

**UNIVERSITY
OF HARTFORD**

COLLEGE OF ARTS AND SCIENCES

Graduate Student Handbook

Psychology Master's Degree Students

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WELCOME

Welcome to the Department of Psychology at the University of Hartford. You have selected a strong program in your field which places great emphasis on conceptual as well as applied aspects of psychology.

We value your contribution to the Department and want you to make full use of the facilities and services that are available. Get to know your faculty, advisors, program directors, staff, and fellow students. Attend as many curricular functions as you can. Be connected with your program and, most definitely, learn as much as you can while pursuing your degree.

This handbook is intended to be used in conjunction with the University's Graduate Bulletin published yearly by the University of Hartford. We have attempted to ascertain all of the appropriate regulations, dates, and other information available at the time of publication. It is the responsibility of each student to be fully aware of, and adhere to, the regulations and requirements of both the University of Psychology as presented in the Bulletins. The Bulletin is available on line at www.hartford.edu/graduate/graduatebulletin.aspx . Also available are the Thesis Manual on the Graduate Psychology website at <http://uhaweb.hartford.edu/psych>, and the Source: Student Handbook at www.hartford.edu/thesource/.

DEPARTMENT OF PSYCHOLOGY MISSION STATEMENT

The Department of Psychology at the University of Hartford is strongly student-centered and committed to engaging students in the understanding of behavior, cognition, emotion, and social interaction.

Major emphasis is placed on the development of critical thinking and analytical skills so students become adept at formulating meaningful questions, implementing strategies to enhance growth and development, and solving problems of individual and group behavior. Students are encouraged to understand, appreciate, and embrace diversity and the need for community involvement.

The department promotes self-awareness and life-long learning aimed at developing well-rounded, resourceful, ethical, competent, and compassionate graduates at all levels of education.

UNIVERSITY OF HARTFORD

The University of Hartford is an independent, comprehensive university that provides educational programs in liberal arts and professional disciplines for undergraduate and graduate students. Professional education is designed to provide concentrated knowledge and depth in a field in order to develop entry-level professional skills for productive career outlets and continuing professional growth.

The University of Hartford is composed of seven schools and colleges. Graduate programs in psychology are administered within the College of Arts and Sciences, which is committed to being a center of excellence in the teaching and learning of the basic elements of the humanities, social sciences, and physical and natural sciences.

The University of Hartford is licensed and accredited by the State of Connecticut to award the following master's degrees in the Psychology Department:

Master of Arts in Clinical Practices in Psychology
Master of Science in Organizational Psychology
Master of Science in Organizational Psychology On line Program
Master of Science in School Psychology/Sixth-year Certificate
Doctor of Psychology in Clinical Psychology

The Department of Psychology, following the general policy of the University of Hartford, admits students without regard to race, gender, creed, color, age, physical ability, sexual orientation, or national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the University. It complies with Title VI of the Civil Rights Act of 1964, as amended, and does not discriminate on the basis of race, gender, creed, color, age, physical ability, sexual orientation or national or ethnic origin in the administration of its educational policies, admission policies, or scholarship and loan programs, and athletics and other University-administered programs.

GENERAL INFORMATION FOR MATRICULATED STUDENTS

STUDENT ID

All students are required to have a student ID card (Hawk Card). Your student ID number allows you to register for classes and use the various resources of the University. The whole process will take about 5 minutes. To obtain a University ID, **make sure to bring a picture ID and a copy of your class registration with you.** If you did not receive confirmation in the mail or via email, the registration confirmation can be obtained from Student Administrative Service Center (SASC), located in the Computer Center building, 2nd floor.

ID Office Location: Gengras Student Union, Room 112 (phone x5343)

ID Office hours: Monday-Thursday 9-4:30; Friday, 9-3. The ID office will be open until 7 pm during the first two weeks of the semester.

PARKING PERMIT

All students are also required to have a parking permit displayed in their vehicle at all times, and to park in their assigned parking lot. **Parking Permits Are REQUIRED by the first day of class each semester.** To purchase a parking permit, log onto the Self-Service Center, <http://banweb.hartford.edu>, and click on the "Public Safety/Parking" link. Then click "Purchase a Permit," and enter vehicle information. Click on self-service center and follow the links. You will be billed for your parking permit. The parking fee will show up on your electronic billing statement. After completing the online process, print out a temporary permit. Bring your temporary permit, vehicle registration, and University ID to the Department of Public Safety office, where you will be assigned to a specific parking lot and receive a permanent permit to display in your car. Any questions regarding permits should be directed to the Public Safety Office at 860-768-7985. The parking fee for commuter students is \$75 for the year.

E-MAIL ACCOUNT

Once you register for your classes, you will automatically receive an email account. ***It is very important that you use your University email account rather than another account that you may have.*** The Department of Psychology, faculty and other students use this email account to communicate with you. You will also need it for Blackboard access. The process is as follows:

- Day 1 Register for classes
- Day 2 The next day the Registrar's Office will send your information to Information Technology Services (ITS)
- Day 3 Your email account will be set up
- Day 3 That same day a letter will go out with your account user name and temporary password, along with instructions
- Day 4 The next day your Blackboard account will be ready

For Computer Services hours and summary of services, please check: <http://its.hartford.edu/services.htm>. For directions on accessing the University's main server and the Library's databases from your home, go to: <http://its.hartford.edu/e-mail.htm>. If you have questions, call (860) 768-4357.

MAILBOXES

Master's students' mailboxes are color coded by program and located in the lounge (E 205) directly across from the 2nd floor Psychology Office. Access to the lounge is from 8:00 A.M. until 10:00 P.M., Monday through Friday. Clinical-yellow, School-green, and Organizational-purple,

CLOSINGS AND ANNOUNCEMENTS

The University is a highly residential institution, and it is critical that the University maintain its operations and schedules. Generally, the University will not close except under unusual circumstances. In event of an extremely severe storm or other emergency conditions, announcements are made on local TV and radio stations. Recorded information is also available by calling 860-768-4100, or go to the University website at <http://uhaweb.hartford.edu>. Generally, evening closings are not announced until at least 2 P.M.

BOOKSTORE

Textbooks are located in the lower level of the bookstore in the Harry Jack Gray Center. The bookstore is open **special hours during the first two weeks** of each term. Bring your schedule with you in order to get the proper books for your section and class number.

Regular Hours: Monday-Thursday, 9:00-7:00; Friday, 9:00-4:00; Saturday, 11:00-4:00;
Sunday, Closed **Phone:** 860-768-4801

Website: <http://www.hartford.edu/graduate/studentresources/bookstore.aspx>

PSI CHI

Psi Chi, the International Honor Society in Psychology, has an active chapter at the University. The purpose of the organization is to honor student excellence and to promote psychology on campus. Psi Chi members work actively with Psych Society, the psychology club, to engage students and the greater community to enjoy and explore the exciting field of psychology. Joining Psi Chi requires that the student is at least a second-semester sophomore, has taken three psychology courses, and has a 3.00 GPA or higher in both psychology courses and in cumulative grades. Students who qualify for membership are encouraged to join this association, not only for immediate benefits, but for future professional opportunities especially with regard to graduate school and employment. Membership in Psi Chi may enhance a student's application to graduate school by demonstrating motivation and involvement, and there are intrinsic benefits of interacting with other students in these groups.

PSYCH SOCIETY

Psych Society, the psychology club, at the University is an active club that works along with Psi Chi to promote psychology awareness on campus. The Psych Society is open to all students and it engages students and the greater community to enjoy and explore the exciting field of psychology through activities, talks, discussions, community service activities, and more. We encourage students to get involved in Psych Society early in their coursework and to connect to the many opportunities available to members.

OTHER DEPARTMENT ACTIVITIES

The Department sponsors and supports numerous professional and social activities throughout the year. Watch for announcements regarding upcoming events such as brown bag lunches on various topics, colloquia, and others. Scheduled activities will be posted and sent to your mailbox.

REGISTRATION

ACADEMIC CALENDAR

The academic calendar lists critical dates during each semester for class withdrawals, registration, final exams, etc. This calendar can be found each semester at:

http://www.hartford.edu/academics/academic_calendar.

REGISTRATION OPTIONS

If you are new to the University, you may have worked with your program advisor to pre-register you prior to Psychology Graduate Student Orientation Day. If so, you are all set. If you have not registered as yet, you will meet with your advisor and register that day. For returning students, there are two registration options to choose from:

- You may register in person at the Student Administrative Service Center (SASC) located in the Computer Center (CC), 2nd Floor. All paper registration forms require both student and advisor signatures. Please call the SASC center at (860) 768-4999 for questions regarding registration or registrar issues.
- With an online registration PIN obtained from your advisor (matriculated students only), you can register for each semester online. Students can also check grades and schedules of classes, and download needed forms (e.g., transcript request form) through the Self-Service Center at the following: <http://banweb.hartford.edu>.

TRANSFER OF CREDIT

The Department of Psychology at the University of Hartford has adopted the policy that students may transfer up to six credits of "applicable" graduate course work from other accredited institutions of higher learning.

"Applicable" is interpreted to mean equivalent to courses offered by the Department of Psychology at the University of Hartford and designated as required or recommended for a program of study leading to a specific graduate degree. Where courses are not required or recommended, these credits may be considered applicable under the "elective credits" component of the program, provided students (in conjunction with their advisor) can justify inclusion of these formal courses as providing depth in the area(s) of specialization they are pursuing for clinical application and/or research purposes.

Any student desiring transfer credit should meet with her/his advisor for a preliminary determination as to which course credits are applicable for transfer. The courses suggested for approval for credit should be forwarded to the appropriate program director for her/his approval. Should such approval be granted, the information should be completed on the "Permit for Transfer Credit" form which can

be obtained from the Graduate Admissions Office. Once completed it will be forwarded to the College of Arts and Sciences for evaluation.

CONTINUOUS REGISTRATION REQUIREMENTS

Degree candidates are expected to maintain continuous registration (excluding summer/winter) until all degree requirements are satisfied. Failing to register for one semester or more breaks the student's registration and requires that the student seek re-admission. A student who is re-admitted after the lapse of one semester may resume the degree requirements listed in the Bulletin. Re-admission requirements must be met, except in special circumstances such as military service or extended illness. A matriculated student may request a one-year leave of absence. For approved off-campus study programs or other personal reasons, a matriculated student may be granted a leave of absence and remain on active status for up to three semesters. In order to do this, the student must secure permission from the faculty advisor and the Dean of the college/school and register each semester for "Active Status" with the code BACT. The fee for this is \$65 per semester.

COURSE WITHDRAWAL

Once registered in a given semester, students may drop a course, prior to the withdrawal deadline, with the signature of their advisor.

STATUTE OF LIMITATIONS

Students in the various master's programs are expected to complete all degree requirements within seven calendar years of matriculation into their program. School Psychology students must complete all requirements within five calendar years. Please refer to "continuous registration requirements" above.

