



## **SCHOOL PSYCHOLOGY**

### **Graduate Program Handbook**

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

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This publication is available in alternative format upon request.

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## INTRODUCTION TO THE PROGRAMS

The Department of Educational Psychology sponsors master of arts/sixth-year and doctor of philosophy programs in school psychology. The mission of the school psychology program at the University of Connecticut is to prepare scientist-practitioners whose primary professional interests involve children, families, and the educational process. The program orientation emphasizes integration of theory and research relative to enhancing individual development, stressing an empirically-informed approach.

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 Council for Accreditation of Educator Preparation (CAEP) and is approved by the National Association of School Psychologists (NASP) and the Connecticut State Board of Education. The program requirements fulfill the certification requirements of most other states. The master of arts/sixth-year certification program requires a minimum of 72 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 health service psychology. The training is designed to prepare students for the practice of health service 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. Given this mission, the aims are to prepare psychologists who are knowledgeable and competent in: (1) research with relevance to psychology and the specialty area of school psychology, (2) the practice of health service psychology, and (3) the specialty area of school psychology. These aims facilitate preparation of health service psychologists who will practice in schools or other educationally-related settings that will meet the professional employment demands for: psychologists in psychoeducational research; mental health research specialists in child psychology; psychologists in child treatment agencies, hospitals, and private practice; and 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](http://www.apa.org/ed/accreditation)) and as such complies with the guidelines and principles for accreditation of programs in health service 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 4-5 years from the baccalaureate degree to complete all doctoral requirements. This involves approximately 110 semester hours of coursework from the baccalaureate, including 15 hours of dissertation research, and a 1500-hour internship that meets the requirements for 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.

## FACULTY

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.
- Jacqueline M. Caemmerer, Ph.D., University of Texas – Austin  
Assistant Professor, School Psychology Program, Department of Educational Psychology
- Sandra M. Chafouleas, Ph.D., Syracuse University  
Board of Trustees Distinguished Professor, School Psychology Program, Department of Educational Psychology.  
Co-Director, UConn Collaboratory on School and Child Health (CSCH).
- Lisa M. Hagermoser Sanetti, Ph.D., University of Wisconsin-Madison  
Professor, School Psychology Program, Department of Educational Psychology
- Tamika La Salle, Ph.D., Georgia State University  
Associate Professor, School Psychology Program, Department of Educational Psychology

### *Associated Faculty:*

- Deborah Fein, Ph.D., Rutgers University  
Board of Trustees Distinguished Professor, Department of Psychological Sciences
- Eric Loken, Ph.D., Harvard University  
Associate Professor, Research Methods, Measurement, & Evaluation Program, Department of Educational Psychology
- Betsy McCoach, Ph.D., University of Connecticut  
Professor, Research Methods, Measurement, & Evaluation Program, Department of Educational Psychology
- James M. O'Neil, Ph.D., University of Maryland  
Professor, School Counseling Program, Department of Educational Psychology
- Christopher Rhoads, Ph.D., Northwestern University  
Associate Professor, Research Methods, Measurement and Evaluation Program, Department of Educational Psychology
- John Salamone, Ph.D., Emory University  
Board of Trustees Distinguished Professor, Department of Psychological Sciences

## PROGRAM PHILOSOPHY

The program's philosophy and training adhere to the scientist-practitioner model that assumes 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.

## GOALS OF THE PROGRAMS

The goals of both the master's/sixth-year and doctoral programs are to ensure that each student exhibits personal characteristics, academic knowledge, and practitioner competencies that fully qualify them as a professional. The program's three goals of professional characteristics, academic knowledge, and practitioner competencies are overarching, interrelated, inexorably linked and influence each other. The faculty consider these goals as fundamental to 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. The related objectives and competencies can be found in Appendix B.

## STUDENT ADMISSIONS, OUTCOMES, AND OTHER DATA

*\*Note. Data Tables are updated annually in the fall of each year, following completion and analyses of cohort data from the prior academic year (Aug – Aug).*

### Fall 2020 Matriculation

Regarding Fall 2020 matriculation, the pools consisted of 39 applicants to the master's/sixth-year program, and 26 applicants to the doctoral program. From these pools, a total of 9 female students matriculated into either the doctoral (5 students) or master's/sixth-year (4 students) programs and a total of 3 male students matriculated into either the doctoral (1 student) or master's/sixth-year (2 students) programs. The mean total Graduate Record Examination score of the doctoral applicants matriculated in Fall 2020 was 304.8 (verbal = 154.3; quantitative = 150.5). The mean total Graduate Record Examination score of the master's/sixth-year applicants matriculated in 2020 was 298.5 (verbal = 150.8; quantitative = 147.7).

Currently, there are 33 doctoral and 19 master's/sixth-year students pursuing advanced degrees in the school psychology program.

### Time to Completion

For the last 10 years, since 2011-12, 93.5% of the master's/sixth-year students have completed the program within 3 years and 6.5% have completed within 4 years

Since 2011-12, the program has graduated 48 doctoral students. On average, the doctoral students require 4.9 years to graduate. The median was 4.2 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 a UConn school psychology program for at least 3 years, even if they already have a master's/sixth-year degree. The table below contains information about time to completion for doctoral students only.

| Outcome   | Year in Which Degrees were Conferred |    |           |     |           |    |           |    |           |    |           |    |           |    |           |    |           |    |           |    |       |    |
|---|--------------------------------------|----|-----------|-----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-------|----|
|   | 2011-2012                            |    | 2012-2013 |     | 2013-2014 |    | 2014-2015 |    | 2015-2016 |    | 2016-2017 |    | 2017-2018 |    | 2018-2019 |    | 2019-2020 |    | 2020-2021 |    | Total |    |
| Total number of students with doctoral degree conferred on transcript | 2                                    |    | 6         |     | 7         |    | 8         |    | 4         |    | 5         |    | 2         |    | 5         |    | 7         |    | 2         |    | 48    |    |
| Mean number of years to complete the program                          | 5.0                                  |    | 3.9       |     | 3.9       |    | 5.8       |    | 3.8       |    | 3.8       |    | 6.3       |    | 5.9       |    | 6.0       |    | 4.2       |    | 4.9   |    |
| Median number of years to complete the program                        | 5.0                                  |    | 4.0       |     | 4.0       |    | 4.0       |    | 3.7       |    | 3.3       |    | 6.3       |    | 6.0       |    | 5.0       |    | 4.2       |    | 4.2   |    |
| <b>Time to Degree Ranges</b>  | N                                    | %  | N         | %   | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N     | %  |
| Students in less than 5 years   | 1                                    | 50 | 6         | 100 | 5         | 71 | 5         | 63 | 3         | 75 | 4         | 80 | 1         | 50 | 1         | 20 | 2         | 29 | 1         | 50 | 29    | 60 |
| Students in 5 years   | 1                                    | 50 | 0         | 0   | 2         | 29 | 2         | 25 | 1         | 25 | 0         | 0  | 0         | 0  | 1         | 20 | 2         | 29 | 0         | 0  | 9     | 19 |
| Students in 6 years   | 0                                    | 0  | 0         | 0   | 0         | 0  | 0         | 0  | 0         | 0  | 1         | 20 | 0         | 0  | 2         | 40 | 1         | 14 | 1         | 50 | 5     | 10 |
| Students in 7 years   | 0                                    | 0  | 0         | 0   | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0     | 0  |
| Students in more than 7 years   | 0                                    | 0  | 0         | 0   | 0         | 0  | 1         | 13 | 0         | 0  | 0         | 0  | 1         | 50 | 1         | 20 | 2         | 29 | 0         | 0  | 5     | 10 |

### Program Costs

| Description  | 2020-2021 1 <sup>st</sup> -year Cohort Cost |
|--|---|
| Tuition for full-time students (in-state)  | \$17,532                                    |
| Tuition for full-time students (out-of-state)  | \$39,444                                    |
| 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   | \$2,820                                     |
| Additional estimated fees or costs to students (e.g., books, travels, etc.)  | \$4,284                                     |

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, available at: <http://gradcatalog.uconn.edu/>

### Internship Data

All matriculated master's/sixth-year and doctoral students for the last 10 years, since 2011, have completed supervised internships. The following tables provide data exclusively for doctoral students.

