

College of Arts and Sciences

The College of Arts and Sciences, the University of Hartford's central and largest college, offers graduate programs leading to the Master of Arts, Master of Science, and Doctor of Psychology degrees. Programs leading to the Master of Arts are offered in communication and psychology, and a Master of Science is offered in organizational psychology, school psychology, and biology.

Admission requirements, fees, rules and regulations, and academic programs are presented in official *Bulletins* of the University. The right, at any time, to make whatever changes may be deemed necessary, is specifically reserved. Applicants for graduate degree programs should contact the Center for Graduate and Adult Academic Services at 860.768.4371 or visit www.hartford.edu/graduate.

Facilities

Abrahms Hall is home to the Cinema department and the Cinema and Media Studies Editing Suite.

Auerbach Hall provides facilities for the departments of English, Rhetoric and Professional Writing, and Philosophy, as well as the Center for Reading and Writing, Learning Plus, the English Language Institute, and the Maurice Greenberg Center for Judaic Studies.

The *Biology-Chemistry Building*, approximately 40,000 square feet in total size, contains the Chemistry and Biology departments. The building has modern labs and research facilities for undergraduate students.

The Biology-Chemistry Building and Dana Hall are part of an *Integrated Science, Engineering, and Technology* complex. The University has grouped the sciences, engineering, and technology into one complex to promote interdisciplinary activities.

Charles A. Dana Hall is home to the departments of Mathematics, Computer Science, and Physics. Special features of the building include the Mali I and Mali II lecture halls, which contain 120-seat classrooms; a computer laboratory; and individual research laboratories for students and faculty. Dana Hall also has a rooftop greenhouse, classrooms, faculty offices, a lounge, and seminar rooms.

East Hall houses the Department of Psychology. The building offers classrooms equipped with projection equipment, a computer classroom, research laboratory space, and a drop-in computer lab. Facilities throughout East Hall are shared by faculty, students, and staff from the various programs in the department.

The *Harry Jack Gray Center* provides space for the School of Communication and the college's television production and broadcasting facilities. In addition, the Harry Jack Gray Center includes a classroom overlooking the television studio.

Hillyer Hall provides facilities for the departments of Art History, Criminal Justice, Economics, History, International Studies, Modern Languages and Cultures, Political Economy, Politics and Government, and Sociology. This building includes rooms for classes, seminars, and conferences, as well as the Herbert Gilman Family Center for Communication Technology. The Beatrice Fox Auerbach Auditorium, which seats more than 200, is used for lectures, recitals, films, and dramatic performances.

Admission

General Requirements

All applicants for graduate study must file an official University application with the Center for Graduate and Adult Academic Services. Official transcripts of all undergraduate work must be submitted as well as three letters of recommendation.

Special Requirements

Master's Programs

Biology

The applicant must hold a bachelor's degree (or equivalent) in biology or a related field from an accredited collegiate institution. The applicant's undergraduate work should have included organic chemistry, biochemistry, calculus, and physics. An average of B or better is required in all undergraduate biology courses.

Communication

The applicant must hold a bachelor's degree (or equivalent) in communication or a related field from an accredited collegiate institution. If the degree is not in communication or a related field, communication-oriented work experience is required, or the applicant may be required to take undergraduate communication courses (without graduate credit) to acquire sufficient background. Applicants are expected to have at least a B average in the undergraduate major and an overall average of at least a B-. In addi-

tion, acceptable scores on the Graduate Record Examination are necessary for admission.

Psychology

Clinical Practices. The applicant must hold a bachelor's degree (or equivalent) from an accredited collegiate institution and should have achieved a B average in undergraduate courses. An undergraduate concentration in psychology, including courses in introductory psychology, abnormal psychology, statistics, research methods, and history and systems in psychology, is desirable.

Official scores for the General Aptitude (Verbal, Quantitative, Analytical) and the GRE Subject Test in Psychology are required.

General Psychology. The applicant must hold a bachelor's degree (or equivalent) from an accredited collegiate institution, including courses in introductory statistics and experimental psychology. The applicant should have achieved at least a B average in undergraduate courses. In addition, he/she should submit scores for the Verbal, Quantitative, Analytic, and the GRE Subject Test in Psychology (see description of program for details of admission requirements). An applicant whose preparation is otherwise satisfactory, but who has not had all the prerequisite background in psychology, may be admitted but will be required to make up deficiencies by taking additional prescribed undergraduate courses without receiving graduate credit.

Organizational Psychology. The applicant must hold a bachelor's degree (or equivalent) from an accredited collegiate institution. Admission is based on undergraduate GPA, additional educational and work experience, the form and content of a personal statement, and three letters of recommendation. Applications from individuals with various undergraduate majors are welcome, including, but not limited to, psychology, business, economics, sociology, and communication.

School Psychology. The applicant must hold a bachelor's degree (or equivalent) from an accredited collegiate institution and should have achieved at least a B average in undergraduate courses. In addition, he/she must submit scores for the General Aptitude section of the GRE and the GRE Subject Test in Psychology (see description of program for details of admission requirements).

Doctoral Program

Doctor of Psychology

The applicant must hold a bachelor's degree (or equivalent) from an accredited collegiate institution, including courses in statistics, research methods, developmental/child psychology, and abnormal psychology. The applicant should have achieved at least a B average in undergraduate courses. In addition, he/she must submit scores for the Verbal, Quantitative, Analytic, and Psychology sections of the GRE (see description of program for details of admission requirements).

Financial Assistance

Each graduate department in the College of Arts and Sciences has a limited number of assistantships and/or fellowships available for qualified students. These awards are based on both merit and need and are usually awarded for the academic year only.

Requests for additional information regarding assistantships and/or fellowships should be directed to the chairman of the department in which the student will study.

Theses/Dissertations

Policies and procedures regarding theses are as follows:

All graduate students preparing to write a thesis must file an Approval of Proposed Thesis form with the chair of the Graduate Studies Committee. This form must be submitted prior to the student's beginning his or her research project, must be signed by all members of the thesis committee, and must be approved in writing by the director of graduate studies for the College of Arts and Sciences.

A master's thesis committee shall consist of at least three full-time consortium faculty members, one of whom must be from the department involved (see the governing policies regarding committee composition established by the individual department for which the thesis is to be completed).

Changes in membership of the thesis committee must be approved by the department chair and notification sent to the director of graduate studies.

A draft of the thesis to be defended must be deposited in the Office of the Director of Graduate Studies at least 14 days before the scheduled thesis defense.

A thesis defense may not be held in August.

Dissertations

Policies and procedures regarding dissertations are as follows:

All students in the Doctoral Program in Clinical Psychology preparing to write a dissertation must file an Approval of Proposed Dissertation form with the chair of the Graduate Studies Committee. This form must be submitted prior to students' beginning their research projects, must be signed by all members of the dissertation committee, and must be approved in writing by the chair of the Graduate Studies Committee for the College of Arts and Sciences. Additional detailed information about the doctoral dissertation guidelines and process may be found in the *Doctoral Dissertation Manual*.

A doctoral dissertation committee must consist of at least three members. The chair must be a full-time member of the psychology department. A second member must be a full-time faculty member of a consortium school or approved by the Graduate Studies Committee. A third member may be either a faculty member of a consortium school or a doctoral-level professional in a relevant field who is approved by the chair of the department involved. Three copies of an approved master's thesis or doctoral dissertation with the appropriate binding fee must be deposited with the Graduate Studies Committee two weeks before the graduation date. The bound original and one copy will be kept on file in the Mortensen Library, and one copy will be kept in the department of the discipline involved.

Comprehensive Examinations

If comprehensive examinations are required, they may not be taken twice in the same semester and normally may not be taken more than twice. Specific guidelines are provided by individual departments.

Thesis Continuance Fee

A student who has completed all requirements for the graduate degree except for the thesis, and who will be pursuing thesis research during the semester, must pay a thesis continuance fee. The students will write the designation ZTC 900 Thesis Continuance, 0 credit, on a registration form (see Fees, page 33).

Dissertation Continuance Fee

Students who have completed all required course work must pay a dissertation continu-

ance fee until the dissertation has been completed, except for students registered for internship. The student will write in the designation CPS 090 (fall), CPS 091 (spring), and CPS 092 (summer), Dissertation Continuance, 0 credit on a registration form (see Fees, page 33).

Matriculation Maintenance Fee

Matriculated students who have not completed all requirements for the graduate degree, and who will not be enrolled or in attendance during a particular semester, must register for "active status" in the program (see page 33 for fee). Failure to file will require the student to reapply for admission.

Academic Regulations Arts and Sciences

Satisfactory Academic Progress

Master's degree students are expected to complete all degree requirements within seven years of initial matriculation; doctoral degree students are expected to complete all degree requirements within nine years of initial matriculation. *Individual departments may impose shorter time limits.*

For serious reasons, these time limits may be extended upon written request from the student. The request must be approved, in writing, by the chair or graduate director of the student's department and by the Arts and Sciences Graduate Studies Committee.

Scholarship Requirements

Graduation requirements in any program include completion of the indicated total number of credit hours in that program with a grade point average (GPA) of 3.0 or higher. All courses applied toward the graduate degree must be taken on a letter-grade basis unless specifically exempted by the department chair.

For students who do not complete their thesis requirements within a given semester, a grade of NG will be issued by the instructor at the time grades are due. Upon completion of the thesis, the letter grade will be reported to the registrar on a Change of Grade form.

Leave of Absence

A leave of absence may be granted to degree candidates involved in approved off-campus study programs for up to two semesters. Requests for leaves of absence for other personal reasons will be considered.

Students applying for a leave of absence must secure permission from the department involved, register for “active status,” and pay a fee (see page 33). Failure to conform to this procedure would necessitate reapplication for matriculated status upon return to the University.

Requirements for Degree

General

Degree application must be accompanied by graduation fee (see page 33). The application must be filed in accordance with the deadline date published in the Academic Calendar (see page 5). The following requirements must be met:

- At least one week prior to Commencement, results of language examinations, comprehensives, and oral defenses must be submitted to the Office of the Dean.
- Satisfactory completion of one of the prescribed curricula
- Payment of all outstanding fees
- Vote of faculty, trustees, and regents

Transfer Credits

A maximum of 9 credits for master’s programs may be transferred from accredited institutions outside the Greater Hartford Consortium for Higher Education. A minimum grade of B at the graduate level is required for transfer credit. These credits will be accepted upon written approval of the department chair or graduate program director concerned and the Graduate Studies Committee of the College of Arts and Sciences. Approval must be obtained at the time of matriculation or prior to registration for any off-campus course. Such prior notification is the responsibility of the student.