COMPREHENSIVE EXAMINATION

In the School Psychology and Clinical Practices programs, a written examination is given to the M.A./M.S. candidate at the end of the first year. An oral examination may also be required. Satisfactory completion of the first-year comprehensive examination is a prerequisite for continuing course work and the practicum sequence. Further information may be obtained from the program directors.

TUITION AND FEES

The Bursar's Office no longer sends a paper statement. All invoices and payments are handled electronically. Information regarding tuition and fees for each academic year can be found on the Bursar's Office website at: <http://uhaweb.hartford.edu/bursar/welcome.html>. Payment information can be found at http://www.hartford.edu/aboutuofh/finance_administration/financial_affairs/bursar/payment_info/default.aspx

ACADEMIC SUPPORT SERVICES

1. Access-Ability Services: This office provides support and accommodations to students with disabilities. All services are confidential. For more information call 860-768-4137 or see http://www.hartford.edu/student_affairs/departments/accessibility-services/
2. University and program resources for students who need or want to improve writing and language skills include the following:

- The Center for Reading and Writing: This University Center, located in Auerbach Hall (209) provides professional and peer consultation and individualized assistance with writing and editing skills.
http://www.hartford.edu/academics/tutoring_assist/center_reading_writing/default6.
- The English Language Institute: The Institute is specifically charged with providing assistance to international students who need to improve their English language skills (<http://www.hartford.edu/eli>).

CAMPUS INFORMATION SOURCES

The University Website is created and maintained by the Office of Communication www.hartford.edu, which highlights campus news and events and is the main source for emergency announcements.

UNotes is an on-line newsletter published daily during the school year for the University community. www.hartford.edu/daily.

University Media: The Informer is the University's student-run newspaper, published weekly during the academic year. Other student-run media includes *STN Channel 2*, which produces a live newscast every Friday afternoon, and *WSAM radio* (610 AM, and 106.3 FM). *WWUH radio* (91.3 FM) operates as a community service of the University of Hartford, and is managed by students and community volunteers.

University of Hartford Career Services Office (GSU 309, X 4287) provides resume preparation, career information, professional networking information, and assistance in arranging placement interviews. Academic and career counseling is also provided by each student's academic advisor and other faculty in the Department of Psychology.

SCHEDULE OF CLASSES and COURSE OFFERINGS

SCHEDULE OF CLASSES

The Schedule of Classes provides a listing of classes which are being offered each semester. This can be viewed on line at http://www.hartford.edu/academics/schedule_classes/

ACADEMIC CALENDAR

The University's academic calendar lists critical dates during each semester for such things as class withdrawals, registration, final exams, etc. This calendar can be found each semester at: http://www.hartford.edu/academics/schedule_classes/file/fall-catalog.pdf

The University strictly enforces the final exam schedule. You may obtain each semester's exam schedule by going to the Registrar's website at http://www.hartford.edu/academics/schedule_classes/file/fall-catalog.pdf Other information that can be found at that site includes the schedule of classes, the Graduate Bulletin, building codes and campus maps.

COURSE OFFERINGS

Please refer to the Graduate Bulletin or following pages for the complete description of the courses listed below.

PSY 500	Contemporary Studies in Psychology
PSY 510	Experimental Design
PSY 520	Learning: Principles, Theories, and Application
PSY 521	Physiological Psychology
PSY 522	Methods of Behavioral Change
PSY 523	Health Psychology
PSY 525	Multicultural Issues
PSY 527	Substance Use and Abuse
PSY 530	The Psychology of Career Development
PSY 535	Introduction to Industrial/Organizational Psychology
PSY 542	Psychopathology of Childhood
PSY 545	Contemporary Topics in Organizational Psychology
PSY 552	Social Psychology
PSY 553	Clinical Child Developmental Psychology
PSY 554	Community Psychology
PSY 555	Personnel Psychology
PSY 557	Stress: Causes, Consequences, and Management
PSY 560	Life Span Development
PSY 561	Cognitive and Psychoeducational Assessment I
PSY 564	Psychopathology
PSY 565	Cognitive and Psychoeducational Assessment II
PSY 566	Personality Assessment I
PSY 567	Personality Assessment II
PSY 569	Theories of Personality
PSY 571	Introduction to Neuroanatomy
PSY 573	Neuropsychopharmacology
PSY 576	Evaluation Research in the Behavioral Sciences
PSY 580	Intelligence Testing
PSY 581	Advanced Research Methods
PSY 582	Research Methods: Design and Analysis
PSY 583	Introduction to School Psychology
PSY 584	Introduction to Counseling and Psychotherapy
PSY 585	Advanced Therapy Techniques
PSY 590 -599	Special Topics in Psychology
PSY 600 -609	Independent Study
PSY 620	Cognitive/Affective Bases of Behavior
PSY 625	Capstone Project
PSY 629	Principles of Family Therapy
PSY 633	Introduction to Clinical Neurology
PSY 649	Group Process and Psychotherapy
PSY 650	Consultation: Theory and Practice
PSY 655-656	Professional Seminar & Practicum in School Psychology I & II
PSY 657-658	Practicum, Applied Psychology
PSY 669	Child Psychotherapy
PSY 675	Multivariate Methods in the Behavioral Sciences
PSY 680	Internship in Organizational Psychology

PSY 681	Behavior Therapy
PSY 688 -689	Practicum, M.A. in Clinical Practices
PSY 698 -699	Professional Seminar in Ethics & Practice I & II
PSY 737	Introduction to Clinical Neuropsychology
PSY 755 -756	Internship in School Psychology

COURSE EVALUATIONS

Toward the end of each semester, graduate students will be given the opportunity to complete an electronic evaluation of each course taken. The evaluation will be anonymous and distributed to faculty only after grades have been submitted. This information is then given to instructors to provide valuable feedback.

INDEPENDENT STUDY

Students who enroll in an independent study must complete the “Agreement of Independent Study” form available in the Psychology Office. This form requires a brief description as well as the signature of the faculty member who will supervise the project.

COURSE DESCRIPTIONS

PSY 500 Contemporary Studies in Psychology [3] Concentrated studies in contemporary psychology, such as decision making, intervention methods, gender issues, developmental issues, and health issues. Students may repeat this course as the topics meet their individual curriculum needs. Prerequisite: Permission of instructor.

PSY 510 Experimental Design [3] Provides an understanding of the concepts underlying research design and develops skills in designing studies amenable to multivariate statistical analysis. Prerequisite: Permission of instructor.

PSY 520 Learning: Principles, Theories, and Applications [3] This course will survey the various principles and theories of learning and other modes of behavioral change with an emphasis on practical applications. Prerequisite: Permission of instructor.

PSY 521 Physiological Psychology [3] A study of the biological foundations of behavior. Topics include anatomy and physiology of the mammalian nervous system; sensory, motor, and neural mechanisms; and the techniques of studying brain structure and function. Prerequisite: Permission of instructor.

PSY 522 Methods of Behavior Change [3] This course will survey the current behavioral change strategies from both theoretical and procedural viewpoints, providing students with a solid basis for developing an appreciation and ability for applications with individuals and groups in a variety of settings, including educational, industrial, and health care delivery. Course will include such topics as basic and applied learning theory, classical and instrumental conditioning, decision making, attitude change, and behavioral measurement. Prerequisite: Permission of instructor.

PSY 523 Health Psychology [3] This course will develop an awareness of how psychological principles and the knowledge and skills of psychologists can be applied to health-related issues. Course will include concepts of illness/health/wellness/fitness, stress, behavioral medicine, and psychological principles as they apply to the etiology of, recovery from, and prevention of, illness and related health problems, as well as to the functioning of health care providers and systems. Prerequisite: Permission of instructor.

PSY 525 Multicultural Issues in Psychology [3] A psychological analysis of the impact of race and ethnicity on the distribution of power, opportunity, and privilege. Emphasis will be placed on psychological theory regarding the relations between individuals from diverse cultural backgrounds. The course will be structured to permit open discussion and critical reflection grounded on both personal experience and scholarly readings. Prerequisite: Permission of instructor.

527 Substance Use and Abuse [3] A comprehensive study of substance use and abuse, including such topics as basic neurophysiology, addiction, and the effects of specific licit and illicit drugs. Prerequisite: Permission of instructor.

PSY 530 The Psychology of Career Development [3] This course examines the theoretical and empirical issues related to personal satisfaction in the choice of work and career. Topics include developmental models of behavior; goal setting and the planning process; the assessment of values, interests, abilities, and personality characteristics; job analysis and job description; decision making; the development of self-esteem; and marketing strategies. Emphasis will be divided approximately equally among theoretical, empirical, and experiential aspects. Prerequisite: Permission of instructor. Laboratory fee.

PSY 535 Introduction to Industrial/Organizational Psychology [3] This course is a comprehensive overview of industrial/organizational psychology and its practical application in the workplace. It covers the application of psychology, sociology, and management science to human behavior in the workplace. Major areas of emphasis include motivation, job attitudes, selection, training, and occupational health. Prerequisite: Permission of instructor.

PSY 542 Psychopathology of Childhood [3] A survey of the various patterns of childhood pathology, including emotional, intellectual, organic, and physical handicaps. Special attention is given to cultural diversity and poverty. Prerequisite: Permission of instructor.

PSY 545 Contemporary Topics in Organizational Psychology [3] Concentrated studies in a variety of topics in organizational psychology, such as decision making, creativity in organizations, diversity issues, and organizational learning. Students may repeat this course as the topics meet their individual curriculum needs. Prerequisite: Permission of instructor.

PSY 552 Social Psychology [3] Various social psychological theories of social behavior will be examined with regard to the types of causal frameworks and levels of analysis they represent. Recent empirical research and current theoretical issues will be considered in relation to theories of social psychology. Prerequisite: Permission of instructor.

PSY 553 Clinical Child Developmental Psychology [3] This course relates traditional methods of child assessment and treatment to current topics in developmental psychology. Child psychopathology will be examined in terms of cognitive and social emotional growth. Topics include maternal/infant bonding, the development of moral judgment, Piaget's theory of intellectual development, the growth of prosocial behaviors, the impact of long- and short-term separations on children, the value of play and fantasy, the effects of child abuse, and the role of the father in child rearing. In addition, recent changes in parental roles and maternal employment will be studied to assess their impact on the child and family. Prerequisite: Permission of instructor.

PSY 554 Community Psychology [3] An applied course in the interaction between the individual and the social environment, with special concern for the various models for psychological intervention as these relate to community needs and characteristics with special attention to issues of diversity and poverty. Prerequisite: Permission of instructor.

PSY 555 Personnel Psychology [3] Attention is given to job analysis, testing, training and development, group effectiveness, leadership and social influence, and motivation, especially as they affect productivity, work quality, and turnover. Contemporary, employee-centered strategies are examined, focusing on job and environmental redesign to fit existing human resources, psychological needs, and quality-of-life goals. Prerequisite: PSY 535.

