SCHOOL PSYCHOLOGY

Graduate Program Handbook

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

2026-2027

10/23/26 last edits

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), approved by the Connecticut State Board of Education, and conditionally accredited by the National Association of School Psychologists (NASP) through August 1, 2028. The program requirements fulfill the certification requirements of most other states. The Master of Arts/sixth-year certification program requires a minimum of 60 semester hours of coursework including a 1200-hour, 10-month, supervised internship that meets the requirements for certification 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) 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 100 semester hours of coursework from the baccalaureate, including 9 hours of coursework related to an area of Advanced Integrated Concentration, 15 hours of dissertation research, and a 1500-hour internship that meets the requirements for certification and licensure in school psychology.

Beyond formal coursework, students are strongly encouraged to be actively involved with faculty research endeavors. Support and encouragement for student publications and presentations at national conferences 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 at Austin
Associate 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)

Kathleen M. Williamson, Ph.D., University of Connecticut
Assistant Clinical Professor, School Psychology Program, Department of Educational Psychology

Associated Faculty:

Kylie Anglin, Ph.D., University of Virginia
Assistant Professor, Research Methods, Measurement, & Evaluation Program, Department of Educational Psychology
Zachary Collier, Ph.D., University of Florida
Assistant Professor, Research Methods, Measurement, & Evaluation Program, Department of Educational Psychology
Craig Kennedy, Ph.D., University of California at Santa Barbara
Professor, Special Education, Department of Educational Psychology
Eric Loken, Ph.D., Harvard University
Associate Professor, Research Methods, Measurement, & Evaluation 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 in the doctoral program is on the preparation of competent evidenced-based practitioners who are also skilled and dedicated researchers who will contribute to the knowledge base in school psychology. Emphasis in the master's/sixth year program is on the preparation of competent practitioners who are skilled consumers of research that apply evidence-based practices in school psychology.

The faculty is committed to a learning environment that stresses an organized and explicit curriculum with clear expectations; there is also a strong commitment to 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 a range of student-faculty interactions, critical debate, and respect for theoretical diversity of practice. Program faculty believe 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.

PROGRAM DISCLOSURES

At the University of Connecticut, there are no policies pertaining to "admission and employment policies that directly relate to affiliation or purpose" that may be faith-based or secular in nature. It aspires to be the outstanding public university in the nation; a center for learning providing excellence in both teaching and research and delivers comprehensive, innovative, and inclusive programs and services for all students.

STUDENT ADMISSIONS, OUTCOMES, AND OTHER DATA

Note. Data Tables are updated annually, following completion and analyses of cohort data from the prior year.

Fall 2026 Matriculation

Regarding Fall 2026 matriculation, the pools consisted of 68 applicants to the master's/sixth-year program, and 21 applicants to the doctoral program. From these pools, 11 students matriculated into the master's/sixth year program and three students matriculated into the doctoral program (a total of 14 matriculated students between the two programs). The mean total Graduate Record Examination scores of applicants matriculated into the master's/sixth-year and doctoral programs in 2026 have been suppressed due to five or fewer students reporting scores.

Currently, there are 24 doctoral and 27 master's/sixth-year students pursuing advanced degrees in the school psychology program.

Time to Completion

For the last 10 years, since Fall 2016, of the students who completed the master's/sixth year program, the vast majority graduated within three years, and the remainder completed within four years.*

*Exact percentages not disclosed to comply with data suppression guidelines.

Since Fall 2016, the program has graduated 44 doctoral students. On average, doctoral students require 4.7 years to graduate. The median was 4.0 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 three 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.