**Internship Placement – Table 1**

| Outcome  | Year Applied for Internship |     |           |     |           |     |           |     |           |     |           |     |           |     |           |     |           |     |           |     |    |
|--|-----------------------------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|----|
|  | 2011-2012                   |     | 2012-2013 |     | 2013-2014 |     | 2014-2015 |     | 2015-2016 |     | 2016-2017 |     | 2017-2018 |     | 2018-2019 |     | 2019-2020 |     | 2020-2021 |     |    |
|  | N                           | %   | N         | %   | N         | %   | 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   | 0         | 0   | 0         | 1   | 25        | 1   | 25 |
| Students who obtained APPIC member internships that were not APA/CPA-accredited                          | 0                           | 0   | 0         | 0   | 0         | 0   | 0         | 0   | 0         | 0   | 0         | 0   | 3         | 60  | 2         | 0   | 1         | 25  | 1         | 25  |    |
| Students who obtained other membership organization internship (CAPIC) that were not APA/CPA-accredited  | 0                           | 0   | 0         | 0   | 0         | 0   | 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        | 7                           | 88  | 6         | 67  | 5         | 100 | 6         | 86  | 3         | 100 | 0         | 0   | 2         | 40  | 4         | 57  | 1         | 25  | 1         | 25  |    |
| Students who obtained other internships that were not APA/CPA-accredited                                 | 1                           | 13  | 3         | 33  | 0         | 0   | 1         | 14  | 0         | 0   | 1         | 100 | 0         | 0   | 1         | 14  | 1         | 25  | 1         | 25  |    |
| Students who obtained any internship   | 8                           | 100 | 9         | 100 | 5         | 100 | 7         | 100 | 3         | 100 | 1         | 100 | 5         | 100 | 7         | 100 | 4         | 100 | 4         | 100 |    |
| Students who sought or applied for internships including those who withdrew from the application process | 8                           | -   | 9         | -   | 5         | -   | 7         | -   | 3         | -   | 1         | -   | 5         | -   | 7         | -   | 4         | -   | 4         | -   |    |

**Internship Placement – Table 2**

| Outcome  | Year Applied for Internship |     |           |     |           |     |           |     |           |     |           |     |           |     |           |     |           |    |           |     |
|--|-----------------------------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|----|-----------|-----|
|  | 2011-2012                   |     | 2012-2013 |     | 2013-2014 |     | 2014-2015 |     | 2015-2016 |     | 2016-2017 |     | 2017-2018 |     | 2018-2019 |     | 2019-2020 |    | 2020-2021 |     |
|  | N                           | %   | N         | %   | N         | %   | N         | %   | N         | %   | N         | %   | N         | %   | N         | %   | N         | %  | N         | %   |
| Students who sought or applied for internships including those who withdrew from the application process | 8                           | -   | 9         | -   | 5         | -   | 7         | -   | 3         | -   | 1         | -   | 5         | -   | 7         | -   | 4         | -  | 4         | -   |
| Students who obtained paid internships   | 8                           | 100 | 9         | 100 | 5         | 100 | 7         | 100 | 3         | 100 | 1         | 100 | 5         | 100 | 7         | 100 | 3         | 75 | 4         | 100 |
| Students who obtained half-time internships  | 0                           | 0   | 0         | 0   | 0         | 0   | 0         | 0   | 0         | 0   | 0         | 0   | 0         | 0   | 0         | 0   | 0         | 0  | 0         | 0   |

**Attrition**

There were 74 students who entered the master’s/sixth-year program in school psychology during the 10-year period 2011-2021. All of these students completed the program or are still enrolled. With respect to the doctoral program, there were 57 students who entered the PhD program during the 10-year period 2011-2021. Of this number, 7 students, or 12% did not complete the program for reasons that primarily involved a change in their career aspirations.

| Variable  | Year of First Enrollment |    |           |    |           |    |           |     |           |    |           |    |           |    |           |    |           |     |           |     |
|---|--------------------------|----|-----------|----|-----------|----|-----------|-----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|-----|-----------|-----|
|   | 2011-2012                |    | 2012-2013 |    | 2013-2014 |    | 2014-2015 |     | 2015-2016 |    | 2016-2017 |    | 2017-2018 |    | 2018-2019 |    | 2019-2020 |     | 2020-2021 |     |
|   | N                        | %  | N         | %  | N         | %  | N         | %   | N         | %  | N         | %  | N         | %  | N         | %  | N         | %   | N         | %   |
| Students for whom this is the year of first enrollment (i.e., new students)                       | 8                        | -  | 8         | -  | 8         | -  | 4         | -   | 5         | -  | 3         | -  | 8         | -  | 3         | -  | 4         | -   | 6         | -   |
| Students whose doctoral degrees were conferred on their transcripts                               | 5                        | 63 | 5         | 63 | 7         | 88 | 4         | 100 | 4         | 80 | 1         | 33 | 1         | 13 | 1         | 33 | 0         | 0   | 0         | 0   |
| Students still enrolled in the program  | 1                        | 0  | 0         | 0  | 1         | 13 | 0         | 0   | 1         | 20 | 2         | 67 | 6         | 75 | 2         | 67 | 4         | 100 | 6         | 100 |
| Students no longer enrolled in the program for any reason other than conferral of doctoral degree | 2                        | 38 | 3         | 38 | 0         | 0  | 0         | 0   | 0         | 0  | 0         | 0  | 1         | 13 | 0         | 0  | 0         | 0   | 0         | 0   |

### Licensure

All students who have entered the master's/sixth-year or the doctoral program directly from the baccalaureate degree have passed the Praxis – School Psychology (0401- prior to 9/2014 or 5402- 9/2014 to present) Test prior to internship and therefore were eligible to obtain National Certification in School Psychology (NCSP). 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.

For the last 10 years, since 2011-2012, 48 students completed their doctoral programs; 46 of these students completed their doctoral programs between 2-10 years ago. Of this number, 9 students have been licensed by the Boards of Psychology in their state.

| Outcome   | 2011-2021 |
|---|-----------|
| The total number of program students (doctoral degrees conferred on transcript) between 2 and 10 years ago        | 46        |
| The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years | 9         |
| Licensure percentage  | 20%       |

### SELECTION OF STUDENTS

General prerequisites for graduate study in the program include undergraduate and/or previous graduate preparation in psychology, education, or related disciplines. The application of previous graduate coursework to the fulfillment of various requirements should be discussed with the student's major advisor and is decided on a case-by-case basis (please refer to the "Course Waiver" and "Transfer Credit" policies in the policies section of this handbook for more information). The program uses a holistic review process that engages multiple admissions criteria in the selection of students. These criteria include indicators such as 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 promoting affirmative action and providing equal opportunity to ensure non-discriminatory work and learning environments.

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. Generally, applicants' credentials are reviewed in January, and applicants will be notified concerning the status of their applications in late February. Applicants are expected to respond to the program's offer of admission to the master's/sixth-year or Ph.D. program by April 15<sup>th</sup>; applicants who do not inform the program of their intent by this date may have their admissions offer rescinded.

## ASSISTANTSHIPS, FELLOWSHIPS, AND OTHER AID

School psychology students may be able to secure graduate assistantships, although they are not guaranteed. Students who declare intent to matriculate or are already matriculated in the program will be informed of graduate assistantship opportunities as they are posted via regular program communications. Students interested in obtaining a graduate assistantship, however, should be active participants in independently seeking opportunities.

Graduate assistantships are funded through a variety of opportunities, and may be through the Neag School of Education or university-at-large, with funding sources as internal or extramural sources. University-wide established requirements for eligibility, types and duration, and related information is posted by the UConn Graduate School: <https://grad.uconn.edu/financing/assistantships/>.

As noted, the stipends and related benefits (e.g. tuition remission, health care) are established as part of contractual negotiations between the University and the UConn Graduate Employee Union (<https://uconngradunion.org/>). Stipend rates are aligned on the basis of the progress the student is making toward their degree completion and typically range from full time (approximately 20 hours per week) to half time (approximately 10 hours per week). Updated information is provided by the UConn Graduate School: <https://grad.uconn.edu/financing/assistantships/>.

The University also makes available financial assistance programs based on academic merit or financial need. These include opportunities such as dissertation fellowships, summer fellowships, pre-doctoral fellowships, dissertation extraordinary expense awards, and related programs.

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](http://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](http://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, available at: <http://gradcatalog.uconn.edu/>.

