

EDUCATIONAL PSYCHOLOGY (MA, PHD)

The Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees in Educational Psychology may be taken with concentrations in the areas of:

- Learning Sciences;
- Educational Technology (M.A. only);
- Giftedness, Creativity, and Talent Development;
- Research Methods, Measurement, and Evaluation;
- Counselor Education and Counseling Psychology;
- School Psychology; and
- Special Education.

The Ph.D. in Educational Psychology does not have a related area or foreign language requirement. (The Neag School of Education also confers Sixth-Year Certificates in Educational Psychology as described elsewhere in the catalog).

Learning Sciences M.A. and Ph.D.

The Learning Sciences (LS) program approaches learning and instruction from an applied view of the Learning Sciences and aims to prepare scholars and practitioners who are well versed in different perspectives on teaching and learning and capable of critically evaluating the effectiveness of instructional technologies and techniques across different populations and contexts (including virtual, traditional face-to-face, and blended). The M.A. and the Ph.D. requirements in LS conform to the Graduate School requirements. Specific programmatic requirements and course sequences for M.A. and Ph.D. students are described below.

Master of Arts

Requires a minimum of 30 credits comprised of core (see below) and elective courses. Two different options exist for students who seek the master's degree. These options pertain to a thesis (Plan A) or non-thesis (Plan B) option, related to a student's graduate plan of study. For Plan A, students complete a reduced plan of coursework (21 credit hours) plus nine credits of Master's thesis research (GRAD 5950 Master's Thesis Research or GRAD 5960 Full-Time Master's Research) and defense of a research-based thesis. "Plan B," the non-thesis option, requires a 30 credit plan of coursework, followed by a comprehensive examination. In general, the thesis option is preferred, especially if the student intends to complete doctoral degree requirements. The list below represents courses typically included in the plan of study for the LS M.A. degree. Waivers and substitutions for these courses are allowed with approval from the student's primary advisor and advising committee.

Master of Arts Core Courses

Course	Title	Credits
EPSY 5510	Learning: Its Implication for Education	3
EPSY 5515	Professional Seminar in Cognition and Instruction	1
EPSY 5520	Instructional Design	3
EPSY 5530	Theories of Learning, Cognition and Instruction	3
EPSY 5601	Principles and Methods in Educational Research	3
EPSY 5602	Educational Tests and Measurements	3

EPSY 5605	Quantitative Methods in Research I	3
EPSY 5607	Quantitative Methods in Research II	3
EPSY 5220	Introduction to Educational Technology	3
Total Credits		25

Doctor of Philosophy

The Ph.D. program is structured to prepare scholars and practitioners whose primary interests involve issues of cognition, instruction, learning, and technology. Although the Learning Sciences (LS) Ph.D. program is designed to encourage full-time graduate study, several students work part-time in the community. In most cases, these part-time positions are related to the student's graduate program and consequently may even enhance the student's skills, professional maturity, and overall educational goals. Students are expected to complete all required courses and complement required coursework with elective coursework related to their specific research interests and professional goals. In addition to required coursework, students are required to pass a comprehensive examination and defend a dissertation proposal before their advisory committee and readers. Students must complete all other dissertation requirements as specified by the Educational Psychology Department and the Graduate School. The list below represents courses typically included in the plan of study for the LS Ph.D. degree. Waivers and substitutions for these courses are allowed with approval from the student's primary advisor and advising committee.

Doctor of Philosophy Core Courses

Course	Title	Credits
EPSY 5510	Learning: Its Implication for Education	3
EPSY 5515	Professional Seminar in Cognition and Instruction	1
EPSY 5220	Introduction to Educational Technology	3
EPSY 5520	Instructional Design	3
EPSY 5530	Theories of Learning, Cognition and Instruction	3
EPSY 5540	Research Ethics in Education and Psychology	2
EPSY 5602	Educational Tests and Measurements	3
EPSY 5605	Quantitative Methods in Research I	3
EPSY 5607	Quantitative Methods in Research II	3
EPSY 5610	Applied Regression Analysis for the Education Sciences	3
EPSY 5613	Multivariate Analysis in Educational Research	3
EPSY 5621	Construction of Evaluation Instruments	3
EPSY 6601	Methods and Techniques of Educational Research	3
GRAD 6950	Doctoral Dissertation Research (a minimum of 15 credits)	15
Total Credits		51

Counselor Education and Counseling Psychology M.A. and Ph.D.

The Counseling Program offers two graduate-level degrees: a Master of Arts (M.A.) degree in Educational Psychology in the area of Counselor Education and Counseling Psychology, and a Doctor of Philosophy (Ph.D.) in the area of Counselor Education and Counseling Psychology. (In addition, the Counseling Program offers a Sixth-Year Certificate).