It should be noted that there are some courses that may not be waived unless taken at the doctoral level and other courses (e.g., Psychological Assessment III, Practicum, Professional Practice Seminar, and clinical electives) that may not be waived under any circumstances.

Doctoral Program (Psy.D.) in Clinical Psychology

Ninety-six credits are required for the Psy.D.

The following is information on the Graduate Institute of Professional Psychology’s (GIPP) policy on transfer of credit and waiver of required courses for applicants with a master’s degree or higher:

Doctoral: For students coming from an American Psychological Association (APA)–accredited doctoral program in clinical, counseling, or school psychology, a maximum of 32 transfer credits and waiver of similar courses may be granted, as long as the student has received a grade of A– or higher.

Master’s: For students with the M.A. degree in clinical practices from the University of Hartford, a maximum of 32 credits and waiver of similar courses may be granted, as long as the student has received a grade of A– or higher.

For students with a non–University of Hartford master’s degree, credits may not be transferred. A waiver may be given only if the instructor of the equivalent course at GIPP deems the other course to be doctoral-level equivalent and the student has received a grade of A– or higher.

Other elective courses must be taken in lieu of waived courses.

In addition, in all of the above circumstances, students must still have at least two years in residence at the Graduate Institute of Professional Psychology. All waivers must be signed by the GIPP’s associate director. All students must take 9 clinical elective credits (three 3-credit elective seminars) in the doctoral program and may not use previously taken courses as substitutes for these clinical electives.

The following courses may be waived only if taken at the doctoral level:

Advanced Psychopathology
Dissertation Seminar
Professional Seminar: Diversity
Professional Seminar: Ethics
Individual Psychotherapy
Advanced Research Design in
Clinical Psychology

Nonwaivable/nontransferable courses (even if taken at the doctoral level):

Case Conference Seminar I and II
Practicum I, II, III, and IV
Professional Practice Seminar I and II
Psychological Assessment III (even if taken in the University of Hartford’s master’s program)
Three elective clinical courses*

*All students must also take a minimum of three elective clinical courses while in residence.

Programs and Course Descriptions

Biology

Professors Borucinska, Coleman (*emeritus*), Dix, Simpson (*emeritus*), Wallace (*emeritus*)
Associate Professors Frankel, Harney (*Chair and Neuroscience Director*)
Assistant Professors Angelastro, Levesque
Instructor Smollen

The Department of Biology offers graduate study in neuroscience. The program offers the opportunity for the student to focus on either the research aspects of the field or various content areas through a thesis option and non-thesis option.

Admission Requirements

Thesis Option: Ideal preparation would include a bachelor's degree in science, such as biology or chemistry, with additional optional undergraduate preparation in biology, chemistry, physics, and mathematics. An otherwise well-qualified student whose background does not contain all the requisite courses may be considered. All applicants must submit scores on the General Aptitude section of the Graduate Record Examination or MCAT scores.

Non-thesis Option: Ideal preparation would include baccalaureate work in some area of the life or health sciences, such as biology, psychology, physical therapy, occupational therapy, or nursing, with additional optional undergraduate preparation in chemistry and biology. An otherwise well-qualified student whose background does not contain all the courses may be considered. For health professionals, results of licensing and/or certification examinations may be submitted in lieu of GRE scores.

Financial Assistance

A limited number of graduate assistantships are available. These provide 16 credits of tuition remission per academic year and a \$5,000 stipend. Recipients of these assistantships are expected to teach two laboratory sections per semester during the academic year and to work for the department during the first summer session in June. In the neuroscience track, a limited number of qualified students may receive a Regents Fellowship in Neuroscience, which provides partial tuition remission and a stipend. The students serve as research assistants to a professor in the department.

Master of Science

Master of Science in Biology: Neuroscience Program

The M.S. program offers two options for interested students. The thesis option requires a 6-credit thesis and is designed for students who are interested in research positions or who plan to pursue doctoral degree training in the future. The non-thesis option requires a 3-credit research paper where a particular applied/clinical interest is integrated with course work taken. This option is intended for students pursuing advancement in non-research positions.

Degree Requirements

(31 or 34 credits required)

All students must satisfactorily complete a minimum of 31 or 34 credits with at least a B average, no more than two grades of C, and no grade below C, including

Thesis Option (required credits: 31)

BIO 518 Neuropharmacology [3]
 BIO 520 Introduction to Neuroanatomy [3]
 BIO 538 Principles of Neurophysiology [4]
 BIO 790, 791 M.S. Thesis [3, 3]
 PSY 521 Physiological Psychology [3]
 Approved electives [12]

A written comprehensive examination

Non-thesis Option (required credits: 34)

BIO 518 Neuropharmacology [3]
 BIO 520 Introduction to Neuroanatomy [3]
 BIO 538 Principles of Neurophysiology [4]
 BIO 744 Introduction to Clinical Neurology [3]
 PSY 521 Physiological Psychology [3]
 PSY 754 Integration and Application of
 Research Data [3]
 Approved electives [15]

A written comprehensive examination

Course Descriptions

BIO 500 Cooperative Education Program [variable] Paid work experience in a biological industry under supervision of the biology faculty. Regular reports and the completion of goals set by a learning contract are required. Prerequisite: Graduate standing.

BIO 518 Neuropharmacology [3] Neuropharmacology explores the molecular mechanisms of action of drugs that modify nerve cell function and subsequently behavior. In addition to the fundamentals of pharmacology, emphasis is placed on the chemistry of the nerve cell and the techniques used to evaluate drug-induced changes in those cells. Selected neurotransmitter systems will be described in depth, and 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 or equivalent. Prerequisite: Permission of instructor.

BIO 520/PSY 571 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 graduate standing, or permission of instructor.

BIO 530 Neurogenetics [3] This course introduces students to the branch of neuroscience that, more than any other, has undergone the most dramatic transition from bench research to clinical care over the past 10 years. A review of basic genetics is followed by exercises in differentiating genetic conditions from other disorders of the nervous system. The principles taught in BIO 520 are used to identify the specific anatomic levels affected by individual neurogenetic diseases. The challenges of genetic counseling and the prospects for gene therapy are critically examined. Prerequisites: BIO 520, BIO 538, and graduate standing; or permission of instructor.

BIO 532 Cell Physiology [3] In-depth discussion of the activities of the cell and factors that influence these activities. Topics include transport of materials across membranes and from one cellular compartment to another, generation of biopotentials, cell movements, reproduction and respiration. Prerequisites: BIO 336 and graduate standing, or permission of instructor.

BIO 533 Experimental Cell Physiology [2] Laboratory course in which some activities of the cell are subjected to experimental examination. Experiments include use of radioisotopes and electronic equipment to follow the transport of solutes across membranes, measurement of bioelectric potentials, growth of cells in culture, and effects of hormones on cell behavior. Prerequisites or corequisites: BIO 532 and graduate standing, or permission of instructor. Laboratory fee.

BIO 536 Animal Physiology [3] A study of the mechanisms of action of the major physiological systems of the animal body. Emphasis is given to the circulatory, respiratory, renal, endocrine and reproductive systems. Prerequisites:

BIO 336 and graduate standing, or permission of instructor.

BIO 538 Principles of Neurophysiology [4] The fundamentals of neurophysiology are presented from the cellular to the systems levels. Preliminary discussion of the ionic and pharmacological bases of nerve and synaptic function serves as a foundation to subsequent discussion of the specialized neuronal geometries and synaptic circuitries associated with a variety of sensory, motor, and central systems. A laboratory accompanies the course and covers extracellular and intracellular techniques in electrophysiology. Prerequisite: Graduate standing or permission of instructor. Laboratory fee.

BIO 540 Neuroethics [3] This course provides a broad overview of the major theories and practice of neuroethics. Both clinical and research issues are addressed by asking students to reason through a series of decision-making scenarios. The concept of personhood, particularly as it relates to those with dementia, and the persistent vegetative state are emphasized. Whether neuroscience research should aim to make individuals "better" than normal, as opposed to remaining focused on the amelioration and reversal of disease, is discussed. Students also consider whether ethical decision making should allow room for intuition and spirituality or be governed primarily by a set of commonly accepted precepts. Prerequisite: Graduate standing or permission of the instructor.

BIO 544 Biochemistry [3] This is a survey of cell chemistry, including energy generation, enzymology, biosynthetic and catabolic pathways, and the control of metabolism. Quantitative problems in biochemistry are given. Graduate students will be required to complete an oral or written presentation of a special topic as designated by the instructor. Prerequisites: BIO 352 and CH 230-231, or permission of instructor.

BIO 545 Biochemistry Laboratory [2] Biochemical techniques, including quantitative analysis, radioisotopes, chromatography, centrifugation, and enzyme purification and assays are presented in laboratory experiments. Graduate students will be required to complete a special and independent research project as designated by the instructor. Corequisite: BIO 544 or permission of instructor.

BIO 555 Vertebrate Histology [4] Study of basic tissue classes and their interrelationships in organ anatomy with detailed study of prepared slides; emphasis on mammalian tissues.

Prerequisites: BIO 352 and graduate standing, or permission of instructor. Laboratory fee.

BIO 576 Pathophysiology [4] A study of the disease process from causation to pathogenesis. The first part of the course discusses topics in general pathology; the second provides an overview of systems pathology. The laboratory portion of the course concentrates on neuropathology and includes discussions and student presentations on selected neurological disorders, including the molecular basis of diseases in the nervous system. Prerequisite: Permission of instructor. Laboratory fee.

BIO 591, 592, 593, 594 Special Problems [1–4] Individual research in a field of special interest under close faculty supervision. Prerequisites: Graduate standing and signature of faculty supervisor. Laboratory fee, if course is a laboratory course.

BIO 595, 596, 597, 598, 599 Special Topics [variable] A graduate-level exploration of a modern topic in the biological sciences. Prerequisites: Graduate standing and permission of instructor. Laboratory fee, if course is a laboratory course.