## DOCTOR OF PHILOSOPHY PROGRAM

The doctoral program is designed to be at least four academic years of full-time study, in addition to a full-time internship. Thus, students typically take 4-5 years from the baccalaureate degree to complete all doctoral requirements. The requirements involve approximately 110 semester hours of coursework, including 9 hours of coursework related to an Area of Integrated Concentration, 15 hours of dissertation research, and a 1500-hour internship that meets the requirements for school psychology.

All courses, seminars, and other learning experiences are restricted to graduate-level students. The application of previous graduate coursework to the fulfillment of various requirements should be discussed with the student's major advisor and is decided on a case-by-case basis (please refer to the "Course Waiver" and "Transfer Credit" policies in the policies section of this handbook for more information). 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 a UConn school psychology program for at least three years, even if they have already obtained a MA/6<sup>th</sup> 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. See Appendix C for the doctoral courses and course sequence. Students should register for classes following the course sequence, unless a deviation is approved by the student's major advisor.

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 individual differences/dysfunctional behavior, and intellectual and behavioral assessment. Students are involved in practicum across both semesters.

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 also take courses that (a) deal with ethics and professional practice; (b) continue building assessment skills; and (c) address the design, implementation, and evaluation of intervention across domains of functioning. 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 social aspects of psychology, the history of psychology, and increasing skills related to the professional practice of school psychology. Throughout the year, 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 a course about the developmental aspects 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.

In addition to the sequence required of all doctoral students, each student will complete an **Advanced Integrated Concentration (AIC)**, which includes a minimum of 9 additional credits (i.e. 3 courses). As noted, the aims of the program's doctoral training are to prepare psychologists who are knowledgeable and competent in research, practice of health service psychology, and the specialty area of school psychology. At the doctoral-level, students acquire discipline-specific knowledge and refine skills across a range of profession-wide competencies (e.g., assessment, prevention/intervention, consultation). Throughout their doctoral program, students work closely with faculty in designing their complete program of study that reflects their particular interests within health service psychology and the specialty area of school psychology. As such, doctoral students are expected to develop an Advanced Integrated Concentration (AIC) that reflects their particular interests and intended area of specialization.

Through further study in a related area, the AIC requirement offers opportunity to enrich their preparation as a health service psychologist with specialty in school psychology. Thus, each doctoral student develops an AIC that aligns with their particular interests and area of specialization within school psychology.

Courses selected for the AIC can be combined with courses taken as part of the program of study; however, the courses for the concentration require courses that amount to a minimum of 9 credit hours beyond the program's existing required courses. Students are strongly encouraged to select from any of the various graduate certificate programs, provided at the following link: <https://grad.uconn.edu/programs/>

- Click the Graduate option in the Degrees section
- Select Areas of Interest (e.g., Education)
- Review certificate programs/ gain approval from faculty advisor
- Follow certificate procedures; such procedures may include submitting an application

#### Things to Know:

- In unique cases, if a student wishes to create an individualized AIC, the classes must be approved by the graduate student's advisor prior to enrollment. If consent is not granted prior to enrollment, the course may not be counted towards the 9-hour requirement.
- Students' are typically expected to take the AIC courses during their 3<sup>rd</sup> and 4<sup>th</sup> years in the program. In some cases, classes may be taken during internship year (e.g., online courses)
- Some graduate certificate programs may be run fully online and/or be revenue generating- in such cases, there may be an additional fee to complete the certificate.

- Completion of the AIC is a requirement for graduation, and is included as part of your Projected/Final Course Sequence artifact for your Pre-Internship Portfolio review requirement to ensure that all graduate coursework and experiences are complete before conferral of the doctoral degree.

To submit AIC courses for advisor approval, complete the Area of Advanced Integration Form (on School Psychology Program website, under “Current Students → Forms and Resources”) and submit to your advisor with a brief description of how the AIC courses will inform your future research and/or practice.

## **Ph.D. Examinations**

**General examination.** Students must pass the doctoral program’s comprehensive examination as part of their graduation requirements. Students are evaluated on their ability to integrate and apply their doctoral studies to the exam questions, responses to professional issues, and ability to function as school psychologists. Students will not receive approval to seek a doctoral-level internship or to defend their dissertation until they have passed the comprehensive examination.

The general examination is designed to align with the APA standards of accreditation for health service psychology, specifically as relevant to (a) category 2 of discipline-specific knowledge in advanced integrative knowledge of discipline-specific knowledge and (b) profession-wide competencies. The Comprehensive Examination Committee (CEC) will develop two questions to provide you with an opportunity to demonstrate your expertise and integration of professional wide competencies. The comprehensive exam is meant to be an assessment of student knowledge and understanding of school psychology research and practice.

**Eligible Students.** The comprehensive exam will generally be administered upon completion of the majority of your coursework. Timing will be determined in consultation with your major advisor, but generally would be at the start of the fall semester of your 4<sup>th</sup> year for students entering with a Bachelor’s. To be eligible to sit for the comprehensive examination, doctoral Students must have: (a) a cumulative grade point average of 3.0 or better, (b) an approved [Doctoral Plan of Study](#) on file in the Graduate School, and (c) completed 75% of coursework from an approved Doctoral Plan of Study.

**Registration Deadline.** Students must notify the Comprehensive Exam Chair of intent to participate in the comprehensive exam in the Spring semester immediately preceding the fall in which the comprehensive exam will be administered.

**Guidelines.** The student is expected to independently complete the written responses. Students should not collaborate or discuss responses with others. Students may, however, use notes, books, and other resources to complete the responses. The student may use up to 30 pages (including tables, figures, references, appendix) to respond to each of the questions (i.e., 60 pages total). Responses should be (a) completed in Microsoft Word, (b) typed in 12pt. Times New Roman or 11pt. Calibri font (c) double spaced, and (d) formatted with one-inch margins. The student is expected to cite sources and to include a list of references with the response to each question. Although the faculty are primarily interested in the content of your responses, the student should edit all work to limit errors in spelling, grammar, or APA Style (7th edition).

**Scoring.** The CEC will score the exam questions on a variety of factors, including but not limited to the integration of theory and practice, providing direct (i.e., clear writing style) and complete responses, sufficient and appropriate supplemental materials and references to current and seminal research literature. All committee members will score each question as Pass, Revise, or Fail/Re-take. Passing the comprehensive examination requires consensus of a passing for each question among four out of five faculty members, one of which must be the student’s major advisor.

**Notification of Results.** The CEC Chair will notify students of their examination results, in writing, no later than six weeks following the exam. The Graduate School will be formally notified of the comprehensive examination results for each student. Students are responsible for filing [The Report on the General Education for the Doctoral Degree](#) with the Graduate School after receiving notification of passing from the CEC. Students may receive the following results: Pass, Revise, or Fail/Re-take.

**Exam Retest, if Applicable.** The CEC has the discretion to require Students who do not successfully pass the comprehensive examination to re-take the entire or a portion of the comprehensive examination. The re-test may be administered orally or in writing, which is at the discretion of the CEC. The date for a second examination will be determined by the CEC Chair and the student's major advisor.

**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 their advisory committee. *Note: Specific guidelines regarding dissertation procedures can be obtained from the Department of Educational Psychology, and are referred to in the program timeline.*

**Final examination.** Guidelines for the final examination follow the rules as specified by the University (see Graduate Catalog). 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 enter the program in the year stated in this handbook. Current students may follow the course sequence in the handbook that they received as incoming students.

## MASTER OF ARTS/SIXTH-YEAR PROGRAM

The program requires a minimum of 72 semester hours of graduate coursework including practica and internship; however, the master's degree is awarded in the second year, after 30 semester hours of coursework and a passing score on the master's examination. The sixth-year diploma is awarded after completion of the remaining 36 semester hours of coursework, including a passing score on the sixth-year comprehensive examination as well as 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. Please see Appendix C for the master's/sixth-year plan courses and course sequence.

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 Praxis Series - School Psychologist (code 5402), which is administered by the Educational Testing Service. This serves as the *Final Examination for the Master's Degree*. Students take the examination during the second year in the program (typically in the spring), after admission to the sixth-year program and 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. 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 submit the *Final Examination for the Master's Degree* paperwork to the Graduate School. Note that doctoral students are required to score within or above the average range for each content area to meet the program minimum levels of achievement.