The M.A. prepares students to be fully-certified School Counselors in the State of Connecticut and are accredited by the State of Connecticut and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Ph.D. program prepares students for research and teaching careers in Counselor Education or related fields. All programs in the Counseling Program emphasize educational equity and academic access and opportunity as related to eliminating cultural oppression.

Master of Arts Counselor Education and Counseling Psychology Requirements

In addition to the Graduate School requirements, students in the Master of Arts (M.A.) program in Counselor Education and Counseling Psychology must complete the following requirements. Continuation in the Master's level Counselor Education and Counseling Psychology Program is based on ongoing acceptable performance in meeting all the following criteria: earn grades of "B" or better in each of the counseling courses and seminars; maintain a GPA of 3.0 or higher in their counseling and related program coursework; demonstrate the ability to work successfully with K-12 students in field placement settings throughout the program. Site supervisors evaluate students by using a program designed evaluation instrument aligned with program standards. Students must receive consistently positive evaluations from site supervisors to continue in the program. The M.A. Degree in Counselor Education and Counseling Psychology requires a minimum of two full academic years, defined as four semesters of approved graduate-level study with a minimum of 51 credits. To qualify for National Certification and the Licensed Professional Counselor exam, students must complete 60 credit hours in their Master's Degree Program of Study. Thus, courses beyond the minimum 51 credits needed to graduate in the Counselor Education and Counseling Psychology M.A. Program can be of your own choosing.

Practicum

Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

Internship

All school counseling students will complete a supervised internship. As of December 1, 2017, the Connecticut State Department of Education will accept a minimum of 700 clock hours of internship over 10 school months to fulfill this requirement.

Final Examination

Students must pass a Comprehensive Exam in order to graduate from the Counselor Education and Counseling Psychology Program. The National Counselor Exam (NCE) is optional and required only if students want to become nationally certified.

Required Courses

Course	Title	Credits
EPSY 5108	Students with Special Needs in the Classroom Environment	3
EPSY 5195	Workshop in Education	1-3
EPSY 5301	Group Processes in Counseling	3
EPSY 5304	School Counseling Program Development and Evaluation	3
EPSY 5306	Principles of Career Development in Counseling	3

EPSY 5307	Professional Orientation of School Counseling	3
EPSY 5308	Counseling: Theory and Practice	3
EPSY 5314	Appraisal Procedures in Counseling	3
EPSY 5315	Counseling Techniques	3
EPSY 5316	Counseling Diverse Populations	3
EPSY 5317	Field Work in Counseling and Personnel	3
EPSY 5318	Human Growth and Development over the Lifespan: Implications for Counselors	3
EPSY 5319	School Counseling Internship	3-6
EPSY 5320	Critical Issues in School Counseling	3
EPSY 5406	Consultation Theories and Practices	3
EPSY 5601	Principles and Methods in Educational Research	3

Total Credits

46-51

Doctor of Philosophy in Counselor Education and Counseling Psychology

The Ph.D. program is designed to be completed in two to four years, depending on experience as a school counselor. Due to course sequencing, students are normally only admitted for the Fall semester. Before entering the program, all students must possess at least a Master's degree in counseling, preferably school counseling. This degree in counselor education is geared towards students finding jobs in academia as a faculty member, or in other capacities on a college or university campus. Students choose from among the following specializations based on their interests and career goals: social justice and educational equity; program evaluation; qualitative and quantitative research methodology; gifted and talented education; positive behavioral supports; primary prevention; and licensure as a professional counselor.

Teaching

To build their credentials as future professors, all Ph.D. students will be encouraged to teach (under supervision) in order to gain skills in this area.

Seminar

Doctoral students will be expected to participate in a bi-weekly repeating doctoral seminar.

Required Courses

Ph.D. students are required to complete 15 credit hours in measurement, research and evaluation. These courses include:

Course	Title	Credits
EPSY 5605	Quantitative Methods in Research I	3
EPSY 5607	Quantitative Methods in Research II	3
EPSY 6601	Methods and Techniques of Educational Research	3
EPSY 5510	Learning: Its Implication for Education	3

Total Credits

12

Dissertation

Ph.D. students must complete a comprehensive examination, prepare a dissertation proposal, and then conduct, write, and defend their dissertation research.

Master of Arts in Educational Technology

The Master's degree with an area of concentration in Educational Technology features the "two summers M.A." online option and campus-based programs. For those students who already hold a Master's degree, they may apply to the Sixth-Year Certificate program which requires 30 credits beyond the Master's degree. The graduate program in Educational Technology prepares educators to put theory into practice in service to the wise integration of technology in formal and informal learning environments.

