

# **SCHOOL PSYCHOLOGY**

## **Policy Handbook and Description of Graduate Programs**

Neag School of Education  
Department of Educational Psychology, Unit 2064  
University of Connecticut  
Storrs, Connecticut 06269-2064  
(04-12-09)

2009-2010

## **School Psychology Policy Handbook and Description of Graduate Programs**

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

The master's/sixth-year program is designed to prepare highly qualified school psychologists to practice in public schools or related educational settings. The program complies with the training standards outlined by the National Association of School Psychologists (NASP, 2000a) and meets the certification requirements of most other states. The program is accredited by the Connecticut State Board of Education and is approved by the National Association of School Psychologists (NASP Program Review Board, 803 323-2341). The master of arts/sixth-year certification program requires a minimum of 66 semester hours of coursework including a 1500-hour, 10-month, supervised internship in school psychology.

The Ph.D. program in school psychology adheres to the scientist-practitioner model of graduate education in psychology. The program is designed to prepare students for the practice of school psychology based on the scientific method, and to promote the commitment to a career of research directed toward the advancement of the science of psychology. The program prepares psychologists who will practice in schools or other educationally related settings that will meet the professional employment demands for: (1) psychologists in psychoeducational research; (2) mental health research specialists in child psychology; (3) psychologists in child treatment agencies, hospitals, and private practice; and (4) professionals in higher education committed to preparing educators and clinicians in psychoeducational services. The program is accredited by the American Psychological Association (American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242; 202 336-5979; [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)) and as such complies with the guidelines and principles for accreditation of programs in professional psychology as outlined by the American Psychological Association (2005). Although the program is designed to be at least four academic years of full-time study, students typically take 5-6 years (median = 5.0; mean = 6.0) from the baccalaureate degree to complete all doctoral requirements. This involves a total of at least 90 semester hours of coursework, 15 hours of dissertation research, and a 1500-hour internship in school psychology.

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

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

Melissa A. Bray, Ph.D., University of Connecticut, Professor, School Psychology Program, Department of Educational Psychology  
Sandra M. Chafouleas, Ph.D., Syracuse University, Associate Professor, School Psychology Program, Department of Educational Psychology

Thomas J. Kehle, Ph.D., University of Kentucky, Professor and Coordinator, School Psychology Program,  
 Department of Educational Psychology  
 Lisa M. Hagermoser Sanetti, Ph.D., University of Wisconsin - Madison, Assistant Professor, School  
 Psychology Program, Department of Educational Psychology  
 Susannah Everett, Ph.D., University of Virginia, Adjunct Assistant Professor, School Psychology Program,  
 Department of Educational Psychology

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

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

### **Selection of Students**

General prerequisites for graduate study in the program include undergraduate and/or previous graduate preparation in psychology, education, or related disciplines. Additional training and experience in special education, communication disorders, sociology, anthropology, or human development is desirable but not mandatory. The application of previous graduate coursework to the fulfillment of various requirements is decided by the student's advisory committee in accordance with University policy. Multiple admissions criteria employed in the selection of students include Graduate Record Examination test scores, undergraduate or previous graduate course performance, letters of recommendation, previous relevant work experience, and personal interview data. In addition, in order to comply with State requirements, all applicants to the master's/sixth-year, or Ph.D. programs are required to present Scholastic Aptitude Test scores (V+P) that exceed 1000.

The School Psychology Faculty and the Department of Educational Psychology are committed to practices of affirmative action and equal educational opportunity in admissions decisions.

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

With regard to fall 2008 matriculation, the pools consisted of 57 applicants to the master's/sixth-year program, and 38 applicants to the doctoral program. From these pools, a total of 11 students (1 male, 10 females) were accepted into either the doctoral (5 students) or master's/sixth-year programs (6 students). The mean total Graduate Record Examination score of the doctoral applicants admitted in 2008 was 1252 (verbal = 608; quantitative = 644). The mean total Graduate Record Examination score of the master's/sixth-year applicants admitted in 2008 was 1219 (verbal = 577; quantitative = 642).

Currently, there are 18 doctoral and 16 master's/sixth-year students pursuing advanced degrees in the School Psychology program.

### Time to Completion

In that the program requires full-time enrollment, for the last 7 years all but one of the master's/sixth-year students have completed their respective programs within 3 years.

Since 2002, the program has graduated 29 doctoral students, of these, 14 students entered with baccalaureate degrees and required an average of 6.0 years to complete their doctoral programs. The median was 5.0 years. The 15 students who entered with master's degrees required an average of 4.3 years to complete their doctoral programs. The median was 4.0 years. The following table illustrates percentage of students as a function of time to completion.

