

University of Connecticut

SCHOOL PSYCHOLOGY

Policy Handbook and Description of Graduate Programs

Neag School of Education
Department of Educational Psychology, Unit 3064
University of Connecticut
Storrs, Connecticut 06269-3064

(revised 1-12-16)

2015-2016

This publication is available in alternative format upon request.

School Psychology Policy Handbook and Description of Graduate Programs

Neag School of Education
Department of Educational Psychology
University of Connecticut
2015-2016

The Department of Educational Psychology sponsors master of arts/sixth-year and doctor of philosophy programs in school psychology. The graduate programs in school psychology are integrated and organized programs of professional psychology that prepare scientist-practitioners whose primary professional interests involve children, families, and the educational process. The programs have an orientation that emphasizes the integration of theory and research relative to enhancing individual development. The programs also stress an empirically based intervention approach to the practice of school psychology.

The master's/sixth-year program is designed to prepare qualified school psychologists to practice in public schools or related educational settings. The program is accredited by the Connecticut State Board of Education and is approved by the National Association of School Psychologists and National Council for Accreditation of Teacher Education (NCATE). It meets the certification requirements of most other states. The master of arts/sixth-year certification program requires a minimum of 75 semester hours of coursework including a 1500-hour, 10-month, supervised internship in school psychology.

The Ph.D. program in school psychology adheres to the scientist-practitioner model of graduate education in psychology. The program is designed to prepare students for the practice of school psychology based on the scientific method, and to promote the commitment to a career of research directed toward the advancement of the science of psychology. The program prepares psychologists who will practice in schools or other educationally related settings that will meet the professional employment demands for: (1) psychologists in psychoeducational research; (2) mental health research specialists in child psychology; (3) psychologists in child treatment agencies, hospitals, and private practice; and (4) professionals in higher education committed to preparing educators and clinicians in psychoeducational services. The program is accredited by the American Psychological Association (American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242; 202 336-5979; www.apa.org/ed/accreditation) and as such complies with the guidelines and principles for accreditation of programs in professional psychology as outlined by the American Psychological Association. Although the program is designed to be at least four academic years of full-time study, students typically take 5-6 years (median = 5.0; mean = 6.0) from the baccalaureate degree to complete all doctoral requirements. This involves a total of at least 120 semester hours of coursework, including 15 hours of dissertation research, and a 1500-hour internship in school psychology.

Beyond formal coursework, students are encouraged to be involved with faculty research endeavors. Support and encouragement for student publications and presentations at national meetings is provided throughout the student's program. This involvement and encouragement in research activities is complemented by coursework and experiences designed to allow an early integration of theory and practice.

Listed below are the core and adjunct program faculty in school psychology and the institution from which they received their highest degree:

Core Faculty:

Melissa A. Bray, Ph.D., University of Connecticut, Professor and Coordinator, School Psychology Program, Department of Educational Psychology
Thomas J. Kehle, Ph.D., University of Kentucky, Professor, School Psychology Program, Department of Educational Psychology
Lisa M. Hagermoser Sanetti, Ph.D., University of Wisconsin-Madison, Associate Professor, School Psychology Program, Department of Educational Psychology
Tamika La Salle, Ph.D., Georgia State University, Assistant Professor, School Psychology Program, Department of Educational Psychology

Contributing Program Faculty:

Sandra M. Chafouleas, Ph.D., Syracuse University, Professor, Associate Dean of Research, Neag School of Education (full-time commitment), and School Psychology Program, Department of Educational Psychology

Adjunct Faculty:

John Driscoll, Ph.D., University of Connecticut, Adjunct Assistant Professor, School Psychology Program, Department of Educational Psychology
Susannah Everett, Ph.D., University of Virginia, Adjunct Assistant Professor, School Psychology Program, Department of Educational Psychology
Jennifer Galluci, Ph.D., University of Connecticut, Adjunct Assistant Professor, School Psychology Program, Department of Educational Psychology
Rose Jaffrey, Ph.D., University of Connecticut, Adjunct Assistant Professor, School Psychology Program, Department of Educational Psychology
Shamim Patwa, Ph.D., University of Connecticut, Adjunct Assistant Professor, School Psychology Program, Department of Educational Psychology
Ravit Stein, Ph.D., Lehigh University, Adjunct Assistant Professor, School Psychology Program, Department of Educational Psychology

Listed below are faculty who are associated with the School Psychology Program and the institution from which they received their highest degree:

Robert Colbert, Ph.D., University of Wisconsin-Madison, Associate Professor and Coordinator, School Counseling Program, Department of Educational Psychology
Michael D. Coyne, Ph.D., University of Oregon, Full Professor, Special Education Program, Department of Educational Psychology
James M. O'Neil, Ph.D., University of Maryland, Professor, School Counseling Program, Department of Educational Psychology
Rachelle Perusse, Ph.D., Virginia Tech University, Associate Professor, School Counseling Program, Department of Educational Psychology
Brandi M. Simonsen, Ph.D., University of Oregon, Associate Professor, Special Education Program, Department of Educational Psychology
George M. Sugai, Ph.D., University of Washington, Endowed Chair and Professor, Special Education Program, Department of Educational Psychology

Selection of Students

General prerequisites for graduate study in the program include undergraduate and/or previous graduate preparation in psychology, education, or related disciplines. Additional training and experience in special education, communication disorders, sociology, anthropology, or human development is desirable but not mandatory. The application of previous graduate coursework to the fulfillment of various requirements is decided by the student's advisory committee based on a syllabus review. Multiple admissions criteria employed in the selection of students include Graduate Record Examination test scores, undergraduate or previous graduate course performance, letters of recommendation, previous relevant work experience, and personal interview data. The School Psychology Faculty and the Department of Educational Psychology are committed to practices of affirmative action and equal educational opportunity in admissions decisions.

The School Psychology Program has a once a year admissions policy. All application materials (including Graduate Record Examination scores) must be submitted to the Graduate School by December 1st. Applicants' credentials are considered during the second week of January for the subsequent fall semester admission. Applicants will be notified concerning the status of their applications in late February. Applicants are required to respond to the program's offer of admission to the master's/sixth-year or Ph.D. program by April 15th.

Criminal Background Check

Pursuant to Connecticut General Statutes § 10-221d, all admitted students must have a criminal background check (fingerprinting) 30 days prior to being involved in any school-based clinical experience, or placed in a practicum or internship setting. Students who have been convicted of a crime may experience difficulty obtaining a placement in practica or internship. Some convictions will result in *automatic* disqualification of the student's placement, or ultimately denial of professional certification by the Connecticut State Department of Education (CSDE). The Neag School of Education (NSOE) is required, at the time the student applies to the CSDE for certification as a school psychologist, to attest to whether or not the student "has the qualities of character and personal fitness" to be certified; consequently, the NSOE will review the circumstances involved in the student receiving a negative background check. Although there is a review by NSOE, the *school districts* will ultimately decide whether or not the student can fulfill their required practicum and internship requirements in their districts, and *CSDE* will ultimately decide whether or not the student will be certified in the State of Connecticut as a school psychologist, even after successful completion of all program requirements.

Student Admissions, Outcomes, and Other Data

Fall 2015 Matriculation

With regard to fall 2015 matriculation, the pools consisted of 37 applicants to the master's/sixth-year program, and 40 applicants to the doctoral program. From these pools, a total of 9 students (1 male, 8 females) matriculated into either the doctoral (5 students) or master's/sixth-year (4 students) programs. The mean total Graduate Record Examination score of the doctoral applicants matriculated in 2015 was 316 (verbal = 160; quantitative = 156). The mean total Graduate Record Examination score of the master's/sixth-year applicants admitted in 2015 was 308 (verbal = 156; quantitative = 152).

Currently, there are 25 doctoral and 13 master's/sixth-year students pursuing advanced degrees in the School Psychology program.

Time to Completion

For the last 7 years, since 2008, all of the master's/sixth-year students have completed the program within 3 years. Since 2008, the program has graduated 29 doctoral students. On average, the students require 4.6 years to graduate. The median was 4.5 years.