Master of Arts in Educational Technology Requirements

The M.A. in Educational Technology requires 30 credits. For the "two summers" online option, students work in a cohort program to complete their degree by following the program requirements. For on-campus students, two different options exist: a thesis (Plan A) or non-thesis (Plan B) option related to a student's graduate plan of study designed in concert with a major advisor. For Plan A, students complete a reduced plan of coursework (21 credit hours) followed by nine credits of Master's thesis research (GRAD 5950 Master's Thesis Research or GRAD 5960 Full-Time Master's Research) and defense of a research-based thesis. Plan B, the non-thesis option, requires a 30 credit plan of coursework, followed by a successful completion of a comprehensive examination. In general, the thesis option is preferred, especially if the student intends to complete doctoral degree requirements. The list below presents courses often included in the plan of studies for the Master's degree program.

"Two Summers" Master of Arts Courses

Course	Title	Credits
EPSY 5198	Curriculum Laboratory	1-6
EPSY 5215	Professional Seminar in Learning Technologies	3
EPSY 5220	Introduction to Educational Technology	3
EPSY 5225	Learning Technology Applied in Schools	3
EPSY 5235	Design and Production of Multimedia Presentations	3
EPSY 5245	Capstone Course in Learning Technologies	3
EPSY 5339	Assistive Technology for Curriculum Access	3
EPSY 5510	Learning: Its Implication for Education	3
EPSY 5520	Instructional Design	3
EPSY 5601	Principles and Methods in Educational Research	3
Total Credits		28-33

On-Campus Master of Arts Suggested Courses

Course	Title	Credits
EPSY 5220	Introduction to Educational Technology	3
EPSY 5510	Learning: Its Implication for Education	3
EPSY 5515	Professional Seminar in Cognition and Instruction	1
EPSY 5520	Instructional Design	3
EPSY 5530	Theories of Learning, Cognition and Instruction	3
EPSY 5601	Principles and Methods in Educational Research	3
EPSY 5602	Educational Tests and Measurements	3
EPSY 5605	Quantitative Methods in Research I	3

EPSY 5607	Quantitative Methods in Research II	3
Total Credits		25

Giftedness, Creativity, and Talent Development M.A. and Ph.D.

There are two graduate degrees in Educational Psychology with an area of concentration in Giftedness, Creativity, and Talent Development: the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.). The M.A. program prepares individuals for specialization in teaching in gifted and talented programs, as well as for leadership roles in creativity and gifted education as program coordinators, curriculum development specialists, and regional or state gifted education agency directors. The program of study includes coursework on strategies and program models for developing student talent and field experiences in school settings. The Ph.D. program is intended for persons who wish to become researchers, state department consultants, authors, university professors, and other types of leaders in the fields of gifted education, creativity, and talent development. Specific course requirements for the M.A. and Ph.D. programs in this area of concentration include those listed below as well as requirements determined by the student's advisory committee consistent with the minimum requirements.

Master of Arts in Giftedness, Creativity, and Talent Development

The M.A. degree requires satisfactory completion of at least 30 credits maintaining at least a "B" average. The required courses include those listed below; the remaining credit hours come from an elective course approved by the student's major advisor.

Required Courses

Course	Title	Credits
EPSY 5092	Practicum	1-6
EPSY 5194	Seminar	3
EPSY 5601	Principles and Methods in Educational Research	3
EPSY 5710	Introduction to Gifted Education and Talent Development	3
EPSY 5720	Developing Schoolwide Enrichment Programs	3
EPSY 5740	Strategies for Differentiating the Grade Level Curriculum	3
EPSY 5750	Enhancing Creativity in the Classroom	3
EPSY 5760	Improving Students' Thinking Skills	3
EPSY 5780	Social and Emotional Components of Giftedness and Talent Development	3
Total Credits		25-30

Required Examinations

Students must complete required computer-based examinations near the completion of their required coursework. Passing scores on the examinations are required for degree completion.

Doctor of Philosophy in Giftedness, Creativity, and Talent Development

The Ph.D. program includes requirements for coursework, examination, and research as outlined below. It does not have a related area or foreign language requirement, unless one is specified by the advisory committee. Some courses below may be waived based on prior graduate course

experience, as documented through program faculty review of the student's transcript.