Percentage of students, since 2002, completing the program as a function of time

	Students entering with bachelor degrees (n = 14)	Students entering with master's degrees (n = 15)
< 5 years	36% (n = 5)	67% (n = 10)
5 years	21% (n = 3)	13% (n = 2)
6 years	14% (n = 2)	00% (n = 0)
7 years	07% (n = 1)	13% (n = 2)
>7 years	21% (n = 3)	07% (n = 1)

### Program Costs

The chart below is an overview of fees and tuition for graduate students. Tuition, but not fees, for graduate assistants in school psychology is waived if the appointment is at the level of 50% time (10 hours per week) or greater.

Semester tuition fees for graduate students, 2008-2009

Credit Hours	Tuition		General University Fee	Main- tenance Fee	Matic- ulation Fee	Activity, Transit, Student Union Fee	Total	
	In-State	Out of State					In-State	Out of State
<b>Part-time</b>								
0	0	0	183	48	42	13	286	286
1	495	1285	183	48	42	61	829	1619
2	990	2570	183	48	42	61	1324	2904
3	1485	3855	183	48	42	61	1819	4189
4	1980	5140	183	48	42	61	2314	5474
<b>Half-time</b>								
5	2475	6425	366	95	42	61	3039	6989
6	2970	7710	366	95	42	61	3534	8274
7	3465	8995	366	95	42	61	4029	9559
8	3960	10280	366	95	42	61	4524	10844
<b>Full-time</b>								
9+	44455	11565	549	190	42	61	5297	12407

For a comprehensive description of program costs, see University of Connecticut Graduate Catalog 2008-2009, pp. 9-11.

### Assistantships, Fellowships, and Other Aid

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

Doctoral students also receive support for travel to professional seminars and conferences through the University of Connecticut Research Foundation and travel funding is typically available on a competitive basis through the Neag Graduate Student Association. Also, the program supports student travel to regional, national, and international conferences on the basis of student participation in the conference proceedings.

The rates for full-time graduate assistantships for the 2008-2009 academic year are as follows:

1. \$19,098 for graduate assistants with at least the baccalaureate.
2. \$20,096 for experienced graduate assistants in a doctoral program with at least the master's degree in the field of school psychology.
3. \$22,342 for students with experience as graduate assistants who have at least the master's degree and who have passed the doctoral general examination in school psychology.

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

General need-based financial aid includes Federal Stafford Loans (FSL), Federal Work Study (FWS), and University of Connecticut tuition remission grants. This assistance can be acquired by completing the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA on the Web at [www.fafsa.ed.gov](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 [www.financialaid.uconn.edu](http://www.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 2008-2009, pp. 12-20.

### Internship Data

All matriculated master's/sixth-year and doctoral students for the last 7 years have completed supervised internships. The following chart provides data exclusively for doctoral students.

Doctoral student internships 2002-2009 (n = 32)

Number and percentage of Ph.D. students that:	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
obtained internships	2 - 100%	5 - 100%	6 - 100%	5 - 100%	4 - 100%	4 - 100%	6 - 100%
obtained paid internships	2 - 100%	5 - 100%	5 - 83%	5 - 100%	4 - 100%	4 - 100%	6 - 100%
obtained APPIC member internships	0	0	0	0	0	0	0
obtained APA/CPA accredited internships	0	0	0	0	0	0	1 - 17%
obtained internships conforming to CDSSP	2 - 100%	5 - 100%	6 - 100%	5 - 100%	4 - 100%	4 - 100%	6 - 83%
obtained two year half-time internships	0	0	0	0	0	0	0

### **Attrition**

There were 29 students who entered the master's/sixth-year program in school psychology during the 7-year period 2002-2008. Of this number, 1 student, or 3%, did not complete the program. With respect to the doctoral program, there were 35 students who entered the program during the 7-year period 2002-2008. Of this number, 6 students or 17%, did not complete the program for reasons that primarily involved a change in their career aspirations.

### **National Certification/Licensure**

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

During the period 2002-2008, 29 students completed their doctoral programs. Of this number, 3 students (10%) were licensed by the Boards of Psychology in the states that they chose to practice.

### **Residency Requirement**

The Graduate School at the University of Connecticut requires that doctoral students spend at least two consecutive semesters or one semester together with a contiguous summer session in full time study in residence at the Storrs campus during their second or subsequent years of graduate study in school psychology. Full time study is considered a course load consisting of 9 or more credit hours per semester, 6 or more credit hours per semester while holding a graduate assistantship, or enrollment in one of the two special purpose 3-credit hour courses (GRAD 6950 - Doctoral Dissertation Research, or GRAD 6960 - Full-time Doctoral Research). It is a policy of the School Psychology program that master's/sixth-year students also fully comply with the same residency requirements as outlined above for doctoral students.

