SCHOOL PSYCHOLOGY PROGRAM
Program Description And Policy Handbook

Department of Psychology
200 Bloomfield Avenue
West Hartford, Connecticut 06117

Fall 2013/Spring 2014

THE UNIVERSITY OF HARTFORD
Department of Psychology
SCHOOL PSYCHOLOGY PROGRAM

MASTER OF SCIENCE DEGREE
MAJOR: SCHOOL PSYCHOLOGY
SPECIALIZATION: CLINICAL CHILD COUNSELING

POST M.S. SIXTH-YEAR CERTIFICATE IN SCHOOL PSYCHOLOGY

The School Psychology Program in the Department of Psychology at The University of Hartford sponsors an integrated Master of Science Degree and Sixth-Year Certificate Program in professional psychology whose mission is to prepare school psychologists with particular competencies to work with children, families, and educational systems. The program is designed to prepare highly qualified practitioners whose primary role is to maximize learning and developmental opportunities for children. Specifically, the program’s primary goal is to produce highly competent clinicians who will meet employment demands for services involving: 1) Assessment and Diagnosis, 2) Counseling and Psychotherapy, and 3) Consultation and Collaboration. The program is planned to be completed in three academic years of full-time study. The program is administratively housed within the Department of Psychology in the College of Arts and Sciences, is part of the Certification Council in the School of Education, and the program holds accreditation from the Connecticut State Department of Education as well as national approval from the National Association of School Psychologists and National Council for the Accreditation of Teacher Education partnership (NASP/NCATE).

Looking broadly at the profession of school psychology, twenty years ago, school psychologists worked mainly providing assessment services in the schools. Today, attention must be given to prevention, as well as empirically validated interventions with individuals, family systems, and groups, and school psychologists are employed in a wider palette of settings including universities, correctional educational programs, residential schools and treatment facilities, as well as in public schools. In all these settings school psychologists must provide services to a significant population of clients who are minorities, economically poor, and who possess a diversity of life experiences and cultural backgrounds. The faculty possess a deep sensitivity to issues impacting schools, communities, and families, and strives to weave a sensitivity to these issues throughout the curriculum.

M.S. DEGREE AND SIXTH-YEAR CERTIFICATE PROGRAM OVERVIEW

The University of Hartford's School Psychology Program reflects an integrated 66-credit program of study leading to the M.S. Degree with a Major in School Psychology, and a specialization in Clinical Child Counseling, followed by a Sixth-Year Certificate in School Psychology. The M.S. Degree requires satisfactory completion of a 30-credit planned program of study and successful performance on a comprehensive examination. The Sixth-Year Certificate is awarded following the completion of the entire 66 credit program of study. University endorsement for State Department of Education certification requires successful completion of the entire program of study. [Students earn 6 credits for the Professional Seminar and Practicum in School Psychology I-II and 6 credits for the Internship in School Psychology I-II. These experiences afford approximately 2,000 hours of applied training and 250 hours of individual and group clinical supervision].
As a profession, the majority of the nation's 37,000 school psychology practitioners report being trained at the specialist level. (Note: specialist level training can be defined as a minimum of 60 graduate semester credits.)

At The University of Hartford, in keeping with national training standards, the entry level for professional practice meets this standard. At the same time, students seeking additional training, or who may wish to further enhance employability, may take advantage of opportunities to pursue additional training at the University during their course of study. Naturally, such opportunities may extend graduate training. In addition, in rare instances, a student may also be interested in completing an independent study. In the School Psychology Program one independent study course may be utilized. However, this may not be utilized for a core course, typically being utilized for the single elective class required in the program. In any event, any students completing an independent study must complete a written contract prior to enrolling in this class. Further, students should discuss such issues with the major advisor early during course work.

In keeping with professional training standards all students must complete a full-time year in residence. Because all students are accepted on a full-time basis only, this is typically completed during the first year of study. In rare cases where a family crisis might mitigate this plan of study, the second year of study may meet this requirement. Full-time is defined as 9 credits of study each semester over two consecutive semesters.

**BROAD PROGRAMMATIC MISSION, GOALS, AND OBJECTIVES**

The mission of the School Psychology Program is to prepare school psychologists with particular competencies to work with children, families, and educational systems. The program is designed to prepare highly qualified practitioners whose primary role is to maximize learning and developmental opportunities for children. Specifically, the program’s primary goal is to produce highly competent clinicians who will meet employment demands for services involving: 1) Assessment and Diagnosis, 2) Counseling and Psychotherapy, and 3) Consultation and Collaboration.