Students are allowed to enter the degree programs with credit from prior graduate work in accord with the graduate school policies (<http://gradcatalog.uconn.edu/guidelines-for-grad-study/standards-degree-requirements>) and advisor consent based on syllabus review. This may reduce the time to completion of the MA degree program by the number of credits approved for transfer and by a maximum of approximately two years if a student enters the PhD program with a master's/sixth-year specialist school psychology degree. Program requirements exclude credit for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting admissions standards. To obtain a doctoral degree, the student must be enrolled in the UConn program for at least 3 years, even if he/she already has a master's/sixth-year degree. The table below contains information about time to completion for doctoral students only.

Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred															
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Total	
Total number of students with doctoral degree conferred on transcript	4		2		2		2		6		7		6		29	
Mean number of years to complete the program	4.5		4		6		5.5		4.3		4.1		4.3		4.6	
Median number of years to complete the program	4		4		6		5.5		4.5		4		4		4.5	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	3	75	1	50	1	50	0	0	3	50	4	57	4	67	16	55
Students in 5 years	0	0	1	50	0	0	1	50	3	50	1	14	1	17	7	24
Students in 6 years	0	0	0	0	0	0	1	50	0	0	2	29	1	17	4	14
Students in 7 years	1	25	0	0	0	0	0	0	0	0	0	0	0	0	1	3
Students in more than 7 years	0	0	0	0	1	50	0	0	0	0	0	0	0	0	1	3

Program Costs

Program Costs

Description	2015-2016 1 st -year Cohort Cost
Tuition for full-time students (in-state)	\$13,026
Tuition for full-time students (out-of-state)	\$33,812
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	NA
University/institution fees or costs	\$2,270
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$600

Non-resident students can establish resident status after living in the state for one year and meeting some additional specific conditions. For a comprehensive description of program costs, see University of Connecticut Graduate Catalog 2015-2016, available at: <http://gradcatalog.uconn.edu/>

Internship Data

All matriculated master's/sixth-year and doctoral students for the last 7 years, since 2008, have completed supervised internships. The following tables provide data exclusively for doctoral students.

Internship Placement - Table 1

Outcome	Year Applied for Internship													
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	3	100	5	100	1	17	3	38	4	44	5	100	1	17
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	5	83	5	63	5	56	0	0	5	83
Students who obtained any internship	3	100	5	100	6	100	8	100	9	100	5	100	6	100
Students who sought or applied for internships including those who withdrew from the application process	3	-	5	-	6	-	8	-	9	-	5	-	6	-

Internship Placement - Table 2

Outcome	Year Applied for Internship													
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	3	-	5	-	6	-	8	-	9	-	5	-	6	-
Students who obtained paid internships	3	100	5	100	4	67	8	100	9	100	5	100	6	100
Students who obtained half-time internships* (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Attrition

There were 36 students who entered the master's/sixth-year program in school psychology during the 7-year period 2008-2015. All of these students completed the program. With respect to the doctoral program, there were 49 students who entered the program during the 7-year period 2008-2015. Of this number, 4 students, 8% did not complete the program for reasons that primarily involved a change in their career aspirations.

Attrition

Variable	Year of First Enrollment													
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	5	-	7	-	9	-	8	-	8	-	8	-	4	-
Students whose doctoral degrees were conferred on their transcripts	5	100	4	57	4	44	3	38	3	38	1	13	0	0
Students still enrolled in program	0	0	1	14	4	44	4	50	3	38	7	88	4	100
Students no longer enrolled for any reason other than conferral of doctoral degree	0	0	2	29	1	11	1	13	2	25	0	0	0	0

Licensure

All students who have entered the master's/sixth-year or the doctoral program directly from the baccalaureate degree passed the Praxis – School Psychology (0401) Test prior to internship and therefore were eligible to obtain National Certification in School Psychology. In addition, all students who graduated from the master's/sixth-year or doctoral programs were eligible for certification in school psychology by the Boards of Education in the states they chose to practice.

During the period 2005-2015, 44 students completed their doctoral programs. Of this number, 3 students have been licensed by the Boards of Psychology in their state.

Licensure

Outcome	2005-2015
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	44
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	3
Licensure percentage	7%

Assistantships, Fellowships, and Other Aid

Subsequent to the students' formal declaration that they intend to matriculate, the program faculty, and particularly the program coordinator, notifies every matriculated student of graduate assistantship opportunities. The majority of school psychology students receive graduate assistantships. The stipends associated with the assistantships are determined on the basis of the progress the student is making toward his or her degree completion. The stipends are among the highest in the nation. In addition, students on either full (approximately 20 hours per week) or half time (approximately 10 hours per week) graduate assistantships receive medical insurance benefits and remission of tuition. Graduate assistantships are funded through the Neag School of Education, grants, and contracts.

The rates for full-time graduate assistantships for the 2015–2016 academic year are as follows:

1. \$21,594.89 for graduate assistants with at least the baccalaureate.
2. \$22,722.77 for experienced graduate assistants in the school psychology doctoral program with at least the master's degree in the field of school psychology.
3. \$25,262.25 for students with experience as graduate assistants who have at least the master's degree and who have passed the doctoral general examination in school psychology.

The University also makes available numerous financial assistance programs based on academic merit or financial need. These include dissertation fellowships, summer fellowships, pre-doctoral fellowships, dissertation extraordinary expense awards, summer pre-doctoral fellowships, multicultural scholars program, and the outstanding scholars program.

General need-based financial aid includes Federal Stafford Loans (FSL), Federal Work Study (FWS), and University of Connecticut tuition remission grants. This assistance can be acquired by completing the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA on the Web at www.fafsa.ed.gov. Also, students interested in need-based financial aid can access the University of Connecticut's student financial aid web site at ww.financialaid.uconn.edu. For a comprehensive description of financial aid, grants, loans, tuition remission, assistantships, and fellowships see the University of Connecticut's Graduate Catalog 2015-2016, available at: <http://gradcatalog.uconn.edu/>

Travel Funding. Students also receive support for travel to professional seminars and conferences when presenting. Additional travel funding is typically available on a competitive basis through the Neag Graduate Student Association. Also, the program supports student travel to regional, national, and international conferences on the basis of student participation in the conference proceedings. In order to receive travel funding, students must follow the following guidelines (updated November 12, 2015):

Please Note: Text in **BOLD** was taken from the Travel Reimbursement section of the UConn travel website on October 30, 2015. Students are responsible for checking this website for any updates to university procedures before and after traveling: <http://travel.uconn.edu/>. Text in *ITALICS* represents specific guidelines for school psychology students.

OUT-OF-STATE TRAVEL

Travel outside of Connecticut and within the fifty (50) United States is deemed as out of state travel.

Pre-Trip

Students must inform one of the program graduate assistants that they will be presenting at the conference. [Students who are attending a conference, but are not presenting, are not eligible for school psychology program travel funding.]

When presenting their own research, doctoral students may also elect to apply for the Doctoral Student Travel Award. Please see the [grad school website](#) for more information.

Note: The procedures below must be followed by students receiving travel funding of any kind.

If attending a conference or event please pay for registration fees using your department's pro card.

- *This step is optional, however the travel office strongly prefers that students register with no out-of-pocket cost to themselves. Please see Cheryl Lowe to accomplish this.*
- *If students elect to register on their own, they may submit the cost of registration for reimbursement later.*

The educational psychology department requires that students fill out the pre-trip Travel WebForm (TWF) if they are requesting a Bradley Parking Permit for their travel (<http://travel.uconn.edu/out-of-state/>).

- *If students are completing a pre-trip TWF, they must confirm the appropriate answers to the "KFS Processor" questions with their travel funding source prior to submission.*

If a parking permit is requested for Bradley Airport, it will be mailed to your department within 5-10 days before the trip. If a request for a Bradley Airport parking pass is received within a week of the trip, it will be left for pick up on the front desk in the Travel Office.

Airfare tickets should be purchased through Sanditz, the University's Contracted Travel Agency. All airfare tickets submitted for reimbursement that are not purchased through Sanditz require a list of comparable Sanditz itineraries for reason of a price comparison. This should be done when airfare tickets are purchased. Tickets should be capped at the Sanditz comparison price. Any airfare reimbursement that does not include a Sanditz comp will be capped at the lowest reasonable airfare itinerary at the time of processing.