Years in Which PhD Degrees were Conferred: Fall 2016 - Summer 2026	
Outcome	**Total**
Total number of students with doctoral degrees conferred on transcript	44
Mean number of years to complete the program	4.7
Median number of years to complete the program	4.0

*Data for multiple academic years combined to comply with data suppression guidelines

Years in Which PhD Degrees were Conferred: Fall 2016 - Summer 2026		
Time to Degree Ranges	**N**	**%**
Students in less than 5 years	24	55
Students in 5 years	8	18
Students in 6 years	7	16
Students in 7 or more years	5	11

*Data for multiple academic years combined to comply with data suppression guidelines

Program Costs

Description	2026-2027 1st-year Cohort Cost
Tuition for full-time students (in-state)	$19,512
Tuition for full-time students (out-of-state)	$41,424
Tuition for full-time students (New England regional)	$30,408
Tuition per credit hour for part-time students (*if applicable enter amount; if not applicable enter "NA")*	NA
University/institution fees or costs	$3,886
Additional estimated fees or costs to students (e.g., books, travel, etc.)	$6,095

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: https://catalog.uconn.edu/graduate/tuition-fees/ and Office of the Bursar, available at: https://bursar.uconn.edu/tuition-fees/graduate/2026-2027/ .

Internship Data

All matriculated master's/sixth year and doctoral students for the last 10 years, since Fall 2017, have completed supervised internships. The following tables provide data exclusively for doctoral students.

Internship Placement for Doctoral Students - Table 1

Years Applied for Internship:

Fall 2017 - Summer 2027 (PhD students)		
Outcome	**N**	**%**
Students who obtained APA/CPA-accredited internships	15	33
Students who obtained APPIC member internships that were not APA/CPA-accredited	8	18
Students who obtained other membership organization internship (CAPIC) that were not APA/CPA-accredited	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited	13	29
Students who obtained other internships that were not APA/CPA-accredited	9	20
Students who obtained any internship	45	100
Students who sought or applied for internships including those who withdrew from the application process	45	-

*Data for multiple academic years combined to comply with data suppression guidelines

Internship Placement for Doctoral Students - Table 2

Years Applied for Internship: **Fall 2017 - Summer 2027** (PhD students)		
Outcome	**N**	**%**
Students who sought or applied for internships including those who withdrew from the application process	45	-
Students who obtained paid internships	41	91
Students who obtained half-time internships	0	0

Attrition

There were 89 students who entered the master's/sixth-year program in school psychology during the 10-year period Fall 2016-Summer 2026. The vast majority of these students completed the program, transferred to the PhD program, or are still enrolled.* With respect to the doctoral program, there were 54 students who entered the PhD program during the 10-year period Fall 2016-Summer 2026. Of this number, seven students, or 13% did not complete the program for reasons that primarily involved a change in their career aspirations.

*Exact percentages not disclosed to comply with data suppression guidelines.

The following table provides data exclusively for doctoral students.

Doctoral Students: Academic Years Fall 2016 - Summer 2026		
Variable	**N**	**%**
Students for whom this is the year of first enrollment (i.e., new students)	54	-
Students whose doctoral degrees were conferred on their transcripts	26	48
Students still enrolled in the program	21	39
Students no longer enrolled in the program for any reason other than conferral of doctoral degree	7	13

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 Test* prior to internship and therefore were eligible to apply for 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. (*0401- prior to 9/2014, 5402- 9/2014 to 9/2022, 5403- 9/2022-present)

For the last 10 years, from Fall 2016 to Summer 2026, 44 students completed their doctoral programs; 34 of these students completed their doctoral programs between two and 10 years ago. Of this number, 20 students have been licensed by the Boards of Psychology in their state. The following table provides data exclusively for doctoral students.

Doctoral Student Outcome	Fall 2016 - Summer 2026
The total number of program students (doctoral degrees conferred on transcript) between 2 and 10 years ago	34
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	20
Licensure percentage	59%

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 (required for PhD students only), 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 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 must respond to the program's offer of admission to the master's/sixth-year or Ph.D. program by April 15th; 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 must 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, conference participation 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. 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. For a comprehensive description of financial aid, grants, loans, tuition remission, assistantships, and fellowships see the University of Connecticut's Graduate Catalog, available at: https://catalog.uconn.edu/graduate/assistantships-fellowships-aid/.

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 100 semester hours of coursework, including 9 hours of coursework related to an area of Advanced Integrated Concentration, 15 hours of dissertation research, and a 1500-hour internship that meets the requirements for school psychology certification and licensure.

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. 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/6th year degree.

