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College of Management and Human Service
School of Education and Human Development
Department of Educational and School Psychology

PROGRAM HANDBOOK 2018-2019

MS in Educational Psychology

Concentration in School Psychology

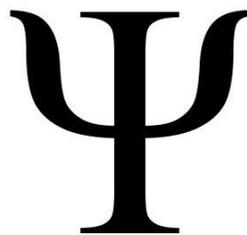


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I. Handbook Introduction

This handbook has been prepared as a resource for students in the University of Southern Maine's (USM's) master's level school psychology program. The content of the handbook includes information about the program's mission and philosophy, the required course of study, student learning goals and objectives, methods of student evaluation, field-placement expectations, and other policies/procedures. It is designed as a tool to guide course planning and clarify expectations for program completion. It also is intended to facilitate understanding of role expectations for both students and faculty advisors.

Students are advised that this handbook does not include all Department, College, and University policies. Students should consult USM's [Graduate Catalog](#) and their faculty advisors for additional information. Students are reminded that consultation with their advisors is essential to planning an individualized program of study.

Students also are advised that all forms referenced within this handbook are available on the ESPY Network on Blackboard. Students should check the ESPY Network regularly for program updates, professional development opportunities, and other resources.

Students are expected to read this handbook in its entirety and sign the form in Appendix A to verify that they have read, understood, and agree to comply with all program requirements, policies, and procedures. Students are expected to abide by the expectations outlined in the handbook in effect during the fall semester of their first year of matriculation in the program.

Questions and comments about this handbook and the program of study are encouraged. Please send your comments directly to the Chair of the Educational and School Psychology Department:

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****Program faculty reserve the right to change the terms of the handbook in any section at any time.***

II. Faculty

Mark W. Steege, Ph.D., BCBA-D, Professor of Educational and School Psychology

Mark earned his Educational Specialist (Ed.S.) degree in School Psychology from the University of Iowa in 1982. Mark worked as a school psychologist with the Grant Wood Area Education Agency in Cedar Rapids, Iowa for four years prior to earning his Doctorate in School Psychology from the University of Iowa in 1986. Mark completed his post-doctoral training as a pediatric psychologist at the Department of Pediatrics within the College of Medicine at the University of Iowa. He has written extensively on functional behavioral assessment, single-subject research methods, and the use of empirically-based interventions for students with developmental and behavioral difficulties. He is certified as a School Psychologist-Doctoral and Board Certified Behavior Analyst-Doctoral and licensed as a psychologist.

Jamie L. Pratt, Psy.D., BCBA-D, Assistant Professor of Educational and School Psychology

Jamie received her Doctorate in School Psychology from the University of Southern Maine in 2010. She has worked with school-aged children in the state of Maine since 2005 and previously served as the Director of Applied Behavior Analysis (ABA) Services for an agency providing early education, special education, day treatment, and home-based services to children with developmental disabilities and emotional-behavioral disorders. Jamie has contributed to several publications on behavior analytic assessment and intervention strategies, and her primary research interest involves the application of these approaches to school-aged children with emotional and behavioral disorders. She is certified as a School Psychologist-Doctoral and Board Certified Behavior Analyst-Doctoral and licensed as a psychologist.

Garry Wickerd, Ph.D., NCSP, BCBA, Assistant Professor of Educational and School Psychology

Garry started his career as a public school teacher in Florida. He taught Latin in Florida and Georgia for six years before returning to school for a Ph.D. in school psychology from the University of South Dakota. He was a LEND graduate trainee for three years through the University of South Dakota's center for disabilities and medical school. His training focused on assessment and intervention for individuals with developmental disabilities with special emphasis on Autism Spectrum Disorder (ASD). After graduate school, Garry worked as a school psychologist and autism consultant in Minnesota for two years. After completing extended coursework in applied behavior analysis, Garry became a Board Certified Behavior Analyst (BCBA) while working as a school psychologist and behavior analyst in California public schools. He has published research on behavioral measurement and academic intervention. He is a state and nationally certified School Psychologist and a Board Certified Behavior Analyst.

Rachel Brown, Ph.D., NCSP, Associate Professor of Educational and School Psychology, Emerita

Rachel received her Ph.D. in School Psychology from the University of Massachusetts, Amherst in 2000. Prior to that, she worked for 10 years as a general and special education teacher in Massachusetts. Rachel's research focuses on intervention-linked assessments using curriculum-based measurement (CBM), problem-solving, and response-to-intervention (RTI) models. She has conducted several studies of silent reading fluency using CBM and is the author and/or editor of several books about effective school-based interventions. She is both certified and licensed as a psychologist.

III. Program Introduction

Program History

In 1989, the University of Southern Maine (USM) developed a program that led to a Master of Science in School Psychology. This program supported professional training for most specialist-level school psychologists who currently practice within the state of Maine, and the last alumnus of the program graduated in 2013. Specialist-level training was then placed on hold to allow development of a doctoral-level program.

In 2017, in response to feedback from stakeholders about shortages of qualified providers in Maine schools, USM reintroduced a specialist-level training program in School Psychology. This redesigned program leads to a Master of Science in Educational Psychology with a Concentration in School Psychology, and it is housed within the Department of Educational and School Psychology, which offers the following degrees and certificates:

- Certificate in Applied Behavior Analysis
- Master of Science (MS) in Educational Psychology with a Concentration in Applied Behavior Analysis
- Master of Science (MS) in Educational Psychology with a Concentration in School Psychology
- Doctor of Psychology (PsyD) in School Psychology

All of these programs are designed to prepare graduate-level professionals to provide evidence-based services to school-aged children.

Program Governance

USM's school psychology program is administratively housed within the Department of Educational and School Psychology (ESPY), which is part of the School of Education and Human Development (SEHD) within the College of Management and Human Service (CMHS). Governance includes the CMHS Dean, the SEHD Associate Dean, and the ESPY Department Chair. Program faculty, with input from a formal advisory board, manage the day-to-day program operations and maintain responsibility for the development and administration of all program procedures, policies, and curriculum.