**Mission:** To prepare highly qualified school psychologists with particular competencies to work with children, families, and educational systems.

**Goal I:** To train specialist level school psychologists with particularly strong competencies involving assessment and diagnosis. [The program fosters an education and training environment in which students are firmly grounded in a data-based knowledge base and accountability framework to achieve this goal].

**Objectives:**

A) Students will be well grounded and demonstrate knowledge and competencies involving cognitive, psychoeducational, and personality assessment measures.

B) Students will demonstrate knowledge in intervention-building and monitoring.

C) Students will demonstrate knowledge of and competencies in major classification and diagnostic systems upon which special education and mental health classificatory and diagnostic decisions are constructed.
D) Students will receive pre-practicum, practicum, and internship experiences upon which assessment and diagnostic skills can be established.

E) Students will demonstrate knowledge of inter-individual differences impacting assessment and diagnosis (e.g. learning abilities and disabilities, child pathology, gender, culture, socioeconomics, and life span development).

F) Students will integrate knowledge of life span development, student diversity, and child psychopathology into psychological assessment and diagnostic evaluations.

**Goal II:** To train specialist level school psychologists with particular competencies involving counseling and psychotherapy. [The program emphasizes this goal through an intense coursework sequence and integrated practicum and internship continuum which embraces an empirically validated approach to prevention, crisis intervention, and mental health].

Objectives:

A) Students will be well-grounded in and demonstrate knowledge of major counseling models and perspectives including individual, group, and family frameworks.

B) Students will understand, articulate, and practice knowledge of prevention, crisis intervention, and mental health approaches to promote mental health and well-being in children through practicum and internship experiences.

C) Students will have knowledge of individual, group, and family systems and those interventions able to be implemented within educational systems.

D) Students will understand the mixture of multicultural diversity, gender development, child psychopathology, and associated family, social, and community influences on counseling and development.

E) Students will demonstrate knowledge of, and adherence to ethical and legal guidelines involving the delivery of mental health services to children within the context of schooling.

**Goal III.** To train specialist level school psychologists with particular competencies in consultation and collaboration. [The program provides in-depth training and supervision].

Objectives:

A) Students will demonstrate a conceptual understanding of major consulting models,

B) Students will practice consulting skills and develop specific evaluations reflecting consulting skills through a sequential progression of pre-practicum, practicum, and internship experiences.

C) Students will develop a consulting philosophy and professional portfolio outlining professional skills and competencies.

D) Students will demonstrate professional skills and the identity of a school psychology trainee able to consult with multiple constituencies and stakeholders.
E) Students will demonstrate knowledge of major consulting skills and roles able to positively impact children, families, classrooms, and schools.

**Goal IV:** To train specialist-level school psychologists with a strong identity as a school psychologist and with a strong commitment to ethical goals and standards.

Objectives:

A) Students will demonstrate knowledge of school psychology as a profession, and specialty within professional psychology, and be knowledgeable about its historical roots, traditional and emerging roles and functions, and scope of practice.

B) Students will demonstrate a strong commitment to ethical standards of practice and demonstrate adherence to ethical and legal guidelines in all aspects of professional work.

C) Students will demonstrate knowledge of ethical and legal standards of practice impacting school psychology in public schools as well as in private sectors of practice.

D) Students will demonstrate an understanding of ethical and legal standards in school psychology as well as an appreciation for standards impacting related professions.

E) Students will demonstrate professional identities as school psychologists through membership and participation in state and national organizations and through professional goals.

**RESEARCH AND TEACHING ASSISTANTSHIPS**

The School Psychology Program is pleased to boast a history of providing a range of teaching and research assistantships to interested students. Students routinely are offered both research and teaching assistantships and work closely with faculty in multiple classes on both undergraduate and graduate levels. Traditionally 2nd and 3rd year students possess the greatest flexibility of options, particularly as teaching assistants in graduate classes, although the Program has maintained a strong history of offering the majority of interested students some type of assistantship.

Looking at research opportunities, students have co-authored a wide array of journal articles in numerous professional journals in consort with faculty mentors. Works have appeared, as example, in such outlets as *The Journal of Applied School Psychology, The Connecticut School Psychologist,* and *Family Therapy.*

For students with an interest in either teaching or research assistantships, it should be observed that the primary motivational force for such involvements is the learning, developmental, and professional experiential opportunities these experiences provide rather than the financial rewards.

Typically these experiences require 15 hours of weekly service with financial renumeration totaling approximately one thousand dollars for each semester. Of final note, most often these experiences
are offered, first, to second and third year students with offerings typically not finalized until the beginning of each semester.