Required Courses

Course	Title	Credits
EPSY 5510	Learning: Its Implication for Education	3
or EPSY 5530	Theories of Learning, Cognition and Instruction	
EPSY 5605	Quantitative Methods in Research I	3
EPSY 5610	Applied Regression Analysis for the Education Sciences	3
EPSY 5850	Introduction to the Science of Creativity	3
EPSY 6601	Methods and Techniques of Educational Research	3
EPSY 6710	Conceptions of Human Potential	3
EPSY 6730	Contemporary Issues in Giftedness, Creativity, and Talent Development	3
EPSY 6770	Concepts in Curriculum and Instruction for Talent Development	3
EPSY 6780	Affective Issues in Achievement and Talent Development	3
EDCI 6000	Qualitative Methods of Educational Research	3
GRAD 6950	Doctoral Dissertation Research (minimum of 15 credits)	15
Select one of the following:		3
EPSY 5621	Construction of Evaluation Instruments	
or EPSY 6611	Hierarchical Linear Modeling	
EDLR 6052	Qualitative Methods of Educational Research II	
Total Credits		48

Additional Requirements

Students without prior coursework in gifted education will be expected to complete or show competence in the content below as guided by the advisory committee.

Course	Title	Credits
EPSY 5710	Introduction to Gifted Education and Talent Development	3
EPSY 5720	Developing Schoolwide Enrichment Programs	3
EPSY 5740	Strategies for Differentiating the Grade Level Curriculum	3
EPSY 5760	Improving Students' Thinking Skills	3
EPSY 5780	Social and Emotional Components of Giftedness and Talent Development	3

Required Examinations

Ph.D. students are required to complete three components for their comprehensive examination: students must pass the M.A. level content examination (unless previously passed as part of an M.A. degree); students must pass a program-required statistics examination; and students must complete a combined written and oral examination for program faculty demonstrating competence in the field and readiness for future professional positions. Students must pass each component of the examinations within two attempts.

Dissertation Proposal

Students must submit a dissertation proposal and defend it before their advisory committee and readers. Students must complete all other dissertation requirements as specified by the Educational Psychology Department and the Graduate School.

Research Methods, Measurement, and Evaluation M.A. and Ph.D.

The Department of Educational Psychology offers two graduate degrees with a concentration in the area of Research Methods, Measurement, and Evaluation (RMME): The Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.). The M.A. program is designed for practitioners who wish to acquire foundational skills and knowledge in the areas of measurement and assessment, program evaluation, and quantitative research methodology. There is also a completely online option for completing the M.A. degree. Some students who earn an M.A. continue into the Ph.D. program. The Ph.D. program is designed for individuals who wish to pursue applied, research, or teaching careers in educational measurement and assessment, program evaluation, or quantitative research methods. In addition to completing the required coursework described below, Ph.D. students are strongly encouraged to seek out research experiences through participation in faculty research grants and projects at the University of Connecticut as well as through summer internships in government and industry agencies engaged in testing, education research, or other research that requires an RMME background.

Master of Arts in Research Methods, Measurement, and Evaluation

Students must complete a minimum of 30 credits while maintaining a GPA of 3.0 or higher across core courses and earn a grade of "B" or better in every core course. M.A. students may choose to earn the degree either under Plan A (thesis) or Plan B (exam). Students who choose Plan A must complete at least 21 credits of required coursework, nine credits of Master's thesis research (GRAD 5950 Master's Thesis Research or GRAD 5960 Full-Time Master's Research), and complete a thesis under the direction of their major advisor. An oral defense of the thesis is required. The thesis is graded pass/fail by the student's advisory committee. Students may not defend the thesis until all required coursework is satisfactorily completed. Students who choose Plan B must complete at least 30 credits of required coursework and pass a comprehensive exam containing questions related to content covered in the core courses listed below. The student's advisor may require oral defense of the exam. The passing grade on the exam is 70%. Students who fail the exam can retake the exam once. Students may not take the exam until all required coursework is satisfactorily completed.

Required Courses

Course	Title	Credits
EPSY 5601	Principles and Methods in Educational Research	3
EPSY 5602	Educational Tests and Measurements	3
EPSY 5605	Quantitative Methods in Research I	3
EPSY 5607	Quantitative Methods in Research II	3
EPSY 6601	Methods and Techniques of Educational Research	3
EPSY 6621	Program Evaluation	3
Total Credits		18

Additional Coursework

Students must choose from the following courses or alternative courses that are approved by the student's major advisor, for an additional twelve credits for Plan B or an additional three credits for Plan A.