The advisory board is composed of certified School Psychologists, licensed Psychologists, school administrators, and other stakeholders. Members of the advisory board meet with program faculty at least annually to offer guidance on topics such as program and curriculum development.

Faculty and Staff Roles

Roles of the core PsyD program faculty and staff include the following:

- Dr. Mark Steege
 - Associate Dean
 - Faculty Representative for the Maine Advisory Committee on School Psychologists
- Dr. Jamie Pratt
 - Department Chair
 - Field Placement Coordinator
 - Faculty Representative for the Maine Psychological Association (MePA)
- Dr. Garry Wickerd
 - Assessment Center Coordinator
 - Faculty Representative for the Maine Association of School Psychologists (MASP)
- Peter Witham
 - Administrative Specialist

Highly qualified part-time faculty also deliver instruction for select courses within the program of study. Part-time faculty include the following:

- Dr. Rachel Brown, Ph.D., NCSP
- Dr. Erin Beardsley, Psy.D., NCSP, BCBA-D
- Dr. Rebekah Bickford, Psy.D., NCSP, BCBA-D
- Dr. William Roy, Psy.D., BCBA-D

Program Accreditation

The school psychology program is approved by the Maine Department of Education for the preparation of School Psychologists (093). The University of Southern Maine is accredited by the Institutions of Higher Education of the New England Association of Schools and Colleges.

Professional Credentialing

Graduates of the school psychology program are eligible to apply for two professional credentials. Graduates who seek professional certification are responsible for completing all application requirements independent of the USM program, and graduation from the program does not guarantee professional credentialing.

State Certification as a School Psychologist. Graduates of the program are eligible to apply for state certification as a School Psychologist-Specialist (093) through the Maine Department of Education.

National Certification as a School Psychologist. Graduates of the program are eligible to apply for national certification as a Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists (NASP).

IV. Mission, Philosophy, and Goals of the Program

Program Mission

The mission of the MS in Educational Psychology (School Psychology Concentration) program is to prepare specialist-level school psychologists who provide collaborative, evidence-based school psychology services that help children succeed academically, socially, emotionally, and behaviorally. The program seeks to prepare school psychologists for practice by emphasizing the knowledge and skills endorsed by the National Association of School Psychologists (NASP; see the [*NASP Model for Comprehensive and Integrated School Psychological Services, 2010*](#)).

Program Philosophy

The school psychology program endorses four primary practice models and philosophical approaches:

Evidence-based practice. This is the organizing theme that permeates the training program and defines a best practices approach to service delivery. Within this model, school psychologists utilize assessment methods and interventions that are empirically-based. This means that school psychologists (a) rely exclusively on assessment methods that have been demonstrated to be reliable, valid, and accurate, and (b) endorse and apply only those interventions that have been subjected to scientific analysis and have yielded socially meaningful outcomes.

Problem-solving. School psychologists utilize a collaborative problem-solving approach as the basis for all professional activities. The problem-solving framework is applied to a continuum of services that include assessment, intervention (e.g., consultation, counseling, social skills training, positive behavioral supports), and program evaluation.

Data-based decision-making. School psychologists utilize reliable and valid assessment data to (a) determine students' eligibility for services, (b) design student and systems-level interventions, and (c) monitor students' progress and evaluate program outcomes. Emphasis is placed on the use of criterion-referenced, curriculum-based, and behavioral assessments to address the academic, social, emotional, and behavioral needs of referred students.

Applied behavior analysis. School psychologists conduct Functional Behavioral Assessments (FBA) to identify and accurately measure those variables that elicit, occasion, motivate, and reinforce behaviors that interfere with and/or contribute to students' acquisition of academic, social, emotional, and behavioral skills. The results of assessments are used as the basis for designing individually-tailored, behavior analytic interventions that promote the development of socially meaningful behaviors. School psychologists collaborate with team members in the design, implementation, and documentation of these interventions using single case design methodologies.

Program Goals

To prepare school psychologists to address the academic, social, emotional, and behavioral needs of children within schools, the program is designed to facilitate the acquisition of competencies endorsed by the National Association of School Psychologists (NASP). Program graduates thus are prepared to (a) provide evidence-based educational, behavioral, and mental health services for children, and (b) consult and collaborate with families, school administrators, and related service professionals to create supportive learning and social environments that benefit all children. The program goals are listed below, and additional information about the NASP Practice Model may be accessed through the following website: <http://www.nasponline.org/standards-and-certification/nasp-practice-model/about-the-nasp-practice-model>

NASP Domain #1: Data-Based Decision Making and Accountability

- To produce school psychologists with knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- To produce school psychologists with the skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

NASP Domain #2: Consultation and Collaboration

- To produce school psychologists with knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- To produce school psychologists with the skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

NASP Domain #3: Interventions and Instructional Support to Develop Academic Skills

- To produce school psychologists with knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- To produce school psychologists with skills to collaborate with others to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

NASP Domain #4: Interventions and Mental Health Services to Develop Social and Life Skills

- To produce school psychologists with knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- To produce school psychologists with skills to collaborate with others to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

NASP Domain #5: School-Wide Practices to Promote Learning

- To produce school psychologists with knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- To produce school psychologists with skills to collaborate with others to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

NASP Domain #6: Preventative and Responsive Services

- To produce school psychologists with knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
- To produce school psychologists with skills to collaborate with others to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

NASP Domain #7: Family-School Collaboration Services

- To produce school psychologists with knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- To produce school psychologists with skills to collaborate with others to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

NASP Domain #8: Diversity in Development and Learning

- To produce school psychologists with knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools; and evidence-based strategies to enhance services and address potential influences related to diversity.
- To produce school psychologists with skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

NASP Domain #9: Research and Program Evaluation

- To produce school psychologists with knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- To produce school psychologists with skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology

resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual group, and/or systems levels.