PSY 557 Stress: Causes, Consequences, and Management [3] The course covers definitions and explanations of stress, factors that produce it, its manifestations, and the variety of its consequences—behavioral, cognitive, and physical. Adaptive means of coping with and managing stress are covered. Prerequisite: Permission of instructor.

PSY 560 Life-Span Development [3] In this course, development from conception until death will be examined. Special attention is devoted to the physical, cognitive, and social/emotional changes that occur during infancy, toddlerhood, childhood, adolescence, and adulthood. Prerequisite: Permission of instructor.

PSY 561 Cognitive and Psychoeducational Assessment I [3] This course examines the administration, scoring, and interpretation of individual intelligence, achievement, processing, and psychoeducational assessment instruments, including the Wechsler Scales, achievement tests, and other well-established

evaluation tools in the field. Integration of information and beginning report-writing skills are discussed. Prerequisite: Full-time status in School Psychology program or permission of program director. Laboratory fee.

PSY 564 Psychopathology [3] The psychological and/or organic determinants of the various forms of behavior disorders are studied. Emphasis placed on various theoretical approaches Pr to the disorders and on research that has attempted to test the validity of theoretical positions. Therapeutic interventions are discussed. Prerequisite: Full-time status in Clinical/School Psychology program or permission of program director.

PSY 565 Cognitive and Psychoeducational Assessment II [3] This course is the second in a series providing an advanced examination of the administration, scoring, and interpretation of individual intelligence, achievement, and psychoeducational assessment instruments, including the Wechsler Scales, measures of adaptive behavior, functional behavioral analysis methods, and other well-established evaluation tools in the field. Integration of information and beginning report-writing skills are discussed. Prerequisite: Full-time status in School Psychology program or permission of program director. Laboratory Fee.

PSY 566 Personality Assessment I [3] The utilization of various instruments in the assessment of individual personality with particular consideration of the research and methodological implications in personality evaluation. Prerequisites: PSY 580 and full-time status in Clinical/School Psychology program, or permission of program director. Laboratory fee.

PSY 567 Personality Assessment II [3] A continuation of PSY 566 with emphasis on supervised practice in the use and interpretation of various instruments. Prerequisites: PSY 566 and full-time status in Clinical/School Psychology program, or permission of program director. Laboratory fee.

PSY 569 Theories of Personality [3] Review of major theories of personality. Modern systems are studied in view of their historical antecedents and current trends. Prerequisite: Full-time status in Clinical/School Psychology program, or permission of program director.

PSY 571/BIO 520 Introduction to Neuroanatomy [3] An overview of the mammalian nervous system with particular attention to the human central nervous system (CNS), structure, and function. Techniques available to study CNS structure/function relationships will also be reviewed. Prerequisites: One year of introductory biological sciences and permission of instructor.

PSY 573 Neuropsychopharmacology [3] Neuropsychopharmacology explores the molecular mechanisms of action of drugs that modify mood and behavior, such as the opiates, tranquilizers, and antidepressants. Emphasis is placed on the chemistry of the nerve cell and the techniques used to evaluate drug-induced changes in those cells. As time permits, the neurochemical basis for selected disease states, such as Alzheimer's disease, Parkinson's disease, and schizophrenia, will be discussed. It is recommended that participants in this class have previous knowledge of physiological psychology. Prerequisite: Permission of instructor.

PSY 576 Evaluation Research in the Behavioral Sciences [3] A review of current issues and methods involved in the collection, analysis, and interpretation of information on the need for, the implementation of, and the impact of intervention efforts and program evaluation. Topics include program planning, program monitoring, impact assessment, and preparation of reports. Special emphasis will be placed on psychological measures of attitudes, achievement, personality, and behavior. Prerequisite: Permission of instructor.

PSY 580 Intelligence Testing [3] The student gains knowledge of the skills in the administration, scoring, and interpretation of individually administered intelligence tests. Focus is on the Wechsler Adult

Intelligence Scale, the Wechsler Intelligence Scale for Children, and the Stanford-Binet. Prerequisite: Full-time status in Clinical/School Psychology program or permission of program director. Laboratory fee.

PSY 581 Advanced Research Methods [3] This course provides a bridge between the relatively standardized experimental psychology course and the original research required for the thesis. Consideration is given to proposal preparation, pilot studies, selection of appropriate controls, instrumentation, design, ethical issues, computer analysis, interpretation of data, report preparation and presentation. Prerequisite: Permission of instructor.

PSY 582 Research Methods: Design and Analysis [3] This course explores quantitative and qualitative research methods of particular interest to students anticipating careers involving the delivery of psychological services in schools and clinical settings. Students learn acceptable methods of research design and develop the ability to critically evaluate statistical and evaluation methodologies as well as professional publications. Prerequisite: Permission of instructor.

PSY 583 Introduction to School Psychology [3] This course provides school psychology students with a survey of the historical foundations, guidelines and standards, roles and functions, legal and ethical foundations, and contemporary issues in the field of school psychology. Contents include the evolution of school psychology with attention to the practice of school psychology within public education; the school psychologist's relationship with other school personnel, parents, and referral sources; and the development of an understanding of the organization and structure of the schools and the role of the school psychologist. Prerequisite: Full-time status in the School Psychology program or permission of instructor.

PSY 584 Introduction to Counseling and Psychotherapy [3] Various approaches to counseling and psychotherapy, such as psychoanalytic, client-centered, and behavior therapies, are studied. Prerequisite: Full-time status in Clinical/School Psychology program or permission of program director.

PSY 585 Advanced Therapy Techniques [3] This course is designed to provide clinical students with additional experience in the application of techniques of psychotherapy and professional communication skills with a variety of populations. Such populations might include patients, families, teachers, physicians, and other professionals. Prerequisites: PSY 584 and full-time status in Clinical/School Psychology program, or permission of program director.

PSY 590–599 Special Topics in Psychology [3] Selected topics in psychology, varying from year to year in accordance with the needs of the curriculum and the availability of specialists in such topics.

PSY 600–609 Independent Study [1–3] Projects selected by the students with permission of the instructor. Emphasis on individual study of the literature and research work in a particular area of interest. Prerequisites: Graduate standing and permission of instructor.

PSY 620 Cognitive/Affective Bases of Behavior [3] Contemporary theories and issues in the following areas are examined: learning, memory, perception, cognition, thinking, motivation, and emotion. Research findings are evaluated. Prerequisite: Permission of instructor

PSY 625 Capstone Project [3] Projects are selected by the students with permission of the instructor. Emphasis on individual study of the literature and, where appropriate, research work. A meeting with the faculty advisor is held several times during the semester for discussion of progress, review of the recent developments in the area, and presentation of student reports. Prerequisites: PSY 510 and 581, or permission of instructor.

PSY 629 Principles of Family Therapy [3] Theoretical and clinical aspects of psychological malfunctioning in children and families are studied along with appropriate therapeutic methods for their amelioration. Prerequisites: PSY 584 and full-time status in Clinical/School Psychology program, or permission of program director.

PSY 633/BIO 744 Introduction to Clinical Neurology [3] An introduction to the principles of the neurological examination and the major categories of neurologic disease. Topics will include disorders of mobility, pain, and other disorders of somatic sensation; disorders of the special senses; disorders of consciousness; derangements of intellect, language, and behavior due to focal and diffuse cerebral disease; anxiety and disorders of energy and mood; abnormalities of growth and development of the nervous system; and the neurology of aging. Prerequisites: PSY 571 or equivalent, and permission of instructor.

PSY 649 Group Process and Psychotherapy [3] A study of group processes and dynamics. Various approaches, theories, and techniques of group psychotherapy are examined. Prerequisite: Full-time status in Clinical/School Psychology program or permission of program director.

PSY 650 Consultation: Theory and Practice [3] This course provides an exploration of consultation theory and practice and will elucidate intervention on a macrosystems level in which consultation skills will be integrated into systems theory. Each participant will develop a conceptual understanding of effective consultation and its relevance to intervention. The relationship between client, consultee, and the organization are explored as critical variables that influence the implementation and outcomes of the consultation process. The course utilizes models from school consultation, group process, systems theory, family therapy, and organizational consultation as a framework for discussion. Prerequisite: Permission of instructor.

PSY 655-656 Professional Seminar and Practicum in School Psychology I-II [3-3] Professional seminar taught concurrently with a year-long practicum in school psychology, wherein the student is expected to examine legal and ethical issues, professional issues and standard roles and functions, emergent technologies, and service delivery models in school psychology. Prerequisite: Permission of director of School Psychology program.

PSY 657-658 Practicum, Applied Psychology [3-3] This practicum provides supervised practical experience in applied industrial organizations or health services agencies and institutions. Specific duties will be determined by consultation with student, program director and agency supervisor. Prerequisite: Permission of director of General Psychology program.

PSY 669 Child Psychotherapy [3] A multidimensional study of treatment methods used with emotionally disturbed and learning-disabled children. The course covers the theoretical basis for treatment of children and prepares advanced graduate students for practicum experiences. Therapy process as well as different theoretical schools will be studied. Prerequisite: Full-time status in Clinical/School Psychology program or permission of program director.

PSY 675 Multivariate Methods in the Behavioral Sciences [3] The focus of the course is on multiple regression analysis as a foundation for and in relation to other multivariate methods, such as analysis of variance, factor analysis, discriminant analysis, and canonical correlation. Prerequisite: Permission of instructor.

PSY 680 Internship in Organizational Psychology [3] This course provides 200 hours of supervised practical experience for graduate students in the Organizational Psychology program. The students will develop skills in such areas as human resource management, training, and selection with local private and public organizations. Specific duties will be determined by consultation with students, program director and internship supervisor. Prerequisite: Permission of director of the Organizational Psychology program.

PSY 681 Behavior Therapy [3] The study and application of experimentally derived principles, including those related to modeling; to classical, operant, and cognitive learning; to the treatment and amelioration of disordered behavior and construction of adaptive behavior. Prerequisite: Full-time status in Clinical/School Psychology program or permission of program director.

PSY 688-689 Practicum, M.A. in Clinical Practices [3-3] Provides the student with intensive practice in intelligence testing, personality evaluation, counseling, and psychotherapy. Prerequisites: Matriculation in Clinical Practices in Psychology M.A. and permission of department's director of clinical placement.

PSY 698 Professional Seminar in Ethics and Practice I: Ethical Issues in Counseling and Psychotherapy. [3] This course is taken in conjunction with PSY 688 and is designed as a University-based pro-seminar to complement the supervision provided by the practicum site. With focus on the integration of ethics and the practice of counseling and psychotherapy, this course will include discussions of the ethical codes of the American Psychological Association, the North American Association for Masters in Psychology, and the American Counseling Association. Co-requisite: PSY 688.

PSY 699 Professional Seminar in Ethics and Practice II: Integrating Ethical Issues, Case Formulation, and Professional Issues. [3] This course is taken in conjunction with PSY 689 and is designed as a University-based pro-seminar to complement the supervision provided by the practicum site. The emphasis of this seminar is on high-level integration of ethical issues, case formulation, identification of transference-countertransference issues, as well as other professional issues related to counseling and psychotherapy. Co-requisite: PSY 689.