Course	Title	Credits
EDCI 6000	Qualitative Methods of Educational Research	3
EPSY 5510	Learning: Its Implication for Education	3
EPSY 5610	Applied Regression Analysis for the Education Sciences	3
EPSY 5621	Construction of Evaluation Instruments	3
EPSY 6623	Advanced Program Evaluation	3
EPSY 6636	Measurement Theory and Application	3
EPSY 6637	Item Response Theory	3
EPSY 6651	Introduction to Methods for Causal Inference Using Educational Data	3
EPSY 6494	Doctoral Practicum	1-6
EPSY 6601	Methods and Techniques of Educational Research ¹	3
PP 5377	Qualitative Methods in Public Policy	3
PP 5379	Principles and Methods of Survey Research I	3

¹ If EPSY 5601 Principles and Methods in Educational Research is taken.

Doctor of Philosophy in Research Methods, Measurement, and Evaluation

In addition to the Graduate School requirements, Ph.D. students must complete coursework requirements as described below and pass both a preliminary exam after completing a prescribed set of courses generally taken in the first full year of study and a general exam taken after all core courses are completed. Students also undergo an annual review at the end of each academic year. A minimum of 48 credits of required core coursework, three to nine credits of elective coursework and three to nine credits of independent study, internship or practicum credits (for a total of 60 credits) is required for the Ph.D. If a student has already taken required courses at another University or as part of another degree program at the University of Connecticut, the requirement to complete 60 credits can be decreased if the major advisor and the advisory committee agree to the reduction or substitutions. However, all Ph.D. students in Research Methods, Measurement, and Evaluation (RMME) must complete at least 48 credits of doctoral coursework at the University of Connecticut. Ultimately, the student's major advisor, in consultation with their advisory committee and the RMME program faculty, determine the degree requirements for each Ph.D. student. Students must maintain a minimum GPA of 3.5 in core courses and earn a grade of "B" or higher in every core course. A student who receives a grade lower than a "B" (including "B-") will be required to repeat the course. Students who receive two or more grades of "C" or lower in a required course or a grade of "D" or lower in any courses may be asked to leave the program. Ph.D. students must show competency in EPSY 5601 Principles and Methods in Educational Research, EPSY 5605 Quantitative Methods in Research I, and EPSY 5607 Quantitative Methods in Research II, either by having previously taken the course or an equivalent, or by taking a competency exam. However, these courses do not count toward Ph.D. credits.

Required Core Courses

Course	Title	Credits
EPSY 5510	Learning: Its Implication for Education ¹	3
EPSY 5602	Educational Tests and Measurements	3
EPSY 5610	Applied Regression Analysis for the Education Sciences	3
EPSY 5613	Multivariate Analysis in Educational Research	3
EPSY 5621	Construction of Evaluation Instruments	3
EPSY 6601	Methods and Techniques of Educational Research	3
EPSY 6611	Hierarchical Linear Modeling	3
EPSY 6615	Structural Equation Modeling	3
EPSY 6619	Advanced Modeling Using Latent Variable Techniques	3
EPSY 6621	Program Evaluation	3
EPSY 6623	Advanced Program Evaluation	3
EPSY 6636	Measurement Theory and Application	3
EPSY 6637	Item Response Theory	3
EPSY 6638	Advanced Topics in Item Response Theory	3
EPSY 6651	Introduction to Methods for Causal Inference Using Educational Data	3
EPSY 6655	Advanced Causal Inference with Data	3
Total Credits		48

¹ This requirement may be waived for students who have taken a graduate-level Educational Psychology or Learning course from another university and earned a grade of "B" or better.

Additional Requirements

In addition to core coursework, students complete an additional 12 credits for the Ph.D. degree. Students must complete three to nine credits from the following elective courses or an alternative elective course that is approved by the student's advisory committee.

Course	Title	Credits
EDCI 6000	Qualitative Methods of Educational Research	3
EPSY 6103	Grant Writing	3
EPSY 6194	Doctoral Seminar (in any topical area)	1-3
HDFS 5005	Qualitative Research Methods in Human Development and Family Sciences	3
PP 5379	Principles and Methods of Survey Research I	3

Students must complete three to nine credits of independent study or practicum/internship. The following courses fulfill the independent study/practicum/internship credits: EPSY 5199 Independent Study in Education or EPSY 6494 Doctoral Practicum. Students who complete only three credits of additional coursework must complete at least nine credits of independent study or practicum/internship. Students who complete six credits of additional coursework must complete at least six credits of independent study or practicum/internship. Students who complete nine credits of additional coursework must complete at least three credits of independent study or practicum/internship. Internships may be academic year or summer experiences.

1st Year Preliminary Exam

The 1st year exam is taken after completing the sequence of “first year” and prerequisite courses within the RMME program and must be taken after completion of 15 credits.