- *If students do not intend on submitting their airfare bill for reimbursement, then procedures regarding Sanditz purchases are not applicable.*
- *If students intend on submitting their airfare bill for reimbursement, they are encouraged to review the FAQ on the UConn travel website (<http://travel.uconn.edu/sanditz-f-a-q/>) and call Sanditz directly (see <http://travel.uconn.edu/sanditz/> for contact information).*
- *Note: Only coach/standard airfare are eligible for reimbursement; business or first class tickets will not be reimbursed.*

In regards to hotel accommodations:

- *Students should obtain a conference rate for their hotel. If no conference rate was obtained at booking, make sure the cost of the hotel stay was within 125% (excluding taxes, etc.) of lodging per diem for the area. See <http://www.gsa.gov/portal/content/104877> for a per diem calculator.*
- *Note: Students must obtain individual hotel bills for their trip. If they are sharing a room, request that the hotel split the bill upon check-in, so each person pays separately upon check-out.*

Post-Trip

While traveling and attending the conference, students should keep the following documents to be submitted upon their return:

- *Itemized itinerary and boarding tickets for the train, plane, or bus*
- *Copy of conference registration and your conference name badge*
- *Receipts for taxi/bus/ferry/shuttle to and from the airport/train station/bus station*
- *Hotel bills – Again, students must obtain separate bills if they are sharing a room because the same hotel bill cannot be submitted for two different people*
- *At least one receipt from a purchase made in the conference city (e.g., meal, snack, cab ride, convenience store purchase, etc.)*
- *A copy of the conference schedule, which also shows any meals that were provided free of charge to the attendees, even if students did not partake of them.*
 - *This schedule along with the per diem calculator will be used to determine the amount of money students are reimbursed for meals. (It is not recommended that students submit individual meal receipts for reimbursement. But, if students elect to submit individual receipts, they must be itemized and alcohol cannot be included on them.)*
- *If driving to the conference, submit a Mapquest/Google Maps printout and email Cheryl Lowe with your home address for reimbursement by mileage.*

Note: ALL bills/receipts that students turn in MUST show a zero, or paid balance.

All travelers are required to have the post-trip TWF filled out if a reimbursement is submitted in KFS. If a pre-trip TWF was submitted the post trip form may be filled out by launching the pre-trip

form on the Responses page. If a pre-trip form was never submitted then a new post-trip form must be filled out.

- *The post-trip TWF can be found on the Travel Website: <http://travel.uconn.edu/out-of-state/>. Reimbursements cannot be processed until this form is completed.*
- *Again, students must confirm the appropriate answers to the “KFS Processor” questions with their travel funding source.*

After the post-trip form has been completed, a preparer within your department must submit your reimbursement in KFS.

- *Typically, student reimbursements will be prepared by Cheryl Lowe and students must submit all documents for the reimbursement within 2 weeks of their return from the conference.*
- *If students receive travel funding from sources outside of the school psychology program, they should confirm with those sources who should prepare their reimbursement. This may be dependent upon how students answered the “KFS Processor” questions on the TWF(s).*

Full-Time Equivalent Status

Full time study is considered a course load consisting of 9 or more credit hours per semester, 6 or more credit hours per semester while holding a graduate assistantship, or enrollment in one of the two special purpose 3-credit hour courses (GRAD 6950 - Doctoral Dissertation Research, or GRAD 6960 - Full-time Doctoral Research).

Advisory Committee

Each student, upon formal admission to the graduate program in school psychology, is assigned a major advisor who is one of the four core program faculty. During the first semester of the program, the student in collaboration with their major advisor, selects two associate advisors to complete the formation of the advisory committee. Requirements for submission of paperwork documenting particular requirements such as the student's plans of study, examinations, and application procedures for state certification are outlined in the program's document entitled, "*School Psychology Program Time-Line.*"

Housing

The University of Connecticut is situated on a 3100-acre campus in central Connecticut. Assistance in securing either University or off-campus housing is provided by University agencies (e.g., Rental Properties Office, Room 107, Wilbur Cross Building, Box U-22, Storrs, CT 06269).

Performance-Based Assessment

The School Psychology Program faculty use multiple qualitative and quantitative procedures designed to allow both formative and summative assessments to determine to what degree the program is meeting its goals, and complying with standards espoused by the National Association of School Psychologists and the American Psychological Association. These assessments are used to assess the program's goals, objectives and competencies and to facilitate data-based decision making to promote further program development and improvement.

Students are assessed throughout their programs of study to determine their professional characteristics, academic knowledge, and practitioner competencies through a variety of methods including: (a) formal evaluations such as course grades, and performance on the National School Psychology Examination (Praxis 0401); (b) qualifying and general examinations; (c) assessments of student progress through feedback from practica and internship supervisors; (d) annual faculty reviews of the student's progress (i.e., portfolio review); (e) conduction and defense of dissertations; (f) an *Alumni Survey* that functions to obtain an anonymous critique of the program from a distal vantage point; and (g) a distal *Supervisor's Assessment*.

The general examinations for master's/sixth-year and doctoral students are described in the University of Connecticut's Graduate Catalog (2015-2016) and subsequent sections of this document. The students' annual review and general exam will be evaluated in conjunction with the performance-based assessment.

Program Philosophy

The program's philosophy and training adheres to the scientist-practitioner model that assumes that the effective practice of school psychology is based on the reciprocal influence of knowledge gained from established methods of scientific inquiry and informed by school psychological practice. Emphasis is on the preparation of competent practitioners who are also skilled and dedicated researchers who will contribute to the knowledge base in school psychology.

The faculty is committed to a learning environment that stresses an organized and explicit curriculum with clear expectations; however, there is also a strong commitment to informal student-faculty interactions that further encourages the student's professional development and identification with the field. In addition, the program is designed to acquaint students with the diversity of theories and practices of school psychology, allowing the student sufficient intellectual freedom to experiment with different delivery systems and various theoretical bases.

The atmosphere is intended to foster informal student-faculty interaction, critical debate, and respect for theoretical diversity of practice, thus creating a more intense and exciting learning experience. It is believed that such a philosophy encourages and reinforces the student's creativity and intellectual risk-taking that are fundamental in the further development of the professional practice of school psychology.

The goals of both the master's/sixth-year and doctoral programs are to ensure that each student exhibits the following personal characteristics, academic knowledge, and practitioner competencies that fully qualify him/her as a professional. As indicated previously under B.2, and the Policy Handbook, the program's three goals of professional characteristics, academic knowledge, and practitioner competencies are overarching, interrelated, inexorably linked and influence each other. The faculty believe these goals are fundamental in promoting the reciprocity between science and school psychological practice, and instilling the need for, and enjoyment of, life-long learning fundamental to the further development of school psychology.

GOAL 1

To prepare competent school psychologists who can deliver effective, evidence-based services to students, educators, and families; these services include (1) assessment and data-based decision-making; (2) consultation and collaboration; (3) interventions, mental health services, and instructional support to develop academic, social, and life skills; (4) school-wide practices to promote learning; (5) preventive and responsive services; and (6) family-school collaboration.

Objective 1: Assessment and Data-based Decision Making. Students will demonstrate knowledge and skills related to assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs. (NASP 2.1; APA Domain B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)
- B. demonstrate knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)

Skills

- C. demonstrate the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.

- D. demonstrate competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.
- E. demonstrate competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.
- F. demonstrate competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.
- G. demonstrate competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.
- H. demonstrate competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.
- I. demonstrate the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.
- J. demonstrate the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.

Objective 2: Consultation and Collaboration. Students will demonstrate knowledge and skills related to methods of consultation, collaboration, and communication applicable to students, educators, families, communities, and systems that are used to promote effective service delivery. (NASP 2.2; APA Domain B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.
- B. demonstrate knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.