PSY 737 Introduction to Clinical Neuropsychology [3] This course will review the fundamentals of human neuropsychology. Students will learn about the association between brain status and behavioral function, from both normal and abnormal standpoints. Students will be introduced to procedures used in conducting a neuropsychological examination. Prerequisites: Some knowledge of either brain structure/function or psychopathology, and permission of instructor.

PSY 755-756 Internship in School Psychology [3-3] Internship in schools under the joint Supervision of a certified school psychologist and University faculty. Experience includes group counseling, individual assessment, consultations, and other appropriate functions associated with school psychology. Prerequisite: Permission of the director of the School.

PSYCHOLOGY MASTER'S-LEVEL GRADUATE PROGRAMS OF STUDY

CLINICAL PRACTICES IN PSYCHOLOGY PROGRAM

Mission Statement

The mission of the Clinical Practices in Psychology Program, within the Department of Psychology, reflects a scientist-practitioner model. Our mission is to provide our graduates with the skills to conduct research, integrate clinical theory, and applied clinical experiences, so that the students are prepared for further graduate study at the doctoral level, or employment at the master's level for clinical work in applied settings, teaching, or research. Our program reflects an understanding of the diversity of students, clients, methodology, and applications.

Clinical Practices in Psychology Program

Master of Arts (54 credits)

The Clinical Practices in Psychology program is a full-time program, with a two-year sequence of course work and practicum experiences, leading to the Master of Arts. This program enables students to become sensitive to diverse clinical problems and to be aware of various approaches that can lead to their resolution. Students become thoroughly familiar with psychological and behavioral assessment, as well as methods of intervention. An emphasis on the rapid and continual changes in the health care marketplace and ethical issues permeates the course work. Implementation of these techniques is coupled with solid academic preparation in the foundation areas, such as personality theory and psychopathology. In addition, an appreciation of the roles of mental health clinicians within institutions and the community is facilitated.

While students learn to critically evaluate the ongoing research in the field of clinical psychology, the primary focus of the program is on the development of clinical skills and ethical practice in addition to formal course work. During the entire second year of training, students continue to develop their clinical skills in an external practicum setting. Under the close supervision of professional psychologists, students engage in the assessment and treatment of individuals with a variety of problems. The primary emphasis throughout the practicum year is to allow each student maximum exposure to a variety of clinical experiences, working in conjunction with supervisors representing diverse clinical viewpoints.

Program graduates are qualified to provide clinical services in various institutions, clinics, and hospital settings. In some states, master's level graduates are licensed to practice independently or under supervision. Our program may be useful for gaining a counseling license but is not a guarantee of such. The program does not lead to a credential as a licensed clinical psychologist. Speak to the state licensing board for specific regulations and courses for the professional counselor license. Although our program features specialty classes, prospective students should note that it is a program in clinical psychology practices designed to produce *well-rounded*, M.A.-level providers of psychological services.

Degree Requirements

All students must satisfactorily complete a minimum of 54 credits with at least a grade point average of 3.0, have no more than two grades below B-, and successfully perform on a comprehensive examination that is taken during the second semester. A student who has more than two grades below B- will be dismissed from the program.

Clinical Course Requirements

Substantive Areas of Psychological Study

The program believes that four substantive areas of study provide an important foundation for course work: biological bases of behavior, social bases of behavior, cognitive/affective bases of behavior, and individual differences. All of these areas are represented in program requirements.

Program Overview (54 credits)***Assessment***

(Two required/6 credits)

PSY 566 Personality Assessment I

PSY 580 Intelligence Testing

Theoretical Foundations

(Two required/6 credits)

PSY 564 Psychopathology

PSY 569 Theories of Personality

Counseling and Psychotherapy

(Three required/9 credits)

PSY 584 Introduction to Counseling and Psychotherapy

PSY 585 Advanced Therapy Techniques

Treatment elective (group, family, child, or behavior therapy)

Biological Bases

(One required/3 credits)

PSY 521 Physiological Psychology

PSY 573 Neuropsychopharmacology

PSY 737 Introduction to Clinical Neuropsychology

Research

(Two required/6 credits)

PSY 510 Experimental Design

PSY 581 Advanced Research Methods

Practica

(Two required/6 credits)

PSY 688 Practicum: Clinical I

PSY 689 Practicum: Clinical II

Professional Seminars

(Two required/6 credits)

PSY 698 Professional Seminar in Ethics and Practice I: Ethical Issues in Counseling and Psychotherapy

PSY 699 Professional Seminar in Ethics and Practice II: Integrating Ethical Issues, Case Formulation, and Professional Issues in Counseling and Therapy

Note: PSY 698 and 699 are taken concurrently with PSY 688 and 689.

Electives

(Four required/12 credits)

Note: Students interested in credentialing as a licensed professional counselor must complete additional course work and post-M.A. clinical experience. Students interested in licensed professional counselor credentials are encouraged to consult individual state requirements as regulations can vary across the country.

Progress Review

Each semester, the student's progress is reviewed by the program faculty. Because of the sensitive nature of the work that students are qualified to do during and upon graduation from the program, the review focuses not only on formal academic progress but also on nonacademic factors. These nonacademic factors may include personality, interpersonal, and/or ethical issues that may impact the student's judgment and/or ability to function appropriately in a clinical setting. The director of the program discusses any concerns with the student promptly and, where possible, works with the student toward remediation of the problem. In extreme cases, it may be necessary for the student to delay further course work and/or practicum placement during such remediation. In the event that a remedial plan is not possible or does not prove effective, the student may be removed from the program.

Comprehensive Examination

A written examination is given to the M.A. candidate at the end of the first year. An oral examination may also be required. Satisfactory completion of the first-year comprehensive examination is a prerequisite for continuing course work and the practicum sequence. Further information may be obtained from the director of the program.

Professional Liability Insurance

All clinical students are required to maintain student professional liability insurance for clinical work (internship or practicum related to degree). At present, the cost of the plan is \$35.00 per year for students who are also affiliates of the American Psychological Association. It offers \$1,000,000 for each incident and \$3,000,000 annual aggregate. Applications for affiliate membership as well as insurance applications may be obtained through their website, www.APAIT.org. You may also contact the **Membership Department of APA directly by calling 1-800-374-2721, for membership applications. The number for the APA Insurance Trust is 1-877-637-9700 for insurance applications.**

ORGANIZATIONAL PSYCHOLOGY PROGRAM

Mission Statement

The mission of the Organizational program in the Department of Psychology is to provide our graduates with a theoretical understanding of individual, interpersonal, group, and organizational issues as well as the ability to put that theory into practice. Students will learn to evaluate and improve their own skills in leadership and management, research design and analysis, and communication and facilitation, training them for a variety of careers or for further graduate study. This integration of theory and practice will prepare graduates to lead, manage, and/or consult with dynamic and diverse organizations operating in a global environment.

Organizational Psychology Program Master of Science (36 credits)

The Organizational Psychology program addresses the critical leadership skills required to enhance organizational effectiveness. Today's leaders and managers need to know how to promote teamwork, manage transitions, and restructure organizations. The Organizational Psychology program provides a theoretical framework in organizational behavior and allows students to evaluate and improve their own skills in research design, data collection and analysis, communication, facilitation, and leadership. The program helps students develop both their theoretical understanding of individual, interpersonal, group, and organizational issues, and their ability to put that theory into practice. This integration of theory and practice prepares graduates to lead, manage, and/or consult with dynamic and diverse organizations operating in a global environment. The 36-credit-hour program is designed to meet the needs of three groups of students. It provides (1) a strong foundation for students who intend to pursue further graduate work, (2) solid training and applied experience for students who wish to terminate with a master's degree and apply their acquired skills and knowledge in the marketplace, and (3) an opportunity for non-psychologist professionals who wish to become more knowledgeable about the application of psychology to their professional interests.

Degree Requirements

The Organizational Psychology program is a 36-credit program: five required courses (15 credits), including either capstone project or internship, at least five electives in organizational studies (15 credits), and no more than two electives in general psychology (6 credits). We offer both a traditional masters program and a 100% online option. Students can take courses in the parallel program with permission of the instructor and program director. All students must satisfactorily complete a minimum of 36 credit hours with a grade point average of at least 3.00 and have no more than two grades below B-. No more than 9 credits may be taken from the Barney School of Business.

Course Offerings

Core Courses (two required/6 credits)

PSY 535 Introduction to Industrial/Organizational
PSY 555 Personnel Psychology Communication

Quantitative Courses (two required/6 credits)

PSY 510 Experimental Design
PSY 581 Advanced Research Methods

Research/Internship (one required/3 credits)

PSY 625 Capstone Project in Psychology*
PSY 680 Internship in Organizational Psychology

Organizational Studies Electives (five to seven required 15-21 credits)

PSY 545 Contemporary Studies in Organizational Psychology**
MGT 701 Managerial Skills
MGT 711 Dynamics of Group Decision Making
MGT 712 Complex Organizations
MGT 720 Organizational Development
MGT 725 Training in Organizations
MGT 740 Conflict Management
MGT 750 Bargaining and Negotiations
MGT 771 Entrepreneurship
CMM 510 Small-Group Communication

CMM 520 Organizational Communication
 CMM 523 Intercultural Communication
 CMM 560 Communication in the Workplace
 CMM 620 Special Topics in Organizational Communication
 EDP 696 The Adult Learner
 EDT 610 Computer as Instructional Tool
 NUR 605 Feminist Perspectives on the Caring Professions

General Psychology Electives (no more than two required / 0-6 credits)

PSY 500 Contemporary Issues in Psychology
 PSY 520 Learning: Principles, Theories
 PSY 521 Physiological Psychology
 PSY 523 Health Psychology
 PSY 525 Multicultural Issues
 PSY 552 Social Psychology
 PSY 557 Stress: Causes, Consequences, and Management
 PSY 552 Social Psychology
 PSY 560 Lifespan Development

***Students in the 100% online program are required to complete the Capstone project (PSY 625)**

****Students in the 100% online program will fulfill the majority of their electives by taking a variety of PSY 545 courses.**

ACCELERATED MASTER OF SCIENCE IN ORGANIZATIONAL PSYCHOLOGY

Accelerated M.S. in Organizational Psychology Option

The purpose of this accelerated program is to enable University of Hartford students to complete both a Bachelor of Arts and a Master of Science in Psychology in five years. This program is designed for exceptional psychology majors who have demonstrated a commitment to academic excellence and who know in their junior year that they wish to pursue a master's degree in organizational psychology.

Application Process

Students must apply by April 1 of their junior year by completing the standard online application for graduate study, including three letters of recommendation (two of which must come from the faculty in the University of Hartford). In order to qualify for the conditional admission, a student must have an overall GPA of at least 3.0, based on a minimum of 70 credits, and have a GPA of at least 3.25 in the psychology major, based on a minimum of 18 credits. Students will be informed of the conditional admission decision by the end of the spring semester.