After successfully receiving a passing score on the pre-internship portfolio (*Final Examination for the Sixth-Year Diploma*) and successful completion of the internship, students will receive their sixth-year diploma, and are eligible for state-specific certification in school psychology and to submit materials to obtain the credential as a Nationally Certified School Psychologist (NCSP).

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

### **PERFORMANCE-BASED ASSESSMENT**

The School Psychology Program faculty uses 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 5402); (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., pre-internship 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 and earlier sections of this document. The portfolio requirements and review process are described in detail in separate pre-internship and internship portfolio manuals. The students' annual review and general exam will be evaluated in conjunction with the performance-based assessment. A brief overview of the pre-internship portfolio is provided below, with detail found in the corresponding pre-internship portfolio manual.

The pre-internship portfolio consists of work samples completed throughout the program in coursework and practica (e.g., psychoeducational evaluation, consultation case study, functional behavior assessment, behavior support plan), professional documents (e.g., statement of professional goals, curriculum vitae), practicum and self-evaluations, and other relevant program-related documents (e.g., transcript, projected course sequence, program

timeline). As specified in the pre-internship portfolio manual, work samples (artifacts) correspond with program objectives and are aligned with NASP and APA stated standards for training. The portfolio provides students with a means for purposeful self-appraisal of professional knowledge, skills, competencies, and dispositions as they progress through the program. The portfolio allows faculty to provide each student with feedback at least annually regarding attainment of competencies and dispositions necessary to be a school psychologist. Through self- and faculty-provided feedback, students know where they are doing well, and in which areas further experience or skill development may be needed. Finally, the faculty of the school psychology program use portfolios to assess the effectiveness of the training program. Faculty summarize and analyze results of portfolio reviews annually and use these data to inform program improvements.

## **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 Practicum Syllabus. 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 pursuing the master's/sixth year degree are required to earn a minimum of 400 practicum hours across their first two consecutive years. Students pursuing the doctoral degree who enter the program with a bachelor's degree are required to earn a minimum of 800 practicum/advanced practicum hours across their first four consecutive years. Students pursuing the doctoral degree who enter the program with a specialist-level degree in school psychology are required to earn a minimum of 250 practicum/advanced practicum hours. It is expected that first-year students complete practicum for a minimum of 8 hours per week and advanced students complete at least 10 hours per week. Students are required to complete practicum rotations in elementary and middle/high school settings, as well as a diverse setting.

Practicum supervisors must hold a valid state credential for the setting in which they are employed; have a minimum of 3 years of full-time experience as a credentialed school psychologist or psychologist and are employed as a regular employee or consultant by the district or agency; and have education and/or experience in the supervision of school personnel.

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.

For liability reasons, students will not receive a grade for 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.

Any student who wishes to complete a summer practica placement must contact Dr. Bray to enroll in practicum credits for university-based supervision.

## 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 *School Psychology Program Internship Manual*. 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 for master's/sixth-year interns are certified school psychologists. The field-based internship supervisors for doctoral interns are licensed psychologists. Supervisors must have at least 3 years of full-time experience working as a school psychologist or psychologist. 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 doctoral 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 expected to attend seminar meetings (either in person or through video conference) 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 met all the following requirements prior to signing any contract or internship agreement with an internship site:

1. Completed all required coursework with no remaining Incomplete courses.
2. Completed all practica requirements.
3. Passed the *Praxis-School Psychology* examination. (as needed, also serves as the *Master's Degree Qualifying Examination*)
4. Passed the Pre-Internship Portfolio. (as needed, also serves as the *Sixth-Year Degree Qualifying Examination*)
5. For doctoral students, successfully defended their dissertation proposals.

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 at least 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 (see Internship Manual for more details).

The internship is the culminating clinical experience in the school psychology program, thus requiring the dedication and complete attention as expected of full-time work in the field. Students are considered to have full-time commitments throughout the internship year (e.g., 5 days a week, 1500 hours over the year). As such, students are ineligible to hold a graduate assistantship position as this would conflict with the full-time status of internship. The Provost's Office, Graduate School, and the Dean of the Neag School of Education have determined that school psychology interns, regardless of the availability of payment from the internship site, may be eligible for the [Provost's Professional Internship Program for Public Outreach, Service, and Engagement](#). As such, school psychology interns may be eligible to receive both a tuition and health insurance subsidy during internship. Further,

in some cases, students are able to arrange a contract for a position defined as “intern”, which consists of a collaborative agreement between UConn and a local agency (for employment definitions, see <http://policy.uconn.edu/2015/07/23/guideline-for-the-employment-of-graduate-students/>). In addition, some students may be able to obtain a stipend directly from the local agency, and thus, would not have a specified contract through UConn. Students who are considering any other outside employment during the internship year must consult with their advisor prior to engaging in these activities.

## **ADDITIONAL INFORMATION**

### **Forms and Resources**

Current students should visit the Forms and Resources page of the program website to access various documents needed for successful completion of program requirements. Among others, these include the pre-internship and internship portfolio manuals, timeline to completion document, and relevant ethics codes (i.e., NASP and APA). Students should also visit the Graduate School website (<http://grad.uconn.edu/current-students/forms/>) to obtain important forms, such as: plan of studies; final examination paperwork for the master’s, sixth-year, and doctoral degrees; and dissertation paperwork.

### **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. Please visit the following websites for more information: <http://reslife.uconn.edu/graduate-housing/> and <https://offcampushousing.uconn.edu/>.

### **Travel Funding**

Travel funding may be available on a competitive basis through the Neag School or The Graduate School, or other sources. For more information, please visit the following website: <https://travel.uconn.edu> or see the Administrative Assistants in the EPSY office. All travel guidelines, including procedures for reimbursement using any university funds, in effect at the University of Connecticut apply to graduate students.

## **REFERENCES**

- American Psychological Association, Commission on Accreditation. (2015). Standards of accreditation for health service psychology. Washington, DC: Author
- National Association of School Psychologists (2020). The professional standards of the National Association of School Psychologists. Bethesda, MD: Author.

## APPENDIX A. PROGRAM POLICIES

**This section of the handbook provides an overview of program-wide policies, which are driven by interactions with institution-level and external contexts governing health service psychology and school psychology. Note that program policies may be subject to change during a student's program of study.**

### Advisory Committee

Each student, upon formal admission to the graduate program in school psychology, is assigned a major advisor who is one of the 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.*"

### Continuous Registration

All students must maintain registration continuously each semester (except summer sessions) until all requirements for the degree have been completed. Registration may be maintained either by taking coursework for credit or by registering for one of the non-credit Continuing Registration courses. For school psychology doctoral students, the most applicable non-credit course is Doctoral Dissertation Preparation (GRAD 6999). Non-credit registration requires payment of University fees. It is extremely important that students follow all of The Graduate School's guidelines related to continuous registration. Refer to the [Graduate Catalog](#) for more information.

### 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.

### Deviations from Course Sequence

The programs follow a cohort model and, as such, students should follow the course sequence set forth in the handbook under which they were admitted when registering for courses (e.g., students entering in Fall 2013 should refer to the course sequence in the Fall 2013 handbook). Students may not deviate from the published course sequence without permission from the major advisor. This permission should be obtained in a meeting or via email communication prior to course registration.

### Financial Aid on Internship

Students who are receiving federal financial aid during the internship year may need to complete the Verification of Academic Engagement form (available on financial aid's website), which will need to be signed by the professor leading the internship course. The professor may also need to sign a letter confirming that you are on internship and will receive a grade for the semester upon internship completion.

## Full-Time Enrollment

Full time study is considered a course load consisting of 9 or more credit hours per semester, or 6 or more credit hours per semester while holding a graduate assistantship. Generally, students in the school psychology program maintain full-time status, with the exception of the internship year or the final dissertation completion. For those students who have completed all requirements except the dissertation, enrollment in one of the two special purpose 3-credit hour courses (GRAD 6950 - Doctoral Dissertation Research, or GRAD 6960 - Full-time Doctoral Research) is expected to maintain status as a student in the school psychology program at UConn.

## Full-Time Status as a Graduate Assistant

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/current-students/information-for-graduate-assistants/>.

## Course Waivers

If a student earned graduate credits prior to their matriculation in the UConn program, they may petition to substitute some or all credits in lieu of required UConn courses. The purpose of the waiver process is to minimize the possibility that a student will be required to complete courses that are equivalent to previous educational or professional experiences and to ensure that students have attained proficiency in the content areas encompassed by the proposed waived course. A course waiver does not grant course credit (see Transfer of Credit below). Course waivers may require that a student take a substitute, replacement course to meet the credits required in the program of study. Students should confer with their major advisor, who will consult with faculty who teach the courses, early in the advising process to identify such courses.