BIO 710 Topics in the Literature of Biology [3] Survey of the current literature of biology to develop student skills in analysis and criticism stressing the interdependence of all areas of scientific inquiry. The course will include evaluation of students' oral and written presentations.

BIO 742 Chemical Diagnosis of Disease [3] A clinical pathophysiologic conference emphasizing analytical techniques, quality control, and pathogenesis of disorders that are primarily diagnosed and managed through clinical assays in the biochemistry laboratory. Prerequisites: Graduate standing and permission of instructor.

BIO 743 Advanced Topics in Medical Microbiology [3] Current topics in identification and isolation of microorganisms implicated in disease, as encountered in the clinical laboratory. The course presents a clinical, pathological conference approach to emphasize and reinforce critical concepts. Prerequisites: Graduate standing and permission of instructor.

BIO 744/PSY 633 Introduction to Clinical Neurology [3] An introduction to the principles of the neurological examination and the major categories of neurologic disease. Topics 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: BIO 520 and graduate standing, or permission of instructor.

BIO 745 Clinical Neurology II [3] This course continues the learning trajectory begun in BIO 744/PSY 633 Introduction to Neurology. As in the parent course, students are required to use the principles learned in BIO 520/PSY 571 Introduction to Neuroanatomy to solve a variety of clinical problems. The major areas of focus are movement disorders, pediatric neurology, and diseases of the peripheral nervous system. Additional topics include infections of the nervous system, chronic pain, dizziness-vertigo, and psychosomatic disease. The role of basic science in elucidating the nature of each of these disorders is emphasized. Prerequisites: BIO 744/PSY 633 and graduate standing.

BIO 755 Neurologic Assessment [3] An introduction to and review of those procedures, both invasive and noninvasive, that are diagnostic in evaluating a broad range of neurological syndromes. Prerequisites: BIO 520 and BIO 744.

BIO 790, 791 Thesis Research I, II [3, 3] These courses are for the performance of thesis research and for writing the thesis as required in the master's degree program in the Department of Biology. Prerequisite: 24 credits of approved graduate courses.

Chemistry

Professors Bogucki (*emeritus*), Gray, Pence, Workman

Associate Professors Craft, Mahan (*Chair*), Sharpless (*emeritus*), Shattuck

No new matriculated students are being admitted to the program. Graduate courses will continue to be offered.

Course Descriptions

CH 519 Applied Environmental Chemistry

[3] A study of chemical phenomena in the environment emphasizing problems of pollution management. Applications of kinetics, thermodynamics, and chemical reactivity theory to the amelioration of environmental pollution problems. Prerequisite: CH 539 or CH 231.

CH 520 Advanced Analytical Chemistry [3]

A general coverage of topics concerned specifically with critical separation and measurement, both theoretical and practical, including statistics, electrode analysis (potentiometry and voltammetry), spectroscopy (200–800nm), mass spectrometry, wet methods, kinetic methods, separations and chromatography, and environmental applications. Prerequisite: CH 347 or equivalent.

CH 530 Advanced Organic Chemistry [3]

An advanced treatment of stereochemistry and polar and nonpolar reaction mechanisms, including conformational analysis, molecular rearrangements, aromaticity, orbital symmetry, and linear-free energy relationships. Prerequisites: CH 231 and 348, or permission of instructor.

CH 534 Polymer Chemistry I [3]

Major emphasis on synthetic macromolecules, including synthesis and reactions of vinyl and nonvinyl polymers, polymerization processes, determination of molecular weight, stereochemistry, and the effect of structure on polymer properties. Prerequisites: CH 231 and CH 348 are recommended.

CH 540 Advanced Physical Chemistry [3]

An advanced treatment of thermodynamics, kinetics, quantum mechanics, and statistical thermodynamics. Topics include solution chemistry (electrolytes and nonelectrolytes), solution kinetics, molecular symmetry and bonding, molecular spectroscopy, macromolecules, and solid state chemistry. The course requires that the student have a background in thermodynamics and elementary quantum mechanics since the material presented in these areas is at an ad-

vanced level. Prerequisites: CH 347 and 348, or equivalent.

CH 550 Inorganic Structure and Bonding [3]

Topics in advanced inorganic chemistry, such as atomic and molecular term states, valence-bond and molecular orbital theories of chemical bonding, molecular geometry, the hydrogen bond, crystal structure, coordination compounds, and ligand field theory. Extensive use of current literature will be required. Prerequisite: CH 348.

CH 551 Chemical Kinetics [3]

Aqueous solution kinetics, gas phase kinetics, and surface kinetics will be discussed, with emphasis on solution kinetics. Specific topics include experimental techniques, data handling, mechanistic analysis, activation theories, relaxation kinetics, proton transfer (Eigen), electron transfer (Marcus), and surface catalysis. Examples will be drawn primarily from the kinetics of transition metal-ligand complexes. Prerequisite: CH 347 or equivalent.

CH 590, 591, 592, 593 Special Topics in Chemistry [3]

Lectures and papers on special topics in the various branches of chemistry, focusing on the latest advances in the fields. For seniors and graduate chemists. Recent offerings have included spectroscopy, chemistry of inorganic compounds, radiochemistry, and electrochemistry. Prerequisite: Permission of instructor.

Communication

Professors Burt, Desmond, Duran, Ellis, Jassem, Kelly (*Director*)

Associate Professors Banks (*Graduate Director*), Grantham, Jacobs, Kovacic, Muppidi

Assistant Professors Cistulli, Miller

Master of Arts Required credits [33]

The School of Communication offers a program of graduate study leading to the degree of Master of Arts in Communication. The program provides students with an opportunity to acquire competence in a substantive area of communication inquiry and to develop expertise in methods and skills necessary for application of that knowledge to communication problems. Students benefit from exposure to social scientific and humanistic approaches to the study of communication. The school also offers courses for aspiring and practicing communication professionals with interests in integrated corporate

communication, multimedia communication, and other areas.

Graduate classes in the School of Communication typically have 10 to 20 students, just the right size for dynamic class discussions and active learning through projects and presentations. They also are sized right for close relationships between faculty and students. Faculty can get to know their students and offer more personal and individualized instruction. Conveniently scheduled in the evenings, classes have a rich mixture of traditional full-time graduate students and working professionals taking a class or two each term. Students come from a broad range of backgrounds.

The program provides an opportunity for the student to work closely with a faculty advisor. Together, student and advisor design a unique program of study that encompasses both a background in communication research and theory, and a concentration in media, human communication, or integrated communication. Students are afforded the opportunity to participate in scholarly research activities and professional symposia. Cross-disciplinary study is also encouraged.

This individualized program of study prepares the student for further graduate study and/or for employment in government, nonprofit organizations, and private industry. Graduates typically are employed by media organizations, in the areas of human resources and corporate communications, and in a range of communication professions, such as advertising, integrated marketing communication, public relations, television, and radio.

Degree requirements include a thesis or a comprehensive written examination addressing the student's area of specialization.

The School of Communication's graduate course offerings extend beyond those listed here to include a number of timely special-topics courses. Recent special-topics courses have dealt with issues such as integrated corporate communication, new media, gender and communication, political campaign consulting, and global public-relations strategies.

Admission to the Program

The applicant must have a degree in communication or a related discipline from an accredited undergraduate institution, with a B average in the major field and an overall average of at least a B-. All applicants for admission to the graduate program are required to

1. file an official University application with the Center for Graduate and Adult Academic

Services and submit official transcripts of all undergraduate work;

2. submit three letters of recommendation (recommendations should be requested from professors, employers, or colleagues who are familiar with the applicant's ability to pursue graduate study);
3. submit the results of the Graduate Record Examination; and
4. submit a letter of intent.

Students with undergraduate degrees in fields other than communication may be asked to complete appropriate undergraduate courses (without graduate credit) as preparation for graduate study in communication. Decisions regarding necessary remedial work will be made on an individual basis by the graduate program director and the student's faculty advisor in consultation with the Graduate Admissions Committee of the School of Communication.

For the fall term, all application materials should be submitted by April 15. For the spring semester, application materials are due by November 15. Preference is given to applicants who submit by these dates, but applications at any time during the year are considered. Students are welcome to explore the program prior to formal admission by taking up to 6 credits of graduate communication courses.

All application materials should be sent to

**Center for Graduate and Adult
Academic Services
University of Hartford
200 Bloomfield Ave.
West Hartford, CT 06117**

Students may also apply online or download an application from <http://uhaweb.hartford.edu/cmm>.

Requirements for Teacher Internship Awards

Teacher internships are available to full-time, matriculated graduate students in the School of Communication. They are awarded based on academic achievement, work experience, Graduate Record Examination scores, and letters of recommendation. Applicants with previous teaching and/or research experience are given preference, but qualified candidates without such experience may also receive awards.

The teaching internship involves a two-year program aimed at learning skills in teaching and researching communication using hands-on experience in the classroom and in research environments. Interns may teach laboratory

sections of Introduction to Communication (CMM 110) or Improving Communication Skills (CMM 115), as well as conduct communication research as part of their training. They also attend weekly meetings with the internship coordinator.

Teacher internships include an academic scholarship and a small stipend. They are awarded each academic year, for up to two years, provided a B or higher is earned in each graduate course taken and internship responsibilities are adequately performed.

To be considered for an internship, all application materials must be received by March 1.

Transfer Credit

Normally, no more than 6 credits may be transferred toward the communication M.A. from other institutions. These are applied at the discretion of the director of graduate study.

Course Requirements

Thirty-three credit hours of approved graduate courses are required for the Master of Arts in Communication. The student and faculty advisor design a program of study that includes

1. CMM 650 Seminar in Communication and CMM 655 Communication Research Methods, to be taken as early as possible in the degree program [6 credits]
2. courses agreed upon by student and faculty advisor [21 credits], up to 12 credits of which may be taken outside the department
3. CMM 790 Thesis Preparation and CMM 791 Thesis, or two additional graduate courses [6 credits]
4. Students must maintain a 3.0 GPA in order to graduate with the master's degree.

CMM 650 and CMM 655 are the only two required courses in the program. The remaining courses are electives that are selected in consultation with the student's advisor. These elective courses are in three main areas: media, integrated communication, and human communication. Courses in the media area examine the structure of media industries, content produced by media outlets, and the influence of media on audiences. Courses in integrated communication, which is a blend of advertising and public relations, provide both grounding in theory in this area and projects in which students use these theories to create effective presentations in professional settings. The human communication area analyzes communication between people in various social contexts, including organizational, small-group, and interpersonal communication.