The doctoral program adheres to the scientist-practitioner model of graduate education in psychology. Students are involved in a systematic and reasoned sequential plan of study of integrated didactic and applied courses. The sequential plan of study is designed to aid students' attainment of a knowledge base and the expertise to enhance the practice of school psychology through the employment of the scientific method. 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, academic, and social, emotional, 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 and fourth years of the doctoral program focuses on the cognitive and social aspects of psychology, developmental aspects of psychology, the history of psychology, and increasing skills related to the professional practice of school psychology. Throughout the third year, students engage in activities that prepare them to develop their dissertation proposal, and have identified the course sequence for their particular interests and specialization (referred to as the Advanced Integrated Concentration (AIC): see description below). Through further study in a related area, the AIC requirement offers an opportunity to enrich their preparation as a health service psychologist with specialty in school psychology. Students additionally continue to be involved in practicum throughout the third year and may continue in the fourth year.

Typically, 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.

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 all the three options (or Master's and Certificate) 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 3rd and 4th 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 Cohorts HuskyCT under "Organizations" tab) 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 and (b) profession-wide competencies. The Comprehensive Examination Committee (CEC) will develop two questions to provide students with an opportunity to demonstrate their 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 a doctoral student's coursework. Timing will be determined in consultation with the major advisor, but generally it would be at the start of the fall semester of the 4th 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 approximately 75% of coursework from an approved Doctoral Plan of Study.

Registration Deadline. Students must notify the CEC Chair of intent to participate in the comprehensive exam in the spring semester immediately preceding the fall in which the comprehensive exam will be scored. Students are encouraged to complete responses over the summer period because the submission date is early in the fall semester.

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.

Submitting AI-generated text as your own work would be an act of plagiarism insofar as it would involve passing off the work of others as your own. For these reasons, you are not allowed to use AI tools to produce any part of your comprehensive examination. You should also know that the university has AI detection software that distinguishes between AI generated content and human generated content.

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 of the review committee that consists of 5 doctoral-level psychologists with expertise in schools, 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 or doctoral level practitioners who serve as outside readers. The student will then orally present and defend the proposal to their advisory committee. Doctoral students must defend their dissertation proposal no later than June 10th in the spring prior to going on internship to be eligible for internship. *Note: Specific guidelines regarding dissertation procedures can be obtained from the Department of Educational Psychology and are referred to in the program timeline. For the composition of advisory committee, please see details here: https://catalog.uconn.edu/graduate/advisory-system/.*

Final examination/dissertation defense. 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. Doctoral students must defend their dissertation no later than June 10th to graduate in August.

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 approximately 60 semester hours of graduate coursework including practica and internship; however, the master's degree is awarded after the second year, following 30 semester hours of successfully completed coursework and a passing score on the master's examination (e.g., national school psychology Praxis exam). The sixth-year diploma is awarded after completion of the remaining semester hours of coursework, including a passing score on the sixth-year comprehensive examination (e.g., pre-internship portfolio) 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 basis that they (a) possessed acceptable validity and utility; and (b) 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 5403), 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 155 or above) the student will submit the *Report on Final Examination* online 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 the 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 (NASP) and the American Psychological Association (APA). 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 5403); (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.

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 uses 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

Refer to the **Practicum Manual** provided by the practicum course instructor.

INTERNSHIP REQUIREMENTS

Refer to the **Internship Manual** provided by the internship course instructor.

ADDITIONAL INFORMATION

Forms and Resources

Current students should visit the School Psychology Cohorts "organizations" page in HuskyCT to access various documents needed for successful completion of program requirements. Among others, these include the program handbook, pre-internship and internship portfolio manuals, timeline to completion document, and internship application support documents. Students should also visit the Graduate School website (https://grad.uconn.edu/forms/) and the Registrar website (https://registrar.uconn.edu/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: https://reslife.uconn.edu/housing-options/specialty-housing/storrs-campus-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/. All travel guidelines, including procedures for travel and reimbursement using any university funds, in effect at the University of Connecticut apply to graduate students.

REFERENCES

American Psychological Association, Commission on Accreditation. (2019). 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.