NASP Domain #10: Legal, Ethical, and Professional Practice

- To produce school psychologists with knowledge of the history and foundations of school psychology; multiple services models and methods; ethical, legal, and professional standards; and other factors related to professional identify and effective practice.
- To produce school psychologists with skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

V. Program of Study

The MS in Educational Psychology (School Psychology Concentration) program of study is designed to (a) facilitate students' acquisition of knowledge about services that promote school-aged children's academic, social, emotional, and behavioral success and (b) provide opportunities for students to demonstrate the application of evidence-based school psychology assessment, intervention, consultation, and research skills. Students are required to apply knowledge acquired through coursework by completing supervised field experiences, including 600 hours of practica and a culminating 1500 hour internship.

Required Courses

The course of study requirements are designed to meet the guidelines for comprehensive training in school psychology as outlined by the National Association of School Psychologists (NASP). In addition, the course of study meets the educational requirements to apply for Maine certification as a School Psychologist.

The majority of required courses within the program are taught by full-time and part-time faculty within the Department of Educational and School Psychology; however, some courses are taught by faculty from other departments within USM's School of Education and Human Development (e.g., the Teaching and Learning Department and the Counseling and Adult and Higher Education Department).

The required courses for the program are listed in Table 1. Please note that when the course of study requirements change, students may choose to complete the requirements that were in effect the semester they matriculated OR the new requirements; however, students must abide by one set of standards or the other in their entirety.

Table 1: MS in Educational Psychology (School Psychology Concentration) Course Requirements

Course Number	Course Title	Credits	Date of Completion
EDU 600	Research Methods and Techniques	3	
HCE 605	Psychological Measurement and Evaluation	3	
HCE 620	Fundamentals of Counseling Theories	3	
HCE 621	Fundamentals of Counseling Skills	3	
HCE 668	Human Development	3	
SED 540	Learners Who are Exceptional in General Education	3	
SED 682	Special Education Regulations, Procedures, and the IEP Team	3	
SPY 601	Behavioral Principles of Learning	3	
SPY 602	Single Case Research Methods	3	
SPY 604	Functional Behavioral Assessment	3	
SPY 606	Principles and Procedures for Behavior Intervention	3	
SPY 607	Consultation and Collaborative Problem-Solving	3	
SPY 609	Professional Ethics in Psychology	3	
SPY 610	Systems-Level Services to Promote Social, Emotional, and Behavioral Health	3	
SPY 620	Multitiered Systems of Academic Support for General and Special Education	3	
SPY 670	Cognitive-Affective Bases of Behavior	3	
SPY 671	Physical Bases of Behavior	3	
SPY 672	Assessments and Interventions to Develop Academic Skills	3	
SPY 673	Social Foundations of Behavior	3	
SPY 674	Psychopathology	3	
SPY 675	Indirect Behavioral Assessment	3	
SPY 677	Cognitive Assessment	3	
SPY 679	Diversity in the Science and Practice of Psychology	3	
SPY 693	School Psychology Practicum I	3	
SPY 694	School Psychology Practicum II	3	
SPY 688	Internship in School Psychology	9	
Total Credits		84	

Course Alignment with State and National Standards

To prepare graduates who are eligible for professional credentialing, the curriculum has been designed to align with both state and national standards. The following tables illustrate the alignment between the required courses and credentialing requirements.

Table 2: Coursework Aligned with Maine Department of Education Requirements

Competency Area	Relevant Courses
Scientific and professional ethics and standards	SPY 609
Research design, research methodology, and statistics	EDU 600, SPY 602
Psychometric theory	HCE 605
Biological bases of behavior	SPY 671
Cognitive-affective bases of behavior	SPY 601, SPY 670
Social bases of behavior	SPY 673
Individual differences	HCE 620, HCE 668, SPY 674, SPY 679
Applied (school) psychology	HCE 621, SPY 604, SPY 606, SPY 607, SPY 672, SPY 675, SPY 677
Educational foundations	SED 540, SED 682, SPY 610, SPY 620
Supervised field placements	SPY 693, SPY 694, SPY 688

Table 3: Coursework Aligned with National Association of School Psychologists (NASP) Requirements

Competency Domain	Primary Courses	Other Relevant Courses
Data-Based Decision-Making and Accountability	SPY 602, SPY 604, SPY 672	EDU 600, SPY 610, SPY 620, SPY 675, SPY 677, Practicum and Internship
Consultation and Collaboration	SPY 607	SED 540, SED 682, SPY 609, SPY 610, SPY 620, SPY 679, Practicum and Internship
Interventions and Instructional Support to Develop Academic Skills	SPY 620, SPY 672, SPY 677	SED 540, SPY 670, SPY 727, Practicum and Internship
Interventions and Mental Health Services to Develop Social and Life Skills	HCE 620/621, SPY 604, SPY 606	SPY 610, SPY 670, SPY 673, SPY 674, SPY 675, Practicum and Internship
Diversity in Development and Learning	SED 540, SPY 674, SPY 679	HCE 668, SPY 609, SPY 671, SPY 673, Practicum and Internship
School-Wide Practices to Promote Learning	SED 540, SPY 610, SPY 620	SPY 607, SPY 609, Practicum and Internship
Preventative and Responsive Services	HCE 621, SPY 610, SPY 674	SPY 609, SPY 673, Practicum and Internship
Family-School Collaboration Services	SPY 607, SPY 609, SPY 610	HCE 620, SED 540, SPY 679, Practicum and Internship
Research and Program Evaluation	EDU 600, SPY 602	Practicum and Internship
Legal, Ethical, and Professional Practice	SED 682, SPY 609	SED 540, SPY 607, Practicum and Internship

Course Sequencing

The program generally takes full-time students four years to complete, with three years of coursework and one year of internship. In order to complete the program of study, students must be prepared to enroll in courses during the fall, spring, and summer semesters.