Based on these discussions with the advisor about one's professional and intellectual goals, a student may decide to take courses primarily in one of these three areas, or select courses from multiple areas of interest.

For those students who wish to develop an unofficial area of specialization (which will not appear on students' transcripts as such) in one of the three main areas, the list of recommended courses for each area is as follows:

Media

CMM 540 Communication Law
CMM 562 Media Criticism
CMM 572 Community and Alternative Media
CMM 640 Media Processes and Effects
CMM 645 Multimedia Production

Integrated Communication

CMM 521 Striving for Excellence: Managing PR for the Modern Corporation
CMM 531 Integrated Marketing Communication
CMM 532 Managing Integrated Marketing Communication
CMM 555W Evaluating Corporate Communication

Human Communication

CMM 510 Small-Group Communication
CMM 520 Organizational Communication
CMM 523 Intercultural Communication
CMM 526 Seminar in Interpersonal Communication
CMM 530 Interpersonal/Organizational Tensions: A Communication Perspective
CMM 620 Special Topics in Organizational Communication

Students can further develop a specialization by taking special-topics courses under the designations CMM 591, 592, 593, and 595 that are offered in each of these three areas that provide a timely focus on current topics and issues. Recent special-topics courses in these areas include the following:

Media

Popular Culture, Gender in Communication and Culture, Visual Literacy for Communication Professionals

Integrated Communication

Creating a Positive Brand Image; Corporate Communication: Writing for Impact; Science-Based Communication

Human Communication

Computer-Mediated Communication and Relationships, Teams and Team Work, Persuasion

Students are expected to complete all requirements for the master's degree within five

calendar years of the date of matriculation. In extenuating circumstances, this time limit may be extended by one year by the school's graduate program director. Up to 6 credits may be transferred from an accredited communication graduate program.

Comprehensive Examination

Students in the graduate program who do not complete a thesis must pass a comprehensive exam in which they answer questions related to their area of specialization. Two full-time faculty members from the School of Communication who have agreed to be exam readers for a student prepare questions for the exam. One question addresses a content area that is the student's area of specialization, and the second question may address either a second content area or methodology that is related to the student's area of specialization.

The graduate director administers the exam on one designated day; students type their responses on a computer on campus. Comprehensive exams may only be scheduled between October 1 and December 1, and February 1 and April 15 of any academic year. The exams are not normally scheduled during the summer.

The program director designates where the examination will take place and provides the computer. Students have a total of four hours to compose answers for questions from both faculty readers. Students are allowed to use notes and other materials such as books and journals when composing the exam answers, but they are not allowed access to the Internet.

The student must attend an oral defense session at which faculty members question the student about the submitted answers. Both faculty readers review both answers and the student's performance at the oral defense, and jointly decide if a student passes or fails. In the event that the readers cannot reach consensus, the graduate program director casts the deciding vote. If the graduate program director is one of the exam readers, the director of the School of Communication casts this vote instead.

In cases in which the student fails the exam, the student has only one opportunity to retake the exam, no later than the end of the following semester. The student must respond to new questions from two readers, who may be either the same people who were readers for the initial exam or different faculty members. If the readers are satisfied with the responses, the student passes the comprehensive exam. If the student

does not pass the exam on the second try, the student is dismissed from the graduate program.

Students who fail the exam on the first attempt are encouraged to meet with the graduate director for advice and guidance on taking the exam the second time. Students who fail the exam on the second attempt can request that the decision be reviewed by the director of the School of Communication. If the director is one of the faculty readers, another faculty member in the school is selected to review the decision.

The comprehensive examination may not be taken before the student has completed 18 credit hours of graduate-level course work. Students who elect to complete a thesis are exempt from the comprehensive-exam process.

Accelerated Master of Arts in Communication

The purpose of this program is to enable a University of Hartford student to complete both a Bachelor of Arts and Master of Arts in Communication in five years. This program is designed for exceptional undergraduate students 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 order to qualify for the program, 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 communication major, based on a minimum of 18 credits. Students must apply by April 1 of their junior year. These students will complete the standard application for graduate study, including three letters of recommendation, two of which must come from faculty in the School of Communication. The application will be reviewed by the graduate director and the Admissions Committee of the School of Communication. Students will be informed of the school's decision by the end of the semester.

If given conditional acceptance to the Master of Arts program, students would become eligible to take 9 credits of graduate course work in communication that would be applied to both the 36 credits required for the B.A. in Communication and to the 33 credits needed for the M.A. in Communication. Thus, 9 credits of CMM 5XX or CMM 6XX courses would be substituted for communication undergraduate electives. These credits would be completed during the summer between the junior and senior year and/or during the regular semester of the senior year.

When the student completes the B.A. in communication and has received a grade of B or better in each of the 9 credits of graduate course work, the student will be accepted as a matriculated student in the Master of Arts program. The student would need 24 additional credits in graduate course work for the completion of the M.A. The student is expected to take 6 credits of graduate course work within the summer between the senior year and the start of the fifth year, and the remaining 18 credits within the fifth year for completion of the program.

Interested students should contact the graduate program director in the School of Communication.

Course Descriptions

CMM 510 Small-Group Communication [3] Course examines communication processes and problems in small task groups. Topics include communication phases in group development; group decision making, including the role of communication in faulty and effective decision making; gender issues in small-group communication; structure in small-group interaction; and the use of groups/teams in organizations. Prerequisite: Graduate standing or permission of instructor.

CMM 520 Organizational Communication [3] This course covers the major approaches to the study of organizational communication. The course also covers relevant aspects of management theory, the sociology of complex organizations, and organizational psychology as they apply to communicative behavior. Topics include superior-subordinate communication, openness, and communication climate. Prerequisite: Graduate standing or permission of instructor.

CMM 521 Striving for Excellence: Managing Public Relations for the Modern Corporation [3] An exploration of the challenges that face the modern corporation and its public relations practitioners. Emphasis will be placed on the impact of the environment and the publics within it on organizational goals and practices. Students will gain substantial research experience and will interact with various community and corporate institutions. Prerequisite: Graduate standing or permission of the instructor.

CMM 523 Intercultural Communication [3] Course will examine the cultural influences on the communication process. Variables to be examined include, but are not limited to, values,

attitudes, assumptions, patterns of thinking, language and nonverbal behavior, as well as other culturally influenced variables that affect the communication process between people from different cultures. Prerequisite: Graduate standing or permission of instructor.

CMM 526 Seminar in Interpersonal Communication [3] Course is designed to help participants develop a sophisticated understanding of everyday communication and social interaction. Participants review, compare, and critically analyze different viewpoints within the domain of contemporary interpersonal theory. Prerequisite: Graduate standing or permission of instructor.

CMM 530 Interpersonal/Organizational Tensions: A Communication Perspective [3] Course is designed to explore connections between interpersonal and organizational contexts. Topics include superior-subordinate communication, interpersonal relationships in the workplace, the role of communication in sexual harassment, communicating in a diverse workplace, workplace effects on family interaction and relations, and interpersonal communication about organizational policies. Prerequisite: Graduate standing or permission of instructor.

CMM 531 Integrated Communication [3] This course surveys the theory, research, and practice of Integrated Communication (IC). The course provides an overview of theoretical concepts and research. This multidisciplinary course draws material from management, organizational communication, marketing, public relations, and advertising. Topics include the communication mix, promotion and publicity, IC process, and evaluation of IC programs and campaigns. Prerequisite: Graduate standing or permission of instructor.

CMM 532 Managing Integrated Communication [3] This course provides a detailed inspection of the management of integrated communication (IC). The course takes a strategic perspective by focusing on issues of analysis and planning to develop IC solutions. Topics include theoretical perspectives on IC, managing the research and planning processes of IC, management of the communication mix, development of promotional strategy, IC campaign management, and managing in a competitive environment. Prerequisite: CMM 531 or permission of instructor.

CMM 540 Communication Law [3] History, development, and current trends in communication law are examined. Topics include, but are not limited to, the First Amendment, intellectual

property ownership/rights, defamation, privacy, access to government information, commercial speech, and telecommunication regulation. Examination of the ways in which communication law and policy are developed and of how they limit and empower who can say what to whom. Topics relate to our roles as citizens, employers, employees, and journalists or other media professionals, and include a wide range of traditional and emerging communication technologies. Prerequisites: CMM 240 and graduate standing, or permission of instructor.

CMM 555W Evaluating Corporate Communication [3] This course introduces students to the methods, techniques, and practice in evaluating the effectiveness of corporate communication. Prerequisites: CMM 240 or CMM 520 or media experience, and graduate standing; or permission of instructor. (Writing-intensive course)

CMM 562 Media Criticism [3] Analysis of internal and external influences in American mass media industries to develop understanding of current media practices, content, and regulations. Examples of television, print, and film content to be viewed and analyzed. Prerequisite: Graduate standing or permission of instructor.

CMM 572 Community and Alternative Media [3] The course examines and analyzes how alternative and minority communities within mainstream society have found their voice and expressed it through their own media, such as community and alternative newspapers, magazines, newsletters, television and cable stations, radio, and new technologies. Some of the communities to be studied include women, African Americans, Hispanics, Native Americans, immigrants, gays and lesbians, and alternative political groups. Prerequisite: Graduate standing or permission of instructor.

CMM 582 Special Studies in Integrated Communication [3] A variable topic seminar focusing on new topics and issues in the fields of advertising and public relations. Prerequisite: Graduate standing or permission of instructor.

CMM 583 Special Studies in Media [3] A seminar with topics that vary each term and address timely and important issues in the field of media. Prerequisite: Graduate standing or permission of instructor.

CMM 590, 591, 592, 593, 595 Special Topics/Graduate [3] Organized class or individual instruction in topics relevant to communication study for the advanced undergraduate or gradu-

ate student. Topics vary according to student needs and new developments in the field. Some courses recently taught under this designation include Computer-Mediated Communication and Relationships, Teams and Team Work, Popular Culture, Gender in Communication and Culture, and Creating a Positive Brand Image. Prerequisite: Graduate standing or permission of instructor.

CMM 620 Special Topics in Organizational Communication [3] A variable topic seminar that will focus in depth on topics such as applied organizational communication, communication in organizations employing scientists and engineers, women managers as organizational communicators, and decision making in organizations. Prerequisites: CMM 520 and graduate standing, or permission of instructor.