Please note that not all requests for course waivers are approved. Some courses must be completed at the University of Connecticut. Requests are only approved when it has been documented, to the major advisor's and program faculty's satisfaction, that all course content has been reviewed and mastered.

Students requesting a course waiver must follow these steps:

1. Consult with your major advisor prior to enrollment or early in the first semester. Students seeking a waiver for any new non-UConn course taken while matriculated in the UConn school psychology program should consult with the major advisor prior to enrolling in the non-UConn course.
2. Provide your major advisor a written request for waiver with accompanying documentation. Minimum required documentation includes the course syllabus and student transcript. In addition, any available work samples from the course and, if available, examples of work completed since the course that demonstrates continued mastery of the skills and knowledge.
3. Request course waivers in writing as soon as possible. Course waivers should be submitted to your major advisor before you submit your program plan of study.

At the first faculty meeting following the receipt of your request for a course waiver, the major advisor and program faculty will apply the following criteria to consideration of the course waiver request:

1. The student successfully completed a very similar course and can document that the course content was essentially the same as the course required for the School Psychology program;
2. The course was for graduate credit.
3. The course was completed at a regionally accredited university.
4. The grade is 3.0 (B) or better for the specific course under review.
5. The credits have been earned within the last 5 academic years preceding the request for the waiver.
6. Faculty may request additional documentation and/or require the student to pass an oral or written examination and/or demonstration of skills before approving a course waiver.
7. Your advisor will inform you of the decision regarding course waivers.

8. The granting of a waiver requires a waiver form signed by the (a) relevant course instructor, (b) student's major advisor, and (c) program coordinator.
9. A copy of the approved course waiver form will be provided to the student and put in their official university file.

### **Transfer of Credit**

To transfer credits from graduate courses completed at other institutions, please see the University of Connecticut Graduate School policy regarding transfer of credit in the [Graduate Catalog](#).

### **Graduation and Certification**

**Participation in May Commencement.** Students are responsible for ensuring that all program requirements (other than completing internship) have been satisfied. If all requirements have been completed, students who are on internship should be able to participate in the May commencement ceremony even though their degree will not officially be conferred until August. Doctoral students must complete their dissertation by the stated guidelines to participate in the doctoral commencement ceremony – otherwise they may choose to participate in the master's/sixth year commencement ceremony and/or wait to attend the doctoral commencement at the appropriate timing for completion of the dissertation. See guidelines under “student preparation” at the UConn Commencement website: <https://commencement.uconn.edu/>. Make sure to attend to all of the deadlines (e.g. apply for graduation, order cap/gown).

**Degree conferral.** Students can officially graduate before August in order to receive their Sixth-Year degree and therefore be eligible to apply for state certification. (Note: Diplomas will still say August conferral as diplomas are only conferred in December, May, and August at UConn.) In order to do this, students should inform the Director of Internship of their last date of internship by April 1<sup>st</sup>. The Director of Internship will change each student's incomplete internship grade once they have completed internship. The Director of Internship will also send a list of names and end dates of internships to the Graduate School and request an expedited audit of students' transcripts. When the audit is completed, the date will be marked on the transcript as the official date of graduation.

**Certification.** The Dean's office will process all requests for Connecticut certification at one time. Typically, students will receive an email from the Program Director and/or a program Graduate Assistant asking for the information the Dean's office requires to complete the ED 170-A. Please respond to this email thoroughly and promptly. Students applying for certification outside of Connecticut should determine what paperwork is needed and work with their advisors and the Program Director to obtain the necessary signatures, letters, and other information.

### **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 University Ombuds (<https://ombuds.uconn.edu/>). 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 ultimately report 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 Graduate School or Office of Institutional Equity 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, they 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 their 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, they 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, they 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.

### **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, the major advisor, and the student will meet to develop an action plan, which may include the student re-taking the course.

### **Plans of Study**

Students must have a plan of study (POS) for the Master's degree, Sixth-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 6<sup>th</sup> Year POS cannot also be listed on the Doctoral POS. Internship always goes on the 6<sup>th</sup> Year POS, even for Ph.D. students.

POS forms may be obtained from The Graduate School's website. Note that the school psychology program is exempt from both the language and residency requirements (Students should write NA in these sections).

**Master's** – This plan of study includes classes and practicum taken primarily during the first year. (minimum of 30 credits)

**Sixth-Year** – In addition to classes and practicum taken in the second year, internship always goes on 6th year, for both master's/sixth-year and doctoral students. (minimum of 30 credits)

**Doctoral** – MA and Sixth-Year credits cannot be used on the doctoral degree POS as the same credits may not be counted twice. Therefore, neither the MA or Sixth-Year credits should be listed on the doctoral POS. If a student enters the doctoral program with a bachelor's standing, a minimum of 45 credits should be listed on the Ph.D. Plan of Study (30 course credits + 15 dissertation research credits). If entering with a MA, then a minimum of 30 credits must be listed on the doctoral POS (15 course credits + 15 dissertation research credits).

## 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.

## Time Limits

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 (see section above titled, "Continuous Registration"). 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. Exceptions to this expectation must be approved by the student's advisory committee. As stated earlier, the master's/sixth-year program and doctoral program course requirements, timetable, and recommended course sequence are provided in the appendices.

## Student Retention and Termination Decisions

**Remediation.** Issues regarding student performance or professional disposition may be raised at any time by core program faculty, adjunct faculty, and/or field supervisors. Concerns may include unsatisfactory academic performance, unsatisfactory clinical performance, failure to comply with program policies (e.g., academic integrity), violations of professional or ethical conduct, or non-intellective issues that impede upon the student's ability to effectively serve in a professional role. It is expected that most concerns will be successfully and proactively addressed through conversations between the student and their instructor, supervisor, or major advisor. However, in those cases in which informal remediation attempts have been unsuccessful, the following will occur:

1. The student's faculty advisor will notify them in writing of the specific problem area(s).
2. The student's faculty advisor will develop a written remediation plan in collaboration with the student. The plan will outline
  - a. the specific problem,
  - b. the course of action,
  - c. the specific measurable objectives that will demonstrate successful completion of the plan,
  - d. the consequences for not meeting these objectives, and
  - e. a date for reevaluation (must be at least once per semester).
  - f. The goal of the remediation plan is to assist students in completing program requirements and achieving program competencies. If the student disagrees with the plan that is developed with the major advisor, they may request that the plan be reviewed by the larger group of core faculty. If the student disagrees with the need for remediation, they may follow the grievance procedures outlined in the School Psychology Policy Handbook and Description of Graduate Programs, available on the School Psychology Program [website](#).
3. A copy of the remediation plan will be placed in the student's file.
4. Within 10 business days of the date specified for re-evaluation on a student's remediation plan, at least three faculty members will review the student's progress. After this review, the faculty will determine whether the
  - a. remediation has been successful and regular student status should be re-instated,
  - b. remediation plan should be amended and a new evaluation date set, or
  - c. remediation has been unsuccessful and the student should be dismissed from the program.
5. Within 5 business days following the faculty re-evaluation, the student will be notified about the outcome of the faculty's determination by their major advisor both verbally and in writing. Students are asked to sign and return a copy of the program faculty determination letter, which is then placed in the student's file.

**Termination of status and academic dismissal.** The school psychology program follows the Graduate School policies outlined in the Graduate Catalog related to student termination of status and academic dismissal (<http://gradcatalog.uconn.edu>). The Graduate School policies represent the minimum level of performance necessary to maintain student status in a UConn graduate program.

As an accredited professional preparation program, the UConn school psychology program faculty consider more than grades in evaluating a student's performance in the program. The faculty will make evaluations based on interpersonal skills, tact and judgment, dependability, work habits, attitude, and professional, ethical conduct. Occasionally, students must be recommended for termination or academic dismissal from the program because of inadequate academic progress, professional characteristics, or other critical areas of professional conduct. Under ordinary circumstances, the program faculty allow students to complete at least two semesters in the program, as program faculty want to provide the opportunity for students to rectify any deficiencies. The recommendation for termination of a student from the school psychology program is a significant event for both the student and the program faculty. It represents the conclusion, rendered by the faculty, that the student has not demonstrated an adequate level of competency in the academic domain, professional characteristics, or in other critical areas professional conduct (see the ethical principles of the National Association of School Psychologists and the American Psychological Association). At the end of two semesters, those whose performance is clearly inadequate will be recommended for termination and/or academic dismissal; however, this can occur at any time during the course of a student's matriculation. A recommendation for termination and/or academic dismissal will occur when a student's major advisor and a majority of the remaining school psychology faculty members provide the recommendation and document the specific reasons for the recommendation.