Students must plan their course of study well in advance. Many required courses are offered only once per year or once every other year, and students must complete courses and field experiences in a specific order. Individual students' course schedules may vary; therefore, it is essential that students consult with their advisors on a regular basis to develop and complete the program of study in a timely manner. Students also must be advised that the University reserves the right to change course schedules as needed to meet Program, School, College, and University circumstances.

To assist with planning, a recommended full-time course plan for students matriculating in the fall of 2018 is displayed in Table 4, and anticipated course offerings for the next 4 years are displayed in Table 5. Students are advised to take note of the following considerations when reviewing these resources and planning their course of study:

1. Students who (a) intend to complete coursework on a part-time basis or (b) enter the program with transfer credits should consult with their advisors to develop an individualized course plan.
2. **The projected schedule does not guarantee when courses will be offered. USM retains the right to change course schedules at any time and for any reason.**

Table 4: Recommended Course Sequence for Students Matriculating in Fall 2018

Fall 2018	Spring 2019	Summer 2019
SPY 601 SPY 609* EDU 600	SPY 620* SPY 675* HCE 605 SPY 693 (1 credit)	SPY 610* SED 540
Fall 2019	Spring 2020	Summer 2020
SPY 602 SPY 670* SPY 674 SPY 693 (1 credit)	SPY 677* SPY 604 HCE 620* SPY 693 (1 credit)	SPY 606 HCE 621*
Fall 2020	Spring 2021	Summer 2021
SPY 607 SPY 672* SPY 673* SPY 694 (1 credit)	SPY 679* HCE 668 SPY 694 (2 credits)	SPY 671 SED 682
Fall 2021	Spring 2022	Summer 2022
SPY 688 (3 credits)	SPY 688 (3 credits)	SPY 688 (3 credits)

*Indicates courses that are offered only on alternating years.

Table 5: Anticipated/Projected Course Offerings

Fall 2018	Spring 2019	Summer 2019
SPY 601: Behavioral Principles of Learning	SPY 604: Functional Behavioral Assessment	SPY 601: Behavioral Principles of Learning
SPY 602: Single Case Research Methods	SPY 605: Principles and Procedures for Instructional Intervention	SPY 606: Principles and Procedures for Behavior Intervention
SPY 609: Professional Ethics in Psychology	SPY 608: Professional Ethics in Behavior Analysis	SPY 607: Consultation and Collaborative Problem-Solving
SPY 625: Advanced Multi-Tier Instruction and Assessment for Mathematics	SPY 620: Multitiered Systems of Academic Support for General and Special Education	SPY 610: Systems-Level Services to Promote Social, Emotional, and Behavioral Health
SPY 672: Assessments and Interventions to Develop Academic Skills	SPY 627: Advanced Multi-Tier Instruction and Assessment for Reading	SPY 671: Physical Bases of Behavior
SPY 673: Social Psychology	SPY 675: Indirect Behavioral Assessment	SPY 693: School Psychology Practicum I
SPY 674: Psychopathology	SPY 679: Diversity in the Science and Practice of Psychology	SPY 694: School Psychology Practicum II
SPY 693: School Psychology Practicum I	SPY 693: School Psychology Practicum I	SPY 697: Statistics
SPY 694: School Psychology Practicum II	SPY 694: School Psychology Practicum II	SPY 751: Directed Study in Clinical Research
SPY 729: Seminar in Behavioral Assessment and Intervention for Individuals with Developmental Disabilities	SPY 730: Seminar in Behavioral Assessment and Intervention for Individuals with Emotional and Behavioral Disorders	SPY 759: Dissertation in School Psychology
SPY 751: Directed Study in Clinical Research	SPY 751: Directed Study in Clinical Research	SPY 788: Predoctoral Internship in School Psychology
SPY 759: Dissertation in School Psychology	SPY 759: Dissertation in School Psychology	
SPY 788: Predoctoral Internship in School Psychology	SPY 788: Predoctoral Internship in School Psychology	
Other Options: EDU 600 SED 540 HCE 620 HCE 668	Other Options: EDU 600 HCE 605 HCE 620 HCE 668	Other Options: EDU 600 HCE 605 SED 540 SED 682

Fall 2019	Spring 2020	Summer 2020
SPY 601: Behavioral Principles of Learning	SPY 604: Functional Behavioral Assessment	SPY 601: Behavioral Principles of Learning
SPY 602: Single Case Research Methods	SPY 605: Principles and Procedures for Instructional Intervention	SPY 606: Principles and Procedures for Behavior Intervention
SPY 605: Principles and Procedures for Instructional Intervention	SPY 607: Consultation and Collaboration	SPY 607: Consultation and Collaborative Problem-Solving
SPY 625: Advanced Multi-Tier Instruction and Assessment for Mathematics	SPY 608: Professional Ethics in Behavior Analysis	SPY 640: Supervision and Performance Management in Behavior Analysis
SPY 670: Cognitive-Affective Bases of Behavior	SPY 627: Advanced Multi-Tier Instruction and Assessment for	SPY 671: Physical Bases of Behavior
SPY 674: Psychopathology	SPY 640: Supervision and Performance Management in Behavior Analysis	SPY 693: School Psychology Practicum I
SPY 693: School Psychology Practicum I	SPY 677: Cognitive Assessment	SPY 694: School Psychology Practicum II
SPY 694: School Psychology Practicum II	SPY 693: School Psychology Practicum I	SPY 751: Directed Study in Clinical Research
SPY 709: History, Systems, and the Profession of Psychology	SPY 694: School Psychology Practicum II	SPY 759: Dissertation in School Psychology
SPY 751: Directed Study in Clinical Research	SPY 727: Seminar in Academic Assessment and Intervention	SPY 788: Predoctoral Internship in School Psychology
SPY 759: Dissertation in School Psychology	SPY 740: Supervision in School Psychology	HCE 621: Fundamentals of Counseling Skills
SPY 788: Predoctoral Internship in School Psychology	SPY 751: Directed Study in Clinical Research	
SED 682: Special Education Regulations, Procedures, and IEP Team	SPY 759: Dissertation in School Psychology	
	SPY 788: Predoctoral Internship in School Psychology	
Other Options: EDU 600 HCE 620 HCE 668 SED 540	Other Options: EDU 600 HCE 605 HCE 620 HCE 668	Other Options: EDU 600 HCE 605 SED 540 SED 682