Skills

- C. demonstrate effective consultation and collaboration skills in *planning processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.
- D. demonstrate effective consultation and collaboration skills in *problem-solving processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.
- E. demonstrate effective consultation and collaboration skills in *decision-making processes* at the student, educator, family, community, and systems levels to design, implement, and evaluate services.
- F. facilitate collaboration and communication among diverse school personnel, families, community professionals, and others.
- G. effectively communicate information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).

Objective 3: Interventions and Instructional Support to Develop Academic Skills. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that support students' cognitive and academic skills. (NASP 2.3; APA Domain B.3.a, B.3.b, & B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)

Skills

- B. use data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)
- C. implement and evaluate the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)

Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services

that promote students' social, emotional, and behavioral health and well-being. (NASP 2.4; APA Domain B.3.a, B.3.b, & B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)
- B. demonstrate knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)

Skills

- C. use assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)
- D. implement and evaluate the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being. (APA Domain B.3.c)

Objective 5: School-wide Practices to Promote Learning. Students will demonstrate knowledge and skills related to school-wide practices to promote learning including preventive and responsive services. (NASP 2.5)

Competencies: Students will

Knowledge

- A. demonstrate an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.
- B. demonstrate knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.
- C. demonstrate knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.

Skills

- D. be contributing, effective members on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology).
- E. design and implement evidence-based practices and policies to create and maintain effective and supportive learning environments for students and educators within a multi-tiered service delivery.
- F. utilize data-based decision making and evaluation methods for systems-wide (e.g., district, school) issues, initiatives, and accountability responsibilities.

Objective 6: Preventive and Responsive Services. Students will demonstrate knowledge and skills related to multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response. (NASP 2.6; APA Domain B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.
- B. demonstrate knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)
- C. demonstrate knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)

Skills

- D. be able to contribute to, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)
- E. be able to engage in data-based decision making through direct and indirect delivery to promote preventive and responsive services.

Objective 7: Family-School Collaboration Services. Students will demonstrate knowledge and skills related to family-school collaboration. (NASP 2.7)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children’s development.
- B. demonstrate knowledge of evidence-based practices that support positive family functioning and promote children’s development (e.g., conjoint behavioral consultation, home-school collaboration).
- C. demonstrate knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.

Skills

- D. demonstrate skills to design, implement, and evaluate services that respond to family culture and context.
- E. facilitate family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.
- F. design, implement, and evaluate education programs/services that assist parents with promoting their child’s academic outcomes and social, emotional, and behavioral health and well-being.

Objective 8: Supervision. Students will demonstrate knowledge and skills related to the provision of clinical supervision. (APA Domain B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of the theory and research associated with supervision.
- B. demonstrate knowledge of methods to assess and evaluate the effectiveness of supervision.

Skills

- C. be able to effectively provide written and oral feedback to a supervisee.
- D. be able to model skills to a supervisee.
- E. demonstrate self-reflection and evaluation of competence as a supervisor.

GOAL 2

To prepare competent school psychologists who have an understanding of (1) diversity in development and learning; (2) research and program evaluation; and (3) legal, ethical, and professional practice as the foundations for their service delivery.

Objective 1: Diversity in Development and Learning. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics and skills to provide culturally responsive, effective services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, across multiple contexts. (NASP 2.8; APA Domain B.3.b & B.3.d)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.
- B. demonstrate knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.
- C. demonstrate knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.

Skills

- D. provide effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.
- E. address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.
- F. apply principles of social justice and a respect for diversity in development and learning when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts.

Objective 2: Research and Program Evaluation. Students will demonstrate knowledge and application of measurement, assessment, evaluation and research design, and statistics sufficient for understanding research and interpreting data. (NASP 2.9; APA Domain B.3.a & B.3.c)

Competencies: Students will

Knowledge

- A. demonstrate knowledge of group and single-case research designs. (APA Domain B.3.a)
- B. demonstrate knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)
- C. demonstrate knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)

Skills

- D. complete a research or evaluation project related to an area of interest related to the discipline of school psychology.
- E. evaluate and synthesize a body of research as a foundation for effective service delivery and/or research. (APA Domain B.3.c)
- F. use varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels. (APA Domain B.3.c)

Objective 3: Legal, Ethical, and Professional Practice. Students will develop an understanding of, and demonstrate commitment to ethical and legal principles regarding the practice of professional psychology and professional work characteristics needed for effective practice as a school psychologist. (NASP 2.10; APA Domain B.3.a, B.3.b, & B.3.e)

Competencies: Students will

Legal & Ethical Practice

Knowledge

- A. demonstrate knowledge of the history and systems of psychology. (APA Domain B.3.a)
- B. demonstrate knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)
- C. demonstrate knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)

Skills

- D. provide services consistent with ethical and professional standards in professional psychology. (APA Domain B.3.b)
- E. provide services consistent with legal standards and regulations relevant to practice in settings in which they work. (APA Domain B.3.b)
- F. engage in responsive, systematic, ethical, and professional decision-making. (APA Domain B.3.b)

Professional Practice

- G. demonstrate professional work characteristics needed for effective practice as a professional psychologist. (APA Domain B.3.e)

These work characteristics include:

- i. punctuality and attendance
- ii. professional appearance and demeanor
- iii. initiative, motivation, consistency, and perseverance
- iv. flexibility, adaptability to novel/ unexpected situations
- v. poise, tactfulness, and rapport with staff and others
- vi. preparation and organization
- vii. ability to handle professionally constructive criticism and positively use feedback
- viii. ability to accurately self-evaluate areas of practice
- ix. respect for cultural and individual diversity
- x. engaging in continuing education, including participation in professional associations for school psychologists
- xi. development of professional identity and integrity
- xii. self-care

- xiii. effective communication skills
- xiv. knowledge and application of evidence-based practice

GOAL 3

To prepare competent school psychologists who possess substantial knowledge across the breadth of scientific psychology.

Objective 1: Biological Aspects of Behavior. Doctoral students will acquire a foundational understanding of the biological aspects of behavior. (APA Domain B.3.a)

Competency:

- A. Doctoral students will demonstrate competence in using basic biological principles to understand and explain human behavior.

Objective 2: Cognitive Aspects of Behavior. Doctoral students will acquire a foundational understanding of the cognitive aspects of behavior. (APA Domain B.3.a)

Competency:

- A. Doctoral students will demonstrate competence in using basic principles related to the cognitive aspects of behavior to understand and explain human behavior.

Objective 3: Affective Aspects of Behavior. Doctoral students will acquire a foundational understanding of the affective aspects of behavior. (APA Domain B.3.a)

Competency:

- A. Doctoral students will demonstrate competence in using basic principles related to the affective aspects of behavior to understand and explain human behavior.

Objective 4: Social Aspects of Behavior. Doctoral students will acquire a foundational understanding of the social aspects of behavior. (APA Domain B.3.a)

Competency:

- A. Doctoral students will demonstrate competence in using basic principles of the social aspects of behavior to understand and explain human behavior.

Objective 5: Human Development. Doctoral students will acquire a foundational understanding of human development. (APA Domain B.3.b)

Competency:

- A. Doctoral students will demonstrate competence in using basic principles of human development to understand and explain human behavior.

Time Limits

Student progress toward meeting program requirements for both the master's/sixth-year and doctoral programs is reviewed on an annual basis with the major advisor. Students who are admitted to the master's/sixth-year program are expected to complete all requirements within 4 years from the first semester of enrollment. As dictated by University policy, the maximum time allowed for completion of all doctoral degree requirements is 8 years, or if the student entered with a master's degree all requirements must be completed within 7 years. If a doctoral student has completed coursework and internship but has yet to complete their dissertation within the 7 years, they must remain enrolled through a 0 credit continuous graduate designation. In addition, students are required to pass the general examinations within 5 years after admission to the Ph.D. program, or if they entered with the master's degree, 4 years. Students are expected to be enrolled on a full-time basis. Exceptions to this expectation must be approved by the student's advisory committee. The master's/sixth-year program and doctoral program course requirements, timetable, and recommended course sequence are provided in the appendix.