### **Advisory Committee**

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

### **Housing**

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

### **Performance-Based Assessment**

The School Psychology Program faculty use multiple qualitative and quantitative procedures designed to allow both formative and summative assessments to determine to what degree the program is meeting its goals, and complying with standards espoused by the National Association of School Psychologists (2000a) and the American Psychological Association (2005). These assessments are used to determine student knowledge and practitioner

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) pre-admission assessment; (b) formal evaluations such as course grades, and performance on the National School Psychology Examination (Praxis II); (c) qualifying and general examinations; (d) assessments of student progress through feedback from practica and internship supervisors; (e) annual faculty reviews of the student's progress; (f) conduction and defense of dissertations; (g) an *Alumni Survey* that functions to obtain an anonymous critique of the program from a distal vantage point; and (h) a distal *Supervisors' Assessment*.

The general examinations for master's/sixth-year and doctoral students are described in the University of Connecticut's Graduate Catalog (2008-2009, pp. 29 and 30) and subsequent sections of this document.

### **Program Philosophy**

The programs adhere to the scientist-practitioner model that assumes that the effective practice of school psychology is based on knowledge gained from established methods of scientific inquiry. Emphasis is on the preparation of competent practitioners who are also skilled and dedicated researchers who will contribute to the knowledge base in school psychology.

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

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

The objectives of both the master's/sixth-year and doctoral programs are to ensure that each student exhibits the following personal characteristics, academic knowledge, and practitioner competencies that fully qualify him/her as a professional.

#### **I. Professional Characteristics.**

Students' professional activities are expected to conform to the ethical principles of psychologists and code of conduct outlined by the American Psychological Association (2002) and the National Association of School Psychologists (2000b). In addition, students' professional activities are expected to be characterized by:

- A. A democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals.
- B. A genuine respect for individual and cultural diversity relative to the practice of professional psychology.
- C. Ethical behavior, and respect for the confidentiality of privileged information.
- D. Personal stability, including productive work habits that display motivation, independence, and adaptability in which responsibilities are discharged in a cooperative and conscientious fashion.
- E. Commitment to continuing professional growth to include involvement in professional associations for school psychologists.

#### **II. Academic Knowledge.**

The curriculum plan is designed to ensure that students acquire and demonstrate substantial understanding and competence in the following areas:

A. The breadth of scientific psychology, its history, and its research methods and applications. To achieve this goal students are exposed to the current body of knowledge in the following areas:

1. Biological aspects of behavior.
2. Cognitive-affective aspects of behavior.
3. Social aspects of behavior.
4. History and systems of psychology.
5. Psychological measurement.
6. Research methodology.
7. Techniques of data analysis.

B. The scientific, methodological, and theoretical foundations of practice in the substantive areas of professional psychology. To achieve this goal, students are exposed to the current body of knowledge in the following areas:

1. Individual differences in behavior.
2. Human development.
3. Dysfunctional behavior or psychopathology.
4. Professional standards and ethics.

C. Assessment, diagnosis, and the design of interventions. To achieve this goal, students are exposed to the current body of knowledge in the following areas:

1. Theories and methods of assessment and diagnosis.
2. Effective prevention and intervention.
3. Consultation and supervision.
4. Evaluation of the efficacy of interventions.

### **III. Practitioner Competencies.**

Students are expected to demonstrate a high level of proficiency and competence in each of the following areas:

#### **A. Identification and Diagnostic Study of the Individual Student**

1. Possess the understanding and ability to initiate and maintain differentiated referral systems designed to allow the identification of preschool and school-age children and youth in need of psychological services.
2. Able to obtain pertinent information through behavior observation, interviews, school records, and community resources that enhance the effectiveness of preventative, remedial, and other intervention strategies.
3. Knowledgeable in the identification of neurological problems influencing academic and social functioning.
4. Possess the understanding and ability to administer, score, and interpret tests of intelligence, achievement, perceptual-motor ability, developmental level, personality, and social functioning designed for individuals of different ages, exceptionalities, and cultural backgrounds.
5. Integrate a variety of data (which may include tests of cognitive functioning; norm and/or criterion-referenced individual measures of academic performance, curriculum-based assessment, adaptive behavior, motor functioning, and communication skills; interview and observational data, and measures of personal, social, and emotional functioning) into a concise, meaningful, organized, and educationally relevant psychological report.