Fall 2020	Spring 2021	Summer 2021
SPY 601: Behavioral Principles of Learning	SPY 604: Functional Behavioral Assessment	SPY 601: Behavioral Principles of Learning
SPY 602: Single Case Research Methods	SPY 605: Principles and Procedures for Instructional Intervention	SPY 606: Principles and Procedures for Behavior Intervention
SPY 607: Consultation and Collaboration	SPY 608: Professional Ethics in Behavior Analysis	SPY 607: Consultation and Collaborative Problem-Solving
SPY 609: Professional Ethics in Psychology	SPY 620: Multitiered Systems of Academic Support for General and Special Education	SPY 610: Systems-Level Services to Promote Social, Emotional, and Behavioral Health
SPY 625: Advanced Multi-Tier Instruction and Assessment for Mathematics	SPY 627: Advanced Multi-Tier Instruction and Assessment for Reading	SPY 671: Physical Bases of Behavior
SPY 672: Assessments and Interventions to Develop Academic Skills	SPY 640: Supervision and Performance Management in Behavior Analysis	SPY 693: School Psychology Practicum I
SPY 673: Social Psychology	SPY 675: Indirect Behavioral Assessment	SPY 694: School Psychology Practicum II
SPY 674: Psychopathology	SPY 679: Diversity in the Science and Practice of Psychology	SPY 697: Statistics
SPY 693: School Psychology Practicum I	SPY 693: School Psychology Practicum I	SPY 751: Directed Study in Clinical Research
SPY 694: School Psychology Practicum II	SPY 694: School Psychology Practicum II	SPY 759: Dissertation in School Psychology
SPY 729: Seminar in Behavioral Assessment and Intervention for Individuals with Developmental Disabilities	SPY 730: Seminar in Behavioral Assessment and Intervention for Individuals with Emotional and Behavioral Disorders	SPY 788: Predoctoral Internship in School Psychology
SPY 751: Directed Study in Clinical Research	SPY 751: Directed Study in Clinical Research	
SPY 759: Dissertation in School Psychology	SPY 759: Dissertation in School Psychology	
SPY 788: Predoctoral Internship in School Psychology	SPY 788: Predoctoral Internship in School Psychology	
Other Options: EDU 600 SED 540 HCE 620 HCE 668	Other Options: EDU 600 HCE 605 HCE 620 HCE 668	Other Options: EDU 600 HCE 605 SED 540 SED 682

Fall 2021	Spring 2022	Summer 2022
SPY 601: Behavioral Principles of Learning	SPY 604: Functional Behavioral Assessment	SPY 606: Principles and Procedures for Behavior Intervention
SPY 602: Single Case Research Methods	SPY 605: Principles and Procedures for Instructional Intervention	SPY 607: Consultation and Collaborative Problem-Solving
SPY 625: Advanced Multi-Tier Instruction and Assessment for Mathematics	SPY 608: Professional Ethics in Behavior Analysis	SPY 688: Specialist Internship in School Psychology
SPY 670: Cognitive-Affective Bases of Behavior	SPY 627: Advanced Multi-Tier Instruction and Assessment for	SPY 693: School Psychology Practicum I
SPY 671: Physical Bases of Behavior	SPY 640: Supervision and Performance Management in Behavior Analysis	SPY 694: School Psychology Practicum II
SPY 674: Psychopathology	SPY 677: Cognitive Assessment	SPY 751: Directed Study in Clinical Research
SPY 688: Specialist Internship in School Psychology	SPY 688: Specialist Internship in School Psychology	SPY 759: Dissertation in School Psychology
SPY 693: School Psychology Practicum I	SPY 693: School Psychology Practicum I	SPY 788: Predoctoral Internship in School Psychology
SPY 694: School Psychology Practicum II	SPY 694: School Psychology Practicum II	HCE 621: Fundamentals of Counseling Skills
SPY 709: History, Systems, and the Profession of Psychology	SPY 727: Seminar in Academic Assessment and Intervention	
SPY 751: Directed Study in Clinical Research	SPY 740: Supervision in School Psychology	
SPY 759: Dissertation in School Psychology	SPY 751: Directed Study in Clinical Research	
SPY 788: Predoctoral Internship in School Psychology	SPY 759: Dissertation in School Psychology	
	SPY 788: Predoctoral Internship in School Psychology	
Other Options: EDU 600 HCE 620 HCE 668 SED 540	Other Options: EDU 600 HCE 605 HCE 620 HCE 668	Other Options: EDU 600 HCE 605 SED 540 SED 682

VI. Student Advising and Evaluation of Progress

Advising

Faculty advisors serve as professional mentors to students throughout the program of study. The primary roles of faculty advisors are to monitor and support students' progress in achieving program goals.

Each student will be assigned a faculty advisor upon admission to the program. Students will be matched to faculty advisors on the basis of their professional goals and interests; however, students may request a change of advisor at any time. To request a change in advisor, students may contact the Department Chair, who will forward the request to the program faculty for consideration. All requests will be reviewed carefully, and every effort will be made to accommodate student preferences.

Students are encouraged to maintain regular contact with their faculty advisors throughout the program of study, and students are expected to contact their advisors *at least once per semester* to review plans for course enrollment and field work. In addition, students must submit annual reports of their progress by May 1 of each academic year.

Evaluation of Progress

In order to obtain the MS degree, students are expected to evidence knowledge and skills outlined in the ten domains of practice endorsed by the National Association of School Psychologists (NASP). Student progress toward attaining these competencies is evaluated using multiple methods at multiple points in time throughout the course of program completion. Key indicators of progress are described below.