SCHOOL PSYCHOLOGY COMMUNITY ADVISORY COUNCIL

In an effort to maximally provide a contemporary curriculum, the School Psychology Program enjoys insights from a School Psychology Advisory Council which includes community based professionals. The intention of the Advisory Council is to forge a strong, continuing, linkage between the School Psychology Program and the community. The Advisory Council includes the following consultants:

D. Tighe Cooke, Ph.D. [2003-Present]. Dr. Cooke is a Certified School Psychologist who retired from the Poudre Public Schools in Colorado. Presently an Associate Professor of Education at Worcester State University [MA], she completed specialty training in Clinical Neuropsychology at Fielding Graduate University. She received her Ph.D. from the University of Colorado at Boulder.

Richard P. Gallini, M.S. [2002-Present]. Mr. Gallini is presently a Certified School Psychologist with the Farmington Public Schools. Previously a school psychologist with the State of Connecticut Department of Correction Unified School District, he is pursuing a Ph.D. at The University of Connecticut at Storrs. He is a graduate of the University of Hartford School Psychology Program and recently completed a certificate program in Clinical Neuropsychology.

Eric S. Protulis, M.S. [2005-2010]. Mr. Protulis is presently a Certified School Psychologist with the Hebron Public Schools. Previously a School Counselor in the Plainville Public Schools, he is a graduate of the University of Hartford School Psychology Program.

Richard D. Thomas, Ph.D. [2002-Present]. Dr. Thomas is a former Director of Special Education with the State Department of Correction and is presently a Consultant. For 20 years he was a Certified School Psychologist at Niantic Women’s Prison. He received his Ph.D. from The University of Connecticut and holds certification in both School Psychology and Educational Administration and Supervision.

M.S. DEGREE REQUIREMENT (10 COURSES/30 Credits Required)

PSY 583 - Introduction to School Psychology
PSY 584 - Introduction To Counseling & Psychotherapy
PSY 561 - Cognitive & Psychoeducational Assessment I
PSY 565 - Cognitive & Psychoeducational Assessment II
PSY 566 - Personality Assessment I
POST M.S. SIXTH-YEAR REQUIREMENTS (12 Courses/36 Credits Required)

PSY 582 - Research Methods: Design and Analysis  
PSY 520 - Learning: Principles, Theories and Applications  
PSY 737 - Introduction to Clinical Neuropsychology  
PSY 650 - Consultation: Theory and Practice  
PSY 585 - Advanced Therapy Techniques  
PSY 629 - Principles of Family Therapy  
PSY 669 - Child Psychotherapy  
PSY 560 - Life Span Development  
PSY 755 - Internship in School Psychology I  
PSY 756 - Internship in School Psychology II  
EDH 510 - Theoretical Foundations: Children and Adults with Special Needs  
PSY 649- Group Process and Psychotherapy  
PSY 530 – Psychology of Career Development

PROGRAM CONTEXT/TRAINING AND PRACTICE DOMAINS

Introductory Commentary

A number of applicants, graduates, as well as selected state regulatory agencies have requested information relative to a classification schema whereby specific classes might be designated as meeting substantive basic science education requirements and/or courses meeting categories related to practice. While the program often infuses specific domains into multiple courses, teaching data based decision making in assessment, counseling, as well as in consulting courses for example, or infusing issues of student diversity in multiple classes including community psychology, counseling, as well as assessment, the following schema highlights major courses used to emphasize each practice domain or science education requirement. Classification domains follow:

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

ASSESSMENT/DATA-BASED DECISION-MAKING (4 Required/12 Credits)

PSY 561 - Cognitive & Psychoeducational Assessment I  
PSY 565 - Cognitive & Psychoeducational Assessment II  
PSY 566 - Personality Assessment I
PSY 567 - Personality Assessment II

CONSULTATION/COLLABORATION (1 required/3 credits)
PSY 650 - Consultation: Theory and Practice

EFFECTIVE INSTRUCTION/COGNITION (1 required/3 credits)
PSY 520 - Learning: Principles, Theories and Applications
[Also Used Under Cognitive Bases of Behavior]

SOCIALIZATION/DEVELOPMENT (1 required/3 credits)
PSY 560 - Life Span Development

STUDENT DIVERSITY AND SCHOOL ORGANIZATION (1 required/3 credits)
EDH 510 - Theoretical Foundations: Children and Adults with Special Needs

PREVENTION/CRISIS INTERVENTION/MENTAL HEALTH (4 required/12 credits)
PSY 584 - Introduction To Counseling & Psychotherapy
PSY 585 - Advanced Therapy Techniques
PSY 629 - Principles of Family Therapy
PSY 669 - Child Psychotherapy