### **Student Rights, Responsibilities, and Professional Development**

**Student rights.** Graduate students in the UConn school psychology program have the following rights:

1. Right to respectful treatment by faculty members, colleagues, staff, and peers.
2. Right to have professional and personal information handled in a sensitive and respectful manner such that personal information is only disclosed when it is deemed necessary for educational or training purposes.
3. Right to exemption from new graduation or program requirements, developed after admission, that might result in a delay of graduation.
4. Right to appropriate professional training (e.g., teaching, research, clinical practice) in the current standards and practices of the discipline and specialty area.
5. Right to high-quality mentorship.
6. Right to change major advisors and committee members to better meet professional and personal needs.
7. Right to receive timely, ongoing feedback on all areas of trainee competency and the opportunity to address growth areas with support from faculty

**Student responsibilities.** (adapted from the G W Elliott School of International Affairs & University of Rochester). Responsibilities expected of UConn school psychology students are outlined below.

**General.** Success in graduate school depends on the mutual efforts of faculty and students to work diligently and take responsibility for their portion of the educational experience. Students in the UConn school psychology program have the following general responsibilities:

1. **Punctuality and attendance.** Arrive at specified time, make arrangements for scheduling conflicts, demonstrate dependability.
2. **Professional appearance and demeanor.** Follow school norms and adheres to district/school policies; model behavior appropriate to the role; respect the authority of staff, administration, etc.; use technology appropriately; accept responsibility for own actions.
3. **Initiative, motivation, consistency, and perseverance.** Take initiative in assuming and accomplishing work; do not wait to be asked or told when to begin anticipated tasks; articulate ideas in a clear, collaborative, and professional manner.

4. **Flexibility, adaptability to novel/ unexpected situations.** Adapt effectively to the demands of a situation, demonstrate sufficient flexibility to handle change, manage stress to prevent inference with service delivery.
5. **Preparation and organization.** Demonstrate time management skills, meet deadlines, arrive prepared, maintain confidential records.
6. **Respect for cultural and individual diversity.** Use person-first language when speaking and writing; demonstrate skills to work effectively with individuals of diverse backgrounds; monitor and apply knowledge of self and others as cultural beings in assessment, treatment, and consultation.
7. **Self-care.** Monitor issues related to self-care with instructor/supervisors/faculty advisor; understand the central role of self-care to effective practice.

**Advising.** Although your major advisor, professors, and mentors have specific and significant roles in your education at UConn, you—the student—have an equally significant role with specific responsibilities. Academic advising is a two-way street and you must be proactive in your relationship with your major advisor. In the advising relationship, you are responsible for:

1. **Learning your degree requirements.** The school psychology program requirements are in the School Psychology Policy Handbook and Description of Graduate Programs, available on the School Psychology Program [website](#).
2. **Keeping track of your degree progress.** You should regularly maintain and update your program timeline.
3. **Making informed decisions.** Your decisions should be based on your own interests and goals, the program curriculum, and University policies and procedures.
4. **Planning ahead.** Anticipate your short and long-term needs, so that you may work with your major advisor early and often, to prepare for and meet those needs as they arise.
5. **Communicating with your professors.** Whether you are sick, struggling academically, expecting to miss class for work or religious reasons, or seeking career advice from a professor in the field, it is in your best interest to initiate communication with your professors.
6. **Checking and reading your UConn email.** Email is our principle means of communicating with you. If your UConn email is not your primary account, be sure to have your email forwarded so you receive all UConn updates. We will assume you have received and read the information communicated through the program newsletter and the Neag and UConn Daily Digests.
7. **Understanding and adhering to policies, regulations, and procedures.** The UConn Graduate Catalog is updated annually. You must review all regulations and policies each year as they are subject to change.

**Professional development.** On-going development as a professional is the foundation for your practice of school psychology throughout your career. Expectations regarding students' professional development and public professionalism are outlined below.

1. **Development of professional identity and integrity.** Display emerging professional identity as psychology; demonstrate adherence to professional values infuses work as a psychologist-in-training; recognize situations that challenge adherence to professional values; act to safeguard the welfare of others.
2. **Effective communication skills.** Communicate clearly using verbal, nonverbal, and written skills in a professional context; demonstrate clear understanding and use of professional language; negotiate differences and handles conflict satisfactorily; provide effective feedback to others and receives feedback non-defensively.
3. **Poise, tactfulness, and rapport with staff and others.** Form and maintain productive and respectful relationships with faculty, clients, peers/colleagues, supervisors, families, and professionals from other disciplines.
4. **Ability to handle professionally constructive criticism and positively use feedback.** Accept criticism and feedback, use supervision productively, make corrections to address legitimate concerns from supervisors.
5. **Knowledge and application of evidence-based practice.** Apply knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences.
6. **Ability to accurately self-evaluate areas of practice.** Display broadened self-awareness; utilize self-monitoring; display reflectivity regarding professional practice (reflection on action); use resources to enhance reflectivity; demonstrate elements of reflection-on-action.

7. ***Engaging in continuing education, including participation in professional associations for school psychologists.*** Seek learning experiences, including opportunities to observe provision of services outside of current competencies, participate in formal professional development sessions, use resources (supervision, literature) for professional development

## **Public Professionalism**

Professionalism is considered a core competency of psychology. Students are expected to adhere to this core competency and act with courtesy and respect toward others. As information becomes more widely available through online media, lines between public and private information are blurring. Many students have websites, blogs, social networking sites/accounts (e.g., Facebook, Twitter), email signature lines, and status messages (e.g., G-chat) that reflect their personal preferences, opinions, and personalities. Although students have a reasonable right to privacy regarding their online activities, students need to be mindful of the implications of their online activities and make efforts to protect their own professional image and reputation. For example, research participants, clients, internship programs, and potential employers may conduct internet searches and use the resulting information in decisions about internship or post-doctoral acceptance, hiring, and other relevant actions. Legal authorities also view websites for evidence of illegal activities. Activities online, including those that students may consider purely personal in nature, unfortunately may reflect upon students' professional lives. Thus, students are strongly encouraged to consider the use of personal web pages and blogs, email and other electronic media carefully.

Students should also note that if they identify themselves as a graduate student in the program or reveal information relevant to the program in their email signatures, voicemail files, or website/blog information, then this information becomes part of their program-related behavior and may be used in student evaluations. In addition, if the program becomes aware of online activity that represents a violation of the APA or NASP Code of Ethics, local, state, or federal laws, such information may be included in evaluation of student progress and may be grounds for disciplinary action, including remediation, or termination from the program. For example, if a student posts about doing something unethical or illegal on a blog, or uses the website to engage in unethical or unprofessional behavior (e.g., disclosing confidential client or research information, cyberbullying, violating test security), then the program may use this information in student evaluations. Included in this would be unprofessional discussions about peers, program staff, or others as well as behavior that suggests a lack of professional judgment relevant to the field of psychology.

When problematic behavior is identified, the program coordinator and major advisor shall promptly offer to discuss the information with the student. The purpose of the discussion is to permit the student to contextualize and explain the information uncovered. This information will then be reviewed by the program faculty for any implications it has for the program, the professional practice of psychology, potential challenges to their training as a psychologist, as well as any signs that it might reflect interpersonal challenges to developing the department and competence necessary for becoming a psychologist. Options may also need to be developed, including remedial training or other interventions to address professionalism.