Student Written Feedback

The program faculty meet with their advisees at least annually in order to monitor their progress with respect to completion of program requirements and performance expectations. Students are given written feedback regarding their performance including relative to the portfolio and if necessary additional written feedback is provided if the student fails to meet academic standards, or evidences behavior that is incompatible with professional department. If such does occur, the student is notified in a timely fashion to discuss any problem issues, suggestions to address these problems, and feedback to the extent that problems were successfully attenuated.

Student Improvement Plan

If a faculty member has a concern about a school psychology student's coursework, clinical practice, or professional characteristics, it is suggested that a mutually agreed upon student improvement plan be designed. It should outline the specific problem, subsequent course of action, and be signed by both parties. See Program Director for form.

Grievance Procedures

The University of Connecticut's Graduate School policies regarding students who feel aggrieved or uncertain about whether or not they have been treated fairly by a faculty or staff member have several routes that can be taken to seek resolution or redress. Because many difficulties can result from misunderstandings, clear communication and informal mediation are believed to be the most effective and least anxiety-provoking mechanisms to resolve student grievances. Usually, the first approach is for the student to request a meeting with the faculty or staff member in order to state the problem and to attempt a direct solution. If that proves unsatisfactory or should such a meeting seem undesirable given the particular circumstance, there are several choices. Sometimes appropriate mediation can be provided by other faculty or staff in the School or at other campus units such as the Women's Center or one of the cultural centers or religious institutions. Alternatively, the student may consult with the Director of the Graduate Program, the Department Head, or the Dean, usually in that order. It is the responsibility of the academic administrator, then, to gather the facts in the case and seek a mutually acceptable resolution. All faculty and staff in the School report ultimately to the Dean and formal action can be taken at that level, if appropriate. In the event that the initial collection of facts suggests a violation of law or of explicit university policy concerning prejudice or harassment, the administrator will immediately consult with appropriate staff in Human Resources or the Chancellor's Office regarding appropriate action. The School Psychology Program's grievance procedures are as follows:

Step 1. If a student has a grievance with faculty or staff associated with the program, the student should meet first with the person who is believed responsible for the grievance in an attempt to informally resolve the problem. It is believed that most student concerns can be resolved through direct and open communication between the parties concerned.

Step 2. If the student is not satisfied with the results of the informal meeting, s/he should submit a written complaint to the primary faculty, along with a request for a meeting with the core faculty. One of these faculty members, who is not involved in the grievance, will be selected to serve as a mediator. The written grievance should be presented promptly to the primary faculty and prior to the scheduled meeting. The student grievant may be accompanied by a representative of his/her choice at any step of the process. Subsequent to this meeting, the program coordinator will return a written response to the student grievant within ten working days. If the grievance is resolved, a copy of the written resolution should be included in the student's file.

Step 3. If the student grievant is dissatisfied with the results of Step 2, s/he may appeal in writing to the Head of the Department of Educational Psychology within ten working days of the date of the Step 2 response. Upon receipt of the appeal, the Department Head will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. After the Step 3 meeting, a written response will be issued to both parties within fifteen working days.

Step 4. If either party is dissatisfied with the results Step 3, s/he may appeal in writing to the Associate Dean of the Neag School of Education within ten working days from the date of the Step 3 response. Upon receipt of the appeal, the Associate Dean will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen

working days. The Step 4 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the student's file for historical purposes.

Full-time Enrollment

In accord with the graduate school policies, graduate assistants are expected to divide their full-time efforts between study and assistantship responsibilities. If a student is considering outside employment beyond their graduate assistantship, they must obtain approval from their major advisor. In addition, the student must fill out the Graduate Assistant Academic Year Supplemental Employment Approval Form available at: <http://grad.uconn.edu/doc/EmployeeSupplemental.pdf>

Minimum Course Grades

A grade of a B or better is required for student in the School Psychology Program to meet the minimal competency level for professional practice. If you earn a grade lower than a B, the professor, your major advisor, and you will meet to develop an action plan, which may include your re-taking the course.

Transfer Credits

If a student wishes to transfer a graduate course, the major advisor must review a syllabus and determine if it covers the content as set forth in our program of study. All decisions regarding transfer credits will be made in accordance with Graduate School policies, as set forth in the University of Connecticut's Graduate Catalog 2015-2016, available at <http://gradcatalog.uconn.edu/>.

MASTER of ARTS/SIXTH-YEAR PROGRAM

The program requires a minimum of 75 semester hours of graduate coursework including practica and internship; however, the master's degree is awarded after 30 semester hours of coursework. The sixth-year diploma is awarded after completion of the remaining 36 semester hours of coursework including the practica and internship. The program is designed so that students can complete all master's/sixth-year program requirements in 3 years of full-time graduate study. It is a policy of the program that all of the course requirements, seminars, and other learning experiences are restricted exclusively to graduate students. Program requirements exclude credit for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting admission standards.

The master's/sixth-year program is designed to involve students in a systematic and reasoned sequential plan of study in order to orient students to the professional practice of school psychology. The program begins with foundation courses in psychology and education. Subsequently, students enroll in skill-related assessment courses, which involve a practice component, and as such they are introduced early in their programs to the application of theory to practice. Intervention coursework, together with supervised practica, follows the assessment sequence. The culminating professional experience occurs during the third year when students are involved in a supervised internship in school psychology.

Procedures used to assess student progress were designed and selected on the bases that they possessed both acceptable face validity and utility, and that they addressed the program's philosophy, institutional requirements, and desired student outcomes. Further, selection of assessment procedures was influenced by the need to have continuous monitoring of students' progress that incorporated different methods, varied data sources, and different environments.

Master of Arts/Sixth-Year Examinations

Students enrolled in the master's/sixth-year program must pass the Qualifying Examination prior to being awarded the master's degree. The examination occurs near the end of the student's first year and after the student's plan of study has been approved by the Executive Committee of the Graduate School. The master's examination is

constructed under the jurisdiction of the school psychology faculty and other Departmental faculty who were involved in the student's first year of course instruction. At least 8 faculty members were involved in the preparation of questions that assessed fundamental knowledge across 8 different courses. The 100 item-analyzed multiple-choice examination affords feedback to the school psychology faculty regarding the student's acquisition of fundamental knowledge in statistics, learning theory, measurement, roles and functions of school psychologists, individual differences, intellectual assessment, educational psychology foundations, and clinical diagnosis. The decision as to whether a student has passed or failed the examination is solely the responsibility of the student's advisory committee. If the student fails the examination, he or she is allowed to take it once again during the subsequent semester. If the performance on the re-examination is unanimously judged by the advisory committee as unsatisfactory, the major advisor will communicate the results to the student and an official report is sent to the Graduate School. The student will be asked to retake the exam. If the student fails on the second attempt, then they will be asked to write a paper on the content area(s) that they failed on the exam.

The second examination, the Praxis Series - School Psychologist (code 0401; 2008) is administered by the Educational Testing Service. Students take the examination (1) after admission to the sixth-year program; (2) after completing approximately 42 hours of their coursework in the master's/sixth-year program; and (3) prior to beginning their internship. The standardized examination provides an assessment of content in concert with national standards, and allows for the evaluation of our students relative to a nation-wide reference group. Beginning in September 2014, a new version of the Praxis will be administered. It is designed to align with the NASP 2010 Standards. The examination involves multiple-choice questions covering the following four content areas:

- (1) Professional Practices, Practices that Permeate All Aspects of Service and Delivery
- (2) Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)
- (3) System-Level Services
- (4) Foundations of School Psychological Service Delivery

Upon submitting evidence of successfully passing the exam (score of 147 or above), the student will be allowed to enter internship. After successful completion of the internship, students will receive their sixth-year diploma, and are eligible for state certification in school psychology and certification by the National School Psychology Certification Board.

The course requirements, timetable for the completion of Sixth-Year program requirements, and the recommended sequence of coursework are appended. The course sequence included in this handbook is intended for students who are entering the program in the fall of 2015. Current students may follow the course sequence in the handbook that they received as incoming students.