HOME/SCHOOL/COMMUNITY COLLABORATION
PSY 554 Community Psychology [Also Used Under Social Bases of Behavior]

RESEARCH AND PROGRAM EVALUATION (1 required/3 credits)
PSY 582 - Research Methods: Design and Analysis

SCHOOL PSYCHOLOGY PRACTICE AND TECHNOLOGY (1 required/3 credits)
PSY 583 - Introduction to School Psychology

SUBSTANTIVE BASIC SCIENCE EDUCATION

BIOLOGICAL BASES OF BEHAVIOR COURSE (1 required/3 credits)
PSY 737 - Introduction to Clinical Neuropsychology

COGNITIVE BASES OF BEHAVIOR (1 required/3 credits)
PSY 520 - Learning: Principles, Theories and Applications

SOCIAL BASES OF BEHAVIOR (1 required/3 credits)
PSY 554 - Community Psychology
INDIVIDUAL DIFFERENCES (1 required/ 3 credits)

PSY 542 - Psychopathology of Childhood

FIELD EXPERIENCES/PRACTICA/INTERNSHIP

PRACTICUM (2 required/6 credits)

PSY 655 - Professional Seminar & Practicum In School Psychology I
PSY 656 - Professional Seminar & Practicum In School Psychology II

INTERNSHIP (2 required/6 credits)

PSY 755 - Internship in School Psychology I
PSY 756 - Internship in School Psychology II
SAMPLE SCHOOL PSYCHOLOGY PROGRAM

FALL YEAR 1

1) PSY 583 - Introduction to School Psychology
2) PSY 561 - Cognitive & Psychoeducational Assessment I
3) PSY 584 - Introduction to Counseling and Psychotherapy
4) EDH 510 - Theoretical Foundations: Children and Adults with Special Needs

SPRING YEAR 1

1) PSY 520 - Learning: Principles, Theories, and Applications
2) PSY 566 - Personality Assessment I
3) PSY 585 - Advanced Therapy Techniques
4) PSY 565 - Cognitive & Psychoeducational Assessment II

SUMMER YEAR 1

1) PSY 554 - Community Psychology
2) PSY 629 - Principles of Family Therapy

FALL YEAR 2

1) PSY 560 - Life Span Development
2) PSY 567 - Personality Assessment II
3) PSY 655 - Professional Seminar and Practicum in School Psychology I
4) PSY 669 - Child Psychotherapy

SPRING YEAR 2

1) PSY 542 - Psychopathology of Childhood
2) PSY 582 - Research Methods: Design and Analysis
3) PSY 656 - Professional Seminar and Practicum in School Psychology II
4) PSY 650 - Consultation: Theory and Practice

SUMMER YEAR 2

1) PSY 649 - Group Process and Psychotherapy

FALL YEAR 3

1) PSY 755 - Internship in School Psychology I
2) PSY 737 - Introduction to Clinical Neuropsychology (Fall Offering)

SPRING YEAR 3

1) PSY 756 - Internship in School Psychology II
2) PSY 530 - Psychology of Career Development
**PRACTICUM AND INTERNSHIP TRAINING**

The Professional Seminar & Practicum in School Psychology I-II and Internship in School Psychology I-II are critical training experiences. In a general way, the practicum is viewed as an introductory professional experience, which occurs during the second year of training and follows preparatory pre-practica experiences in assessment and counseling completed during the first year of coursework, and involves a commitment of two and a half days a week for two consecutive semesters. The Internship in School Psychology I-II occurs during the third year of study, requires a full-time, five day a week commitment, and serves as a capstone experience. Both the practicum and internship require weekly on-site individual supervision in addition to weekly group supervision at the university. (Note: The School Psychology Program has a Practicum And Internship Handbook outlining requirements.)

The practicum requires a minimum of 600 hours of professional service. The internship involves a minimum of 1200 clock hours of supervised experience. Typically students complete a total of 2,000 hours of training. [The internship may be completed on a full-time basis during a single year, or, in rare instances, faculty will consider a half-time placement over two years.]

**TRANSFER STUDENTS**

Students who are accepted into the School Psychology Program at The University of Hartford, with appropriate backgrounds, may elect, with written approval, to transfer up to 6 credits of appropriate graduate course work taken at a regionally accredited university. In these cases, the student should consult with their major advisor early in their program and provide appropriate documentation in order for the faculty to evaluate such course work. Transfer credits are only accepted if deemed equivalent to course work at The University of Hartford or deemed appropriate to use as elective course work. Final decisions rest with program faculty.