CMM 640 Media Processes and Effects [3] Course provides an exposure to existing body of research concerning media effects and formal properties of media organizations. Initial portion of the course is concerned with support for the major theoretical positions in the field, while the latter part addresses questions concerning the future of mass communication research. Original research in media effects is a course requirement. Prerequisite: Graduate standing or permission of instructor.

CMM 645 Multimedia Production [3] In this class students will be introduced to the basic concepts, design, programming, and production skills necessary for the creation of multimedia products for use in the field of communication. The lab projects will be in relevant software used for presentations, digital image and video manipulation, animation and Web design. Prerequisite: Graduate communication major or permission of instructor.

CMM 650 Seminar in Communication [3] A survey of the major approaches to communication inquiry, including in-depth study of the major assumptions that underlie contemporary research in communication. The focus of the course is on the range and scope of communication research. Required of all graduate students for the Master of Arts in Communication program. Prerequisite: Graduate standing or permission of instructor.

CMM 655 Communication Research Methods [3] An introduction to communication research design and methods. This course introduces students to various qualitative and quantitative approaches to the study of communication. Required of all graduate students

for the Master of Arts in Communication program. Prerequisite: Graduate standing or permission of instructor.

CMM 790 Thesis Preparation [3] Research preparation for thesis. Prerequisite: Graduate standing or permission of instructor.

CMM 791 Thesis [3] Completion of thesis. Prerequisites: CMM 790 and graduate standing, or permission of instructor.

CMM 890, 891 Independent Research [3, 3] Directed independent project. Prerequisite: Graduate standing or permission of instructor.

Judaic Studies

JS 500 Bible and Archaeology [3] This course provides an intensive discussion of both the literature of the Hebrew Bible and its relation to history. It utilizes contemporary scholarship as well as primary sources and allows each student to undertake careful research on a pertinent topic. It covers the biblical periods from the Patriarchal times to the close of the period of the Prophets and evaluates biblical events in the context of the history of the ancient Near East using evidence supplied by archaeology and inscriptions. Prerequisite: Bachelor's degree or permission of instructor.

JS 590 Special Topics in Judaic Studies [1–6] Organized class or individual instruction in topics relevant to Judaic studies for the advanced undergraduate or graduate student. Topics vary according to student needs and new developments in the field. Prerequisite: Bachelor's degree or permission of instructor.

JS 595 Contemporary Studies in Jewish Civilization [3] A series of semester-long courses that examine a variety of historical, literary, cultural, legal, and scientific issues in the critical study of Jewish civilization. Prerequisite: Bachelor's degree or permission of instructor.

JS 690 Special Topics in Judaic Studies [1–6] Organized class or individual instruction in topics relevant to Judaic studies for the graduate student. Topics vary according to student needs and new developments in the field. Prerequisite: Bachelor's degree or permission of instructor.

These courses may be used as part of the University of Connecticut's Master of Arts in Judaic Studies. For more information, call 860.768.4964.

Psychology

Professors Crespi, Friedlander (*emeritus*), Kahn (*emeritus*), Komisar (*emeritus*), Mathews (*emeritus*), McCloskey, Powell, Singer (*emeritus*), Wahl, Wallace (*emeritus*)
Associate Professors Black, Brayer (*emeritus*), Christensen (*Director, Master's Program in General Psychology; Director, All-University Curriculum*), Dale, Leve (*Director, Master's Program in Clinical Practices*), Matacin (*Director, Undergraduate Program*), Milling (*Associate Director, Master's Program in Clinical Practices*), Pearlman (*emerita*), Politikos (*Director, Master's Program in School Psychology*), Schloss (*emeritus*)
Assistant Professors Clark (*Director, Master's Program in Organizational Psychology*), DiCello (*Associate Director, Graduate Institute of Professional Psychology*), LaFramboise, Neace, Nicklin, Pidano, Weiss
Administrative Faculty Mehm (*Director, Graduate Institute of Professional Psychology*)
Affiliate Faculty Dell, Fagbemi, Marino, Schroeder, Stillson

Master of Arts

Clinical Practices in Psychology
General Psychology

Master of Science

Organizational Psychology
School Psychology
Sixth-Year/Certification Program

Doctor of Psychology (Psy.D.)

Clinical Psychology

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, including Summerterm classes, leading to the Master of Arts. This program enables students to become sensitive to diverse clinical problems and to be aware of the various approaches that can lead to their resolution. Students become thoroughly familiar with psychological and

behavioral assessment, as well as methods of intervention, such as individual and group psychotherapy, family therapy, and cognitive behavior therapy. 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 psychologists within institutions and the community is facilitated.

While students learn to evaluate critically 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.

During the entire second year of training, students continue to develop their clinical skills in an external practicum setting. In addition to formal course work, 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. The University's 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 clinical licensed psychologist. Students may consult the program director or the state licensing board for specific regulations and courses for the professional counselor license.

Although the 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 in the course requirements below, 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)

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 non-academic 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 program director.

Admission Requirements

A completed application for consideration for admission consists of

1. transcripts of all past educational experiences and documentation of the award of the bachelor's degree from a regionally accredited institution of higher education;
2. an overall undergraduate grade average of B or higher (in rare instances, the requirement of an undergraduate average of B or higher may be waived by the admissions committee with evidence of above-average ability);
3. an undergraduate major or concentration in psychology*;
4. official scores for the General Aptitude (Verbal, Quantitative, Analytic) and the GRE Subject Test in Psychology;

5. a personal statement of academic objectives and professional goals; and
6. three letters of reference, preferably by psychologists, evaluating academic abilities and fieldwork experience.

Transfer Credit

With the approval of the program director, students may transfer up to 6 credits of course work that are applicable to the program requirements.

GENERAL PSYCHOLOGY PROGRAM

Master of Arts (33 credits)

General Psychology is a 33-credit-hour program that provides

- a strong foundation for students who intend to continue their graduate work in any area of psychology,
- solid training for students who wish to obtain a master's degree and apply their acquired skills and knowledge in various work settings, and
- an opportunity for non-psychologist professionals who wish to become more knowledgeable about the application of psychology to their professional interests.

The program is designed to provide well-rounded master's-level training. It accomplishes this with a core of five courses providing a strong foundation in the methods and content of psychology.

In addition to these core courses, the program allows students to develop their training in one or more specialties that they might envision as a professional goal. It accomplishes this by providing the opportunity to take four additional courses from the field of psychology that best match individual educational and professional interests. Some students have taken this opportunity to "test the waters" of many different specialties, while others have chosen to specialize in one or more specific areas, such as biopsychology, industrial-organizational psychology, health psychology, and quantitative methods. The program believes this combina-

*An undergraduate concentration in psychology, including courses in introductory psychology, statistics, tests and measurements, abnormal psychology, history and systems, and experimental psychology, is desirable. All applicants will be considered on their individual merit, and a personal interview may be required. Applicants who do not meet specific academic requirements but who give evidence of outstanding practical experience or skills will be considered and may be required to remediate specific deficiencies.

tion of a strong foundation and flexible electives best prepares students to continue on for doctoral work in any specialty area of psychology.

Finally, students in the General Psychology program may choose between the thesis track option and the applied track option. The thesis track involves conducting an independent research project and should be seriously considered by students who intend to pursue doctoral work. The applied track involves supervised practical experience in an organization or agency and should be considered by those students who wish to incorporate more practical experience in their program.

Degree Requirements

All students must satisfactorily complete a minimum of 33 credits with a grade point average of at least 3.0 in the course requirements below, and should have no more than two grades below B-. A student who has more than two grades below B- will be dismissed from the program.

Core Courses (five required/15 credits)

PSY 510 Experimental Design

PSY 581 Advanced Research Methods

And three additional courses from these four choices:

PSY 520 Learning: Principles, Theories, and Applications

PSY 521 Physiological Psychology

PSY 552 Social Psychology

PSY 560 Life Span Development

Electives (four required/12 credits)

Thesis or Practica (two required/6 credits)

PSY 685 and 686 M.A. Thesis

or PSY 657 and 658 Practicum

Admission Requirements

A completed application for consideration for admission consists of

1. transcripts of all past educational experiences and documentation of the award of the bachelor's degree from a regionally-accredited institution of higher education;
2. an overall undergraduate grade average of B;
3. an undergraduate major or concentration in psychology*;
4. official scores for the General Aptitude (Verbal, Quantitative, Analytic) and the GRE Subject Test in Psychology;
5. a personal statement of academic objectives and professional goals; and
6. three letters of reference, evaluating academic abilities and fieldwork experience.

Transfer Credit

With the approval of the program director, students may transfer up to 6 credits of course work that are applicable to the program requirements.

Accelerated Master of Arts in General Psychology

The purpose of this program is to enable University of Hartford students to complete both a Bachelor of Arts and a Master of Arts in General Psychology in five years. This program is designed for exceptional undergraduate students 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 general psychology.

In order to qualify for the program, 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 must apply by April 1 of their junior year. These students will complete the standard application for graduate study, including three letters of recommendation (two of which must come from the faculty in the University of Hartford Department of Psychology). The General Psychology Admissions Committee will review the applications. Students will be informed of the department's decision by the end of the semester.

If given provisional acceptance to the Master of Arts program, students would become eligible to take 9 credits of course work in psychology that would be applied to both the 36 credits required for the B.A. in psychology and to the 33 credits needed for the M.A. in general psychology. Thus, 9 credits of PSY 5XX would be substituted for undergraduate electives. These credits would be completed during the summer between the junior and senior years and/or during the regular semesters of the senior year.

When the student completes the B.A. in psychology and has received a grade of B or better in each of the 9 credits of graduate course work, the student will be accepted as a matriculated student in the Masters of Arts program. The student would need 24 additional credits in graduate course work for the completion of the M.A.

*Applicants who do not meet specific academic requirements but who give evidence of outstanding practical experience or skills will be considered and may be required to ameliorate specific deficiencies (e.g., by taking certain background courses).

Interested students should contact the director of the General Psychology program in the Department of Psychology.

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 practicum opportunities 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 in the Department of Psychology is a 36-credit program: five required courses (15 credits), including either a capstone project or an internship; at least five electives in organizational studies (15–21 credits); and no more than two electives in general psychology (6 credits). 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.

