program, except for one possible overlap semester. Thus, the schedule below will be different for students seeking the state-approved program approach to Alabama certification.
◊ BSP courses must be taken in the semester and sequence below by ALL candidates, whether full-time or part-time, unless special permission is obtained from the program in advance.
◊ For the remaining courses (BCE, SPE, BER, BEP, BEF, etc.), the schedule below is simply a sample schedule based on the typical semesters in which courses are offered by those departments. The departmental schedules for these course offerings may vary, which may affect the school psychology candidate’s schedule.
◊ NOTE: ALL CANDIDATES MUST RECEIVE PRE-APPROVAL FROM THEIR SCHOOL PSYCHOLOGY FACULTY ADVISER BEFORE REGISTERING FOR ANY COURSES!

YEAR 1 FALL SEMESTER
BSP 516 Social-Behavioral Assessment and Data-Based Decision Making*
BSP 500 Introduction to School Psychology*
BCE 512 Counseling: Theories and Process *
SPE 500 Introduction to Exceptional Children (or SPE 590 if SPE 300/500 taken already)*

YEAR 1 SPRING SEMESTER
BSP 515 Cognitive-Academic Assessment and Data-Based Decision Making*
BEF 534 Multicultural Education*
BEP 541 Authentic School Learning and Teaching*
BER 540 Statistical Methods in Education*

YEAR 1 SUMMER SESSION
CRD 569 Foundations of Literacy Instruction K-12*
BER 600 Quantitative Research Methods in Education
BCE 652 Counseling Strategies for Adult-Child Relationships (may be taken during Year 1 summer or Year 2 summer)

(NOTE: Candidates seeking state-approved program approach may not enroll in BER 600, BCE611, and BCE 652 until after MA degree and school psychometry certificate are received; the courses typically are taken in the spring or summer semesters for Year 2 in the program).

**YEAR 2 FALL SEMESTER**
- BSP 625: Behavioral Consultation and Interventions for School-Based Problems
- BSP 586 Assessment Practicum* (BSP 588 Psychometry Internship if qualified for state-approved route *
- BEP 565 Personality and Social Development
- BER 558 Introduction to Psychometrics*  
  Annual Portfolio Evaluation
- Comprehensive Exams (Questions 1 and 2)
- Receive MA degree
- Apply to EdS internship agencies

**YEAR 2 SPRING SEMESTER**
- BSP 635 Academic and Instructional Consultation and Intervention
- BSP 686 Consultation and Intervention Practicum
- BSP 601 Applied Pediatric Neuropsychology
- BCE 611 Multicultural Counseling (Students admitted to begin program prior to June 2017 take BEP 561 Social and  
  Cultural Basis of Behavior in Year 1-Summer Session)
- Comprehensive Exam (Question 3)
- Receive approval for and prepare for EdS internship

**YEAR 2 SUMMER SESSION**
Other required courses or electives as available. Those in state-approved program approach take EdS courses listed for Year 1 Summer Session.
- Complete Basic Skills Test of Alabama Educator Certification Testing Program (may be done earlier in program)
- PRAXIS-II National School Psychology Exam (may be taken during internship, if desired, but must be passed prior to awarding EdS degree)
- Prepare for EdS internship

**YEAR 3 FALL SEMESTER**
- BSP 687 Specialist Internship in School Psychology (6 credits, 600+ hours of internship required)
- Annual Portfolio Evaluation

**YEAR 3 SPRING SEMESTER**
- BSP 687 Specialist Internship in School Psychology (6 credits, 600+ hours of internship required)
- Final Portfolio Evaluation
- Apply and prepare for state credentialing and school psychologist positions; take additional state exams
- Receive EdS in May (1200+ hours of internship/600+ in schools required)
- Apply for NCSP
PhD in School Psychology
COURSE REQUIREMENTS