Students are encouraged to consider the following cautions and suggestions when using online media:

- With social networking sites such as Facebook, utilize privacy settings to limit access to pages and personal information. Use thoughtful discretion when considering "friend" requests and consider the boundary and multiple-relationship implications. For example, it is not advisable to become virtual "friends" with (a) clients or former clients or undergraduates for whom you have teaching, supervisory, or evaluative responsibilities; or (b) clinical supervisors or adjunct professors who have teaching, supervisory, or evaluative responsibilities for you.
- In postings, blogs, or other online activities, write in the first person. Where your connection to UConn is apparent, make it clear that you are speaking for yourself and not on behalf of UConn. In those circumstances, you may want to include this disclaimer: "The views expressed on this [blog; website] are my own and do not reflect the views of my employer." Consider adding this language in an "About me" section of your blog or social networking profiles.
- Online photo and video sharing, including within social networking sites, should be considered very public venues. It is not advisable to post photos of activities that would, if released to a broader public, cause

difficulties in professional roles. For example, discretion should be used when posting information or pictures related to heavy drinking, recreational drug use, or photos that include inappropriate dress.

- If you communicate about UConn or UConn-related matters, disclose your connection with UConn and your role at UConn. Use good judgment and strive for accuracy in your communications; errors and omissions may result in liability for you or UConn.
- Use a personal email address (not your uconn.edu address) as your primary means of online identification/contact. Just as you would not use UConn stationery for a letter to a newspaper editor with your personal views, do not use your UConn e-mail address for personal views shared online.
- Participation in listservs include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums.
- With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write.
- Likewise, once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is practically impossible.
- Email is not an appropriate venue to discuss confidential information, so if such communications are necessary make sure any information is non-identifiable.
- Email “signatures” should be professional and appropriately represent one’s status and credentials. An appropriate signature for doctoral students who have not completed their comprehensive examinations is “Doctoral student” and an appropriate signature following successful completion of the comprehensive examination is “Doctoral candidate.” Students are also encouraged to consider adding a confidentiality disclaimer to email signature files.
- Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (clinical work, teaching, or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.

### **Non-discrimination**

The school psychology program faculty are committed to fostering a positive, equitable, and inclusive working and learning environment for all. We adhere to guidance provided by OIE related to non-discrimination policies and laws and regulations related to equal opportunity and affirmative action. The entire University community has a shared responsibility to promote affirmative action and provide equal opportunity to ensure non-discriminatory work and learning environments. Additional information on the University policies, please see the Office of Institutional Equity [website](#).

## APPENDIX B: OBJECTIVES AND COMPETENCIES

### University of Connecticut School Psychology Program

**1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. (NASP Domain 1). Students will demonstrate the ability to:

- A. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- B. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- C. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- D. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- E. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective for those that are objective.
- F. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

**2: Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. (NASP Domain 2). Students will demonstrate:

- A. Knowledge of varied models of consultation in psychology and education applicable to students, educators, families, communities, and systems. (APA)
- B. Effective consultation and collaboration skills at the student, educator, family, and systems levels to design, implement, and evaluate services.
- C. Knowledge and respect for the roles and perspectives of other professions. (APA)

**3: Academic Interventions and Instructional Supports.** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. (NASP Domain 3). Students will demonstrate the ability to:

- A. establish and maintain effective relationships with the recipients of (school) psychological services (APA)
- B. develop evidence-based intervention plans specific to the service delivery goals (APA).
- C. implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables (APA).
- D. demonstrate the ability to apply the relevant research literature to clinical decision making (APA).
- E. modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking (APA),
- F. evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation (APA).

**4: Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior,

support socialization and adaptive skills, and enhance mental and behavioral health. (NASP Domain 4). Students will demonstrate the ability to:

- A. establish and maintain effective relationships with the recipients of (school) psychological services (APA)
- B. develop evidence-based intervention plans specific to the service delivery goals (APA).
- C. implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables (APA).
- D. demonstrate the ability to apply the relevant research literature to clinical decision making (APA).
- E. modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking (APA),
- F. evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation (APA).

**5: School-wide Practices to Promote Learning.** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. (NASP Domain 5)

Students will:

- A. demonstrate an understanding of the past and present 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. collaborate with others to develop and implement practices and strategies to create and maintain effective and supportive learning environments.

**6: Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery (NASP Domain 6)

- 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 and skills related to multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being.
- C. demonstrate knowledge and skills related to evidence-based strategies for effective crisis prevention, preparation, and response.

**7: Family, School and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. (NASP Domain 7)

- A. demonstrate knowledge of strategies to promote collaboration among family members, guardians, educators, and community agencies (as appropriate) to improve outcomes for children.
- B. demonstrate knowledge and skills related to implementing and evaluating evidence-based practices that support positive family functioning and promote children’s development (e.g., conjoint behavioral consultation, home-school collaboration).

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

- A. Students will demonstrate knowledge of supervision models and practices (APA).

**9: Equitable Practices for Diverse Populations.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities,

including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. (NASP Domain 8)

Students will demonstrate:

- A. an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves (APA);
- B. knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service (APA);
- C. the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own (APA).
- D. demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work. (APA)

**10: Research and Evidence-Based Practice.** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. (NASP Domain 9)

- A. Students will demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base (APA).
- B. Conduct research or other scholarly activities (APA).
- C. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level (APA).

**11: Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, NASP 2020 Professional Standards 21 Standards for Graduate Preparation of School Psychologists adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. (NASP Domain 10)

- A. Be knowledgeable of and act in accordance with each of the following areas:
  - a. The current version of the APA Ethical Principles of Psychologists and Code of Conduct (APA);
  - b. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels (APA); and
  - c. Relevant professional standards and guidelines (NASP Principles for Professional Ethics) (APA).
- B. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas (APA)
- C. Conduct self in an ethical manner in all professional activities (APA).

**12: Professionalism, Communications and Interpersonal Skills.** Students will develop professional values and work characteristics needed for effective practice as a school psychologist.

Students will:

- A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others (APA).
- B. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness (APA).
- C. Actively seek and demonstrate openness and responsiveness to feedback and supervision (APA)
- D. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training (APA).
- E. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services (APA)
- F. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts (APA).
- G. Demonstrate effective interpersonal skills and the ability to manage difficult communication well (APA).
- H. Demonstrate consistent punctuality and attendance across all activities at which you represent the graduate program.
- I. Practice consistent self-care, maintain well-being, and demonstrate professional appearance and demeanor across all activities at which you represent the graduate program.

**13. Discipline-Specific Knowledge (Ph.D. Students only).** Students will acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.

- A. Doctoral students will acquire a foundational understanding of the origins and development of major ideas in the discipline of psychology (History and Systems of Psychology).
- B. Doctoral students will acquire a foundational understanding of the affective aspects of behavior.
- C. Doctoral students will acquire a foundational understanding of the biological aspects of behavior.
- D. Doctoral students will acquire a foundational understanding of the cognitive aspects of behavior.
- E. Doctoral students will acquire a foundational understanding of human development across the lifespan.
- F. Doctoral students will acquire a foundational understanding of the social aspects of behavior.
- G. Doctoral students will demonstrate the ability to integrate multiple (at least 2) basic discipline-specific content areas (i.e., affective, biological, cognitive, social, or developmental aspects of behavior).

**APPENDIX C: MASTER OF ARTS/SIXTH-YEAR COURSES**

**MASTER OF ARTS/SIXTH-YEAR COURSE REQUIREMENTS IN SCHOOL PSYCHOLOGY  
2021-22**

PSYCHOLOGICAL FOUNDATIONS

EPSY 5510 - Learning: Its Implications for Education

INTERVENTIONS/PROBLEM SOLVING

EPSY 5404 - Pupil Behavior: Studies in Clinical Diagnosis  
EPSY 5403 - Intellectual Assessment  
EPSY 5194 (5425)- Seminar: Procedures in Academic Assessment  
EPSY 5194 (5340)- Seminar: Child Psychopathology  
EPSY 5194 (5445)- Seminar: Counseling in School Psychological Practice  
EPSY 5405 - Applied Behavior Analysis  
EPSY 5406 - Consultation  
EPSY 5440 – Social, Emotional, and Behavioral Intervention in Schools  
EPSY 5194 (5435)- Seminar: Academic Interventions  
EPSY 5194: Crisis Prevention & Intervention

STATISTICS AND RESEARCH METHODOLOGIES

EPSY 5605 - Quantitative Methods in Research I  
EPSY 5602 - Educational Tests and Measurements  
EPSY 5601 – Principles and Methods in Educational Research  
EPSY 6469 - Single-Subject Research in Education

PROFESSIONAL SCHOOL PSYCHOLOGY:

EPSY 5420- Roles and Functions of School Psychologists  
EPSY 5408 - Ethics in Educational and Professional Psychology