Conditional Admission

If given conditional admission to the Master of Science program, students become eligible to take pre-approved graduate course work, 6 credits of which could be applied toward both the B.A. in psychology and the M.S. in Organizational Psychology. These credits could be completed during the summer between the junior and senior years and/or during the regular semesters of the senior year.

Matriculation Requirements

Matriculating in the Master's of Science program is conditional on the student's completing the B.A. in psychology while maintaining an overall GPA of at least 3.0 and earning a grade of B or better in each of the graduate courses completed prior to the end of the senior year. Once fully matriculated into the graduate program, the students have the option to complete the remaining courses through campus-based or on-line version of the Organizational Psychology program.

SCHOOL PSYCHOLOGY PROGRAM

Mission Statement

The School Psychology Program at the University of Hartford is a three-year, 69-credit, full-time program whose mission is to educate and train highly qualified school psychologists interested in providing comprehensive school psychological services for children, families, and schools. The program is designed to educate school-based mental health professionals able to provide assessment, counseling, and consultation services, and is designed to meet contemporary training standards.

School Psychology Program

M.S. Degree—Major: School Psychology with Clinical Child Counseling Specialization (30 credits)
Post-M.S. Sixth-Year Certificate/Certification (39 credits)

The School Psychology program is an integrated, 69-credit program of study designed to lead to both the M.S. degree in school psychology, with a specialization in clinical child counseling and a sixth-year certificate and endorsement for professional certification as a school psychologist. The School Psychology program is designed to prepare highly qualified school psychologists with particular competencies working with children, families, and educational programs for service within the public and private schools or similar human service settings. The School Psychology program is nationally approved through the National Association of School Psychologists and Council for the Accreditation of Education Preparation (NASP/NCAEP). The school psychologist is a professional member of the educational system whose primary role is to maximize the learning and developmental opportunities for children and adolescents. Thus, such a person must be a specialist with children and their problems, covering development, education, and mental health. In many settings, this involves a three-part role description: (1) assessment and diagnosis, (2) counseling and psychotherapy, and 3) consultation and collaboration. The traditional diagnostic role of intellectual, personality, and learning assessments is still important in many cases. As the field of school psychology has evolved, however, more emphasis has been placed on direct services to children and families, classically through individual, group, or family counseling.

In addition, the value of the school psychologist is often maximized through the consultation role in which assistance is offered to teachers, administrators, parents, and outside agencies in the area of behavior and learning. It is also expected that the school psychologist will serve as an integral member of the interdisciplinary child study or planning and placement teams as they develop, and prescribe programs for students. An emergent role has been that of child and family advocate through facilitation of adequate programs, fair treatment, and public information. To accomplish this end the School Psychology program at the University of Hartford offers a planned program of study designed to meet individual student needs as well as the requirements of the State of Connecticut Board of Education. Because of the high level of training required for certification, it is anticipated but not guaranteed that many states will recognize the training as meeting their individual requirements. Students are responsible for checking individual state

requirements for certification. It is the goal of the program to enable its graduates to emerge with a broad background in all relevant areas. The specific minimal objectives of the program are the following:

1. An understanding of conditions that inhibit the learning process, including physical, emotional, or intellectual handicaps
2. An understanding of the functioning of the school in terms of
 - a. the regular classroom
 - b. the curriculum
 - c. specialized programs and services
 - d. the school as a psychosocial system
3. A basic knowledge of research and research techniques as related to the school and the application of psychology within it
4. Skills in administration of generally accepted tests of intelligence, personality, and learning; interpreting the results; and communicating them in a useful manner to appropriate individuals
5. Basic individual and group counseling skills
6. A demonstration to the faculty of personal and professional attributes necessary to the successful performance of the duties of a school psychologist
7. Acquaintance with basic theories and models concerning personality and its developmental antecedents, including psychodynamic, behavioristic, and existential approaches
8. Knowledge of various approaches toward the understanding of abnormal behavior in children emanating from psychological, physiological, and community conditions
9. Completion of a yearlong, half-time practicum involving 600 hours of site-based exposure providing school psychological services
10. Completion of a yearlong, 1,200-hour internship in school psychology completed either full time in one year or half time in two years, with weekly supervision in the school by a certified school psychologist complemented by a weekly University professional group supervision component

Degree Requirements

Certification as a school psychologist requires the completion of a 69-credit program of study. The M.S. degree, earned in route, requires that all students must satisfactorily complete a minimum of 30 credits with at least a grade point average of 3.0 in the course requirements below, have no more than two grades below B–, and successfully perform on a comprehensive examination. A student who has more than two grades below B– will be dismissed from the program.

Course Offerings

Assessment (four required/12 credits)

PSY 561 Cognitive and Psychoeducational Assessment I
 PSY 565 Cognitive and Psychoeducational Assessment II
 PSY 566 Personality Assessment I
 PSY 567 Personality Assessment II

Intervention (one required/3 credits)

PSY 584 Introduction to Counseling and Psychotherapy

Psychopathology (one required/3 credits)

PSY 542 Psychopathology of Childhood

Theory (two required/6 credits)

PSY 554 Community Psychology
 PSY 583 Introduction to School Psychology

Practica (two required/6 credits)

PSY 655 Professional Seminar and Practicum in School Psychology I
 PSY 656 Professional Seminar and Practicum in School Psychology II

Comprehensive Examination

A written comprehensive examination is given to the candidate at the end of the first year. An oral examination may also be required. Satisfactory completion of the first-year comprehensive examination is a prerequisite for the practicum sequence. Further information may be obtained from the director of the program.

Specialist Distinction/Sixth-Year Certification Requirements

Following the completion of the M.S. requirements, students desiring certification as a school psychologist must complete an additional planned program of course work and training experience. The following courses reflect the additional 39 credits normally completed as part of the planned program. Those entering with other acceptable graduate degrees will normally complete a 48- to 60-credit program.

Course Offerings***Research Course (one required/3 credits)***

PSY 582 Research Methods: Design and Analysis

Learning Course (one required/3 credits)

PSY 520 Learning: Principles, Theories, and Application

Biological Bases of Behavior Course

(one required/3 credits)

PSY 737 Introduction to Clinical Neuropsychology (suggested)

Consultation (one required/3 credits)

PSY 650 Consultation: Theory and Practice

Intervention Courses (three required/9 credits)

PSY 585 Advanced Therapy Techniques

PSY 629 Principles of Family Therapy

PSY 649 Group Process and Psychotherapy

PSY 669 Child Psychotherapy (suggested)

Child and Adolescent Development (one required/3 credits)

PSY 553 Clinical Child Developmental Psychology

PSY 560 Life-Span Development

Internship (two required/6 credits)

PSY 755 Internship in School Psychology I

PSY 756 Internship in School Psychology II

Educational Foundations Courses (one required/3 credits)

EDH 510 Theoretical Foundations: Children and Adults with Special Needs

Additional Coursework (3 credits)

PSY 530 Career Psychology

Initial Certificate

In order to be recommended for the initial certification in school psychology, the student must complete the requirements for the M.S. degree as well as the certification program. While the program is intended to meet the professional needs of the student, recommendation for certification is not automatic. Instead, it emanates from a total assessment of the student's mastery of the necessary skills and theoretical background, and from his or her personal suitability to serve in the capacity of school psychologist. Successful completion of academic requirements constitutes, therefore, a necessary but not sufficient prerequisite for recommendation for certification. The faculty will endeavor to apprise the student throughout his/her program as to his/her professional and personal progress. Students are urged to seek consultations with the faculty.

In addition to the academic course work and field practice, Connecticut certification requires an internship consisting of one full school year or its equivalent, in a period not to exceed two years, of supervised experience in a school setting under the supervision of a certified school psychologist, the local school system, and the preparing institution.

Professional Certificate

In order to be eligible for the professional certificate, individuals must provide evidence of three years of satisfactory service as a school psychologist as attested to by an employing superintendent of schools.

Progress Review

Each semester, the student's progress is reviewed by the program faculty. Because of the sensitive nature of the work that students are qualified to do during and upon graduation from the program, the review will focus on factors other than course work, as well as formal academic progress. Nonacademic factors may include personality, interpersonal, and/or ethical issues that may impact the student's judgment and/or ability to function appropriately in a school setting. The director of the program will discuss any program faculty concerns with the student promptly and, where possible, will work with the student toward remediation of the problem. In extreme cases, it may be necessary for the student to delay further course work and/or practicum/internship placement during such remediation. In the event that a remedial plan is not possible or does not prove effective, the student may be removed from the program.

RESEARCH OPPORTUNITIES and RESOURCES

The Department encourages students to become involved in a variety of research and other professional activities. Many of the faculty welcomes the opportunity for collaboration on studies that they have underway, in addition to developing new joint ventures. Note the research interests of the faculty beginning on page 40. Approval of the Scheduling Office of the University must be obtained by students seeking to use classrooms for research projects. Use of the observation rooms on the second floor of East Hall can be scheduled through office staff of the Psychology Department.

MORTENSEN LIBRARIES

The University Libraries are made up of the William H. Mortensen Library and the Mildred P. Allen Music Library. Mortensen, the general library, is located in the center of the Harry Jack Gray Center. The Library features group study rooms for student use on a first-come basis; group work stations, featuring large screen monitors with multi-keyboard input and a student computer branch which is managed by Office of Technology Services (OTS) featuring both PCs and iMACs. The Library system also offers wireless access throughout the building

Mortensen Library is open 7:30 a.m. to 1:30 a.m., Monday through Thursday; 7:30 a.m. to 6:00 p.m. Friday; 10:00 a.m. to 6:00 p.m., Saturday; 12 noon to 1:30 a.m., Sunday, during the fall and spring semesters. Special hours are observed during the summer and holidays.

Through WorldCat, an international cooperative library network, materials can be located in other libraries. Interlibrary Services coordinates the exchange of materials among libraries for the benefit of the users. Requests are made electronically by filling out the appropriate form under Interlibrary Services on the University Libraries' homepage: http://library.hartford.edu/top_tools/interlibrary_loan/default.aspx. The University community may consult materials at most academic libraries in Connecticut.

Students may also register at their local Connecticut public library for a library card (Connecticard Program) to borrow materials from any public library in the State. Through the Council of Connecticut Academic Library Directors (CCALD) borrowing program, University community members may directly borrow from other academic institutions:

http://library.hartford.edu/services/borrow_renew/default.aspx#borrowing

Students have access to the University's electronic library system both on and off campus. This system includes all materials both traditional and electronic and a variety of full and abstracted databases. While access to this network and the electronic library system is available to all at designated workstations within the library, students and faculty with a University e-mail account may use the databases and electronic reserves from other computers on and off campus.