Entering students already holding a graduate degree in such areas as counseling psychology or clinical social work may be eligible to waive certain courses. However, in no case will more than 6 credits be accepted toward a degree. Further, for students interested in seeking program recommendation for certification as a school psychologist, no fewer than 48 credits must be completed at the University of Hartford. Typically, an entering student already holding a master’s degree will complete a 60-credit program, while a doctorate holder will complete a 48-credit program.
INITIAL CERTIFICATE

In order to qualify for employment by a board of education as a school psychologist, State Department of Education certification is required. In the State of Connecticut, three levels of certification are utilized:

In order to be recommended for the initial certificate by the School Psychology Program the candidate must have completed the entire program of study. (Note: Program recommendation for certification is not automatic. Rather, it emanates from a total assessment of the student's mastery of the necessary skills and theoretical background, as well as the personal and professional attributes deemed suitable to serve as a school psychologist. Successful completion of the academic course work is necessary, but not necessarily sufficient to grant recommendation for initial certification. The faculty endeavors to apprise each student of individual progress continually throughout the program.)

If all other requirements are met aside from the internship, in rare instances a recommendation for the initial educator certificate with a deficiency can be issued by the State of Connecticut. It should be noted that the internship must be jointly supervised by both the school and University in a university approved setting. Further, the intern must concurrently register for the Internship in School Psychology I-II. Typically this option is reserved for applicants already holding a master’s or doctoral degree in clinical or counseling psychology or clinical social work, or those who possess clinical licensing, and have demonstrated an exceptional background of professional experience providing mental health services to children and adolescents].

PROVISIONAL CERTIFICATE

In order to be eligible for institutional recommendation for the provisional certificate in school psychology, individuals must have completed 66 credits of course work in a planned program in school psychology, including successful completion of the Internship in School Psychology.

PROFESSIONAL CERTIFICATE

To receive the Professional Educator Certificate an applicant must present evidence of having met previous conditions and document 30 months of successful service under the provisional certificate.

PERFORMANCE-BASED PROGRAM ASSESSMENT

The School Psychology Program employs systematic, multiple, methods of assessment. A key component to the program is the assessment of knowledge and capabilities of school psychology candidates and the impact they have on students, families, and schools. All students are evaluated annually by faculty using Likert rating scales, grades are reviewed annually, students complete a comprehensive examination prior to the practica, students must pass the Praxis I Examination during Year 1 and the Praxis 2 Examination during Year 3. In addition, the Practicum & Internship Handbook outlines outcome-based performance criteria which supervisors use to gauge skills. In addition to these facets, students complete a portfolio, students develop a comprehensive project linking theory and practice during the Professional Seminar and Practicum, students complete a culminating project during the Internship In School Psychology I-II, and all students maintain a professional log during both the practica and internship.
In general the School Psychology Program uses both qualitative and quantitative objective criteria to continually review academic and professional competencies. These assessments are used to determine student knowledge and competencies to facilitate data-based decision making to promote program development.

Key elements to the performance-based programmatic assessment process include the following:

1) Instructional Evaluations
2) Pre-Practicum Performance Appraisals
   a) Assessment & Counseling Simulations
   b) Video-Analyses
3) Instructor Annual Evaluations
4) Student Evaluations
5) Site Supervisor Evaluations [Practicum and Internship]
   a) Performance Appraisals
   b) Case Study Analyses
6) University Supervisor Evaluations
   a) Case Study Analyses
   b) Assessment and Counseling Presentations
7) Professional Portfolio
8) Comprehensive Examination
9) National Examinations [Praxis I & Praxis II.N.C.S.P. Examination], and
10) Employment Documentation

More detailed descriptions follow:

1) Instructional Evaluations

   Each class in the School Psychology Program contains specific, objective, performance-based evaluative criteria. No more than two grades below B are allowed for program continuation. Grades are reviewed at least once annually by the Director, School Psychology Program.

2) Pre-Practicum Performance Appraisals

   Students are evaluated during the first year using performance-based criteria on assessment, crisis intervention, and mental health counseling skills through applied training analysis (i.e. video-analyses, typescript analysis). These pre-practicum experiences, and instructor assessments, provide students with feedback on skills. Tangibly, assessment protocols must contain student recommendations and counseling sessions must include demonstrated specific interventions.

3) Instructor Annual Evaluation.

   Students are evaluated annually by faculty with Likert Scales on both academic and personal skills. Course instructors complete evaluations and students are evaluated and receive feedback. Evaluations are targeted to address the ability to positively impact children and client systems.