DOCTOR of PHILOSOPHY PROGRAM

The program requires a minimum of 120 semester hours of coursework beyond the baccalaureate degree including the practica and internship, and 15 hours of dissertation research. It is designed so that students can complete all doctoral program requirements after 5 years of full-time graduate study. The typical student usually takes 5-6 years (5 = median; 6 = average) to complete all program requirements. It is a policy of the program that all courses, seminars, and other learning experiences are restricted exclusively to graduate students. Students are allowed to transfer graduate credit based on a syllabus review completed by faculty advisor. Program requirements exclude credit for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting admission standards. In order to obtain a doctoral degree, the student must be enrolled in the UConn program for at least three years, even if he/she already has a MA/6th year degree.

The doctoral program adheres to the scientist-practitioner model of graduate education in psychology. Students are involved in a systematic and reasoned sequential plan of study of integrated didactic and applied courses. The sequential plan of study is designed to aid students' attainment of a knowledge base and the expertise to enhance the practice of school psychology through the employment of the scientific method.

During the first year of the doctoral program, students are enrolled in several foundation courses designed to provide expertise in the use of the scientific method and a knowledge base in psychology and education. Students

are also involved in coursework dealing with ethics, individual differences, and intellectual and behavioral assessment. Students are involved in practicum during the spring semester.

The second year of the doctoral program builds on the student's knowledge base in psychology and education, multicultural aspects, their expertise in assessment, research methodology, and consultation. Students take courses that deal with the design and implementation of interventions, as well as courses that deal with technical writing and research ethics. In addition, students are involved throughout their second year of study in practicum.

The third year of the doctoral program focuses on the cognitive and developmental aspects of psychology, and on aspects of the professional practice of school psychology. During the spring semester, students take a course that introduces them to developing their dissertation proposal. Throughout the third year of study, students continue to be involved in practicum.

During the fourth year of the doctoral program, students take courses about social psychology and the history of psychology. Students are also expected to complete their doctoral dissertation research during their fourth year of study. In addition, students continue to be involved in practicum throughout the fourth year of study.

The fifth year of the doctoral program involves the culminating experience of a full-time supervised internship in school psychology.

Ph.D. Examinations

General Examination. Doctoral students in school psychology should take their general examinations near the end of their third year of study and no later than within 5 years after beginning their doctoral study. The examination is under the sole jurisdiction of the student's faculty advisory committee that is selected by the student. At least five faculty, including the student's advisory committee, must participate in the examination. The general examination is comprised of two components: a standardized examination, and an applied, research-related, examination that may include both written and oral components.

The standardized examination, the Praxis Series - School Psychologist (code 0401; 2008) is administered by the Educational Testing Service. Students take the examination (1) after admission to the sixth-year program; (2) after completing approximately 69 hours of their coursework. The standardized examination provides an assessment of content in concert with national standards, and allows for the evaluation of our students relative to a nation-wide reference group. Beginning in September 2014, a new version of the Praxis will be administered. It is designed to align with the NASP 2010 Standards. The examination involves multiple-choice questions covering the following four content areas:

- (1) Professional Practices, Practices that Permeate All Aspects of Service and Delivery
- (2) Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)
- (3) System-Level Services
- (4) Foundations of School Psychological Service Delivery

The applied, research-related component of the general examination involves the design and oral defense of a research study that may result in the conduction of a pilot study, and/or serve as the student's dissertation proposal (prior to preparing the dissertation proposal or the conduction of a pilot study, the student must pass the *Course in the Protection of Human Research Subjects (CITI)* which is comprised of 17 required, and 7 optional modules).

Dissertation Proposal. All dissertation research must be directed by a member of the core faculty as the major advisor. Preparation and acceptance of the dissertation proposal should follow current Department and University guidelines. This includes the submission of a written document outlining the intended scope of the dissertation. Approval must be initially obtained by the student's major advisor, subsequent to reviews by the student's associate advisors, plus two additional faculty who serve as outside readers. The student will then orally present and defend the proposal to his/her advisory committee. *Note: Specific guidelines regarding dissertation procedures can be obtained from the Department of Educational Psychology main office. They are also posted on the EPSY website and are referred to in the timeline.*

Final Examination. After being admitted to candidacy for the Ph.D. degree, and completing the dissertation, the final oral examination or dissertation defense is conducted. The content of the final examination is primarily related to the student's dissertation. At least five faculty members, including all of the student's advisory committee, must participate in the final examination. However, the decision regarding the student's performance rests solely with the advisory committee.

The course requirements, timetable for the completion of Ph.D. program requirements, and the recommended sequence of coursework are appended. The course sequence included in this handbook is intended for students who are entering the program in the fall of 2015. Current students may follow the course sequence in the handbook that they received as incoming students.

PRACTICA REQUIREMENTS

The practica sequence was developed in accordance with APA and NASP guidelines that require planned supervised experiences that include direct service and formally scheduled supervision. The primary focus of the practicum is to adequately prepare students for their internships. The practica experiences are designed to have a direct relationship to the objectives of the practicum as outlined in the document entitled *Description of Practicum* (2014). Further, the practicum experiences are provided under conditions of appropriate supervision and are distinct from and occur prior to the internship. The practicum is designed to provide students with planned, supervised experiences of directed observations and participation in educational settings with emphasis on empirically supported practices. In addition, the practicum is designed to ensure the student has sufficient supervised experiences to provide an early exposure and identification with the professional practice of school psychology. The field experiences are coordinated with coursework to allow students ample opportunity to combine their theoretical and practical knowledge in a supervised situation. Students are required to spend time in the public schools and may spend additional time in other approved school-related agencies or clinics. A student's practicum placement will have implications for internship possibilities. Practicum settings are selected on the basis of their support of the program's training objectives. Prior to, and during the practicum, students must complete specified practicum-related coursework, as well as enroll in EPSY 5092 - Practicum in School Psychology, or EPSY 6494 - Doctoral Practicum in School Psychology. The practicum is the joint responsibility of the school psychology faculty at the University and the participating school districts and mental health agencies, supervision is provided both on-site and within the University structure.

Practicum experiences in a school or related educational setting are a required component of program completion and graduation. Students must meet all standards and requirements necessary to complete required practicum including, but not limited to fingerprinting and/or criminal background checks. Failure to do so will result in an inability to complete the program.

It is important to note that the results of a student's criminal background check may prevent a student from completing a practicum placement. The practicum placement will make the determination whether a student can receive experiences within that site. The School cannot guarantee that a student will be accepted into any required practicum placement sites. Failure to complete all required practicum activities will prevent a student from graduating from the program.

INTERNSHIP REQUIREMENTS

The internship in school psychology complies with APA and NASP standards. The full description of the internship is outlined in the document entitled *Description of Internship (Syllabus)*. The internship occurs at or near the end of the student's formal training. The internship is the joint responsibility of the School Psychology Program and the participating school districts and internship field placements. The internship settings are selected on the basis of their appropriateness relative to the specific training objectives of the program and with sensitivity to the student's professional background and goals. The daily supervision of interns is conducted by approved field supervisors in concert with School Psychology Program faculty.

The field-based internship supervisors are either certified school psychologists, or in non-school settings, licensed psychologists. The field-based internship supervisors are responsible for no more than two interns at any

given time. The University of Connecticut internship supervisor is responsible for no more than 12 interns at any given time. Further, the University-based supervisor maintains an on-going relationship with the field-based internship supervisors. In addition, interns are required to attend bi-weekly, on-campus meetings throughout the period of their internships.

The internship is designed to enhance the development of competencies and professionalism and to be the culminating experience of the student's program. As such, the internship allows the student to participate in educational settings and the opportunity to integrate coursework, research, theory, and practical experiences in a supervised, applied setting. To be eligible for internship, the student must have: (1) completed a master's degree program in School Psychology; (2) completed all practica requirements; (3) successfully passed the master's Qualifying Examination and the National School Psychology Examination (Praxis Series 0401); and (4) for doctoral students, the dissertation proposal must have been approved. While on internship, students must enroll in a minimum of 3 credit hours per semester.