COMPUTER LABS

A computer walk-in lab for student use is located on the first floor of East Hall, room 107. If you wish to use the printer you must have your ID card programmed with dollars (Hawk cash). This can be done at the ID office (GSU 135) or Mortensen Library. Additional computer labs are located at Auerbach Hall, room A113; Computer Learning Center, room CC113 & CC114; Mortensen Library, main floor and Dana Hall, room 412. Hours vary per location and are subject to change. Call the computer support line (x5999) for specific hours, or check their website at <http://its.hartford.edu>.

GRADUATION

GRADUATION REQUIREMENTS

Graduation requirements in all programs include completion of the indicated total number of credit hours in that program with a GPA of 3.0 or higher. All academic courses applied toward the graduate degree must be taken on a letter-grade basis unless specifically exempted by the Department Chair and the Dean's Office.

UNIVERSITY GRADING SYSTEM

The assigning of the value of the numerical grade to the letter grade is the responsibility of the individual professor. Grades based on the following system are reported and recorded at the end of each semester.

A.....4.00	C.....2.00	I.....Incomplete
A-.....3.67	C-1.67	P.....Pass
B+.....3.33	D+.....1.33	NP.....No Pass
B.....3.00	D.....1.00	W.....Withdrawal
B-.....2.67	D-.....0.67	NG.....No Grade Issued
C+.....2.33	F.....0.00	NR.....No Report from Instructor

The policy for assigning plus and minus grades or grades lower than C, in schools offering graduate programs, is to be determined by the individual school or college. Grades in the A range are excellent; in the B range, good; in the C range, mediocre; in the D range, poor; F is a failure.

SIGNIFICANT DATES FOR STUDENTS PLANNING TO GRADUATE

Sat	Sept 24	Degrees awarded for those completing requirements in summer
Fri	Oct 14	Last day to file January degree application
Sat	Jan 28	Degrees awarded to those completing requirements in the fall term
Fri	Feb 10	Last day to file May degree application (Must see A&S Evaluator prior to filing)
Sat	May 20/21	Commencement

GRADUATE DEGREE EVALUATION

During the summer following the second year in the program, each student should request that the Arts and Sciences Evaluator perform a Graduate Degree Evaluation to insure that the student is meeting all degree requirements and to allow time to make any necessary changes in the student's planned coursework. A written summary of the evaluation is sent to the student and is included in the student's file.

GRADUATION FEE

A fee of \$208.00 is payable with application for a degree and includes cap-and-gown rental. If the candidate has paid the fee and does not graduate at the end of the initial semester of eligibility, the fee will be held and credited as payment for graduation during either of the following two consecutive semesters, including the summer session. If the candidate has not completed degree requirements during this time period, no refund will be granted, and a new fee will be charged. For graduation applications received after submission deadlines, the fee is \$ 225.

Additional information about graduation may be found at the Registrar's website: <http://uhaweb.hartford.edu/registrar/graduation.html>.

FEES and EXPENSES

All fees quoted are as of the Fall 2016 semester and are subject to change. Please refer to <http://catalog.hartford.edu/content.php?catoid=13&navoid=1100> for the most updated fee schedule.

REGISTRATION FEE

Per term, \$30, payable at time of registration and subject to change (non-refundable).

PARKING

Graduate Commuter Students \$45 per term; \$75 per academic year.

TECHNOLOGY FEE

The University assesses all students with a technology fee. This fee supports the University of Hartford's ongoing efforts to create and maintain technology infrastructure to promote student learning. Such infrastructure includes, but is not limited to, information networks, electronic information resources, computer laboratories and classrooms, and the development of technologically advanced teaching materials. Full-time graduate students will be charged at the following rates:

– \$230 per term for commuter students taking 9 or more credits

All students who are enrolled for at least 3 credit hours, but fewer than 9 credit hours, will be charged \$96 per term. No fee will be charged to students enrolled in fewer than 3 credit hours.

HEALTH AND COUNSELING FEE

Nonresident graduate students *are not* required to pay the Health and Counseling Fee, however, those who wish to use the campus clinic or counseling services may purchase health and counseling services by submitting the required forms and paying a fee of \$138 per term. Graduate students living in University housing pay a Health and Counseling Fee that entitles them to health and counseling services at the campus clinic and provides 12-month accident insurance. Those who participate in intercollegiate or

intramural sports are advised to purchase coverage. Enrollment forms may be obtained at Health Services or the Student Administrative Services Center.

HEALTH INSURANCE

Every student is expected to be covered under a comprehensive medical insurance plan as part of a family protection plan or an appropriate equivalent. A group health insurance policy covering medical and surgical hospitalization is available to students on a voluntary basis. Brochure and enrollment card are available at the Student Administrative Services Center. International students will be automatically enrolled in the University of Hartford accident and sickness insurance plan and will be billed for this plan through their student account. Questions regarding the plan or arrangements for subsequent years may be referred to the International Center.

LABORATORY FEES

PSY 566 - Personality Assessment I (Spring/Clinical)	\$135.00
PSY 567 - Personality Assessment II (Fall/School)	\$155.00
PSY 580 - Intelligence Testing (Fall/Clinical & School)	\$150.00
PSY 561 - Cognitive & Psychoeducational Assessment I(Fall (School)	\$170.00
PSY 565 - Cognitive & Psychoeducational Assessment II (Spring/School)	\$150.00
PSY 584 - Int Counseling & Psychotherapy (Fall/Clinical & School)	\$50.00
PSY 585 - Advanced Therapy Techniques (Spring/Clinical & School)	\$50.00

ACTIVE STATUS FEE

Degree candidates are expected to maintain continuous registration (excluding summer/winter) until all degree requirements are satisfied. Failing to register for one semester or more breaks the student's registration and requires the student seek re-admission. A student who is re-admitted after the lapse of one semester may resume the degree requirements listed in the Bulletin. A matriculated student may request a one-year leave of absence and remain on active status for up to one year. In order to do this, the student must secure permission from the faculty advisor and the Dean of Arts & Sciences and register each semester with the code of BACT. The fee is \$65 per semester.

GRADUATION FEE

A fee of \$ 208.00 is payable with application for a degree and includes cap-and-gown rental. If the candidate has paid the fee and does not graduate at the end of the initial semester of eligibility, the fee will be held and credited as payment for graduation during either of the following two consecutive semesters, including the summer session. If the candidate has not completed degree requirements during.

TRANSCRIPT OF ACADEMIC WORK

A free transcript will be issued to each member of the graduating class following graduation. Additional transcripts are \$4 for the first copy, and an additional \$1 for each copy with same order. Rush transcripts are available at a cost of \$10 each. Fees are payable in advance.

CULTURAL OPPORTUNITIES

The University of Hartford has gained a wide reputation for the quality of cultural activities and fine arts exhibitions which take place on campus. ***Most events are free or discounted to students.*** Over 400 performances in the form of student and faculty concerts, recitals, and opera productions are presented each year at the Hartt School for the enjoyment of the Greater Hartford public and the University community. The Joseloff Gallery and the Taub Gallery of the Hartford Art School exhibit works by student, faculty, and guest artists and conduct a visiting artist program, present films, workshops, and other special events.

University Players, the student theatre group, presents various stage productions on campus during the fall and spring semesters. Outstanding films are screened frequently during the academic year. In addition, the University offers lecture series, debates, seminars, and special exhibitions. A growing African-American Music Program has made it possible for the entire campus to become better acquainted with this music form that has so uniquely enriched the offerings of American musicians.

Reservations can be made through the Lincoln Theater box office with your ID card. The performance and events calendar can be found at <http://harttweb.hartford.edu/events/default.aspx>.

In addition to on-campus events, there are many cultural activities in and around the greater Hartford area. There are several stage theaters such as the Bushnell, Hartford Stage and Theaterworks. The Bushnell hosts popular New York stage productions as well as concerts. There are also several art museums: The Wadsworth Athenaeum Art Gallery in downtown Hartford is nationally known for their displays of famous artists. The New Britain Museum of American Art has a large offering of artwork and displays of American artists, and the Yale Art Gallery in New Haven is also very well known for its varied collections.

SPORTS CENTER

The Sports Center encompasses approximately 130,000 square feet of space designed to meet the recreational, intramural, intercollegiate, and fitness needs of the University community. Highlights of the Center include a main competition court with seating for approximately 4,500 spectators, a main arena with four multi-purpose courts and a 25-yard, eight-lane indoor swimming pool with one 3-meter and two 1-meter diving boards. There are extensive facilities with strength and conditioning equipment, a free weight room, four racquetball courts and one squash court, multi-purpose rooms for various activities, and locker rooms with saunas. In addition, the Center has a pro-shop, concession areas, batting and golf practice cages, classroom facilities for sports and leisure studies, and offices for coaches and staff.

Adjacent to the building are the Yousuf Al-Marzook Athletic Fields. These multi-purpose fields are used for intercollegiate team practices and competitions. Adjacent fields are used for fitness and leisure classes and intramural sports. The Mary Baker Stanley Pool, a twenty-five meter outdoor swimming pool, and six lighted and screened perma-turf surface tennis courts are also available for recreational and athletic use by the University community.

Memberships are available for graduate students for under \$200 for an individual, and \$350 for a family. The membership is good from July through June. Additional information can be found at <http://uhaweb.hartford.edu/sportsctr/sports.htm>, or the Sports Center Lobby at 860-768-5070.

DINING FACILITIES

University Commons is centrally located to all residence halls and is a dine-in dining hall. This all-you-care-to-eat facility offers a variety of cutting-edge American entrees, ethnically-inspired foods, vegetarian selections, and more. *Monday –Friday: 7am-8pm, Sat.-Sun. 7pm-9pm.*

Gengras Café is a walk-through bistro located in the Gengras Student Union. Visit the Food Court for favorites like Grille Works and Pan Geos Pasta. Bene Pizza serves great pizza specialties, calzones, and its signature Asiago rolls. Also enjoy homemade soups, fresh salads, and sushi to go. *Monday-Thursday: 11 am-7pm; Friday 11am-2 pm.*

Starbucks at the Goodwin Café located in Mortensen Library and is open during library hours.