Core Courses (two required/6 credits)
PSY 535 Introduction to Industrial/Organizational Psychology

PSY 555 Personnel Psychology

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 may be applied toward the degree/0–6 credits)

PSY 500 Contemporary Issues in Psychology

PSY 520 Learning: Principles, Theories, and

Applications

PSY 521 Physiological Psychology

PSY 523 Health Psychology

PSY 525 Multicultural Issues

PSY 552 Social Psychology

PSY 557 Stress: Causes, Consequences, and Management

PSY 560 Life-Span Development

Admission Requirements

A completed application for consideration for admission consists of

1. transcripts of all past education experiences and documentation of the award of the bachelor's degree from a regionally accredited institution of higher education;

2. an overall undergraduate grade average of B or higher;
3. an undergraduate major or concentration in an appropriate area, such as psychology, economics, business, sociology, or communication*;
4. a personal statement of academic objectives and professional goals; and
5. three letters of reference evaluating educational and/or work experience.

Transfer Credit

With the approval of the program director, graduate students may transfer up to 6 credits of course work that are applicable to the program requirements.

SCHOOL PSYCHOLOGY PROGRAM

M.S. Degree—Major: School Psychology with Clinical Child Counseling Specialization (30 credits)

Post-M.S. Sixth-Year Certificate/Certification (36 credits)

The School Psychology program is an integrated, 66-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 National Council for the Accreditation of Teacher Education partnership (NASP/NCATE).

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.

*Applicants who do not meet specific academic requirements but who give evidence of outstanding practical experience or skills will be considered and may be required to ameliorate specific deficiencies (e.g., by taking certain background courses).

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 complemented by a weekly University professional group supervision component.
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 66-credit program of study. The M.S. degree, earned en 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.

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

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 36 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.

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

Elective (one elective/3 credits)

Students should plan to choose, in consultation with their major advisor, an appropriate elective. While this may be selected from appropriate departments throughout the University, it is expected that students will generally choose a course designed to complement and strengthen those areas identified during their training.

A maximum of one independent study course may be utilized for a single elective class offered in the program. Any student desiring to complete an independent study for an elective should discuss this issue with the major advisor early in the program and complete a written contract prior to enrolling in the class.

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.

Admission Requirements

A completed application for consideration for admission consists of

1. transcripts of all past educational experiences and documentation of the award of the bachelor's degree from a regionally accredited institution of higher education;
2. an overall undergraduate grade average of B;
3. an undergraduate major or concentration in psychology*;
4. official scores for the General Aptitude (Verbal, Quantitative, Analytic) and the GRE Subject Test in Psychology
5. a personal statement of academic objectives and professional goals; and
6. three letters of reference, preferably by three psychologists, evaluating academic abilities and fieldwork experience.

Transfer Credit

With the approval of the program director, students may transfer up to 6 credits of course work that are applicable to the program requirements.

Praxis I Computer-Based Tests (CBT): Academic Skills

Assessments for Prospective Teachers

For the Praxis I Computer-Based Tests and the Praxis I waiver, see page 99.

*Students may be admitted to the program from a variety of previous academic and experiential backgrounds. It is expected, however, that an appropriate amount of psychological course work will be either presented upon admission or taken during the beginning phases of training. The faculty reserves the right to require specific background courses to be taken without being directly applicable to the certification of academic degree requirements.

DOCTOR OF PSYCHOLOGY PROGRAM (PSY.D.) Required credits [96]

The Doctor of Psychology program leads to the Doctor of Psychology (Psy.D.) in Clinical Psychology. This program is accredited by the American Psychological Association (APA). For further information about accreditation status, contact the APA Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242; 202.336.5979. The goals of the Psy.D. program are to develop competent clinical psychologists who are skilled in the delivery of direct services; who are respected in consultation to applied agencies; who are knowledgeable of current empirical and theoretical developments; who are capable of critically evaluating clinical services; who function in an ethical, compassionate, and self-aware manner; and who are able to assume leadership positions in mental health delivery systems.

The Psy.D. program is designed as a full-time program of study, including three years of course work, each of which consists of a fall semester, a spring semester, and a summer term. A yearlong full-time or a two-year half-time internship and a dissertation are also required. The program follows the *Practitioner/Scholar* training model and places emphasis on preparation for productive careers as professionals in clinical settings. Course work and supervised practical experiences provide skills in assessment of behavior, personality, and intellectual functioning and in intervention with children, adults, couples, families, and groups to enhance their functioning and satisfaction.

The program also offers a *Child and Adolescent* proficiency track within the program's current curriculum and structure. In addition to a core curriculum—which includes courses in clinical child development, child psychotherapy, and clinical aspects of adolescence—the track allows students to have specific practicum experience in child and adolescent work. The goal of the track is to provide students with an opportunity to develop not only a broad theoretical foundation but also strong therapeutic, assessment, and program development skills in working with this specialized population.

As a community, the program is committed to affirming diversity in all of its aspects. As a member of the National Council of Schools and Programs of Professional Psychology (NCSPP), the doctoral program endorses and subscribes to

NCSPP's resolutions and guidelines concerning standards, curriculum, and diversity in the preparation of professional psychologists and makes every effort to incorporate them in its program.

The *Practitioner* aspect of this program integrates supervised clinical experience with ethical issues, professional affairs, and interprofessional relations training in self-awareness, capacity to form a therapeutic relationship, and use of self as a professional. Students are expected to maintain membership and active participation in national and local professional organizations and to conduct themselves in accordance with accepted professional and ethical standards.

In support of the development of clinical skills, practicum experiences are integrated with academic and applied course work during the student's second and third program years. Practicum placements are made on the basis of the student's career aspirations and skill level, which are enhanced by consideration of diversity in the context of clinical work and by exposure to different clinical populations in a variety of clinical settings under the supervision of doctoral-level psychologists.

Professional Practice Seminar (second year) and Case Conference Seminar (third year) provide weekly opportunities for students to share and explore, together with an experienced faculty member, their experiences in practica and to receive additional supervision on their clinical work. These seminars foster professional socialization in the broadest sense of the term. The Psy.D. program is continually expanding the depth and breadth of practicum experiences available to doctoral students.

Practicum training and academic course work prepare advanced graduate students for their clinical internships, which are taken in the fourth or fifth year. Students must have successfully defended a dissertation proposal prior to submitting applications for internship. Students have been successful in national competition for internships accredited by the American Psychological Association.

While the *Practitioner* component of this *Practitioner/Scholar* program is emphasized, it is complemented by the development of the ability to evaluate qualitatively and quantitatively the efficacy of one's own clinical interventions, the validity of various assessment tools, and the contemporary clinical literature in general. This *Scholar* component of the *Practitioner/Scholar* training is intended to support

productive careers as practitioners and leaders in clinical settings.

The *Scholar* aspect of the program includes didactic instruction and practical experience in applied research issues. Research methods that support careers as professionals include program evaluation techniques, case studies, theoretical analyses, field experiments, and quasi-experimental designs with clinical populations in clinical settings. These are skills that contribute to effective performance as leaders in mental health delivery systems. Consistent with the *Practitioner/Scholar* goals, students write a doctoral dissertation on a clinically relevant topic, using appropriate quantitative or qualitative methods and demonstrating the capacity for doctoral-level scholarship.

Degree Requirements

The following degree requirements have been approved by the program and the University. The University reserves the right at any time to make whatever changes are deemed necessary. These requirements apply to students who enter the program in 2011 and beyond.

Foundation courses in the areas of individual differences, social bases of behavior, cognitive-affective bases of behavior, and biological bases of behavior complement training in clinical intervention, assessment, and research. Course work requirements include the following:

Assessment Methods

(Three courses required/9 credits)

CPS 613 Psychological Assessment I [3]

CPS 614 Psychological Assessment II [3]

CPS 615 Psychological Assessment III [3]

Basic Treatment Methods

(Three courses required/9 credits)

CPS 611 Individual Psychotherapy [3]

CPS 800 Advanced Seminar: Systems Theory and Family Therapy [3]

CPS 810 Group Theory and Practice [3]

Professional Seminars in Clinical Psychology

(Nine courses required/23 credits)

CPS 616-617 Professional Practice Seminar I-II [3-3]

CPS 670 Consultation in Health Delivery Systems: Case Perspectives [1]

CPS 671 Consultation in Health Delivery Systems: Systems Perspectives [1]

CPS 740-741 Case Conference Seminar I-II [3-3]

CPS 849 Professional Seminar: Diversity [3]

CPS 850 Professional Seminar: Ethics [3]

PSY 554 Community Psychology [3]

Doctoral Dissertation (3 credits required)

CPS 852 Dissertation Seminar [3]

Psychological Foundations

(Eight courses required/22 credits):

a. Biological Bases of Behavior

PSY 521 Physiological Psychology [3]

b. CPS 668 Psychopharmacology [1]

c. Individual Differences (9 credits)

CPS 666 Advanced Psychopathology [3]

PSY 553 Clinical Child Developmental Psychology [3]

PSY 569 Theories of Personality [3]

d. Cognitive-Affective Bases of Behavior

PSY 620 Cognitive-Affective Bases of Behavior [3]

e. Social Bases of Behavior

PSY 552 Social Psychology [3]

f. History and Systems

CPS 851 Professional Seminar: History and Systems [3]

Statistics and Experimental Design

(Two courses required/6 credits)

PSY 510 Experimental Design [3]

CPS 665 Advanced Research Design in Clinical Psychology [3]

Practicum (12 credits)

CPS 651-652 Psy.D. Practicum I-II [3-3]

CPS 751-752 Psy.D. Practicum III-IV [3-3]

Predocutorial Internship

CPS 080 Predocutorial Internship [0]

CPS 081 Predocutorial Internship [0]

CPS 082 Predocutorial Internship [0]

Electives (12 credits)

The program offers a variety of other courses, primarily clinically oriented, from which the student may choose; at least three of these must be 3-credit courses/seminars. Such courses include the following:

PSY 669 Child Psychotherapy [3]

PSY 737 Introduction to Clinical

Neuropsychology [3]

CPS 602 Independent Study [3]

CPS 619 Clinical Issues in Health

Psychology [3]

CPS 625 Gender and Sexuality Issues in Clinical Psychology [3]

CPS 639 Advanced Cognitive/Behavioral Therapies [3]

CPS 667 Advanced Seminar in Brief Therapy [3]

CPS 681 Contemporary Issues in Clinical Psychology [3]

CPS 695 Contemporary Psychoanalytic Theories [3]

- CPS 690-694 Special Topics in Clinical Psychology [3]
- CPS 715 Clinical Interventions with Adolescents [3]
- CPS 760 Forensic Psychology [3]
- CPS 762 Substance Abuse, Theory, and Interventions [3]
- CPS 811 Advanced Group Therapy [3]
- CPS 830 Foundations of Behavior Change [3]

The program also offers 1-credit courses/workshops, including

- CPS 602 Independent Study (1)
- CPS 612 Intake and Treatment Planning [1]
- CPS 669 Writing Workshop (1)

Other elective courses are developed in relation to student interests, faculty availability, and developments in the field.