4) Student Evaluations
Students conduct annual individual evaluations pertaining to both academic and professional progress. Self-evaluations are deemed important toward developing a reflective practitioner perspective and are combined with faculty evaluations in formulating annual reviews. [See Appendix D & Practicum & Internship Handbook].

5) Site Supervisor Evaluations [Practicum and Internship]

During the Practicum In School Psychology I-II and Internship in School Psychology I-II site supervisors complete performance evaluations using Likert Rating Scales. In addition, students submit case study analyses from both psychological evaluation and counseling cases. Students also complete weekly logs. [See Appendix C & Practicum & Internship Handbook].

6) University Supervisor Evaluations

Program faculty conduct annual evaluations on all students. This includes a review of grades, a review of student and faculty annual evaluations, as well as a review of the criteria outlined in this section. Student progress is viewed as a critical component to mentoring and professional preparation and students are review annually using multiple quantitative and qualitative criteria.

7) Professional Portfolio

Students complete a professional portfolio during the Spring of Year II, as part of the consultation class. The portfolio includes a professional resume, a consultation philosophy, as well as a minimum sampling of two psychological reports and two consultation reports appropriately disguised for use as an employment interviewing tool.

8) Comprehensive Examination

The Comprehensive Examination is administered during Spring of Year I. This is a four hour essay examination intended to assess student progress on multiple criteria: Assessment and Diagnosis, Counseling and Psychotherapy, and Education, Special Education, and Ethical and Legal Issues in School Psychology. Questions strive to integrate the following: Skills In Data-Based Decision-Making and Accountability, Skills In Effective Instruction and Development of Cognitive/Academic Skills, Skills In Socialization and Development of Life Skills, Skills In Student Diversity in Development and Learning, Skills In School and Systems Organization, Policy Development, and Climate, Skills in Prevention, Crisis Intervention, and Mental Health.

The Comprehensive Examination is blind reviewed and objectively scored. Students who are not successful may take the Examination up to three times. Multiple raters ensure rater agreement. Students must pass the Comprehensive Examination to enter the practicum.
9) National Examinations [Praxis I & Praxis II/N.C.S.P.]

The Praxis I and Praxis II Examinations are used during the second and third year of the program respectively. These examinations are discussed in forthcoming sections.

10) Employment Documentation

Documentation of employment of program graduates is highly valued. In addition, periodically, faculty meet with a representative group of employers in order to acquire feedback on graduates and to ensure that the program philosophy and training meets contemporary demands for school psychological services.

The reader is referred to the attached Appendices & Practicum & Internship Handbook for forms.

**PRAXIS I [COMPUTER BASED TEST]**

The Praxis I has been implemented by the State of Connecticut to ensure that candidates for certification are competent in skills that are considered essential for school personnel (e.g. mathematics, reading, and writing). Students who wish to be recommended for certification must achieve a satisfactory score on each component of the Praxis I, or apply and receive a Praxis I waiver.

The Praxis I waiver may be obtained if the applicant had a cumulative score of 1,000 prior to April 1, 1995 or a cumulative score of 1100 subsequent to 1995. More specifically, on the SAT (Scholastic Aptitude Test), prior to 1995 the 1000 is allowable provided that neither the verbal nor math subtests fell below 400, or, took the ACT (American College Test), and obtained a score of 25 or higher, with no less than 22 on the English subtest and 19 on the math subtest. Subsequent to April 1, 1995 a waiver is granted for a cumulative score of 1100, with each section reaching a minimum of 450. If the ACT was taken prior to October 1989, the following minimum ACT scores will be accepted: Composite 24, English 20, Math 17. Subsequent to 1989 a minimum of 22 on English and 19 on Math is required.

Students are responsible for meeting all current standards and must submit verification. It is suggested that the Praxis I be completed during the first year of the program.

**PRAXIS II/ N.C.S.P. EXAMINATION**

The Praxis II N.C.S.P. Examination is required by the NASP Program Accreditation Board for all students enrolled in a nationally accredited program. Offered by Educational Testing Service (E.T.S.), the examination is intended to ensure that candidates for certification are competent in core areas of school psychology considered essential for school practice. Students must complete this examination during the Spring of Year 2, and prior to beginning the internship.

**GRIEVANCE PROCEDURES**

Student progress toward meeting requirements are reviewed annually within a meeting with the major advisor. Students who feel aggrieved or feel they may have been treated unfairly by faculty or staff have several routes for redress. The University holds a policy handbook which details policy.
Briefly, the 1st route is to meet with the faculty in order to restate the problem and seek solution. If this is unsatisfactory it is suggested to hold a meeting with the Program Director. Alternatively, or as a further step, the student may meet with the Department Chair. Sometimes mediation can be achieved in this fashion. If this is still unsatisfactory, the student may consult with the Associate Dean, College of Arts and Sciences, or the Dean, usually in this order. It is the responsibility of the academic administrator to gather the facts of the situation and seek a mutually acceptable resolution.