General Examination

Ph.D. students must complete the following courses prior to taking the general exam:

Course	Title	Credits
EPSY 5602	Educational Tests and Measurements	3
EPSY 5610	Applied Regression Analysis for the Education Sciences	3
EPSY 5613	Multivariate Analysis in Educational Research	3
EPSY 5621	Construction of Evaluation Instruments	3
EPSY 6601	Methods and Techniques of Educational Research	3
EPSY 6611	Hierarchical Linear Modeling	3
EPSY 6615	Structural Equation Modeling	3
EPSY 6619	Advanced Modeling Using Latent Variable Techniques	3
EPSY 6621	Program Evaluation	3
EPSY 6623	Advanced Program Evaluation	3
EPSY 6636	Measurement Theory and Application	3
EPSY 6637	Item Response Theory	3
EPSY 6638	Advanced Topics in Item Response Theory	3
EPSY 6651	Introduction to Methods for Causal Inference Using Educational Data	3
EPSY 6655	Advanced Causal Inference with Data	3

The RMME program general examination must be taken within one calendar year of completing all of the required coursework. Further, the general examination must be passed in its entirety within five years of the beginning of the student’s matriculation in the degree program. Students may not take the general examination before the plan of study has been filed with the Office of the Registrar.

School Psychology M.A. and Ph.D.

There are two programs in School Psychology: a Master of Arts (M.A.) degree, typically combined with a Sixth-Year Certificate in School Psychology, and a Doctor of Philosophy (Ph.D.) program.

Master of Arts in School Psychology

The combined Master’s/Sixth-Year Certificate program is designed to prepare qualified school psychologists to practice in public schools or related educational settings. The program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is approved by the National Association of School Psychologists and the Connecticut State Board of Education. For certification, students must complete both the requirements for the Master’s degree described below, as well as the additional requirements for the Sixth-Year Certificate in School Psychology (described separately under Sixth-Year Certificate programs). The combined program requires a minimum of 69 semester hours of graduate coursework (including the practica and internship completed under the Sixth-Year Certificate). The Master’s degree is awarded after 30 semester hours of coursework, typically at the end of the second year of full-time study. The Sixth-Year Certificate is awarded after successful completion of the remaining semester hours of coursework and the

practica and internship. The program is designed so that students can complete all Master’s/Sixth-Year program requirements in three years of full-time graduate study.

Required Courses

Course	Title	Credits
EPSY 5092	Practicum ¹	6
EPSY 5403	Intellectual Assessment	3
EPSY 5404	Social, Emotional, and Behavioral Assessment	3
EPSY 5420	Roles and Functions of School Psychologists	3
EPSY 5430	Childhood Development and Psychopathology	3
EPSY 5510	Learning: Its Implication for Education	3
EPSY 5602	Educational Tests and Measurements	3
EPSY 5605	Quantitative Methods in Research I	3
EPSY 6469	Single Subject Research in Education	3
EPSY 6601	Methods and Techniques of Educational Research	3
Total Credits		33

¹ Three semester hours per semester, for two semesters, for a total of six semester hours during the M.A. degree.

Doctor of Philosophy in School Psychology

The Ph.D. program in school psychology adheres to the scientist-practitioner model of graduate education in health service psychology. The training is designed to prepare students for the practice of health service psychology based on the scientific method, and to promote the commitment to a career of research directed toward the advancement of the science of psychology. Given this mission, the aims are to prepare psychologists who are knowledgeable and competent in:

1. research with relevance to psychology and the specialty area of school psychology
2. the practice of health service psychology; and
3. the specialty area of school psychology.

These aims facilitate preparation of health service psychologists who will practice in schools or other educationally related settings that will meet the professional employment demands for the following: psychologists in psychoeducational research; mental health research specialists in child psychology; psychologists in child treatment agencies, hospitals, and private practice; and professionals in higher education committed to preparing educators and clinicians in psychoeducational services. The program is accredited by the American Psychological Association and as such complies with the guidelines and principles for accreditation of programs in health service psychology as outlined by the American Psychological Association. Although the program is designed to be at least four academic years of full-time study, students typically take four to five years from the baccalaureate degree to complete all doctoral requirements. This involves a minimum of 110 semester hours of coursework, including 15 hours of dissertation research, and a 1500-hour internship that meets the requirements for school psychology.

Dissertation Proposal

All dissertation research must be directed by a member of the core faculty as the major advisor. Preparation and acceptance of the

dissertation proposal should follow current Department and University guidelines. The student must orally present and defend the proposal to the advisory committee.

General Examination

Typically, the general exam is completed near the end of their third or beginning of fourth year, and no later than within five years after beginning their doctoral study. The examination is under the jurisdiction of the student's faculty advisory committee, with at least five faculty participating in the examination.