Artificial Intelligence (AI) Use

AI resources are designed to support and enhance, rather than substitute for human academic composition, clinical judgment, and research processes. Overreliance on AI tools might prevent trainees from developing essential clinical skills such as report writing, data interpretation, and case conceptualization. While AI may serve as an assistive resource, students are expected to develop core competencies independently and not rely on AI as a substitute for professional judgment. **Failure to uphold these standards may result in academic penalties, mandatory remediation, removal from practicum, or internship settings. Repeated or serious violations may lead to dismissal from the program**. *Full Disclosure – ChatGPT and Claude were used to identify themes for this statement.*

In the School Psychology program, AI implementation must align with the legal requirements and ethical standards of the **National Association of School Psychologists (NASP)** and the **American Psychological Association (APA)**, especially concerning issues of confidentiality, data protection, and academic and scholarly integrity. Students must prioritize data privacy and security when using AI tools. Under no circumstances should students or faculty enter information about **real clients or personally identifiable information (PII)** into AI tools that are not institutionally approved and specifically designed and contracted for secure data handling (e.g., with a Business Associate Agreement for HIPAA; Farmer et al., 2025). Most publicly available AI tools are **not HIPAA- or FERPA-compliant**, and their use to process clinical or educational information constitutes a serious breach of ethical and legal standards. Students may not use AI tools to draft psychological reports, treatment plans, clinical notes, or emails involving client material without consent from clients and supervisors. This also applies to student data perceived as "non-identifiable," as AI may still be able to infer identity (Farmer et al., 2025).

Course instructors will indicate whether the use of AI is allowable for class assignments. **Students remain fully responsible for the accuracy, clarity, and quality of their work**, regardless of the degree of AI involvement. Because AI tools have the potential to perpetuate harmful stereotypes and biases, students must carefully evaluate AI-generated content to identify and mitigate bias that could negatively impact students, clients, or broader communities. **Students are expected to disclose all AI use**, providing clear attribution statements (e.g., citations) that describe when and how AI was utilized in academic work, clinical practice, and research (Luo, 2024). Any use of AI in theses, papers, or presentations must be disclosed. Students should consult with their research advisor prior to using AI on a project.

Farmer, R. L., Lockwood, A. B., Goforth, A., & Thomas, C. (2025). Artificial intelligence in practice: Opportunities, challenges, and ethical considerations. *Professional Psychology: Research and Practice, 56*(1), 19–32. doi.org/10.1037/pro0000595

Luo, J. (2024) A critical review of GenAI policies in higher education assessment: a call to reconsider the "originality" of students' work. *Assessment & Evaluation in Higher Education, 49*(5), 651-664. doi.org/10.1080/02602938.2024.2309963

Policy Citation: Lockwood, A., Cara, D., Newman, D., Villarreal, J., Fulwood, J., & Dowon, C. (2025). Example AI policy for school psychology training programs: Cultivating ethical and competent AI use.

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. The student in collaboration with their major advisor selects their advisory committee. Generally, all core school psychology faculty are listed as advisors on Masters and Sixth Year plans of study. 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 Timeline."* The composition of doctoral advisory committee should follow the requirements in graduate school: https://catalog.uconn.edu/graduate/advisory-system/.

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 2023 should refer to the course sequence in the Fall 2023 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 accordance 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 any additional employment (i.e.

inside or outside the university) beyond their graduate assistantship, they must discuss and obtain prior approval from their major advisor.

Given the intensive coursework and practicum requirements of the school psychology program, the program has a policy that students cannot exceed the equivalent of a 20 hour full-time GA position throughout the academic year. In addition, students with the equivalent of a 20 hour full-time GA position cannot complete extra practicum experiences (beyond the 1 day expected during 1st year or 2 days expected during later years) without written approval from their major advisor, Advanced Practicum instructor, and Director of Clinical Training.

Course Waivers

If a student earned graduate credits prior to their matriculation in the UConn program, they may petition to substitute credits in lieu of required UConn courses at the discretion of the graduate school. 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 and the graduate school policies are followed.

Provide your major advisor with a written request for a course waiver as soon as possible. Minimum required documentation includes the course syllabus and student transcript. Course waivers should be submitted to your major advisor before you submit your program plan of study. Students seeking a waiver for any new non-UConn course taken while matriculating in the UConn school psychology program should consult with the major advisor prior to enrolling in the non-UConn course.

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.

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.