#### B. Psychological Services in the Schools

1. Understand the role and function of school psychologists in relation to the administration of the schools, other school personnel, and state and local agencies.
2. Understand the role and contribution of other school personnel and able to function effectively as a member of an interdisciplinary team.

#### C. Classroom Remediation Strategies, Prevention/Intervention, and Psychoeducational Program Planning

1. Able to employ assessment data in implementing effective prevention/intervention strategies designed to enhance the academic and social development of students.
2. Possess the understanding and ability to assist in educational programming designed for children of different ages and exceptionalities.
3. Design and implement effective behavioral change strategies for individuals and/or groups.
4. Knowledgeable and effective in individual and group counseling techniques including techniques designed for young children.
5. Able to monitor the effectiveness of recommended prevention/intervention strategies or educational programs.

#### D. Consultation and In-Service

1. Serve as an effective consultant to teachers and other educational personnel on matters related to the education and mental health of children to insure the most appropriate education program.
2. Effectively conduct in-service programs for parents and teachers in areas related to psychological services.
3. Function as a member of an interdisciplinary team in student evaluation, placement, and planning for individual educational needs.
4. Function as a member of various committees within the school in such areas as pupil services, special education curriculum planning, and instructional methodology.
5. Significantly contribute to the design and implementation of preventive programs.

#### E. Evaluation and Applied Research

1. Organize and administer group evaluation programs to include the administering, scoring, and interpreting of group tests of academic aptitude and achievement.
2. Employ group test data in aiding curriculum planning and development.
3. Evaluate the effectiveness of programs.
4. Design and conduct research studies to aid administrative decision-making.
5. Design, implement, and evaluate single-case studies.
6. Critique and summarize educational and psychological research in a manner that facilitates its use by others.
7. In addition to the above competencies, doctoral students are expected to be able to conceptualize and design investigations that enhance the knowledge base and the professional practice of school psychology and to be competent in preparing research manuscripts for publication.

#### **Time Limits**

Student progress toward meeting program requirements for both the master's/sixth-year and doctoral programs is reviewed on an annual basis with the major advisor. Students who are admitted to the master's/sixth-year program are expected to complete all requirements within 4 years from the first semester of enrollment. As dictated by University policy, the maximum time allowed for completion of all doctoral degree requirements is 8 years, or if the student entered with a master's degree all requirements must be completed within 7 years. In addition,

students are required to pass the general examinations within 5 years after admission to the Ph.D. program, or if they entered with the master's degree, 4 years. Students are expected to be enrolled on a full-time basis. Exceptions to this expectation must be approved by the student's advisory committee. The master's/sixth-year program and doctoral program course requirements, timetable, and recommended course sequence are provided in the appendix.

### **Grievance Procedures**

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

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

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

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

Step 4. If either party is dissatisfied with the results Step 3, s/he may appeal in writing to the Associate Dean of the Neag School of Education within ten working days from the date of the Step 3 response. Upon receipt of the appeal, the Associate Dean will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The Step 4 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the student's file for historical purposes.

### **MASTER of ARTS/SIXTH-YEAR PROGRAM**

The program requires a minimum of 66 semester hours of graduate coursework including practica and internship; however, the master's degree is awarded after 30 semester hours of coursework. The sixth-year diploma

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

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

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

### **Master of Arts/Sixth-Year Examinations**

Students enrolled in the master's/sixth-year program must pass the Qualifying Examination prior to being awarded the master's degree. The examination occurs near the end of the student's first year and after the student's plan of study has been approved by the Executive Committee of the Graduate School. The master's examination is constructed under the jurisdiction of the school psychology faculty and other Departmental faculty that were involved in the student's first year of course instruction. At least 8 faculty members were involved in the preparation of questions that assessed fundamental knowledge across 8 different courses. The 100 item-analyzed multiple-choice examination affords feedback to the school psychology faculty regarding the student's acquisition of fundamental knowledge in statistics, learning theory, measurement, roles and functions of school psychologists, individual differences, intellectual assessment, educational foundations, and clinical diagnosis. The decision as to whether a student has passed or failed the examination is solely the responsibility of the student's advisory committee. If the student fails the examination, he or she is allowed to take it once again during the subsequent semester. If the performance on the re-examination is unanimously judged by the advisory committee as unsatisfactory, the major advisor will communicate the results to the student and an official report is sent to the Graduate School. The student's continuance in the program will not be supported.

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

(1) **Data-Based Decision Making**

Interview strategies, observational strategies, review of background information, screening measures and methods.