Required Courses

In addition to the courses required for the Master of Arts degree/Sixth-Year Certificate listed above, all Ph.D. students must also satisfactorily complete the following courses:

Course	Title	Credits
EPSY 5318	Human Growth and Development over the Lifespan: Implications for Counselors	3
EPSY 5455	History and Systems of Psychology	3
EPSY 5607	Quantitative Methods in Research II	3
EPSY 5610	Applied Regression Analysis for the Education Sciences	3
EPSY 6194	Doctoral Seminar (for a total of 24 semester hours across eight semesters)	1-3
EPSY 6491	Doctoral Internship in School Psychology	3-6
EPSY 6494	Doctoral Practicum (for a total of 24 semester hours across eight semesters)	24
GRAD 6950	Doctoral Dissertation Research	1-9
PSYC 5140	Foundations in Neuropsychology	3
PSYC 5570 or PSYC 6750	Current Topics in Cognitive Science The Social Psychology of Stigma	3
Total Credits		47-60

Required Assessments for M.A. and Ph.D. Students Portfolios

The portfolio requirements and review process are described in detail in pre-internship and internship portfolio manuals. The pre-internship portfolio consists of work samples completed throughout the program in coursework and practica, professional documents, practicum and self-evaluations, and other relevant program-related documents.

Examinations

Students must pass the Master's examination prior to being awarded the Master's degree. The examination occurs near the end of the student's first year and after the student's plan of study has been approved by the Executive Committee of the Graduate School. The Master's examination is constructed under the jurisdiction of the school psychology faculty and other Departmental faculty who were involved in the student's first year of course instruction.

The Praxis Series

The Praxis Series - School Psychologist (code 5402) is administered by the Educational Testing Service. Students take the examination after admission to the Sixth-Year program; after completing approximately 42 hours of their coursework in the Master's/Sixth-Year program; and prior to beginning their internship. The standardized examination provides an assessment of content in concert with national standards and allows for the evaluation of our students relative to a nation-wide reference group.

Clinical Requirements for M.A. and Ph.D. Students.

M.A. and Ph.D. students must complete the following clinical requirements.

Practica Requirements

The practica sequence was developed in accordance with American Psychological Association (APA) and National Association of School Psychologists (NASP) guidelines that require planned supervised experiences that include direct service and formally scheduled supervision. The field experiences are coordinated with coursework to allow students ample opportunity to combine their theoretical and practical knowledge in a supervised situation. Practicum experiences in a school or related educational setting are a required component of program completion and graduation. Students should refer to the "Program Handbook" and "Practica Syllabus" for information on practica hour requirements.

Internship Requirements

The internship in school psychology complies with APA and NASP standards. The internship is designed to enhance the development of competencies and professionalism and to be the culminating experience in the student's program. The full description of the internship requirements is outlined in the document entitled "School Psychology Program Internship Manual." To be eligible for internship, the student must have met all the following requirements prior to signing any contract or internship agreement with an internship site: completed all required coursework with no remaining incomplete courses; passed the Master's Degree Qualifying Examination; completed all practica requirements; passed the Praxis-School Psychology Examination; passed the Pre-Internship Portfolio; for doctoral students, successfully defended their dissertation proposals.

Special Education M.A. and Ph.D.

The Program in the Department of Educational Psychology (EPSY) offers two graduate degrees with an area of concentration in Special Education: a Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.). (In addition, the Department of Educational Psychology offers a Sixth-Year Certificate in Special Education).

Master of Arts in Special Education

Students can enter the Master's program through one of two routes. The first is through the teacher education/preparation track, which has two paths: the Integrated Bachelor's/Master's (IBM) degree program, which is intended for undergraduates at the University of Connecticut who continue on for a fifth year to earn an M.A. degree, and the Teacher Certification Program for College Graduates (TCPCG), which is intended for students who have already completed an undergraduate degree in a major unrelated to education. The programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Connecticut State Board of Education. Alternatively, students can pursue a master's degree for reasons other than certification. The non-certification Master's program is designed for a broad range of professionals (e.g., general or special education teachers, graduates in related fields) to provide in-depth learning and experiences related to supporting children and adults with disabilities and at risk for learning and behavioral difficulties. This program provides advanced study in three areas: Literacy Supports for Students at Risk for Learning Difficulties; School-wide Positive Behavior Supports (SWPBS); and Transition and Postsecondary Supports. Students also may design an individualized plan of study with the approval of their major advisor.