The transfer of credit allows the student to apply up to 25% of their external credits toward their sixth-year and masters plans.

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.) To do this, students should inform the Director of Internship of their last date of internship by April 1st. 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 Dean's Office informing them how to create an account on the Connecticut Educator Certification website and obtain an Educator Identification Number (EIN), which the Dean's Office will need to process your certification. Please respond to this email and any others from the Dean's Office, Director of Internship, or Program Director thoroughly and promptly. Eligibility for Connecticut certification for those students who do not complete the full sequence of courses at UConn (e.g., transferring from another program) will be reviewed on a case-by-case basis. 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. See the Neag Certification website for more information.

Problem-solving and Grievance Procedures

As in the professional settings for which you are being prepared, you may encounter interpersonal situations during your training that involve conflict and are challenging to manage. The goal in both settings is to problem-solve effectively. You will learn the NASP Ethical Problem-Solving Model in your ethics course and will be discussing effective problem solving throughout your tenure in the program. Whenever possible, the goal is to resolve conflicts directly, and to foster a climate that is positive and respectful.

These excerpts from the NASP 2020 Professional Standards provide a preview:

> **Standard IV.3.2.** When a school psychologist suspects that another school psychologist or another professional has engaged in unethical practices, he or she attempts to resolve the suspected problem through a collegial problem-solving process, if feasible.
>
> **Standard IV.3.3.** If a collegial problem-solving process is not possible or productive, school psychologists take further action appropriate to the situation, including discussing the situation with a supervisor in the employment setting, consulting state association ethics committees, and, if necessary, filing a formal ethical violation complaint with state associations, state credentialing bodies, or the NASP Ethical and Professional Practices Committee in accordance with their procedures.

Parallel to the hierarchical approach you will incorporate into your practice in the field, consider the following guidelines and procedures for resolving conflict during your graduate training.

In cases where a student feels aggrieved or uncertain about whether they have been treated fairly by a faculty or staff member, The University of Connecticut's Graduate School policies provide 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 circumstance, there are several possible courses of action:

- Sometimes helpful mediation can be provided by other faculty or staff in the school.

- A valuable resource that students can access at any time for guidance or advice is the UConn Ombuds Office. https://ombuds.uconn.edu/
  As described on the Ombuds Office webpage:
  The UConn Ombud serves as a neutral resource who provides confidential and informal assistance to members of the UConn and UConn Health community. The Ombuds Office was established to provide a confidential, neutral resource for staff, faculty, Professional and graduate students and trainees to express concerns, identify options to address workplace conflicts, facilitate productive communication, and surface responsible concerns regarding university policies and practices. Contact the Ombuds Office at any point during an issue when a confidential conversation or source of information may be needed. The Ombuds will listen to your concerns, give you information about University policies, help you evaluate your situation, and assist you in making plans to address the issue or conflict. You control the process and decide which course of action to take. Contacting the Ombuds Office is completely voluntary, and you choose the course of action that is best suited to your interests.
- 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 to 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 to 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 students 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 6th Year POS cannot also be listed on the Doctoral POS. Internship always goes on the 6th 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). The MA POS must be signed by all of the school psychology core faculty.

Sixth Year (SD) – 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). The SD POS must be signed by the major advisor.

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 nor 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). The doctoral POS must be signed by the advisory/dissertation committee.

Student Written Feedback

The program faculty meet with their advisees at least annually 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 evidence behavior that is incompatible with professional deportment. 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 (https://catalog.uconn.edu/graduate/academic-regulations/). 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 considers 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 allows 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 has 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 adhere 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 and pre-internship portfolio.
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; this applies even while you are on internship.
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 a psychologist; 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, email signature lines, etc. 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 social media, 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, social media profiles or posts, 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 social media, or engages 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 deportment 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:

- Social networking sites 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 posts, reels, videos, 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 includes 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 necessarily making 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 environments 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 Inclusion and Civil Rights 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 support. 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 Domain1). 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 to 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, supervises, 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 2026-2027