- The College of Education requires that the PhD degree in the School Psychology Program includes a minimum of 90 total graduate credits. The School Psychology Program requires 120+ graduate credits. To meet NASP standards, the PhD degree must include a minimum of 78 credits of graduate coursework not counting the doctoral internship and dissertation.
- All PhD candidates must also receive the MA in Educational Psychology-School Psychometry during their EdS programs, typically in the fall semester of the second year in the program for full-time candidates. The credits below include the 33 credits required for the PHD that also apply to the MA, which are designated with an asterisk*.
- Candidates who seek the NCSP route to Alabama AA certification or certification in other states that recognize the NCSP may complete the program as outlined in the typical schedule below.
- Candidates who seek the state-approved program route to Alabama AA certification as a school psychologist must meet the state prerequisites noted earlier and must obtain the MA degree and state certificate in school psychometry before they are officially admitted to and begin coursework applied to the EdS or PhD degree. Thus, MA coursework must be completed in separate semesters from coursework for the EdS or PhD degree. HOWEVER, the Alabama Department of Education overlap policy will allow a candidate to take up to 9 hours of EdS courses in the LAST semester of MA coursework if a full course load is not needed to complete the MA requirements. The 9 hours must not have been used to meet requirements for the master's degree or a Class A professional educator certificate in any teaching field or area of instructional support.
- The MA degree must be granted and all additional required doctoral coursework, practica, comprehensive exams, annual progress reviews, dissertation prospectus, and, preferably, admission to candidacy must be completed successfully before approval to begin the PhD internship.
- PhD candidates must determine a schedule that meets UA's doctoral residency requirements.
- All PhD candidates must also receive the EdS in Educational Psychology-School Psychology during their PhD programs, typically after 1200 hours (with at least 600 hours in a school setting) of the 1800 hour internship are completed in the spring semester of the doctoral internship. The credits listed below also include credits applied to the EdS degree, as outlined in the EdS program requirements listed above, and no additional coursework is required for PhD students to receive the EdS degree.
- After enrollment, the program will evaluate PhD candidates’ possible transfer coursework if they had previous graduate study or a previous master’s or EdS degree. Typically, courses with a BSP designation (core school psychology courses) may NOT be transferred and must be taken at UA, unless a student received a graduate degree in school psychometry or school psychology from another university. Other courses possibly may be considered for transfer credit if equivalents have been taken previously. See elsewhere in this manual for policies regarding transfer credit.
- ALL COURSES ARE TAKEN FOR 3 CREDITS UNLESS OTHERWISE NOTED.

Data-Based Decision Making and Accountability
BSP 516 Social-Behavioral Assessment and Data-Based Decision Making*
BSP 515 Cognitive-Academic Assessment and Data-Based Decision Making*

Consultation, Intervention, and Prevention
BCE 512 Counseling: Theories and Process*
BSP 625: Behavioral Consultation and Interventions for School-Based Problems
BSP 635 Academic and Instructional Consultation and Intervention
BCE 652 Counseling Strategies for Adult-Child Relationships
BSP 660 Psychopathology

Psychological and Diversity Factors
BEP 541 Authentic School Learning and Teaching*
BCE 611 Multicultural Counseling (Students admitted to begin prior to June 2017 take BEP 561 Social and Cultural Basis of Behavior instead)
BEP 565 Personality and Social Development
BSP 601 Applied Pediatric Neuropsychology
PY 671 History and Systems of Psychology
PY 650 Cognition and Learning

**Instructional and Schools/Systems Factors**
SPE 500 Introduction to Exceptional Children (or if SPE 300/500 or equivalent has been taken previously, take SPE 590)*
CRD 569 Foundations of Literacy Instruction K-12*
BEF 534 Multicultural Education*

**Research and Program Evaluation**
BER 540 Statistical Methods in Education*
BER 558 Introduction to Psychometrics*
BER 600 Quantitative Research Methods in Education
BER 640 Quantitative Statistics II Multivariate Methods (includes ANOVA and Regression)
BSP 698/689 Non-Dissertation Research or Research Practicum
BSP 699 Dissertation Research (24 credits required by UA)