(2) **Research-Based Academic Practices**

Problem identification, assessment/problem analysis, assessment considerations for special populations, research, statistics, and program evaluation.

## (3) Research-Based Behavioral and Mental Health Practices

Primary, secondary, and tertiary preventative strategies, school-based intervention skills/techniques, crisis prevention/intervention/response, and child and adolescent psychopathology.

## (4) Consultation and Collaboration

Models and methods of consultation, school and system organization and policy development, and home/school/community collaboration.

## (5) Applied Psychological Foundations

Knowledge of general psychological principles, theories, and major research findings, and knowledge of measurement theory and principles.

## (6) Ethical, Legal, and Professional Foundations

Ethical principles and standards for practice, legal issues related to the practice of school psychology, and professional foundations.

Upon submitting evidence of successfully passing the exam (score of 165 or above), the student will be recommended to the State of Connecticut for initial state certification (with a deficiency) in school psychology. The initial state certification must be obtained prior to placement in an internship setting. After successful completion of the internship, students receive a diploma from the University of Connecticut and will be able to petition the State of Connecticut to remove the deficiency from their certification and be awarded provisional certification in school psychology. In addition, after completion of the internship, students are eligible for certification by the National School Psychology Certification Board and are strongly encouraged to apply.

The course requirements, timetable for the completion of Sixth-Year program requirements, and the recommended sequence of coursework are appended.

### **DOCTOR of PHILOSOPHY PROGRAM**

The program requires a minimum of 90 semester hours of coursework beyond the baccalaureate degree including the practica and internship, and 15 hours of dissertation research. It is designed so that students can complete all doctoral program requirements after 4 years of full-time graduate study. However, the typical student usually takes 5-6 years (5 = median; 6 = average) to complete all program requirements. It is a policy of the program that all courses, seminars, and other learning experiences are restricted exclusively to graduate students. Students are allowed to transfer graduate credit in accordance with University policy (see the University of Connecticut's Graduate Catalog, p. 30). However all students, regardless of their past course work, unless otherwise directed by their major advisor, are required to take a set of courses offered at the University of Connecticut. These include EPSY 5404: Pupil Behavior - Studies in Clinical Diagnosis; EPSY 5402: Individual Differences; EPSY 5403: Intellectual Assessment; EPSY 5406: Consultation; and EPSY 5194: Seminar - Procedures in Academic Assessment; EPSY 5194: Seminar - Roles and Functions of School Psychologists; EPSY 6469: Single Subject Research; EPSY 5405: Applied Behavior Analysis. Minimally, all students are required to enroll in at least one course offered by each of the core program faculty. Program requirements exclude credit for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting admission standards.

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

During the first year of the doctoral program, students are enrolled in several foundation courses designed to provide expertise in the use of the scientific method and a knowledge base in psychology and education. Students are also involved in coursework dealing with individual differences, and intellectual and behavioral assessment.

The second year of the program builds on the student's knowledge base in psychology and education, multicultural aspects, their expertise in assessment, ethics, research methodology, and consultation. In addition, students may elect to be involved throughout their second year of study in practicum.

The third year of the doctoral program focuses on the cognitive, social, and developmental aspects of psychology, and on aspects of the professional practice of school psychology. Students take courses that deal with the design and implementation of interventions. In addition, students are involved throughout their third year of study in practicum. During the first semester of the third year, students are expected to develop their proposals for their dissertation research. The dissertation proposal must be completed and submitted to the advisory committee before the student is eligible for internship.

The fourth year of the doctoral program involves the culminating experience of a full-time supervised internship in school psychology. Students are also expected to complete their doctoral dissertation research during their fourth year of study.

### **Ph.D. Examinations**

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

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

(1) Data-Based Decision Making

Interview strategies, observational strategies, review of background information, screening measures and methods.

(2) Research-Based Academic Practices

Problem identification, assessment/problem analysis, assessment considerations for special populations, research, statistics, and program evaluation.

(3) Research-Based Behavioral and Mental Health Practices

Primary, secondary, and tertiary preventative strategies, school-based intervention skills/techniques, crisis prevention/intervention/response, and child and adolescent psychopathology.

(4) Consultation and Collaboration

Models and methods of consultation, school and system organization and policy development, and home/school/community collaboration.

(5) Applied Psychological Foundations

Knowledge of general psychological principles, theories, and major research findings, and knowledge of measurement theory and principles.

(6) Ethical, Legal, and Professional Foundations

Ethical principles and standards for practice, legal issues related to the practice of school psychology, and professional foundations.