Specific grievance steps follow:

Step One: If a student has a grievance with a faculty or staff the student should meet with the individual believed responsible in an attempt to informally resolve the issue. Direct and open communication is valued and often can serve to rectify problem situations.

Step Two: If a student is unsatisfied with the outcome of an informal meeting the student should request a meeting with the Director, School Psychology Program. A written grievance may or may not follow this meeting. The student may bring a representative to this meeting if so inclined.

Step Three: If the student is dissatisfied a meeting may be arranged with the Chair, Department of Psychology. It is suggested that a written grievance be written, if not previously completed. This meeting is intended to serve as an appeal process with the Department Chair providing a formal response to the student.

Step IV: If the student remains unsatisfied a written grievance should be addressed to the Associate Dean, College of Arts & Sciences. A written response from the Associate Dean will follow. The Associate Dean may or may not grant a formal meeting, based upon a review of the grievance.

Step V: If the student remains dissatisfied a written appeal should be addressed to the Dean, College of Arts and Sciences. A written response will follow. This decision is deemed final and binding.

ADMISSION REQUIREMENTS

The School Psychology Program welcomes applications from students who share our interest and commitment to the delivery of psychological services in a pluralistic society. While students may be admitted from a variety of backgrounds, it is expected that all applicants will possess a Bachelor's Degree, with appropriate course work in psychology, or complete such course work during the beginning phases of training.

In terms of admissions, the School Psychology Program utilizes multiple admission criteria including undergraduate course work, previous graduate course work, Graduate Record Examination test scores, Praxis I Examination, letters of recommendation, a personal letter, and interview. In other words, no single element solely determines acceptance. Overall academic ability, academic preparation in psychology, as well as personal and non-academic factors (e.g. personal statement and letters of recommendation) are utilized to determine admission. (Note: The Graduate Record Examination and Praxis I is required of all applicants.)

The application, accompanied by official transcripts of all college/university course work, GRE Test Scores, a personal statement outlining professional goals, and three letters of recommendation (preferably including references from university faculty members), should be forwarded to the address listed on the application.
FOR FURTHER INFORMATION, PLEASE CONTACT:

Natalie N. Politikos, Ph.D., NCSP
Director, School Psychology Program
The University of Hartford
200 Bloomfield Avenue
West Hartford, CT  06117
Tel: (860) 768-4545 or (860) 768-4551
E-mail: politikos@hartford.edu

CORE FACULTY

The core faculty for the School Psychology Program are Licensed Psychologists and/or Certified School Psychologists with diverse expertise. Core faculty include:

NATALIE N. POLITIKOS, Ph.D., (University of Northern Colorado). Tel: (860) 768-4545, E-Mail: politikos@hartford.edu, Associate Professor of Psychology and Director of School Psychology Program. Professor Politikos is a Certified School Psychologist and Nationally Certified School Psychologist, (N.C.S.P.), whose interests include cognitive and psychoeducational assessment, neuropsychology, and multicultural dynamics.

TONY D. CRESPI, Ed.D., (University of Massachusetts, Amherst). Phone: (860) 768-5081, E-mail: crespi@hartford.edu. Professor of Psychology. Professor Crespi is a Licensed Psychologist, Certified School Psychologist, Nationally Certified School Psychologist (N.C.S.P.), and Board Certified in School Psychology from the American Board of Professional Psychology [A.B.P.P.]. He is also a Certified School Counselor and Licensed Marriage & Family Therapist. Professor Crespi’s interests include clinical supervision and credentialing as well as professional training and ethics.

NATASHA K. SEGOOL, Ph.D. (Michigan State University). Phone: (860) 768-5268, Email: segool@hartford.edu, Assistant Professor of Psychology. Dr. Segool is interested in the presentation and impact of anxiety disorders on school-aged children. In particular, she has conducted research on the relationship between test anxiety and test performance on high-stakes educational assessments. She is also more broadly interested in the development and adaptation of evidence-based treatments for emotional and behavioral disorders in school-based settings and in ways to increase children’s access to mental health care through school and pediatric settings.