**School Psychology Practice and Development**
BSP 500 Introduction to School Psychology*
BSP 673 Doctoral Research and Ethics Seminar
BSP 586 (YEAR 2) Assessment Practicum* (3 graduate credits; minimum of 150 field hours for BSP 586. BSP 588 Internship in School Psychometry* for a minimum of 300 field hours may be substituted for those eligible for the state approved program approach to Alabama certification in school psychometry)*
BSP 686 (YEAR 2) Consultation and Intervention Practicum (3 graduate credits; minimum of 150 field hours)
BSP 696 Advanced Doctoral Practicum. Doctoral students take 6+ graduate credits of BSP 696 Advanced Doctoral Practicum across their 3rd, 4th, and sometimes 5th years in the program for a minimum of an additional 300-600+ field hours in BSP 696 Advanced Doctoral Practicum. Thus, doctoral students must accrue a total of 600+ practicum field hours at a minimum across BSP 586 and 686 in the 2nd year and BSP 686-DOCTORAL across 3rd, 4th, and sometimes 5th years. However, a total of 1000+ practicum field hours are recommended for doctoral candidates planning to pursue a national internship placement.
BSP 688 Doctoral Internship in School Psychology (1800+ field hours taken for 15-18 graduate credits total across 3 consecutive semesters; 6 credits–600+ field each consecutive fall/spring semester and 3-6 credits for an additional consecutive summer or fall semester, depending on characteristics of the internship agency) NOTE: EdS degree awarded after 1200+ field of doctoral internship)

**Doctoral Elective Focus Area: 6th additional credits**
Courses in an elective focus area are taken with approval of the student’s doctoral advisory committee and the program/department in which courses are offered. A focus area may include reading/literacy, curriculum, special education, statistics, early childhood special education, counseling, and others. 6+ credits
(NOTE: A tentative change for all PhD students in the College of Education may require that educational research become the focus area for all doctoral students in the School Psychology Program, beginning with doctoral students admitted for graduate study in 2017. Doctoral students should check with the program coordinator for updated information about any changes in the focus area requirement).

**TOTAL FOR PHD 120+ CREDITS (INCLUDES 33 CREDITS APPLIED TO THE MA DEGREE IN EDUCATIONAL PSYCHOLOGY-SCHOOL PSYCHOMETRY)**
Additional Research Requirements for the PhD:

- One submitted national refereed publication or presentation on research projects is required for admission to candidacy.
- In addition, a comprehensive doctoral dissertation is required. Dissertations must be prepared according to Graduate School, College of Education, and departmental requirements. Candidates must prepare and obtain approval for the dissertation prospectus before they may begin internship. Approval of the dissertation proposal is required for admission to candidacy, and final defense of the completed dissertation must be accomplished before graduation. Candidates are also strongly encouraged to prepare and submit the dissertation for publication.

**TYPICAL SCHEDULE FOR PHD DEGREE IN THE SCHOOL PSYCHOLOGY PROGRAM**

◊ The schedule below includes completion of MA and EdS degrees along the way during the PhD programs and no transfer credits, and assumes full-time candidate status each fall and spring semester and some courses taken each summer. A different schedule sometimes is applicable for part-time candidates, candidates with transfer credit, etc.

◊ The credits below include the 33 credits that also apply to the MA, as outlined with an *.

◊ Candidates who seek the NCSP route to Alabama AA certification or certification in other states that recognize the NCSP may complete the program as outlined in the typical schedule below.

◊ Candidates who plan to seek the state-approved program approach to Alabama certification must complete the MA and obtain the A certificate in school psychometry before they may be admitted to and enroll in the EdS program, except for one possible overlap semester. Thus, the schedule below will be different for students seeking the state-approved program approach to Alabama certification.