Upon submitting evidence of successfully passing the exam (score of 165 or above), the student will be eligible to apply for initial state certification (with a deficiency) in school psychology. Receipt of the initial state certification is one of the prerequisites that must be fulfilled prior to placement in an internship setting.

The applied, research-related component of the general examination involves: (1) the design and oral defense of a research study that may result in the conduction of a pilot study, and/or serve as the student's dissertation proposal (prior to preparing the dissertation proposal or the conduction of a pilot study, the student must pass the *Course in the Protection of Human Research Subjects (CITI)* which is comprised of 17 required, and 7 optional modules); and (2) the authorship, or co-authorship of optional scholarly papers accepted for presentations at a national or international conferences (i.e., *National Association of School Psychologists, American Psychological Association, International Association for School Psychologists*) and/or publications in major journals pertaining to school psychology (e.g., *Journal of School Psychology, School Psychology Review, School Psychology International, School Psychology Quarterly, Journal of Psychoeducational Assessment, Psychology in the Schools*).

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

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

The course requirements, timetable for the completion of Ph.D. program requirements, and the recommended sequence of coursework are appended.

## **PRACTICA REQUIREMENTS**

The practica sequence was developed in accordance with APA (2005) and NASP (2000a) guidelines that require planned supervised experiences that include direct service and formally scheduled supervision. The primary focus of the practicum is to adequately prepare students for their internships. The practica experiences are designed to have a direct relationship to the objectives of the practicum as outlined in the document entitled *Description of Practicum* (2005). 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 may be required to spend one semester in the public schools and may spend the remainder of their time in other approved school-related agencies or clinics. The minimum practicum requirement is 6 semester hours over two semesters. However, on the basis of availability of placements, students may elect to be maximally involved in practicum for a period of 2 years. 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 6499 - 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.

## INTERNSHIP REQUIREMENTS

The internship in school psychology complies with APA (2005) and NASP standards (2000a). The full description of the internship is outlined in the document entitled *Description of Internship* (2008). The internship occurs at or near the end of the student's formal training and after the student has his or her dissertation proposal accepted. The internship is the joint responsibility of the School Psychology Program and the participating school districts and internship field placements. The internship settings are selected on the basis of their appropriateness relative to the specific training objectives of the program and with sensitivity to the student's professional background and goals. The daily supervision of interns is conducted by approved field supervisors in concert with School Psychology Program faculty.

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

The internship is designed to enhance the development of competencies and professionalism and to be the culminating experience of the student's program. As such, the internship allows the student to participate in educational settings and the opportunity to integrate coursework, research, theory, and practical experiences in a supervised, applied setting. To be eligible for internship, the student must have: (1) completed a master's degree program in School Psychology; (2) completed all practica requirements; (3) successfully passed the master's Qualifying Examination and the National School Psychology Examination (Praxis Series 0401); (4) received initial State of Connecticut certification (with a deficiency) in school psychology; and (5) for doctoral students, the dissertation proposal must have been approved. To obtain an initial certification with a deficiency, the student must complete all required coursework, submit a fully completed and typed ED-170A - *Statement of Preparing Higher Education Institution* including internship beginning and ending dates, and name of district.

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

The internship includes the following experiences: (1) an average of 4 hours per week of supervision that includes at least 2 hours of scheduled, individual supervision; (2) an average of 2 hours per week of scheduled learning activities such as case conferences, seminars, in-service training, etc.; (3) at least 10 hours per week of the intern's time must be spent in direct client contact; and, (4) the intern may spend up to 10 hours a week in research activities.

### References

- American Psychological Association (2005). *Guidelines and principles for accreditation of programs in professional psychology and accreditation operating procedures*. Washington, DC: Author.
- American Psychological Association (2002). Ethical principles of psychologists and code of conduct, *American Psychologist*, 47, 1597-1628.
- National Association of School Psychologists (2000a). *Standards for training and field placement programs in school psychology*. Bethesda, MD: Author.
- National Association of School Psychologists (2000b). *Professional conduct manual*. Bethesda, MD: Author.