The internship occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive years. This amounts to approximately 1500 clock hours of supervised experiences relevant to the practice of school psychology of which a minimum of 600 hours must be in a school setting. Doctoral students with prior, appropriately supervised, experience in school settings are not necessarily required to complete their 1500-hour internships in schools. These students may be placed in other supervised settings that are both appropriate to the professional practice of school psychology and compliment the student's professional interests and goals.

PLEASE NOTE FOR ALL PRACTICAL EXPERIENCE:

For liability reasons, students will not receive a grade for internship/practicum until the end of their placement in June. This will allow the students to be considered UConn students through the end of their practical placements and no additional fees/credits will be needed. If all program requirements have been satisfied, students who are on internship will be able to walk in the May commencement even though their degree will not officially be conferred until August. (Doctoral students must defend their dissertations prior to the May commencement in order to walk.) Therefore, when applying for graduation, interns should follow the normal process but indicate that they intend to graduate in August. State certification eligibility will occur in August after the degree has been officially posted to the transcript.

If students plan on applying for licensure in the state of Connecticut, they will need to complete the ED170A form once internship hours are complete. To do so, follow the steps below:

1. When your internship hours are complete, you can contact the Records Division of The Graduate School to request an expedited audit of your degree program. The team lead is Terra Zuidema (terra.zuidema@uconn.edu). They have a history of completing expedited audits for international students dealing with associated visa issues, and can do so for you if there is urgent need to expedite. Otherwise the audit process will be completed in time for the August conferral date.
2. Once the degree audit has been completed, you can receive a letter from The Graduate School indicating that the degree requirements have been met. At that time, your transcript will be posted with a note indicating degree awarded. The official conferral date will be August 24th as that is the next period in which the university has a posted conferral period, but the official degree awarded date will be indicated. [If this letter does not suffice for your employer, the Neag School of Education also can produce a letter indicating that degree requirements have been met.]
3. After the degree has been awarded, you can request that the Neag School provide verification that you may proceed with request for certification (ED170A).
4. You can then move forward with your application for certification.

In order to receive financial aid during the internship year, students will need to complete the Verification of Academic Engagement form (available on financial aid's website), which will need to be signed by professor leading the internship course. The professor will also need to sign a letter confirming that you are on internship and

will receive a grade for the semester upon internship completion. Both need to be sent together to the financial aid office by the beginning of June.

Three Plans of Study (POS)

Master's – This plan of study includes classes and practicum taken during the first year.

6th Year – In addition to classes and practicum taken in the second year, internship always goes on 6th year POS.

Doctoral - MA and 6th Year credits cannot be used on the doctoral degree POS because you cannot count the same credits twice. The student receives a diploma for both the MA and 6th year and therefore neither the MA or 6th year credits should be listed on the doctoral POS.

If a student enters with a bachelors standing, there would need to be a total of 45 credits on the PhD POS (30 course credits + 15 dissertation research credits). If entering with a MA (or already have a MA granted by the school like SP students generally do) then you need a total of 30 credits listed on the PhD POS (15 course credits + 15 dissertation research credits).

Finally, on the doctoral plan the student is exempt from both the language and the residency requirements; put a NA in those sections.

Students must have a POS for the Master's degree, 6th Year degree, and Doctoral degree (if applicable). When completing the POS, the same course cannot be counted twice. Therefore, each course can only be applied to one POS. For example, courses listed on the 6th Year POS cannot also be listed on the Doctoral POS. Internship always goes on the 6th Year POS, even for Ph.D. students. The school psychology program is exempt from both the language and residency requirements. Students should write NA in these sections.

References

- American Psychological Association (2012). *Guidelines and principles for accreditation of programs in professional psychology and accreditation operating procedures*. Washington, DC: Author.
- Jacob, S., Decker, D. M., & Hartshorne, T.S. (2011). *Ethics and Law for School Psychologists* (6th Ed.). Hoboken, NJ: John Wiley and Sons.
- National Association of School Psychologists (2010). *Principles for professional ethics*. Bethesda, MD: Author.
- National Association of School Psychologists. (2010). *Standards for graduate preparation of school psychologists*. Bethesda, MD: Author.
- National Association of School Psychologists (2000). *Professional conduct manual*. Bethesda, MD: Author.

Appendix A

MASTER of ARTS/SIXTH-YEAR COURSE REQUIREMENTS in SCHOOL PSYCHOLOGY

2015-2016

(revised 1-12-16)

PSYCHOLOGICAL FOUNDATIONS

EPSY 5510 - Learning: Its Implications for Education

EPSY 5402 - Individual Differences in Learners

INTERVENTIONS/PROBLEM SOLVING

EPSY 5404 - Pupil Behavior: Studies in Clinical Diagnosis

EPSY 5403 - Intellectual Assessment

EPSY 5194 - Seminar: Procedures in Academic Assessment

EPSY 5194 - Seminar: Child Psychopathology

EPSY 5194 - Seminar: Counseling in School Psychological Practice

EPSY 5405 - Applied Behavior Analysis

EPSY 5406 - Consultation

EPSY 5194 - Seminar: Behavior Interventions

EPSY 5194 - Seminar: Academic Interventions

EPSY 5194 - Seminar: Crisis Response and Prevention

STATISTICS AND RESEARCH METHODOLOGIES

EPSY 5605 - Quantitative Methods in Research I

EPSY 5602 - Educational Tests and Measurements

EPSY 6601 - Principles and Methods in Educational Research

EPSY 6469 - Single-Subject Research in Education

PROFESSIONAL SCHOOL PSYCHOLOGY:

EPSY 5194 - Seminar: Roles and Functions of School Psychologists

EPSY 5408 - Ethics in Educational and Professional Psychology

MULTICULTURAL ASPECTS:

EPSY 5194 – Seminar: Issues of Cultural Diversity

PRACTICA

EPSY 5092 - Practicum 3 semester hours per semester for a total of 12 semester hours across four semesters.

INTERNSHIP

EPSY 5491 - School Psychology Internship 6 - 12 semester hours per semester across two semesters.

**MASTER OF ARTS/SIXTH-YEAR
SUGGESTED COURSE SEQUENCE in SCHOOL PSYCHOLOGY
2015-2016**

(Revised 1-12-16 mab)

Autumn Semester

- EPSY 5605 – Quantitative Methods I
 - Card: Tu 1-4:00 or Swami Tu 4:00-6 :30
- EPSY 5194 – Sem: Child Psychopathology
 - LaSalle: M 10:00-12:30
- EPSY 5510 – Learning
 - Beghetto: M 4:00-6:30
- EPSY 5602 – Educ. Tests & Measurements
 - Instructor: Th 1:00-4:00
- EPSY 5194 – Sem: Roles & Functions
 - Chafouleas Tu 10:00-12:30
- EPSY 5092 – Practicum
 - Bray: Arr

- EPSY 5194 – Sem: Behavioral Intervention
 - Sanetti: R 10-12:30
- EPSY 5405 – Applied Behavior Analysis
 - Simenson: M 4:00-6:30
- EPSY 5408 – Ethics M 10-12:30
 - Sanetti
- EPSY 5194 – Sem: Issues of Cultural Diversity
 - LaSalle: Tu 9:30-12
- EPSY 5406 – Consultation
 - Bray: Tu 12:30-3:00
- EPSY 5092 – Practicum
 - Bray: Arr

- EPSY 5491 – School Psychology Internship
 - Kehle: Arr

Spring Semester

First Year

- EPSY 6601 – Prin. and Meth in Educ. Res
 - Morehouse: Th 12:30-3:00
- EPSY 5194 – Sem: Crisis Response & Prev
 - Sanetti: W 10-12:30
- EPSY 5404 – Pupil Behavior
 - Stein & Gallucci: Tu 4:00-6:30
- EPSY 5403 – Intellectual Assessment
 - Driscoll: W 4:00-6:30
- EPSY 6469 – Single Subject Research
 - Jaffery: Th 4:00-6:30
- EPSY 5092 – Practicum
 - Bray: Arr