ROBERT M. LEVE, Ph.D., (University of Maryland). Tel: 860-768-5104, E-Mail: Leve@Hartford.Edu. Associate Professor of Psychology. Professor Leve is a Licensed Psychologist, Board Certified Behavior Analyst, and he holds Board Certification in Clinical Psychology from the American Board of Professional Psychology. His interests include Applied Behavior Analysis, Learning Theory, and Child and Adolescent Therapy.
DEPARTMENT OF PSYCHOLOGY FULL-TIME FACULTY

Katherine A. Black, Ph.D. (University of New Hampshire). East Hall, Room 203K, Ext. 4278, E-mail: KABLACK@hartford.edu. Professor. Department of Psychology. Developmental Psychology, Attachment Relationships throughout the Lifespan, Gender Issues.

Caryn Christensen, Ph.D. (Ohio University). East Hall, Room 203L, Ext. 5168, E-mail: CHRISTENS@hartford.edu. Associate Professor. Director, General Psychology Program. Cognitive Psychology, Research Methodology, Judgment and Decision Making, Expert-Novice Differences in Cognition.

Olga L. Clark, Ph.D. (Bowling Green State University). East Hall, Room 203L, Ext. 4045, E-mail: OCLARK@hartford.edu. Assistant Professor. Director, Organizational Psychology Program. Industrial/Organizational Psychology, Job Performance, Occupational Stress, Research Methods.

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.

Lourdes Dale, Ph.D. (American University). East Hall, Room 117B, Ext. 5187, E-mail: DALE@hartford.edu. Associate Professor. Factors Affecting the Self-Regulation and Development of Infants and Young Children, Pediatric Health Psychology, Assessing the Benefits of Yoga.

Robert M. Leve, Ph.D. (University of Maryland). East Hall, Room 203E, Ext. 5230, E-mail: LEVE@hartford.edu. Associate Professor. Clinical Child Psychology, Learning.

Mala L. Matacin, Ph.D. (University of Cincinnati). East Hall, Room 204B, Ext. 4541, E-mail: MATACIN@hartford.edu. Associate Professor. Co-Chair, Department of Psychology. Body Image, Behavioral Medicine/Health Psychology, Gender Issues, Stress, Eastern-based approaches to health and stress.

John G. Mehm, Ph.D. (University of Iowa). East Hall, Room 117H, Ext. 5224, E-mail: MEHM@hartford.edu. Director, Graduate Institute of Professional Psychology. Psychological Assessment and Diagnosis, Cognitive-behavioral Therapy, Community Treatment of Serious Mental Illness, Legal Issues in Mental Health.

Leonard S. Milling, Ph.D. (University of Connecticut). East Hall, Room 203F, Ext. 4546, E-mail: MILLING@hartford.edu. Professor. Associate Director, M.A. Clinical Practices in Psychology Program. Psychological Methods of Pain Control, Depression, Child Clinical and Pediatric Psychology.

Anne Pidano, Ph.D. (State University of New York, Albany). East Hall, Room 117C, Ext. 5214, E-mail: PIDANO@hartford.edu. Associate Professor. Child and Family Therapy, Clinical Training and Administration, Integration of Behavioral Health and Pediatric Psychology.

Jack L. Powell, Ph.D. (University of Missouri-St. Louis). East Hall, Room 204C, Ext. 4720, E-mail: JPOWELL@hartford.edu. Professor. Co-Chair, Department of Psychology. Social Psychology, Statistics and Research Methodology, Psychology of Religion.

James E. Vivian, Ph.D. (Boston College). East Hall, Room 204E, Ext. 5458, E-mail: VIVIAN@hartford.edu. Assistant Professor. Introductory Psychology, Research Methods and Statistical Analysis, Substance Abuse, Interpersonal and Group Processes.

Otto Wahl, Ph.D. (University of Pennsylvania). East Hall, Room 117E, Ext. 5385, E-mail: OWAHL@hartford.edu. Professor. Public Attitudes toward Mental Illness, Mental Illness Stigma.

Peter Weiss, Ph.D. (Long Island University). East Hall, Room 117M, Ext. 4691, E-mail: PEWEISS@hartford.edu. Associate Professor. Personality Assessment, Psychopathology, Self-concept and Self-esteem.
ADJUNCT PSYCHOLOGY FACULTY

Paul W. Burinskas, C.A.S. (Trinity College). Owner/President, Webster Pre School Center, Farmington, CT. Developmental Psychology and Introductory Psychology.


Dean T. Hokanson, Ph.D. (University of Texas). Clinical Psychologist, Private Practice, West Hartford, CT. Introductory Psychology.


Linda A. Scacco, Ph.D. (St. John’s University of New York). Licensed Clinical Psychologist, Independent Practice. Introductory Psychology; Adolescent and Emerging Adult Development.