INTERVENTIONS/PROBLEM SOLVING

EPSY 5404 Social, Emotional, and Behavioral Assessment
EPSY 5403 Intellectual Assessment
EPSY 5425 Procedures in Academic Assessment
EPSY 5430 Childhood Development and Psychopathology
EPSY 5445 Counseling in School Psychology
EPSY 5405 Applied Behavior Analysis
EPSY 5406 Consultation Theories and Practices
EPSY 5440 Social, Emotional, and Behavioral Intervention in Schools
EPSY 5435 Academic Interventions

STATISTICS AND RESEARCH METHODOLOGIES

EPSY 5605 Quantitative Methods in Research I
EPSY 5601 Principles and Methods in Educational Research

PROFESSIONAL SCHOOL PSYCHOLOGY

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

MULTICULTURAL ASPECTS

EPSY 5450 Issues of Cultural Diversity in School Psychology

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 12 total semester hours (6 per semester across two semesters)

MASTER OF ARTS/SIXTH-YEAR SUGGESTED COURSE SEQUENCE IN SCHOOL PSYCHOLOGY
2026-2027

Fall Semester	Spring Semester
First Year	
EPSY 5605 – Quantitative Methods I (**in person**)	EPSY 5601 – Principles & Methods in Ed Research
EPSY 5420 – Roles & Functions of School Psychologists	EPSY 5425 – Procedures in Academic Assessment
EPSY 5403 – Intellectual Assessment	EPSY 5404 – Social, Emotional, & Behavioral Assessment
EPSY 5450 – Issues of Cultural Diversity	EPSY 5430 – Childhood Development & Psychopathology
EPSY 5092 – Practicum 1 (3 credits)	EPSY 5092 – Practicum 1 (3 credits)
Second Year	
EPSY 5405 – Applied Behavior Analysis	EPSY 5440 – Social, Emotional, & Behavioral Intervention in Schools
EPSY 5408 – Ethics in Educational & Professional Psych	EPSY 5435 – Academic Interventions
EPSY 5445 – Counseling in School Psychology	[Course aligned with Program Objective 4]
EPSY 5406 – Consultation Theories & Practices	EPSY 5092 – Practicum 2 (3 credits)
EPSY 5092 – Practicum 2 (3 credits)	
Third Year	
EPSY 5491 – School Psychology Internship (6 credits)	EPSY 5491 – School Psychology Internship (6 credits)

APPENDIX D: DOCTORAL COURSES

DOCTOR OF PHILOSOPHY COURSE REQUIREMENTS IN SCHOOL PSYCHOLOGY 2026-2027

I. Discipline-Specific Knowledge

HISTORY AND SYSTEMS IN PSYCHOLOGY
EPSY 5455 History and Systems of Psychology

COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR
EPSY 5437 Cognitive and Affective Bases of Behavior

BIOLOGICAL ASPECTS OF BEHAVIOR
PSYC 5140 Foundations in Neuropsychology

DEVELOPMENTAL ASPECTS OF BEHAVIOR
EPSY 5318 Human Growth and Development over the Lifespan: Implications for Counselors

SOCIAL ASPECTS OF BEHAVIOR
EPSY 5194 Seminar: Advanced Social Psychology or
PSYC 5460 Social and Personality Development or
PSYC 5703 Advanced Social Psychology or
PSYC 5770 Current Topics in Social Psychology

ADVANCED INTEGRATIVE KNOWLEDGE OF BASIC DISCIPLINE-SPECIFIC CONTENT AREAS
EPSY 5430 Childhood Development and Psychopathology

RESEARCH METHODS
EPSY 6601 Methods and Techniques of Educational Research

STATISTICAL ANALYSIS
EPSY 5605 Quantitative Methods in Research I
EPSY 5610 Applied Regression Analysis for the Education Sciences

PSYCHOMETRICS
EPSY 6601 Methods and Techniques of Educational Research

II. Profession-Wide Competencies

RESEARCH
EPSY 5199 Doctoral Seminar: Research in School Psychology (register for 1 independent study in education credit, each semester, with major advisor)

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 in School Psychology

ASSESSMENT
EPSY 5404 Social, Emotional, and Behavioral Assessment
EPSY 5403 Intellectual Assessment
EPSY 5425 Procedures in Academic Assessment

INTERVENTION
EPSY 5445 Counseling in School Psychology
EPSY 5405 Applied Behavior Analysis
EPSY 5440 Social, Emotional, and Behavioral Intervention in Schools
EPSY 5435 Academic Interventions

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS
EPSY 5406 Consultation Theories and Practices

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 for a total of 18-24 semester hours across 6-8 semesters.