Subway is located at Konover Campus Center. Hours are *Monday-Friday: 11:30am-1:30am. Sat-Sun. 7pm-1:30am.*

1877 Club Restaurant, in the Harry Jack Gray Center, offers an upscale buffet menu in a restaurant-style setting. Dining Dollars and Hawk Cash are accepted. *Tuesday-Friday: 11:30am-1:30pm.*

Village Market is centrally located in the heart of the campus at Konover Campus Center. They offers a vast array of products and groceries, from fresh-baked breads and bulk candy to a full line of dairy products, health and beauty aids, kosher and organic food sections, and more. *Monday- Sunday: 11am-1:30am.*

Hawk's Nest, in the lower level of University Commons is our late-night restaurant. It is a popular place for students to socialize with their friends, watch large-screen TV, and enjoy live entertainment. It features Pizza Hut, burgers, chicken sandwiches, fresh salads, Colombo frozen yogurt, and a variety of snacks. *Monday –Sunday: 5 pm-10:30 pm.* **Dorothy Goodwin Café**, a new and exciting venue in the Mortensen Library features New England's Finest Coffee and espressos. *Monday-Sunday 5pm-10:30pm.*

Backstage Café, located in the Handel Performing Arts Center on our Albany Avenue campus. This café serves sandwiches and coffee in a pleasant, comfortable atmosphere. *Monday-Friday: 9 am-7pm, Saturday: 8 am-4 pm.*

University of Hartford Academic Honesty Policy

<http://www.hartford.edu/docs/Academic%20Honesty%20Policy.pdf>

The purpose of the academic honesty policy is to provide a clear statement to students and faculty of the University's expectations regarding academic honesty and to set forth procedures for the enforcement of that policy. The procedures in this academic honesty policy are administrative functions and are not subject to the same rules as in criminal or civil proceedings. Throughout the following policy, the term *college* refers to any one of the schools or colleges of the University. The term *University-wide program* refers to programs such as multimedia Web design and development or the Bachelor of University Studies, which do not reside in a college. The term *department chair* refers to a department chair or, in the case of colleges that do not have departments, the equivalent of a department chair.

Policy

- A. All students are expected to observe generally accepted principles of scholarly writing in all examinations, compositions, papers, essays, tests, quizzes, reports, and dissertations whether written in the class room or outside. Sources of information used by a student in the preparation of work submitted as a basis for credit, or for a grade, or to satisfy graduate or undergraduate thesis requirements shall be clearly indicated in some conventional manner, such as by the use of quotation marks, footnotes, and bibliography.
- B. Students are forbidden to submit as their own any project, paper, or creative work that is in whole or part the work of another.
- C. The use of a term-paper writing service is prohibited. Also prohibited is the use of term papers obtained from the Internet, in whole or in part.
- D. All examinations and quizzes are to be completed without reference to books or notes except when the instructor of a course shall have given explicit authorization for an "open-book examination" or some other specified sort of assistance. Except as authorized by the instructor, no student is to give or receive assistance in the completion of an examination or a quiz.
- E. Other examples of academic dishonesty include, but are not limited to, the falsification of academic documents, such as transcripts, registration materials, withdrawal forms, or grade reports, as well as the unauthorized reading, removing, or copying of any academic document or record maintained by any member of the faculty or administration.

Procedure

- F. If an instructor becomes aware of a violation of sections A, B, C, D, or E, or other dishonest academic action, the following procedures shall be followed: The complainant must present the charge and all evidence to the student in a private conference. This must take place within 10 academic days (see section L) of discovery of the alleged violation.
 1. If the complainant is an instructor and if the situation cannot be resolved in such a conference, a meeting shall be set up with the department chair, the complainant, and the accused student before 10 additional academic days have elapsed. If the complainant is the department chair, this meeting will be held with the dean or director of the relevant University-wide program. If the situation is not resolved at this meeting, either the complainant or the accused may elect to file a written complaint specifying the charges and evidence. A written complaint that shall include the penalty proposed by the instructor shall be filed with the dean of the college in which the alleged violation occurs. The dean shall ensure that both parties receive copies of the complaint as soon as possible. If the alleged violation occurs in a University wide program, the complaint should be filed with the director of the University-wide program. If the student is matriculated in a college or in a University-wide program other than that in which the alleged violation occurs, a written copy of the complaint shall be sent to the dean of the college of matriculation or to the director of the

- program of matriculation. A copy of the complaint shall also be sent to the academic advisor of the matriculated student.
2. In cases of a University official's alleging a violation of section E that cannot be resolved by such a conference, the complaint shall be referred to the vice president for student affairs. The vice president for student affairs will then determine the dean or University-wide program director with whom the complaint will be filed, or if the case shall be referred to the University Conduct Board (whose procedures shall apply).
- G. The dean with whom the complaint has been filed shall call a meeting of the college academic standing committee to be held within 20 academic days of receiving the complaint. The director of a University-wide program with whom the complaint has been filed shall call a meeting of the University-wide program curriculum committee, which shall function as an academic standing committee, to be held within 20 academic days of receiving the charge and evidence. The academic standing committee shall then carry out the provisions of sections H and I below.
- H. The academic standing committee shall implement the following procedures:
1. Both parties, the complainant and the accused, shall, at least 10 days prior to the meeting, be informed, in writing, of the time and date of the meeting and invited to attend.
 2. The vice president for student affairs (or designee), the college dean(s), and the director of the University-wide program (when relevant) shall be invited, but not required, to attend the meeting(s) with voice but without vote.
 3. At the meeting, the student shall have the right to a meeting advisor, selected by the student. The meeting advisor shall not be licensed in the field of law, shall be a member of the University community (limited to faculty, staff, and students), and shall not be otherwise involved in the case. The meeting advisor shall not address the committee or otherwise directly participate, but the accused may request a short recess to consult the meeting advisor. Meetings will be scheduled in a timely manner, with an effort to accommodate the meeting advisor's availability.
 4. No member of the committee who is otherwise involved in the alleged violation shall sit in judgment during the meeting.
 5. The meeting shall be closed to all nonparticipants.
 6. Both parties shall be afforded the opportunity to speak, to present evidence and witnesses, and to hear and question adverse witnesses.
 7. All meetings must be completed and the committee's recommendation must be made within 15 academic days of the initial meeting to the appropriate dean.
 8. All of the proceedings pursuant to the investigation of an alleged violation shall be carried forward in a confidential manner. There shall be no general announcement of the identity of the student charged with the violation or of the recommendation of the committee.
- I. After duly investigating the reports received, hearing the statements of the accused and such other persons as may testify, and hearing other relevant evidence, the committee shall recommend to the dean or the director of the University-wide program one or more of the following, as it deems appropriate:
1. that (a) the charges be dismissed, (b) the charges have not been substantiated, or (c) the evidence established innocence; or
 2. that the student is considered guilty of the alleged violation by a preponderance of the evidence, and therefore one or more of the following actions is taken:
 - a. instructor's penalty shall be upheld
 - b. that the student be dropped from the course or assigned a grade of F for the specific assignment or for the entire course
 - c. that the student be suspended (i) for the remainder of the current semester, losing credit for the current academic program, or (ii) for the following semester or year, or both
 - d. that the student be dismissed from the University, and the dismissal be entered on the student's permanent academic record (transcript original), and maintained by the registrar in the case of dismissal.

- J. The chair of the committee shall present the recommendation in writing to the dean or University-wide program director who convened the committee. The recommendation shall also be presented in writing to the student, the original complainant, the dean of the student's college of matriculation or the director of the student's University-wide program of matriculation. If any of the individuals to whom the recommendation of the committee has been presented should find the recommendation unacceptable with respect to the imposition of suspension or dismissal, that individual may make an appeal to the provost. In the absence of such an appeal, the dean of the student's college of matriculation or the director of the student's University-wide program of matriculation shall be responsible for seeing that the recommendation is carried out, subject to the student's right of appeal set forth in section K, below. The dean or director shall also provide the student's academic advisor with a confidential report of the recommendation and action taken. In the case of non-matriculated students, the dean or the director with whom the complaint was filed shall notify the student of the recommendation and shall be responsible for seeing that the recommendation is carried out subject to the student's right of appeal. If such an appeal is made, the chair of the committee shall forward the recommendation and all relevant material to the provost for consideration and action.
- K. Should the student find the action unacceptable, the student may appeal to the provost not later than 10 academic days after notification. Student appeals will be considered only on the following bases:
1. the existence of newly discovered evidence not available at the time of the hearing/decision
 2. the imposition of an unreasonable penalty or sanction at a prior hearing
 3. a substantive violation, mistake, or error in the procedures established herein has occurred, which would have significantly altered the outcome of the meeting provided for in section H (above). The provost may request additional information from the appellant and may exercise any of the following options: affirm, modify, or reverse any part of the original decision; however, no modifications may be made so as to increase the sanction of penalty.
- L. All of the proceedings pursuant to the investigation of an alleged violation shall be carried forward in a confidential manner. There shall be no general announcement of the identity of the person or persons charged with the violation or of the decision of the committee, except that the advisor of the student shall receive a confidential report of any action taken.
- M. For the purposes of this policy, *academic days* are defined as those days when the University offers regularly scheduled spring or fall semester course work or final examinations and shall not include Saturdays or Sundays. Summer sessions or vacation periods shall not be included in computing academic days. The review of violations that are alleged to have taken place during summer sessions or vacation periods, or which are reviewed in part or in whole during these periods, shall be consistent with the procedures set forth in this section and shall be conducted with all reasonable speed, while at the same time consideration is given to the unavailability of faculty and staff during said periods.

Appeal of an Academic Decision

1. Appeals relating to a faculty member's decision in the implementation of an academic policy can be made on the grounds of discriminatory, unjust, or capricious action.
2. The appeals procedure shall normally be as follows:
 - a. The student shall discuss the matter with the faculty member.
 - b. If the situation cannot be resolved in such a conference, the student may request a meeting with the department chair/ division director of the faculty member's college. If the faculty member is an adjunct faculty member teaching an All-University Curriculum (AUC) course, the student may request a meeting with the director of the AUC.
 - c. If the situation is not resolved at this meeting, the student may take the appeal to the dean of the college in which the course is taught. In the case of an AUC course, the director of the AUC shall hear the complaint. The dean/director shall screen the evidence presented by the student and determine whether the appeal warrants further investigation. If so, the appeal and the evidence shall go to the chair of the academic standing committee of the college of the

- faculty member. In the case of an adjunct faculty member teaching in the AUC, the All-University Curriculum committee will act as the academic standing committee.
- d. The chair shall call a meeting of the academic standing committee/ All-University Curriculum committee, and the committee shall review the appeal by hearing all the evidence presented by student and faculty member. Both the student and the faculty member will be invited to meet with the academic standing committee to respond to questions concerning written material that either party has presented.
 - e. The vice president for student affairs and the ombudsperson shall be invited to attend the meeting(s) with voice but without vote.
 - f. After investigating the appeal, the committee shall submit a detailed report and recommendation(s) to the dean of the college. In the case of an AUC course, the faculty member's dean and the director of the AUC will receive the report jointly. The committee shall make the final determination of the case.
 - g. The dean of the college and the director of the AUC (in the case of an AUC course) shall inform the concerned parties of the decision(s) of the committee. There shall be no further appeal.
 - h. The entire procedure as described shall take place promptly, and no later than the semester following the student's complaint.

STUDENT APPEAL PROCEDURES

The Department of Psychology adheres to the Academic Honesty Policy outlined in the Judicial Code of the University of Hartford. Text of this policy is found beginning on page 30 of this document. Plagiarism is sufficient grounds for dismissal from a program.

The following procedures have been established for those instances when a student wishes to appeal a final grade assigned for a course.