## Appendix

### MASTER of ARTS/SIXTH-YEAR COURSE REQUIREMENTS in SCHOOL PSYCHOLOGY September, 2009

#### PSYCHOLOGICAL FOUNDATIONS

- EPSY 5510 - Learning: Its Implications for Education
- EPSY 5402 - Individual Differences in Learners

#### EDUCATIONAL FOUNDATIONS

- EPSY 5108 - Instruction for Students with Special Needs in the Mainstream

#### INTERVENTIONS/PROBLEM SOLVING

- EPSY 5404 - Pupil Behavior: Studies in Clinical Diagnosis
- EPSY 5403 - Intellectual Assessment
- EPSY 5194 - Seminar: Procedures in Academic Assessment
- EPSY 5194 - Seminar: Child Psychopathology
- EPSY 5194 - Seminar: Counseling in School Psychological Practice
- EPSY 5405 - Applied Behavior Analysis
- EPSY 5406 - Consultation
- EPSY 5194 - Seminar: Systems & Organizational Interventions

#### 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 5194 - Seminar: Roles and Functions of School Psychologists
- EPSY 5408 - Ethics in Educational and Professional Psychology

#### MULTICULTURAL ASPECTS (one of the following):

- EPSY 5316 - Cross-Cultural Counseling
- EDCI 5765 - Assessment of Bilingualism

#### PRACTICA

- EPSY 5092 - Practicum 1-6 semester hours per semester for a total of at least 6 semester hours across two semesters.

#### INTERNSHIP

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

**MASTER OF ARTS/SIXTH-YEAR COURSE SEQUENCE in SCHOOL PSYCHOLOGY  
2009-2010**

Autumn Semester

EPSY 5510 - Learning (M 4-6:30)  
 EPSY 5605 - Quantitative Methods I (W 9-11:30)  
 EPSY 5602 - Educ. Tests & Measurements (Th 4-6:30)  
 EPSY 5194 - Seminar: Roles & Functions (T 9:30-12:00)  
 EPSY 5194 - Seminar: Child Psychopathology (W 1-3:30)  
 Optional Elective - EPSY 5092 Practicum (Arr)

Spring Semester

First Year

EPSY 5402 - Individual Differences (M 10-12:30)  
 Elective - Multicultural Aspects  
 EPSY 5403 - Intellectual Assessment (Th 9:30-12:00)  
 EPSY 5404 - Pupil Behavior: Studies in Clinical  
 Diagnosis (T 9:30-12:00)  
 EPSY 5108 - Instruction for Students with Special  
 Needs in the Mainstream  
 Optional Elective - EPSY 5092 Practicum (Arr)

Second Year

EPSY 5194 - Sem: Counseling in Sch Psych Prac (Th 9:30-12)  
 EPSY 5405 - Applied Behavior Analysis (M 4-6:30)  
 EPSY 5601 - Principles & Methods in Educ. Research (Th 4:00-6:30)  
 EPSY 5406 - Consultation (M 1-3:30)  
 EPSY 5092 - Practicum (Arr)

EPSY 6469 - Single Subject Research (Th 9:30-12:00)  
 EPSY 5194 - Sem: Systems & Organ Inter (W 9:30-11:00)  
 EPSY 5408 - Ethics in Educational and Professional  
 Psychology (T 1:00-3:30)  
 EPSY 5914 - Seminar: Procedures in Acad Assess (M 1-3:30)  
 EPSY 5092 - Practicum (Arr)

Third Year

EPSY 5491 - School Psychology Internship (Arr)

EPSY 5491 - School Psychology Internship (Arr)

**DOCTOR of PHILOSOPHY COURSE REQUIREMENTS STUDENTS in SCHOOL PSYCHOLOGY  
2009-2010**

I. The breadth of scientific psychology, its history, and its research methods and applications:

A. BIOLOGICAL ASPECTS OF BEHAVIOR

One of the following courses:

PSYC 5140 - Foundations of Neuropsychology

B. COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR

EPSY 5510 - Learning: Its Implications to Education

C. SOCIAL ASPECTS OF BEHAVIOR

One of the following courses:

PSYC 5703 - Advanced Social Psychology

D. HISTORY AND SYSTEMS IN PSYCHOLOGY

PSYC 5100 - History of Psychology

E. PSYCHOLOGICAL MEASUREMENT

EPSY 5602 - Educational Tests and Measurements

F. RESEARCH METHODOLOGY

EPSY 6469 - Single-Subject Research in Education

EPSY 6601 - Methods and Techniques of Educational Research

EPSY 6194 - Doctoral Seminar: Research in School Psychology

G. TECHNIQUES of DATA ANALYSIS

EPSY 5605 - Quantitative Methods in Research I

EPSY 5607 - Quantitative Methods in Research II

Depending on the methodology and data analysis appropriate for the student's dissertation, one of the following courses:

EPSY 5610 - Applied Regression Analysis

EPSY 5613 - Multivariate Analysis in Educational Research

EPSY 6611 - Hierarchical Linear Models

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

A. INDIVIDUAL DIFFERENCES IN BEHAVIOR

EPSY 5402 - Individual Differences in Learners

B. HUMAN DEVELOPMENT

One of the following courses:

EPSY 5317 - Human Growth and Development

PSYC 5420 - Cognitive Development

PSYC 5410 - Advanced Developmental Psychology

C. DYSFUNCTIONAL BEHAVIOR OR PSYCHOPATHOLOGY

EPSY 5194 - Seminar: Child Psychopathology

D. PROFESSIONAL STANDARDS AND ETHICS

EPSY 5194 - Seminar: Roles and Functions of School Psychologists  
 EPSY 5408 - Ethics in Educational and Professional Psychology

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

A. THEORIES AND METHODS OF ASSESSMENT AND DIAGNOSIS

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

B. EFFECTIVE PREVENTION AND INTERVENTION

EPSY 5108 - Instruction for Students with Special Needs in the Mainstream  
 EPSY 5194 - Seminar: Counseling in School Psychological Practice  
 EPSY 5405 - Applied Behavior Analysis  
 EPSY 5113 - Reading Instruction and Intervention  
 EPSY 5194 - Seminar: Primary Prevention and Intervention in Schools and Education

C.. CONSULTATION AND SUPERVISION

EPSY 5406 - Consultation

D. ISSUES OF CULTURAL DIVERSITY

One of the following courses:  
 EPSY 5316 - Cross-Cultural Counseling  
 EDCI 5765 - Assessment of Bilingualism

E. EVALUATION OF THE EFFICACY OF INTERVENTIONS (embedded in the above courses dealing with research methodology, effective prevention and intervention and incorporated into both practicum and internship experiences).

IV. EPSY 6499 - Doctoral Practicum in School Psychology for a total of 6 to 12 semester hours.

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

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

## COURSE SEQUENCE FOR Ph.D. STUDENTS IN SCHOOL PSYCHOLOGY 2009-2010

### Autumn Semester

EPSY 5510 - Learning (M 4-6:30)  
 EPSY 5605 - Quantitative Methods I (W 9-11:30)  
 EPSY 5194 - Seminar: Child Psychopathology (W 1- 3:30)  
 EPSY 5602 - Educational Tests & Measurements (Th 12:30-3:00)  
 EPSY 5194 - Seminar: Roles & Functions (T 9:30-12:00)

### Spring Semester

#### First Year

EPSY 5402 - Individual Differences (M 10-12:30)  
 EPSY 5108 - Instruction for Students with Special Needs in the Mainstream (Th 4-6:30)  
 EPSY 5403 - Intellectual Assessment. (Th 9:30-12:00)  
 EPSY 5404 - Pupil Behavior: Studies in Clinical Diagnosis (T 9:30-12:00)  
 Clinical Diagnosis (T 9:30-12:00)  
 EPSY 5607 - Quantitative Methods II

#### Second Year

EPSY 5194 - Sem: Coun in Sch Psych Pract (Th 9:30-12)  
 EPSY 5405 - Applied Behavior Analysis (M 4-6:30)  
 PSYC 5100 - History of Psychology  
 EPSY 5406 - Consultation (M 1-3:30)  
 EPSY 6601 - Methods & Techniques of Educ Research (T 4-6:30)  
 Optional Elective - EPSY 6499 - Doctoral Practicum (Arr)

EPSY 6469 - Single Subject Research (Th 9:30-12:00)  
 EPSY 5408 - Ethics (W 9-11:30)  
 EPSY 5194 - Seminar: Procedures in Academic Assessment (M 1-3:30)  
 EPSY 5194 - Seminar: Primary Prevention and Intervention (T 12:30-3:00)  
 Optional Elective - EPSY 6499 - Doctoral Practicum (Arr)

#### Third Year

EPSY 6194 - Doctoral Seminar: Research in School Psychology  
 Elective - Biological Aspects of Behavior  
 Elective - Techniques in Data Analysis  
 Elective - Human Development  
 EPSY 6499 - Doctoral Practicum (Arr)  
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Elective - Social Aspects of Behavior  
 Elective - Issues of Cultural Diversity  
 EPSY 5113 - Reading Instruction & Intervention  
 EPSY 6499 - Doctoral Practicum (Arr)

#### Fourth Year

EPSY 6491 - Doctoral Internship in School Psychology  
 GRAD 6950 - Doctoral Dissertation Research (1-9 credits)

EPSY 6491 - Doctoral Internship in School Psychology  
 GRAD 6950 - Doctoral Dissertation Research (1-9 credits)

For further information contact:

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