◊ BSP courses must be taken in the semester AND sequence below by ALL candidates, whether full-time or part-time, unless special permission is obtained from the program in advance.

◊ For the remaining courses (BCE, SPE, BER, BEP, BEF, etc.), the schedule below is simply a sample schedule based on the typical semesters in which courses are offered by those departments. The departmental schedules for these course offerings may vary, which may impact the school psychology candidate’s schedule.

◊ A total 24 total credits of BSP 699 Dissertation must be taken, at a minimum for the PhD (12 credits for EdD). Candidates must enroll in BSP 699 every fall and spring term from admission to candidacy to dissertation completion and also in summer terms if university faculty and resources will be needed. Typically, school psychology doctoral candidates will take 6 dissertation credits each in fall/spring semesters of years 4 and 5. However, schedules for completion of dissertations may vary and candidates are encouraged to evaluate their schedules and prevent the need to take more than the 24 minimum hours of BSP 699.

◊ **NOTE: ALL CANDIDATES MUST RECEIVE PRE-APPROVAL FROM THEIR SCHOOL PSYCHOLOGY FACULTY ADVISER BEFORE REGISTERING FOR ANY COURSES!**

**YEAR 1 FALL SEMESTER**

BSP 516 Social-Behavioral Assessment and Data-Based Decision Making*
BSP 500 Introduction to School Psychology*
BCE 512 Counseling: Theories and Process*
SPE 500 Introduction to Exceptional Children (or SPE 590 if SPE 300/500 taken already)*

**YEAR 1 SPRING SEMESTER**

BSP 515 Cognitive-Academic Assessment and Data-Based Decision Making*
BEF 534 Multicultural Education*
BEP 541 Authentic School Learning and Teaching*
BER 540 Statistical Methods in Education*

**YEAR 1 SUMMER SESSION**

CRD 569 Foundations of Literacy Instruction K-12*
BER 600 Quantitative Research Methods in Education
BCE 652 Counseling Strategies for Adult-Child Relationships (may be taken during Year 1 summer or Year 2 summer)
(NOTE: Candidates seeking state-approved program approach may not enroll in BER 600, BCE 611, and BCE 652 until after MA degree and school psychometry certificate are received; the courses typically are taken in the spring or summer semesters for Year 2 in the program).

YEAR 2 FALL SEMESTER
BSP 625: Behavioral Consultation and Interventions for School-Based Problems
BSP 586 Assessment Practicum* (BSP 588 Psychometry Internship if qualified for state-approved route *
BEP 565 Personality and Social Development
BER 558 Introduction to Psychometrics*
Annual Portfolio Evaluation
Comprehensive Exams (Questions 1 and 2)
Receive MA degree.

YEAR 2 SPRING SEMESTER
BSP 635 Academic and Instructional Consultation and Intervention
BSP 686 (YEAR 2) Consultation and Intervention Practicum*
BSP 601 Applied Pediatric Neuropsychology
BCE 611 Multicultural Counseling (Students admitted to begin program prior to June 2017 take BEP 561 Social and Cultural Basis of Behavior in Year 1-Summer Session)
PhD students may take an additional required doctoral course (e.g., BSP 660, BER 640, etc.), if desired
Comprehensive Exam (Question 3)

YEAR 2 SUMMER SESSION
Other required courses or electives as available. Those in state-approved program approach take EdS courses listed for Year 1 Summer Session.
Complete Basic Skills Test of Alabama Educator Certification Testing Program (may be done earlier in program)

YEAR 3 FALL SEMESTER
BSP 696 Advanced Doctoral Practicum
PY 650 Cognition and Learning
PY 671 History and Systems of Psychology
BER 640 Quantitative Statistics II Multivariate Methods
Annual Portfolio Evaluation and Doctoral Screening