1. Course Grades
 - a. Students must obtain grades of B or higher in all required courses. Any course in which a student earns a B- or lower must be re-taken, and students may not enroll in any course more than twice.
2. Field-Placement Evaluations
 - a. Students must successfully complete Practicum I (3 credits, 300 hours), Practicum II (3 credits, 300 hours), and Internship (9 credits, 1500 hours). At the end of each semester of enrollment in a field-placement course, the supervising school psychologist will complete a performance evaluation of competencies. To earn credit for each semester of practicum or internship, students must obtain satisfactory ratings on these evaluations.
3. Portfolios
 - a. Students must complete portfolios for Practicum I and Practicum II. Each portfolio must include (a) evidence to support the acquisition of knowledge and skills across the ten domains of practice established by NASP and (b) NASP's Self-Assessment for School Psychologists.

- b. At the end of internship, students must submit a portfolio that provides evidence of mastery of knowledge and skills across all ten domains of practice established by NASP. The portfolio will be scored using the rubric developed by NASP for credentialing decisions, and students must meet expectations across all domains to earn credit for the internship.
4. Praxis® School Psychologist Examination
 - a. By the end of internship, students must earn a qualifying score of 147 on the Praxis® School Psychologist Examination, which addresses the ten domains of practice established by NASP.

Annual Reports

A key component of the program's assessment system is the Matriculated Student Annual Report (Form M1), which includes a self-assessment of learning. Each student must submit this form by May 1 each year of enrollment until graduation. Program faculty convene at the end of each academic year to review the annual reports and verify that each student is making satisfactory progress. Subsequent to the faculty review, students will receive letters from their advisors indicating whether s/he remains in good standing or requires additional support in the form of an action plan.

When a student is not making satisfactory progress, faculty meet with the student to identify barriers, explore solutions, and develop a personalized written action plan for improvement. Students who do not submit annual reports or make satisfactory progress toward the goals established within a personalized action plan may be placed on probation or withdrawn from the program. Additional information about policies and procedures for academic probation and program withdrawal are included in a subsequent section of this handbook (see Chapter IX).

VII. Practica in School Psychology

The program requires the completion of practica for 6 academic credits that are distinct from and precede the internship. The purpose of practica are to prepare students for internship by providing supervised opportunities to integrate and apply knowledge and skills acquired through formal coursework. Practica afford opportunities for students to observe and deliver closely supervised school psychology services to diverse clients in varied school and related settings.

Practicum Courses

Students complete two levels of pre-internship practica as part of their program of study: Practicum I (SPY 693) and Practicum II (SPY 694). Each course is associated with 3 academic credits and is typically completed in 1 or 2 credit increments.

Practicum I (SPY 693). Practicum I requires 300 hours of supervised experience. It is designed as an introductory supervised experience in school psychology and provides students with the opportunity to gain familiarity with the culture, systems, and educational practices of local schools. Students must complete 3 credits of SPY 693 during the first 2 years in the program, and they typically complete 1 credit per semester. Students complete Practicum I on an individualized basis under the joint supervision of a credentialed school psychologist in the placement setting and the program's Field Placement Coordinator. Supervisors work individually with students to plan and complete a sequence of activities representing the ten domains of school psychology practice outlined by the National Association of School Psychologists (NASP).

Typical learning activities during Practicum I include shadowing the school psychologist and observing classroom activities. Students are expected to develop a portfolio to evidence the following objectives by the end of Practicum I:

- Summarize the day-to-day activities of one or more school psychology practitioners
- Compare and contrast school psychology practices across varied settings
- Connect classroom-based assignments and activities to practica experiences
- Demonstrate knowledge of multiple assessment and data-collection methods for designing and evaluating services/programs (NASP Domain 1)
- Demonstrate knowledge of the characteristics of effective consultation and collaboration services (NASP Domain 2)
- Demonstrate knowledge of several evidenced-based assessment and intervention strategies for promoting academic skills (NASP Domain 3)
- Demonstrate knowledge of several evidence-based assessment and intervention strategies for promoting social-emotional skills (NASP Domain 4)
- Demonstrate knowledge of the organizational structure, operational procedures, and school-wide learning support systems within one or more schools (NASP Domain 5)
- Demonstrate knowledge of the application of multi-tiered systems of support to promote learning and prosocial behaviors (NASP Domain 6)
- Demonstrate knowledge of effective strategies to promote collaboration between schools and families (NASP Domain 7)

- Demonstrate knowledge of diversity factors that influence students' school functioning and school-wide strategies to promote respect for diversity (NASP Domain 8)
- Demonstrate knowledge of program evaluation activities conducted within schools (NASP Domain 9)
- Demonstrate knowledge of the ethical and legal standards relevant to school psychology practice (NASP Domain 10)

Practicum II (SPY 694). Practicum II requires 300 hours of supervised experience. Practicum II represents an advanced experience within a school or related setting and provides students with supervised experiences in psychological assessment, intervention, consultation and other aspects of school psychology practice. Students must complete 3 credits of SPY 694 during their last year of coursework, and they typically complete one to two credits per semester. Students complete Practicum II on an individualized basis under the joint supervision of a credentialed school psychologist in the placement setting and the program's Field Placement Coordinator. Supervisors work individually with students to plan and complete a sequence of activities representing a broad range of psychological services and the ten domains of school psychology practice outlined by the National Association of School Psychologists (NASP).