Integrated Bachelor's/Master's (IBM)

IBM Concentration in Special Education (Grades K-12)

Course	Title	Credits
Required Courses		
EPSY 5116	Assessment in Special Education	3
EPSY 5142	Individualized Positive Behavior Support	3
Select three credits from the following:		3
EPSY 5113	Beginning Reading Supports for Students with Learning Difficulties	
EPSY 5114	Adolescent Reading Supports for Students with Learning Difficulties	
EPSY 5115	Writing Supports for Students with Learning Difficulties	
EPSY 5195	Workshop in Education	2
EDCI 5092	Practicum	3
EDCI 5093	Advanced Practicum	4
EDCI 5094	Seminar	3
EDCI 5095	Advanced Seminar	3
Select three credits from the following:		3
EDCI 5700		
EDCI 5705		
EDCI 5715	Bilingualism and Second Language Acquisition	
EDCI 5720		
EDCI 5740	Latinos and U.S. Education	
EDCI 5742	Sheltered English Instruction for English Language Learners	
EDCI 5750	Language Diversity and Literacy	
EDCI 5875	Multicultural Education	
EDCI 5885	Introduction to Critical Pedagogy	
EDCI 5890	Educational Linguistics	
EDCI 5895		
CLCS 5324	Teaching for Intercultural Citizenship and Human Rights I	
GERM 5325	Teaching for Intercultural Citizenship and Human Rights II	
EPSY 5221	Wise Integration of Technology into Teaching and Learning Environments	1
IBM Elective Required Courses		
Select three credits from the following:		3
EPSY 5113	Beginning Reading Supports for Students with Learning Difficulties	
EPSY 5114	Adolescent Reading Supports for Students with Learning Difficulties	
EPSY 5115	Writing Supports for Students with Learning Difficulties	
EPSY 5119	Policy, Law, and Ethics in Special Education	
EPSY 5121	Developmental Foundations of Exceptionality	
EPSY 5140	Transition Planning for Students with Disabilities	
EPSY 5145	Issues in Postsecondary Disability Services	

EPSY 5405 Applied Behavior Analysis

Total Credits 31**Exam/Culminating Portfolio Requirement**

Will be directed by the student's advisor.

Teacher Certification Program for College Graduates (TCP CG)

Concentration in Special Education (Grades PK-12)

Course	Title	Credits
Required Courses		
EDCI 5050	TCP CG Seminar I: Student Teaching Seminar	3
EDCI 5060	Social and Multicultural Foundations of Education	3
EDCI 5065	Learning Theories	3
EPSY 5092	Practicum	3
EPSY 5113	Beginning Reading Supports for Students with Learning Difficulties	3
EPSY 5116	Assessment in Special Education	3
EPSY 5121	Developmental Foundations of Exceptionality	3
EPSY 5123	Instructional Strategies and Adaptations for Students with Special Learning Needs	3
EPSY 5140	Transition Planning for Students with Disabilities	3
EPSY 5141	Classroom and Behavior Management for Special Educators	3
EPSY 5195	Workshop in Education	3
EPSY 5221	Wise Integration of Technology into Teaching and Learning Environments	1
EPSY 5396	Directed Student Teaching for Students in the Teacher Certification Program for College Graduates	9

Required courses total 43 credits.

Exam/Culminating Portfolio Requirement

Will be directed by student's advisor (not filed with The Graduate School by prior arrangement).

Non-Certification Master of Arts Requirements

The Master's program requires 30 credits in total, which must include the following courses:

Course	Title	Credits
EPSY 5092	Practicum	3-6
EPSY 5119	Policy, Law, and Ethics in Special Education	3
EPSY 5121	Developmental Foundations of Exceptionality	3
EPSY 5601	Principles and Methods in Educational Research	3

Total Credits 12-15

Doctor of Philosophy in Special Education

The Ph.D. Program is designed to enhance independent thinking and leadership qualities through an individualized program embedded in a

thorough knowledge of theory and the existing literature and culminating in active research to guide, direct, and inform the field. It is designed to prepare professionals for leadership positions in research, scholarship, university teaching, and service.

Doctor of Philosophy Requirements

Students complete:

Course	Title	Credits
EPSY 5510	Learning: Its Implication for Education	3
EPSY 6194	Doctoral Seminar (four doctoral seminars)	1-3
EPSY 5605	Quantitative Methods in Research I	3
EPSY 5607	Quantitative Methods in Research II	3
EPSY 6601	Methods and Techniques of Educational Research	3
GRAD 6950	Doctoral Dissertation Research	15
Total Credits		28-30

Doctoral students also identify an area of emphasis which provides an opportunity to develop expertise in a specialty area such as Literacy Supports for Students at Risk for Learning Difficulties, School-wide Positive Behavior Supports (SWPBS), or Transition and Postsecondary Supports.