MULTICULTURAL ASPECTS:

EPSY 5194 (5450)- 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  
2021-2022**

**Fall Semester**

**Spring Semester**

**First Year**

EPSY 5601 - Principles and Methods in Ed Research  
EPSY 5430 – Child Psychopathology  
EPSY 5510 – Learning  
EPSY 5602 – Educ. Tests & Measurements  
EPSY 5420 – Roles & Functions of School Psychologists  
EPSY 5092 – Practicum 1

EPSY 5605 – Quantitative Methods I  
EPSY 5404 – Pupil Behavior  
EPSY 5403 – Intellectual Assessment  
EPSY 6469 – Single Subject Research  
EPSY 5092 – Practicum 1

**Second Year**

EPSY 5425 –Academic Assessment  
EPSY 5405 – Applied Behavior Analysis  
EPSY 5408 – Ethics  
EPSY 5450– Issues of Cultural Diversity  
EPSY 5406 – Consultation  
EPSY 5092 – Practicum 2

EPSY 5440 – Social, Emotional, and Behavioral  
Intervention in Schools  
EPSY 5435–Academic Intervention  
EPSY 5445 – Counseling in Sch Psy  
EPSY 5194—Crisis Prevention &  
Intervention  
EPSY 5092 – Practicum 2

**Third Year**

EPSY 5491 – School Psychology Internship

EPSY 5491 – School Psychology Internship

*Note: Course dates/times and instructors can be found in Peoplesoft.*

## **APPENDIX D: DOCTORAL COURSES**

### **DOCTOR OF PHILOSOPHY COURSE REQUIREMENTS IN SCHOOL PSYCHOLOGY 2021-2022**

#### **I. Discipline-Specific Knowledge**

##### **HISTORY AND SYSTEMS IN PSYCHOLOGY**

EPSY 5455 – History and Systems of Psychology

##### **COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR**

EPSY 5510 - Learning: Its Implications to Education

EPSY 5440 – Social, Emotional, and Behavioral Intervention in Schools

##### **BIOLOGICAL ASPECTS OF BEHAVIOR**

PSYC 5140 - Foundations of Neuropsychology

##### **DEVELOPMENTAL ASPECTS OF BEHAVIOR**

EPSY 5318 - Human Growth and Development

##### **SOCIAL ASPECTS OF BEHAVIOR**

PSY 5570 – Current Topics in Social Psychology

or PSY 6750 – The Social Psychology of Stigma

##### **ADVANCED INTEGRATIVE KNOWLEDGE OF BASIC DISCIPLINE-SPECIFIC CONTENT AREAS**

EPSY 5430 – Child Psychopathology

##### **RESEARCH METHODS**

EPSY 6469 - Single-Subject Research in Education

EPSY 6601 or 6651 - Methods and Techniques of Educational Research

##### **STATISTICAL ANALYSIS**

EPSY 5605 - Quantitative Methods in Research I

EPSY 5607 - Quantitative Methods in Research II

EPSY 5610 - Applied Regression Analysis

##### **PSYCHOMETRICS**

EPSY 5602 - Educational Tests and Measurements

#### **II. Profession-Wide Competencies**

##### **RESEARCH**

EPSY 6194 - Doctoral Seminar: Research in School Psychology

##### **ETHICAL AND LEGAL STANDARDS**

EPSY 5408 - Ethics in Educational and Professional Psychology

EPSY 5420- Roles and Functions of School Psychologists

##### **INDIVIDUAL AND CULTURAL DIVERSITY**

EPSY5450 - Issues in Cultural Diversity

##### **ASSESSMENT**

EPSY 5404 - Pupil Behavior: Studies in Clinical Diagnosis

EPSY 5403 - Intellectual Assessment

EPSY 5425 - Procedures in Academic Assessment

INTERVENTION

EPSY 5445- Counseling in School Psychological Practice  
EPSY 5405 - Applied Behavior Analysis  
EPSY 5440 – Social, Emotional, and Behavioral Intervention in Schools  
EPSY 5435 - Academic Intervention  
EPSY 5194 - Crisis Prevention & Intervention

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

EPSY 5406 - Consultation

PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS\*

COMMUNICATIONS AND INTERPERSONAL SKILLS\*

SUPERVISION\*

\*embedded in practicum and related clinical experiences

III. Advanced Integrated Concentration (AIC) credits, including a minimum of 9 additional credits as approved by the major advisor (see p 11 for additional information).

IV. EPSY 6494 - Doctoral Practicum in School Psychology for a total of 18-24 semester hours across 6-8 semesters.

V. EPSY 6491 - Doctoral Internship in School Psychology for a total of 6 - 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  
2021-2022**

**Fall Semester**

EPSY 5605 – Quantitative Methods I  
EPSY 5430 – Child Psychopathology

EPSY 5510 – Learning  
EPSY 5602 – Educ. Tests & Measurements  
EPSY 5420 – Roles & Functions of School Psychologists  
EPSY 5092 – Practicum 1

EPSY 5425 – Academic Assessment  
EPSY 5405 – Applied Behavior Analysis  
EPSY 5408 – Ethics  
EPSY 5450 – Issues of Cultural Diversity  
EPSY 5406 – Consultation  
EPSY 5092 – Practicum 2

EPSY 6194 – Doc Sem: Res in School Psych (1 credit)  
• NOT OFFERED- Take Independent with Major Advisor  
PSYC 5140 – Foundations of Neuropsychology

EPSY 6494 – Doctoral Practicum 2

GRAD 6950 – Doctoral Dissertation Research  
• 1-9 credits  
EPSY 5318 – Human Development over the Lifespan  
EPSY 6494 – Doctoral Practicum 2

EPSY 6491 – Doctoral Internship in School Psychology

**Spring Semester**

**First Year**

EPSY 5607 – Quantitative Methods II  
EPSY 5404 – Pupil Behavior  
EPSY 5403 – Intellectual Assessment  
EPSY 6469 – Single Subject Research  
EPSY 5194 – Crisis Prevention & Intervention  
EPSY 5092 – Practicum 1

**Second Year**

EPSY 5440 – Social, Emotional, and Behavioral Intervention in Schools  
EPSY 5435 – Academic Intervention  
EPSY 5610 – Applied Regression Analysis  
EPSY 6601 or 6651 – Meth and Tech of Educ Res  
EPSY 5445 – Counseling in Sch Psych  
EPSY 6494 – Doctoral Practicum 2

**Third Year\***

EPSY 6194 – Doc Sem: Res in School Psych (1 credit)  
• NOT OFFERED- Take Independent with Major Advisor

GRAD 6950 – Doctoral Dissertation Research  
• 1-9 credits

PSY 5570 – Current Topics in Social Psychology  
OR  
PSY 6750 – The Social Psychology of Stigma

EPSY 5455 – Seminar: History and Systems of Psychology  
(Offered every other year)  
EPSY 6494 – Doctoral Practicum 2

**Fourth Year\***

GRAD 6950 – Doctoral Dissertation Research  
• 1-9 credits  
EPSY 6494 – Doctoral Practicum 2

**Fifth Year**

EPSY 6491 – Doctoral Internship in School Psychology

***\*Note: Students can choose the semesters in which they will select courses to fulfill their requirements for the Area of Integrated Concentration (AIC) which requires a minimum of 9 credit hours. It is typically recommended that the AIC credits be completed in the third and fourth years.***

***Note: Course dates/times and instructors can be found in Peoplesoft.***

**APPENDIX E: PROGRAM HANDBOOK ACKNOWLEDGEMENT**

I confirm that I have read and understand the School Psychology Graduate Program Handbook appropriate for my entering cohort and degree program. I acknowledge that the content may change to align with changes in university or accreditation requirements and that faculty will provide notice as soon as practicable. I confirm that I agree to abide by the policies and procedures stated in the Handbook, and that it is my responsibility to ensure I am aware of and meet all timelines associated with various program milestones as noted in the referenced “timeline” for the degree program(s) in which I am enrolled.

Student Printed Name: \_\_\_\_\_

Student Peoplesoft ID: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Signature Date: \_\_\_\_\_

*Note that this form is required for your pre-internship portfolio.*

## CONTACT DETAILS

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](mailto:mabray@uconn.edu)

<http://www.uconn.edu>

<http://schoolpsych.education.uconn.edu/>