General Requirements

1. The program requires a total of 96 credits for the doctoral degree, distributed as follows:
 - 81 credits for academic and applied course work
 - 12 credits for four semesters of practica
 - 3 credits for the Dissertation Seminar
 - 96 *total credits*
2. All students must satisfactorily complete a minimum of 96 credits with at least a B average, no more than two grades below B, and no grade below C.
3. The program requires the satisfactory completion of a full-time/full-year or half-time/two-year clinical internship in an approved setting.
4. All requirements must be completed within seven years after matriculation into the program.
5. The program requires all students to have Professional Liability Insurance (arranged individually by each student).

Qualifying Examination

The Qualifying Examination is designed to assess attainment of psychological attitudes, knowledge, and skills related to professional practice, achievement of doctoral-level scholarship, and readiness to assume additional clinical responsibility.

The student prepares a clinical work sample, including evidence of therapeutic skills, for evaluation by two faculty readers.

The Qualifying Examination includes three components:

- Theoretical Component

- Clinical Component, which includes the write-up of a treatment case
- Oral Examination

For the Theoretical Component, the student writes an essay of clinical relevance to the Clinical Component of the Qualifying Examination.

The Qualifying Examination is generally taken during the second year of course work. The Clinical Component and oral exam must be passed, or the student will enter the second year of practicum with provisional status. If any part of the Qualifying Examination is failed, the student will have an opportunity to retake that part of the examination. A second failure will result in dismissal from the program.

Admission Requirements

Completed applications received before the December 15 deadline will be given first consideration for positions in the September entering class. A completed application for consideration for admission consists of the following information:

1. A bachelor's degree from an accredited institution of higher education
2. Official transcripts of all previous course work showing
 - a. Concentration in psychology courses, including statistics, research methods, and tests and measurements
 - b. Degrees received
3. Official scores on the General Aptitude sections (Verbal/Quantitative/Analytic) and the Advanced section (Psychology) of the Graduate Record Examination taken within the past five years. An application will not be considered without GRE scores. Preference will be given to applicants whose grades and GRE scores exceed the following:
 - a. Overall grade point average of 3.0
 - b. Psychology grade point average of 3.25
 - c. GRE Verbal of 550
 - d. GRE Quantitative of 550
 - e. GRE Psychology of 550
4. A personal statement of academic objectives and professional goals
5. At least three letters of reference, preferably written by psychologists, evaluating academic performance, field experience, and research experience
6. A personal interview
7. Vita
8. Letter of intent

We also realize that for some applicants, GRE scores are not the best measure of their potential as doctoral-level psychologists. For this reason, applicants' complete portfolios are reviewed by the Psy.D. Admissions Committee.

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 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 healthcare 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.

PSY 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 Studies 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 pro-social 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 is placed on various theoretical approaches 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 yearlong 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. Students develop skills in such areas as human resource management, training, and selection with local private and public organizations. Specific duties for students are determined in consultation with the program director and internship supervisor. Prerequisite: Permission of program director.

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 685-686 Thesis [3-3] Directed independent research. Prerequisite: Permission of department chair.

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 Northamerican Association for Masters in Psychology, and the American Counseling Association. Corequisite: 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. Corequisite: 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 754 Integration and Application of Research Data [3] The student will prepare a major paper in which the didactic course material taken in the program will be integrated and related to the individual student's clinical work. By arrangement.

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 program.

CPS 080, 081, 082 Predoctoral Internship [0, 0, 0] A student doing the required one-year predoctoral internship must enroll in this noncredit course for administrative purposes. Prerequisites: Psy.D. candidacy and acceptance in an approved predoctoral internship.

CPS 090-091-092 Dissertation Continuance [0] Continued preparation of the doctoral dissertation under the supervision of a dissertation committee.

CPS 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.

CPS 611 Individual Psychotherapy [3] In this introductory course in the art and science of psychotherapy, various models of intervention are discussed. Emphasis is on the psychodynamic, existential, and contemporary approaches. Empirically supported treatments are covered.

CPS 612 Intake and Treatment Planning [1] This course focuses on some of the initial practical skills necessary for operating effectively in a mental health facility. Prerequisite: CPS 611.

CPS 613 Psychological Assessment I [3] This initial assessment course covers principles of test construction, reliability, and validity; the standard error of measurement; item analysis; and the concept and use of factor analysis. In addition, discussion focuses on the establishment of rapport, principles of assessment and test administration, and the ethics of assessment. Students learn the administration scoring, and interpretation of individual intelligence tests

and are introduced to objective and actuarial techniques of personality assessment. Laboratory fee.

CPS 614 Psychological Assessment II [3] This second segment of the assessment sequence provides students with an understanding of advanced testing procedures and interpretation of cognitive and personality assessment techniques. Students continue to further skills acquired in CPS 613 and learn new skills, including the administration and scoring of the Rorschach. In addition, students learn other types of clinical assessment, including the use of demographic information, the role of clinical interviews and history taking, the development of behavioral base rates, and the use of other behavior assessment techniques. Prerequisite: CPS 613. Laboratory fee.

CPS 615 Psychological Assessment III [3] This final segment of the assessment sequence provides students with the skill necessary for the synthesis and integration of assessment data. Students learn how to formulate and refine referral questions, to select tests included in a test battery and other assessment procedures, and to communicate assessment results via written reports that can be used by various professionals and lay people. In addition, students focus on clinical interpretation of the Rorschach and are exposed to special assessment techniques. Prerequisite: CPS 614. Laboratory fee.

CPS 616-617 Professional Practice Seminar I-II [3-3] This seminar is taken in conjunction with CPS 651-652. Its focus is the evaluation and development of student clinical competencies in mental health service delivery. The format is small group with faculty leadership. The goal of the seminar is the integration of theoretical understanding with clinical practice. It is designed to provide an intensive, clinically focused learning experience. Certain sections of this course are designated as child sections. In addition to covering the preceding material, focus is on clinical issues when working with children and adolescents and their families. Prerequisites: Second-year status in program or permission from instructor. Students in a child section must be matriculated in the Child and Adolescent proficiency track or have permission from the program director.

CPS 619 Clinical Issues in Health Psychology [3] A study of psychological and social sequelae of illnesses such as cancer and AIDS, and the role of psychologists in providing clinical assessments and psychotherapy in medical

settings. Topics include identifying and treating medical patients at greatest risk for major psychological complications; pain assessment and treatment; death and bereavement; cross-cultural models of illness and healing; and the roles of meaning, identity, social support, and spirituality for those with advanced illnesses. Prerequisite: Third-year class standing or permission of the program director.

CPS 625 Gender and Sexuality Issues in Clinical Psychology [3] Gender and sexuality issues are common concerns, both expressed and unexpressed, in psychotherapy. The intent of this course is to familiarize the clinician with gender and sexuality issues by examining the following: (1) the concept of gender through current and controversial theories on gender, gender expression, and identity development; (2) sexual orientation issues and gender/sexual socialization; and (3) transgressive gender identity. Included also is exploration of current sexual norms and values, with implications for constructed sexualities as well as treatment issues and interventions.

CPS 639 Advanced Cognitive and Behavioral Therapies [3] Treatment based on the foundations of learning and cognitive theories is explored, and techniques derived from these theories are thoroughly examined. Practical application of these techniques is discussed. Behavioral assessment techniques are reviewed. Current research findings are considered. Prerequisite: Completion of second-year curriculum or permission from instructor.

CPS 651-652 Psy.D. Practicum I-II [3-3] The practicum provides applied experiences in clinical-service activities to clinical populations. Assessment, intervention, and consultation activities are conducted under the supervision of doctoral-level clinical psychologists in local professional agencies. For students in the Child and Adolescent proficiency track, CPS 651-652 or CPS 751-752 must be performed in a practicum site that serves children, adolescents, and/or families.

CPS 665 Advanced Research Design in Clinical Psychology [3] Research designs (randomized groups, correlated groups, mixed, single subject, and quasi-experimental) are examined in detail through written critiques of published research studies. Types of research (*ex post facto*, laboratory experiments, field experiments and studies, and surveys) and methods of observation and data collection (interview and interview schedules, objective tests and scales,

projective methods and content analysis, observation of behavior, semantic differential and Q methodology, and psychophysiological methods) are reviewed in detail. Consideration is also given to sex and gender issues and legal and ethical issues in clinical research. Prerequisite: PSY 510 or its equivalent.

CPS 666 Advanced Psychopathology [3] Psychological, behavioral, and organic disorders are examined, with an emphasis on theoretical perspectives (analytic/dynamic, behavioral, existential/humanistic, biological, and socio-cultural). Diagnostic classification systems are reviewed in detail, and the making of differential diagnoses is stressed. Treatment implications and current research findings are considered. Certain sections of this course are designated as child sections. In addition to covering the preceding material, more in-depth attention is paid to the *DSM-IV-TR*'s Disorders First Diagnosed in Infancy, Childhood, or Adolescence and other relevant issues when working with psychopathology in children, adolescents, and their families. Prerequisite: Students in child section must be matriculated in the Child and Adolescent proficiency track or have permission from the program director.

CPS 667 Advanced Seminar in Brief Therapy [3] This course focuses on the practice and philosophy of brief psychotherapy, which is rapidly becoming the dominant form of therapeutic intervention today. Such modalities as psychodynamic, existential, cognitive-behavioral, family, systemic, self-psychological, and constructivist are explored and various applications in particular contexts examined. Prerequisite: Third-year class standing or permission of the program director.