YEAR 3 SPRING SEMESTER
BSP 660 Psychopathology
BSP 698/689 Non-Dissertation Research
BSP 696 Advanced Doctoral Practicum Other required and/or focus area courses as available
BSP 673 Doctoral Research and Ethics Seminar (typically offered only every 2nd or 3rd year, so may be taken in 4th or 5th spring semester)
Doctoral Comprehensive Exam (Question 4; may be scheduled for a future fall or spring semester)
Begin doctoral research requirement (One submitted national refereed publication or presentation on research projects)

YEAR 3 SUMMER SESSION
Other required and/or focus area courses as available
Continue work on doctoral pre-dissertation research requirement
Begin work on dissertation prospectus

YEAR 4 FALL SEMESTER (and possibly also in year 5 depending on coursework and dissertation progress)
BSP 696 Advanced Doctoral Practicum
BSP 699 Dissertation (3-6 credits)
Other required and/or focus area courses as available
Annual Portfolio Evaluation
Complete work on doctoral research requirement
Complete dissertation prospectus and hold prospectus meeting
Begin work on dissertation proposal
Apply to internship agencies
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<tr>
<th>YEAR 4 SPRING SEMESTER (and possibly also in year 5 depending on student progress)</th>
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<tr>
<td>BSP 696 Advanced Doctoral Practicum</td>
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<tr>
<td>BSP 699 Dissertation (3-6 credits)</td>
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<tr>
<td>Other required and/or focus area courses as available</td>
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<tr>
<td>Interview for doctoral internship; receive approval and prepare for doctoral internship</td>
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<tr>
<td>Complete dissertation proposal and hold proposal defense meeting; complete admission to doctoral candidacy</td>
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<td>Begin work on dissertation data collection</td>
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<tr>
<th>YEAR 4 SUMMER SEMESTER (or possibly in year 5 depending on student progress)</th>
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<tr>
<td>BSP 699 Dissertation (optional)</td>
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<tr>
<td>BSP 688 Doctoral Internship (3-6 Credits) taken depending on when internship begins and ends in summer months. Most doctoral internships begin in mid-summer).</td>
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<tr>
<td>PRAXIS-II National School Psychology Exam (may be taken as early as Years 3 or 4 or during internship, if desired, but must be passed prior to awarding EdS and PhD degree)</td>
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<td>Dissertation data collection</td>
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<th>YEAR 5 OR YEAR 6 FALL SEMESTER (depending on student progress)</th>
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<tr>
<td>BSP 688 Doctoral Internship (6 credits, 600+ hours of internship required)</td>
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<td>BSP 699 Dissertation (3-6 credits)</td>
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<tr>
<td>Annual Portfolio Evaluation</td>
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<td>Complete dissertation data collection</td>
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<tr>
<td>BSP 688 Doctoral Internship (6 credits, 600+ hours of internship required)</td>
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<tr>
<td>BSP 699 Dissertation (3-6 credits)</td>
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<td>Complete and defend dissertation</td>
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<td>Portfolio Evaluation due in spring semester of internship (and due every fall term remaining in the program)</td>
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<tr>
<td>Receive EdS in May (1200+ hours and 12 credits of doctoral internship required)</td>
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<td>Complete applications for school psychologist’s position or postdoctoral fellowship, interview, prepare for positions</td>
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<tr>
<td>Apply and prepare for state credentialing; take additional state exams</td>
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<td>Apply for NCSP after receiving EdS</td>
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<tr>
<th>YEAR 5 OR YEAR 6 SUMMER SESSION (depending on student progress)</th>
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<tr>
<td>BSP 688 Doctoral Internship (3-6 credits) taken depending on when internship begins and ends in summer months. (Doctoral internship must be completed with a total of 1800+ hours and 15-18 credits. Many doctoral internships begin in mid to late summer and conclude the next summer. However, depending on the internship agency, some internships may occur in a consecutive fall, spring, fall semester schedule, for a total of 1800+ hours).</td>
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<tr>
<td>BSP 699 Dissertation (if needed)</td>
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<tr>
<td>Receive PhD in August</td>
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