V. EPSY 6491 Doctoral Internship in School Psychology for a total of 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
2026-2027

Fall Semester	Spring Semester
First Year	
EPSY 5605 – Quantitative Methods I **(in person)**	EPSY 5404 – Social, Emotional, & Behavioral Assessment
EPSY 5420 – Roles & Functions of School Psychologists	EPSY 5425 – Procedures in Academic Assessment
EPSY 5403 – Intellectual Assessment	EPSY 5430 – Childhood Development & Psychopathology
EPSY 5450 – Issues in Cultural Diversity	EPSY 6494 – Doctoral Practicum 1 (3 credits)
EPSY 6494 – Doctoral Practicum 1 (3 credits)	EPSY 5610 – Applied Regression Analysis *(1st or 2nd year)*
Second Year	
EPSY 5405 – Applied Behavior Analysis	EPSY 5440 – Social, Emotional, & Behavioral Intervention in Schools
EPSY 5408 – Ethics in Educational & Professional Psych	EPSY 5435 – Academic Interventions
EPSY 5445– Counseling in School Psychology	EPSY 5610 – Applied Regression Analysis *(1st or 2nd year)*
EPSY 5406 – Consultation Theories & Practices	[Course aligned with Program Objective 4]
EPSY 6494 – Doctoral Practicum 2 (3 credits)	EPSY 6494 – Doctoral Practicum 2 (3 credits)
Third Year	
EPSY 5199 – Independent Study in Education with Major Advisor (1 credit)	EPSY 5199 – Independent Study in Education with Major Advisor (1 credit)
(Doc Sem: Res in School Psych)	(Doc Sem: Res in School Psych)
PSYC 5140 – Foundations in Neuropsychology	EPSY 6494 – Doctoral Practicum 2 (3 credits)
EPSY 6494 – Doctoral Practicum 2 (3 credits)	AIC Course*
AIC Course*	EPSY 6601 – Methods & Techniques of Educational Research
PSYC 5460 – Social Development OR PSYC 5770 – Current Topics in Social Psychology OR PSYC 5703 – Advanced Social Psychology OR EPSY 5194 – Advanced Social Psychology	EPSY 5437 – Cognitive & Affective Bases of Behavior OR EPSY 5455 – History & Systems of Psychology
(Course offered every other year – take 1 social psych class in either 3rd or 4th year)	*(Courses offered every other year – take 1 in either 3rd or 4th)*
	GRAD 6950 – Doctoral Dissertation Research
	-1-9 credits (must take a total of 15 dissertation credits)
Fourth Year	
GRAD 6950 – Doctoral Dissertation Research	GRAD 6950 – Doctoral Dissertation Research
-1-9 credits (must take a total of 15 dissertation credits)	-1-9 credits (must take a total of 15 dissertation credits)
EPSY 5318 – Human Growth & Development	EPSY 6494 – Doctoral Practicum 2 (3 credits)
EPSY 6494 – Doctoral Practicum 2 (3 credits)	AIC Course*
PSYC 5460 – Social Development OR PSYC 5770 – Current Topics in Social Psychology OR PSYC 5703 – Advanced Social Psychology OR EPSY 5194 – Advanced Social Psychology	EPSY 5437 – Cognitive & Affective Bases of Behavior OR EPSY 5455 – History & Systems of Psychology
(Courses offered every other year – take 1 social psych class in either 3rd or 4th year)	*(Courses offered every other year – take 1 in either 3rd or 4th)*
Fifth Year	
EPSY 6491 – Doctoral Internship in School Psychology (6 credits)	EPSY 6491 – Doctoral Internship in School Psychology (6 credits)

*Note: *Students can choose the semesters in which they will select courses to fulfill their requirements for the Advanced 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.*
***To be competitive for APPIC internships, students are encouraged to take EPSY 6494 (2 credits) in the summer, at their own cost, after year 4. Students are responsible for finding their own summer practicum sites.*

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:

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