CPS 668 Psychopharmacology [1] An introduction to the basic physiological mechanisms involved with the use of psychotropic medications. Descriptions of the effects of commonly prescribed medications, guidelines for their use, side effects, and guidelines for their recommendations and appropriate referral to prescribing physicians are offered. Prerequisite: PSY 521.

CPS 669 Writing Workshop [1] This course familiarizes students with the technical aspects of writing in psychology as presented in the *Publication Manual of the American Psychological Association* (APA, 2010). It includes information on editing, syntax/grammar, and writing in nonsexist language. Participants also learn about the essentials of an introduction

and literature review, with special emphasis on using sources effectively.

CPS 670 Consultation in Health Delivery Systems: Case Perspectives [1] This course introduces psychology students to the emerging field of collaboration between mental-health and physical-health providers, and identifies ways that psychologists can incorporate principles of collaborative care into their ongoing work with families. Through readings, lectures, case examples, and discussion, students learn skills for working with families with medical crises and learn principles of collaboration. Highlighting barriers and facultative resources, students integrate collaborative skills in their practicum settings and consider how to facilitate collaboration with other professionals in all clinical contexts. Prerequisite: Second-year matriculated status in doctoral program or permission from instructor.

CPS 671 Systems Consultation in Health Delivery Systems: Systems Perspectives [1] This course focuses on mental health agencies as systems and addresses ways of understanding them as such and promoting their effectiveness. Prerequisites: Completion of CPS 670 and third-year class standing, or permission of program director.

CPS 681 Contemporary Issues in Clinical Psychology [3] A series of semester-long courses, offered periodically, that examines the critical parameters in a variety of clinical content areas. Topics include such areas of concern as substance abuse and treatment; adolescent development and psychopathology; the treatment of violence, trauma, neglect, and abuse; the treatment of borderline personality disorders; narcissism: development and treatment; constructivist psychotherapy; postmodern approaches to treatment. Prerequisite: Third-year class standing or permission of program director.

CPS 690-694 Special Topics in Clinical Psychology [3] Selected topics in clinical psychology, varying from year to year in accordance with the needs of the curriculum and the availability of specialists in such topics.

CPS 695 Contemporary Psychoanalytic Theories [3] An integration and comprehensive overview of major contemporary psychoanalytic theories since 1940. Post-Freudian views are discussed, including the major developments in ego-psychology, self-psychology, and object-relations theories. Applications to clinical work and psychotherapy are included, as well as

implications of these theories to recent developments in feminism, systems theories, and infant psychology. Prerequisite: Third-year class standing or permission of program director.

CPS 710 Advanced Issues in Child Assessment [3] Students in this course gain an understanding of the most popular instruments used in assessment of children and adolescents. They learn assessment procedures and processes used to identify behavioral and psychological issues, as well as developmental delays, learning disabilities and neurological impairments. Special attention is paid to the assessment and evaluation of culturally diverse children. Prerequisites: Satisfactory completion of PA I, II, and III. Matriculation into the Child and Adolescent proficiency track or permission from instructor.

CPS 715 Clinical Interventions with Adolescents [3] The intent of this course is to provide students with a strong background in both theory and clinical practice with adolescents. Topics include some of the major psychological theories of adolescent development, the biological contexts of adolescence, adolescent values and identity, adolescent relationships, evidence-based practice, and the unique clinical treatment issues and techniques for this population. Prerequisite: Third-year matriculation in the Child and Adolescent proficiency track or permission from the instructor.

CPS 720 Programmatic Interventions with Children and Adolescents [3] The purpose of this course is to introduce students to various systems that may have an influence on the life of a child or adolescent and/or the family. Students learn the functions of diverse child agencies and systems and how these organizations both interface and contrast with one another. Prerequisites: Students must be matriculated in the Child and Adolescent proficiency track or have permission from the instructor.

CPS 725 Clinical Foundations [3] This course focuses on the development of fundamental interview and psychotherapy skills through reading, discussion, observation, practice, and feedback. Ethical principles, legal issues, and crisis intervention are also covered. Prerequisite: Enrollment in the Psy.D. program.

CPS 740-741 Case Conference Seminar I-II [3-3] This third-year seminar sequence is designed for intensive clinical supervision in small groups. Students provide case presentations via written reports and case material in audio and audiovisual formats. The purpose of the

seminar is the monitoring and development of student clinical competencies and special proficiencies. This is a companion course to CPS 751-752. Certain sections of the course are designated as child sections. Students in these sections perform their field training at child, adolescent, and/or family sites; the leader of this seminar has special expertise in the assessment and treatment of these populations. Prerequisite: Students in designated child sections must be matriculated into the Child and Adolescent proficiency track or have permission from the instructor.

CPS 750 Integrating Clinical Theory, Practice and Supervision [3] Clinical case studies for which students have the major responsibilities, treatment design, goal setting, and intervention are presented and discussed. The fundamentals and pragmatics of clinical supervision in a variety of field settings are also undertaken with the expectation that students develop supervisory skills. Prerequisite: Third-year class standing or permission of program director.

CPS 751-752 Psy.D. Practicum III-IV [3-3] The practicum provides applied experiences in clinical-service activities to clinical populations. Assessment, intervention, and consultation activities are conducted under the supervision of doctoral-level clinical psychologists in local professional agencies. Prerequisite for CPS 751: Satisfactory completion of Practicum I and II. Prerequisite for CPS 752: Satisfactory completion of Practicum I, II, and III. For students in the Child and Adolescent proficiency track, CPS 651-652 or CPS 751-752 must be performed in a practicum site that serves children, adolescents, and/or families.

CPS 760 Forensic Psychology [3] This course covers the topics of the U.S. court system, legal status of the psychologist, mental-commitment procedures, expert testimony, evaluation techniques in personal injury, emotional damages, child abuse and child custody issues, and consideration of malpractice and ethical problems. Prerequisite: Completion of second-year curriculum or permission of instructor.

CPS 762 Substance Abuse, Theory, and Interventions [3] Integrating contributions from clinical practice and research, this course provides an overview of the use and abuse of drugs and the meaning of addiction. Application of theoretical frameworks to clinical practice are examined. Prerequisite: Third-year class standing or permission of program director.

CPS 800 Advanced Seminar in Systems Theory and Family Therapy [3] Models of family therapy have been replacing individual therapy as the primary treatment method in many agencies and clinical institutions. This seminar explores and compares contemporary family therapy techniques and illustrates how they may be applied to many clinical problems. Theoretical understanding is also emphasized. There may be times when certain sections of this course are designated as child sections. In addition to covering the preceding material, focus is on common issues of treatment when children and adolescents are part of family treatment. Prerequisites: Second-year status in program or permission from instructor. Students in child section must be matriculated in the Child and Adolescent proficiency track or have permission from the instructor.

CPS 810 Group Theory and Practice [3] A comparison of theories and formal models of group therapy and an understanding of the essential aspects of effective group interaction. Experiential and observation methods are employed to study change processes, leadership behavior, alliance formation, conflict resolution, and problem solving of a variety of clinical symptoms.

CPS 811 Advanced Group Therapy [3] This small seminar (8–12 students) builds on basic concepts and skills students gained in the first-year course, Group Theory and Practice, providing advanced group-membership opportunities, leadership opportunities with coaching and demonstrations by the instructor, as well as advanced theoretical considerations. Prerequisites: Third-year class standing and CPS 810 or its equivalent, or permission of program director.

CPS 830 Foundations of Behavior Change [3] Using a small-group seminar format, this course explores the foundations of change, whether brought about by psychodynamic treatment, strategy therapy, or behavioral therapies. The impact of communication and communication models are examined in attempting to determine the nature of change underlying all treatment models as well as spontaneous behavior change. Prerequisites: Advanced graduate standing and permission of program director.

CPS 849 Professional Seminar: Diversity [3] This course addresses ethnicity, race, gender, class, age, ability, sexual orientation, and oppression as they impact mental health and the provision of mental health services. Topics

include psychosocial sources of prejudice; psychotherapy as reflective of cultural values; gender, racial, and ethnic socialization; and self-reflection on one's own background as it influences clinical transactions. This course explores a variety of cultures and populations and discusses issues relevant to the provision of psychological services to members of these groups. Certain sections of this course are designated as child sections. In addition to covering the preceding material, focus is on issues of diversity when working with children and adolescents and their families. Prerequisites: Second-year status in program or permission from instructor. Students in child section must be matriculated in the Child and Adolescent proficiency track or have permission from the instructor.

CPS 850 Professional Seminar: Ethics [3] Professional, ethical, and legal issues related to the practices of clinical psychology and to the psychologist as clinician, consultant, educator, and researcher are critically examined. Issues include control, privacy, privilege, confidentiality and the duty to warn, informed consent, patients' rights, malpractice, the patient-therapist relationship, policing the profession and those prominent in psychological assessment, working with children, group psychotherapy, and marital therapy. Certain sections of this course are designated as child sections. In addition to covering the preceding material, focus is on special ethical and legal issues when working with children and adolescents and their families. Prerequisites: Third-year status in program or permission from instructor. Students in child section must be matriculated in the Child and Adolescent proficiency track or have permission from the instructor.

CPS 851 Professional Seminar: History and Systems of Psychology [3] A historical review studying the origins of and cultural influences on modern psychological thought. The origins and philosophy of science as they form the genesis of particular schools of psychology are reviewed. In addition, psychological theorists are studied, especially in light of their implications to recent developments in psychology.

CPS 852 Dissertation Seminar [3] This seminar helps students to initiate the dissertation process in a small-group format under the guidance of a faculty member as a seminar leader. This seminar seeks to help students choose a dissertation topic and provides students with an

overview of all the steps that must be completed in the dissertation process. Certain sections of this course are designated as child sections. In addition to covering the preceding material, focus is on ethical and methodological considerations when conducting research with children and adolescents and their families. Prerequisites: Second-year status in program or permission from instructor. Students in child section must be matriculated in the Child and Adolescent proficiency track or have permission of instructor.

CPS 853 Dissertation [3] Continued preparation of a scholarly dissertation under the supervision of a departmental advisor and a committee consisting of the advisor and other members. Prerequisites: Admission to doctoral candidacy and permission of program director.

Descriptions of additional newly developed elective courses and seminars may be obtained from the Graduate Institute of Professional Psychology within the Department of Psychology.