Typical learning activities during Practicum II include providing assessment, intervention, and consultation services while receiving direct supervision and performance feedback. Students are expected to complete multiple comprehensive evaluations and develop a portfolio to evidence the following objectives by the end of Practicum II:

- Self-evaluate competencies in school psychology assessment, intervention, and consultation
- Identify individualized learning goals and objectives for internship
- Utilize the assessment, consultation, and intervention resources available within placement settings and the surrounding community
- Adhere to ethical and legal standards governing the storage and maintenance of confidential student records
- Provide primary school psychological services under direct supervision of a licensed psychologist or doctoral-level certified school psychologist
- Use assessment data and a problem-solving approach to develop intervention recommendations (NASP Domain 1)
- Effectively communicate assessment results and intervention recommendations to others and participate in collaborative problem-solving (NASP Domain 2)
- Utilize (with supervision) evidenced-based academic and cognitive assessment strategies to develop recommendations and/or implement strategies for supporting student learning (NASP Domain 3)
- Utilize (with supervision) evidence-based assessment and/or intervention strategies for promoting social-emotional, behavioral, or life skills (NASP Domain 4)
- Design, implement, or evaluate school-wide practices to support learning (NASP Domain 5)
- Design, implement, or evaluate school-wide practices to promote mental health or prosocial behavior (NASP Domain 6)
- Implement effective strategies to promote collaboration between schools and families (NASP Domain 7)
- Deliver culturally-competent school psychology practices under direct supervision (NASP Domain 8)

- Design, implement, or evaluate service/program evaluation activities within schools (NASP Domain 9)
- Deliver school psychology services in adherence to ethical, legal, and professional standards (NASP Domain 10)

Practicum Sites and Supervision

Practica occur at various public schools, private schools, and related settings that provide school psychology services. The program's Field Placement Coordinator (a member of the core program faculty) works individually with each student to identify sites that (a) are committed to providing training in evidence-based school psychology practices and (b) afford opportunities to engage in training activities that align with each student's individualized learning needs and interests. Students complete practica in a variety of settings, with a diverse range of clients, to gain exposure to varied school psychology practices.

Practicum supervision must be provided by a school psychologist who is employed by and appropriately credentialed to provide school psychology services at the placement site. The field-based supervisor is responsible for providing in-vivo training and providing both oral and written performance feedback based on direct observation of the practicum student. The USM Field Placement Coordinator also supports practicum students' acquisition of professional competencies by facilitating regular group supervision sessions and providing feedback on permanent products submitted as part of a professional portfolio.

Practicum Procedures and Guidelines

Application for Practicum

To initiate the practicum placement process, students must submit an application to the program's Field Placement Coordinator. Form P1 is the Application for Practicum I, and Form P2 is the Application for Practicum II. Each form requires students to confirm completion of all prerequisite courses and tasks. To ensure adequate time to secure a placement, students are expected to submit the application three months prior to the anticipated practicum start date.

Prerequisite Requirements

Prior to initiating practicum, students must obtain a Criminal History Record Check (CHRC) approval from the Maine Department of Education. Information on the fingerprinting and record check process can be found on the following website: <http://www.maine.gov/doe/cert/fingerprinting/approval-instructions.html>. Students maintain responsibility for obtaining this approval and submitting a copy of the certificate to the USM Field Placement Coordinator along with the application for practicum.

Prior to initiating practicum, students must obtain student liability insurance. Student liability insurance is available for purchase through the National Association of School Psychologists or the American Psychological Association. Students maintain responsibility for maintaining current coverage throughout the duration of their practica and should submit proof of insurance to the program's Field Placement Coordinator along with the application for practicum.

Prior to initiating practicum, students must purchase a Tk20 account. Tk20 is a comprehensive online data management and reporting system, and it will be used by students to manage their field-based portfolios. Instructions on purchasing and accessing a Tk20 account may be found here: <https://usm.maine.edu/educator-preparation/tk20>.

There are no specific course prerequisites to enroll in Practicum I, and students are encouraged to begin the Practicum I experience during their second semester in the program. Students must successfully complete all three credits of Practicum I prior to enrolling in Practicum II. In addition, the following courses must be completed prior to or concurrent with Practicum II:

HCE 605: Psychological Tests and Measurement

SPY 604: Functional Behavioral Assessment

SPY 609: Professional Ethics in Psychology

SPY 672: Assessment of Academic Achievement

SPY 675: Indirect Behavioral Assessment

SPY 677: Cognitive Assessment

Contractual Agreements

A Practicum Contract (Form P3) and Memorandum of Understanding (Form P4) must be signed prior to initiating each semester of practicum. These documents (a) outline the roles and responsibilities of the practicum site, practicum supervisor, and practicum student and (b) establish agreements on the length and nature of training activities. Form P3 should be signed by the lead administrator at the practicum site, and Form P4 should be signed by the practicum student and his/her field-based supervisor. Students maintain responsibility for obtaining signatures on these forms and submitting them to the program's Field Placement Coordinator prior to initiating the practicum experience.

Practicum Hours Tracking

Students are required to maintain up-to-date records of their practicum activities and hours using the Excel spreadsheet available on the ESPY Network in Blackboard. At the end of each semester, students also must submit a signed Practicum Hours Verification Form (Form P5) to the program's Field Placement Coordinator.

Practicum Evaluations and Grading

Students receive ongoing, formative performance feedback from their field-based supervisors throughout the practicum experience. At the end of the semester of practicum, field-based supervisors also provide formal written feedback using the Practicum Performance Evaluation Form corresponding to the appropriate level of practicum (i.e., Form P6 for Practicum I and Form P7 for Practicum II). The purpose of these performance evaluations is to identify the student's strengths and continued professional development needs. Students must submit completed, signed forms to the program's Field Placement Supervisor at the end of each semester.

When needed, the Field Placement Coordinator will arrange to observe students at their practicum sites. When such visits occur, the Field Placement Supervisor will complete Form P7 to document observations and feedback.

All credits of practicum are graded pass/fail and the program's Field Placement Coordinator maintains responsibility for awarding course credit. In order to receive a passing grade for each credit of practicum, students must submit all required forms, complete the required number of supervised hours, participate in University-based supervision, receive satisfactory evaluations from the field-based supervisor, and submit the portfolio assignments set forth in the syllabus. Students who do not meet the criteria for a passing grade will receive an F and will not earn credit for the practicum. In addition, the student's advisor will be notified and will work with the program's Field Placement Coordinator to determine an appropriate course of action.