Second Year

- EPSY 5194 – Sem: Academic Assess
 - Bray: Th 12:00-2:30
- EPSY 5194 – Sem: Academic Intervention
 - LaSalle: Tu 930 -12
- EPSY 5402 – Individual Differences
 - Offered next in Spring 2017
- EPSY 5194 – Sem: Counseling in Sch Psy
 - Everett: Th 9:30-12:00
- EPSY 5092 – Practicum
 - Bray: Arr

Third Year

- EPSY 5491 – School Psychology Internship
 - Sanetti: Arr

Appendix B

DOCTOR of PHILOSOPHY COURSE REQUIREMENTS in SCHOOL PSYCHOLOGY 2015-2016

(revised 8-27-15)

I. The breadth of scientific psychology (biological, cognitive, and social aspects), its history, and its research methods and applications:

- A. BIOLOGICAL ASPECTS OF BEHAVIOR
PSYC 5140 - Foundations of Neuropsychology
- B. COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR
EPSY 5510 - Learning: Its Implications to Education
- C. SOCIAL ASPECTS OF BEHAVIOR
EPSY 5194 - Advanced Social Psychology
- D. HISTORY AND SYSTEMS IN PSYCHOLOGY
EPSY 5194 - Seminar: History of Psychology
- E. PSYCHOLOGICAL MEASUREMENT
EPSY 5602 - Educational Tests and Measurements
- F. RESEARCH METHODOLOGY
EPSY 6469 - Single-Subject Research in Education
EPSY 6601 - Methods and Techniques of Educational Research
EPSY 6194 - Doctoral Seminar: Research in School Psychology
- G. TECHNIQUES of DATA ANALYSIS
EPSY 5605 - Quantitative Methods in Research I
EPSY 5607 - Quantitative Methods in Research II
EPSY 5610 - Applied Regression Analysis, or STAT 5105

II. The scientific, methodological, and theoretical foundations of practice in the substantive areas of professional psychology.

- A. INDIVIDUAL DIFFERENCES IN BEHAVIOR
EPSY 5402 - Individual Differences in Learners
- B. HUMAN DEVELOPMENT
EPSY 5318 - Human Growth and Development
- C. DYSFUNCTIONAL BEHAVIOR OR PSYCHOPATHOLOGY
EPSY 5194 - Seminar: Child Psychopathology
- D. PROFESSIONAL STANDARDS AND ETHICS
EPSY 5194 - Seminar: Roles and Functions of School Psychologists
EPSY 5408 - Ethics in Educational and Professional Psychology
EPSY 5194 - Seminar: Technical Writing (1 credit)
EPSY 5540 - Research Ethics (2 credits)

III. Assessment, diagnosis, and the design of interventions.

- A. THEORIES AND METHODS OF ASSESSMENT AND DIAGNOSIS

EPSY 5404 - Pupil Behavior: Studies in Clinical Diagnosis
EPSY 5403 - Intellectual Assessment
EPSY 5194 - Seminar: Procedures in Academic Assessment

B. THEORIES AND METHODS OF EFFECTIVE INTERVENTION

EPSY 5194 - Seminar: Counseling in School Psychological Practice
EPSY 5405 - Applied Behavior Analysis
EPSY 5194 - Seminar: Behavior Intervention
EPSY 5194 - Seminar: Academic Intervention
EPSY 5194 - Seminar Crisis Response and Prevention

C. THEORIES AND METHODS OF CONSULTATION

EPSY 5406 - Consultation

D. ISSUES OF CULTURAL DIVERSITY AND INDIVIDUAL DIVERSITY

EPSY 5194 - Seminar: Issues in Cultural Diversity

E. THEORIES AND METHODS OF EVALUATING THE EFFICACY OF INTERVENTIONS

(embedded in the above courses dealing with research methodology, effective prevention and intervention and incorporated into both practicum and internship experiences).

IV. EPSY 6494 - Doctoral Practicum in School Psychology for a total of 18 semester hours across 6 semesters.

V. EPSY 6491 - Doctoral Internship in School Psychology for a total of 6 to 12 semester hours.

VI. GRAD 6950 - Doctoral Dissertation Research (at least 15 credits must be included in the plan of study).

DOCTORAL PROGRAM
SUGGESTED COURSE SEQUENCE in SCHOOL PSYCHOLOGY
2015-2016

(Revised 1-12-16 mab)

Autumn Semester

- EPSY 5605 – Quantitative Methods I
 - Card: Tu 1-4:00 or Swami Tu 4 -6:30
- EPSY 5194 – Sem: Child Psychopathology
 - LaSalle: M 10:00-12:30
- EPSY 5510 – Learning
 - Beghetto: M 4:00-6:30
- EPSY 5602 – Educ. Tests & Measurements
 - Instructor: Th 1:00-4:00
- EPSY 5194 – Sem: Roles & Functions
 - Chafouleas: Tu 10:00-12:30

- EPSY 5194 – Sem: Behavioral Intervention
 - Sanetti: R 10-12:30
- EPSY 5405 – Applied Behavior Analysis
 - Simenson: M 4:00-6:30
- EPSY 5408 – Ethics
 - Sanetti-M 10-12:30
- EPSY 5406 – Consultation
 - Bray: Tu 12:30-3:00
- EPSY 6601 – Meth and Tech of Educ Res
 - Online Rhoads: Th 4:00-6:30 or EPSY 6651
- EPSY 6494 – Doctoral Practicum
 - Bray: Arr

- EPSY 5194 – Sem: Issues of Cultural Diversity
 - LaSalle Tu 9:30-12
- PSYC 5140 – Foundations of Neuropsychology
- EPSY 5610 – Applied Regression Analysis
 - M 12:30-3:00
- EPSY 6194 – Doc Sem: Res in School Psych
 - Chafouleas: Tu 200-4:30
- EPSY 6494 – Doctoral Practicum
 - Bray: Arr

- GRAD 6950 – Doctoral Dissertation Research
 - 1-9 credits
- EPSY 5194 – Seminar: History in Psychology
 - Kehle: W 10-12:30
- EPSY 6494 – Doctoral Practicum
 - Bray: Arr

- EPSY 6491 – Doctoral Internship in School Psychology
 - Kehle: Arr

Spring Semester

First Year

- EPSY 5607 – Quantitative Methods II
 - Rogers: M 4:00-6:30
- EPSY 5194 – Sem: Crisis Response & Prev
 - Sanetti: W 10-12:30
- EPSY 5404 – Pupil Behavior
 - Stein & Gallucci: Tu 4:00-6:30
- EPSY 5403 – Intellectual Assessment
 - Driscoll: W 4:00-6:30
- EPSY 6469 – Single Subject Research
 - Jaffery: Th 4:00-6:30
- EPSY 6494 – Doctoral Practicum
 - Bray: Arr

Second Year

- EPSY 5194 – Sem: Academic Assess
 - Bray: Th 12:00-2:30
- EPSY 5194 – Sem: Academic Intervention
 - LaSalle Tu 9:30-12
- EPSY 5402 – Individual Differences
 - Offered next in Spring 2017
- EPSY 5194 – Sem: Technical Writing (1 credit)
 - Sanetti: W 8:15-9:45
- EPSY 6494 – Doctoral Practicum
 - Bray: Arr

Third Year

- GRAD 6950 – Doctoral Dissertation Research
 - 1-9 credits
- EPSY 5194 – Sem: Counseling in Sch Psy
 - Everett: Th 9:30-12:00
- EPSY 5318 – Human Growth and Development
- EPSY 6494 – Doctoral Practicum
 - Bray: Arr

Fourth Year

- GRAD 6950 – Doctoral Dissertation Research
 - 1-9 credits
- EPSY 5194 – Social Psychology
 - Instructor: M 4:00-6:30
- EPSY 6494 – Doctoral Practicum
 - Bray: Arr

Fifth Year

- EPSY 6491 – Doctoral Internship in School Psychology
 - Sanetti: Arr

For further information contact:

Melissa A. Bray, Ph.D.
Professor and Director, School Psychology
Department of Educational Psychology
University of Connecticut
Storrs, Connecticut 06269-2064

PHONE 860-486-0167
FAX 860-486-0180
e-mail: mabray@uconn.edu
<http://www.uconn.edu>
<http://schoolpsych.education.uconn.edu/>