I. COURSE GRADE

- a. The student must first discuss the grade with her/his instructor.
- b. If satisfactory resolution of the grade cannot be made with the instructor, the student can appeal the instructor's decision to the Department Chair.
- c. If the Chair feels that there is justification in the student's appeal, she/he will bring the student and faculty member together in an attempt to resolve the grade issue. If this does not bring resolution, the Chair will select an Ad Hoc Faculty Committee to review the concern.

II. COMPREHENSIVE EXAMINATION

- a. A student who does not pass the comprehensive exam should speak with his/her faculty advisor and/or the program director regarding general strengths and weaknesses of his/her responses.
- b. If a student wishes to appeal the results of his/her comprehensive exam, he/she can petition in writing to the Program Director to review his/her performance. If the Program Director feels that the student's petition has merit, he/she will initiate a re-reading of the responses(s) in question.
- c. If after a second attempt, a student has passed one portion of the exam, the Department Faculty may, in rare instances, allow a student to take the comprehensive exam a third time.
- d. A student who does not pass any part of their second attempt on their comprehensive exam will ordinarily be dismissed from the program.

A student may appeal a departmental decision by writing the Director of Graduate Studies.

POLICY ON ELIMINATION OF DRUG AND ALCOHOL ABUSE

The University subscribes to the guidelines recommended by the State of Connecticut Department of Higher Education for the elimination of drug and alcohol abuse in the educational environment. The University also meets the requirements of the Federal Drug-Free Workplace Act of 1988 and the Federal Drug-Free Schools and Communities Amendments of 1989. The University will not tolerate the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the workplace. The manufacture, unsanctioned/unlawful distribution, dispensing, possession or use of alcoholic beverages is prohibited on the campus at the University of Hartford. University employees are expected to comply with all laws and regulations governing alcoholic beverages, including laws prohibiting the furnishing or serving of alcoholic beverages to minors.

UNIVERSITY OF HARTFORD SEXUAL HARASSMENT POLICY STATEMENT

https://www.hartford.edu/hrd/files/pdf/Sexual_Harassment.pdf

The University of Hartford affirms its commitment to ensure an environment for all employees and students which is fair, humane, and respectful - an environment that supports and rewards employee and student performance on the basis of relevant considerations such as ability and effort. Behaviors which assert sexuality as relevant to employee or student performance are damaging to this environment. Such behaviors are prohibited by federal and state law and violate our policy.

Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as well as State of Connecticut law. Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

- b. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c.
 - c. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

The University of Hartford applies the same protection to students in the academic learning environment. The Office for Civil Rights, U.S. Department of Education's memorandum "Title IX and Sexual Harassment Complaints" of the U.S. Department of Education, Office for Civil Rights defines sexual harassment as follows:

Sexual harassment consists of verbal, nonverbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provision of aid, benefits, services, or treatment protected under Title IX. The University of Hartford deprecates such conduct as an abuse of authority, and thus it is an official University policy that sexual harassment on or by either employees or students will not be tolerated. The University accepts the proposition that sexual harassment, like any civil rights violation, generates a harmful atmosphere. The University will act positively to investigate alleged harassment, and to affect a remedy, including appropriate disciplinary action up to and including termination, when an allegation is determined to have validity. Retaliatory action of any kind taken by an employee of the University of Hartford against any other employee or student of the institution as a result of that person's seeking redress under University procedures or participating in any proceedings under University procedures is prohibited by law as well as University policy.

Complaints about sexual harassment should be registered with either the office of Human Resources Development or the Dean of Students. Other options include the Regional Director, Office of Civil Rights, U.S. Department of Education, Boston, MA 02109 and the Commission on Human Rights and Opportunities (CHRO), 90 Washington Street, Hartford, CT 06106. Filing with the latter must be done within 180 days of the date when the alleged sexual harassment occurred.

CAMPUS ADDRESS and TELEPHONE DIRECTORY

<u>DEPARTMENT</u>	<u>LOCATION</u>	<u>PHONE</u>
EMERGENCY ONLY	Public Safety	7777
Main line (non emergency)		7985
Admissions	Computer Center 231	4371
Arts & Sciences, College of		
Dean's Office	Hillyer 200	4255
Evaluator	Hillyer 228	4135
Bookstore	HJG Center	4801
Bursar	Computer Center 218	4999
Housing Office	Complex F	7900
Career Services	Gengras 309	4287
Center for Reading & Writing	Auerbach 209	4312
Computer Labs		
Computer Center	Room 113 & 114	4357
Auerbach	Room 113B	4357
Mortensen Library	Main Floor	5089
East Hall	Room 107	none
Dana Hall	Room 412	none
Counseling		
Career	Gengras 309	4287
Personal	Gengras 313	5090
Dean, Graduate Studies	CC 311	4504
Dean of Students (Student Affairs)	Gengras 307	4165
English Language Institute	Auerbach 216	4399
Financial Aid Information	Bates House	4296
Graduate Services Office	Computer Ctr 231	4371
Health Education	University Commons 116	4077
Health Services	Sports Center	6601
Human Resources & Development	FASB (behind Hillyer)	4666
Information Desk (Student)	Gengras Lobby	4806
ID Office	Next to Gengras-North side	4829
Information Technology Services	Computer Center 225	5999
Instructional Media Technology	Library Room A	4643
Institutional Partnerships & Sponsored Research	Handel Performing Arts Center IA	2434

Campus Telephone Directory (Cont)

Learning Plus	Auerbach 209	4964
Mortensen Library		
Main Desk	HJG Center	4264
Reference Desk	HJG Center	4142
Parking Permits (Public Safety)	Facilities Bldg	7985
Post Office	Gengras 131	4219
President's Office	Computer Ctr 303	4417
Psychology Department		
2 nd floor office	East Hall 203	4544
1 st floor office	East Hall 117	5391
Registrar	Computer Ctr 217	4595
Religious Services Information	Gengras 153	4750
Scheduling of classrooms	Computer Ctr 210	4594
Scholarships & Grants	Handel Performing Arts Center	4296
Provost's Office	Computer Ctr 332	4504
Sports Center	Sports Center	5050
Students with Disabilities, Coordinator of Services for	Gengras 307	4260
Summer Programs	Computer Ctr 230	4402
Telecommunications	Computer Ctr. 125	4736
Theater Box Office	Lincoln Theater	4228

CAMPUS QUICK REFERENCE WEBSITE DIRECTORY

ACADEMIC	
Academic Calendar	http://www.hartford.edu/academics/academic_calendars/
Bookstore	http://www.hartford.edu/graduate/studentresources/bookstore.aspx
Campus Maps	http://www.hartford.edu/visitingcampus/campus_maps.aspx
Course Book	http://new.hartford.edu/academics/schedule_classes/default.aspx
Final Exam Schedule	https://www.hartford.edu/aboutuofh/office_of_provost/registrar/files/pdf/fall_2016_final_exam_schedule.pdf
Graduate Bulletin	http://catalog.hartford.edu/graduate/graduateBulletin.aspx
Graduate Programs	http://www.hartford.edu/graduate/programs/default.aspx
Commencement	http://www.hartford.edu/arts-events/commencement/
Registration, check grades, schedule of classes, forms	http://banweb.hartford.edu
GENERAL INFORMATION	
Health Insurance	https://consolidatedhealthplan.com/members/member_home_page
Bursar's Office	http://uhaweb.hartford.edu/bursar/welcome.html
Closings & Announcements	http://uhaweb.hartford.edu
Information Technology Services (ITS)	<i>Hours and summary of service:</i> http://its.hartford.edu/default.htm
Public Safety / Parking Permits	http://publicsafety.hartford.edu/publicsafety
The Source Book	http://www.hartford.edu/thefsource/
University Website	http://www.hartford.edu
UNotes	http://www.hartford.edu/daily
RESOURCES	
Career Services	http://www.hartford.edu/career_services/
Center for Reading & Writing	http://www.hartford.edu/academics/tutoring_assist/center_reading_writing
English Language Institute	http://www.hartford.edu/edu/eli
Facebook (Psychology)	www.facebook.com/UofHartfordPsychDept?fref=hts
Learning Plus	http://www.hartford.edu/academics/tutoring_assist/
Mortensen Library	http://library.hartford.edu/universitylibraries/mortensen_library.aspx
Psychology Department: Master's Programs, Handbook, & Thesis Manual	http://www.hartford.edu/A_and_S/departments/psychology
CULTURAL ACTIVITIES	
Hartt School Performances and Events Calendar	http://harttweb.hartford.edu/events/calendar.aspx
Sports Center	http://uhaweb.hartford.edu/sportsctr/home%20page.html
Things to do – Hartford area	http://www.tripadvisor.com/
Things to do- New England	http://www.visitnewengland.com/

DEPARTMENT OF PSYCHOLOGY FULL-TIME FACULTY

Jason R. Anastas, Ph.D. (University of Connecticut). East Hall, Room 203D, Ext. 5230, E-mail: ANASTAS@hartford.edu. Assistant Professor. Research and statistical methodologies, embodied Cognition, Cognitive Development, Sensation, Perception, and Action.

Alice W. Cheng, Ph.D. (University of Rhode Island). East Hall, Room 203I Ext. 5148, E-mail: ACHENG@hartford.edu. Assistant Professor. Ethnic minority health disparity, Asian-American Mental Health, Alcohol and Substance Use Disorders, Multicultural Competency, Implicit Racism.

Caryn Christensen, Ph.D. (Ohio University). East Hall, Room 204A, Ext. 5168, E-mail: CHRISTENS@hartford.edu. Associate Professor. Director, AUC Program. Cognitive Psychology, Research Methodology, Judgment and Decision Making, Expert-Novice Differences in Cognition.

Matthew C. Costello, Ph.D. (Duquesne University). East Hall, Room 203M, Ext. 5384, E-mail: MCOSTELLO@hartford.edu. Assistant Professor. Effects of Aging on Cognition and Perception, Embodied Perception, Philosophical Psychology.

Tony D. Crespi, Ed.D. (University of Massachusetts). East Hall, Room 203G, Ext. 5081, E-mail: CRESPI@hartford.edu. Professor. Child and Family Therapy, Professional Credentialing, Clinical Supervision and Training, School Psychology.

Kathleen A. Crowell, Ph.D. (Utah State University). East Hall, Room 117L, Ext. 4691, E-mail: KCROWELL@hartford.edu. Visiting Assistant Professor. Mental health risk and resilience among sexually diverse populations, Theories of Personality, Abnormal Psychology, Statistics for Psychology.

Lourdes Dale, Ph.D. (American University). East Hall, Room 117E, Ext. 5187, E-mail: DALE@hartford.edu. Associate Professor. Factors Affecting Emotion Regulation, Media and Children, Pediatric Health Psychology.

Sarah Ketay, Ph.D. (Stony Brook University). East Hall, Room 203J, Ext. 5906, E-mail: KETAY@hartford.edu. Assistant Professor. Introductory Psychology, Brain and Behavior, Research Methods and Statistical Analysis, Cultural Psychology, Social Neuroscience, Social Interactions, Stress and Health.

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