VIII. Internship in School Psychology

The internship is the culminating training experience within the program of study. The experience requires the completion of 1500 hours of supervised practice and 9 academic credits. Approved internship sites offer an organized education and training program with a planned sequence of supervised experiences that provide students with the foundational competencies for entry-level practice in school psychology. Program faculty view the internship as one of the most important components of the school psychology training program, as the experience provides the opportunity for students to integrate and demonstrate mastery of the knowledge and skills acquired throughout the program of study. Determinations about internship site selection and eligibility to enroll in the internship experience are the prerogative of the program faculty.

Internship Goals and Objectives

The internship is the culminating training experience wherein students develop professional-level competencies in the areas of assessment, intervention, consultation, and applied research. The internship is an intensive training experience that exposes students to the diverse roles and responsibilities of a school psychology practitioner. It provides broad training in all domains of school psychology practice, and it offers experiences that are consistent with the program's commitment to achieving meaningful academic, social, emotional, and behavioral outcomes for diverse individuals by engaging in evidence-based practice, data-based decision-making, and collaborative problem-solving. The internship is primarily a training opportunity, with balanced service objectives and functions, that allows students to (a) demonstrate proficiency in the knowledge base and skills acquired during formal training and (b) develop additional competencies that are most readily gained through field placements.

Upon completion of the internship, students are expected to demonstrate mastery of professional competencies in the following goal areas:

- Assessment
- Intervention
- Consultation and collaboration
- Educational systems
- Research
- Ethical and legal standards
- Communication, interpersonal skills, and other professional behaviors

Table 7 summarizes the specific learning objectives for each competency/goal area addressed during the pre-doctoral internship experience.

Table 7: Internship Competencies and Learning Objectives

Assessment Skills
<ul style="list-style-type: none"> • Conducts comprehensive multi-method, multi-setting, multi-source assessments within a problem-solving framework • Clearly identifies the nature of the referral question and the purpose of assessment • Selects assessment methods on the basis of empirical literature, specific referral questions, and relevant diversity characteristics of the client • Conducts record reviews, direct behavioral observations, and interviews to effectively assess ecological variables • Administers a variety norm-referenced tests and curriculum-based measures in accordance with standardized procedures • Demonstrates proficiency in indirect and direct assessment methods for gathering information about clients' strengths and needs in cognitive, academic, social-emotional, and behavioral domains • Displays accuracy in scoring tests • Objectively analyzes and interprets test results in accordance with current research/best practice standards and in light of diversity factors • Translates assessment data into appropriate diagnostic impressions and recommendations for intervention • Writes timely, focused, and well-organized reports using accessible professional language • Communicates assessment results orally in an accurate and effective manner that is sensitive to a range of audiences • Utilizes assessment methods to evaluate the effectiveness of services and client outcomes • Utilizes technology effectively within the assessment process
Intervention Skills
<ul style="list-style-type: none"> • Establishes and maintains effective relationships with clients with diverse abilities, disabilities, backgrounds, strengths, and needs • Clearly delineates the goals of intervention on the basis of individualized assessment data • Draws from assessment data and the research literature to design individualized, goal-directed interventions • Develops and implements evidence-based interventions that account for diversity characteristics and contextual variables • Demonstrates proficiency in designing and/or implementing evidence-based interventions (e.g. direct instruction, instructional consultation, peer tutoring, home-school collaboration) to improve clients' academic skills • Demonstrates proficiency in designing and/or implementing evidence-based interventions (e.g., counseling, consultation, positive behavioral supports, social skills instruction) to improve clients' social, emotional, or behavioral skills • Collects appropriate data to measure client progress, intervention acceptability, and treatment fidelity • Evaluates the effectiveness of interventions and modifies strategies on the basis of ongoing data collection

Consultation and Collaboration Skills
<ul style="list-style-type: none"> • Demonstrates knowledge and respect for the roles and perspectives of professionals from other disciplines • Establishes effective collaborative relationships with teachers and other school personnel • Establishes effective collaborative relationships with interdisciplinary professionals in the school and community • Establishes effective collaborative relationships with clients and their families • Facilitates communication and collaboration among diverse families, school personnel, and community-based professionals • Utilizes evidence-based consultation and collaboration methods to identify goals and design, implement, and evaluate services • Evaluates the effectiveness of own consultation strategies • Serves as a resource for families and school teams by promoting the application of empirically-based psychological and educational principles
Educational Systems Skills
<ul style="list-style-type: none"> • Collaborates with school/agency teams to develop and/or implement empirically-supported systems-level programs (e.g., multi-tiered systems of instructional or behavioral support, home-school partnerships, staff training programs, crisis prevention and response systems) • Utilizes a data-based, problem-solving approach to develop and/or implement systems-level programs by conducting needs assessments, consulting the research literature, facilitating collaborative decision-making, and employing effective training procedures
Research and Program Evaluation Skills
<ul style="list-style-type: none"> • Effectively disseminates research findings to school/agency teams and caregivers • Evaluates and synthesizes research to guide service delivery • Utilizes varied data collection and analysis methods to guide decision-making and evaluate the effectiveness of services for individuals, groups, and/or systems • Designs and implements applied research methods to improve academic, social, emotional, or behavioral outcomes for clients • Utilizes technology effectively to facilitate data collection and analysis
Ethical and Legal Standards Skills
<ul style="list-style-type: none"> • Adheres to the APA and NASP ethical standards and codes of conduct during all professional activities • Effectively applies an ethical problem-solving model to resolve dilemmas that arise in the context of professional practice • Provides services consistent with organizational, state, and federal laws, regulations, rules, policies, and procedures • Demonstrates knowledge of special education regulations and procedures

Communication, Interpersonal, and Other Professional Skills

- Demonstrates awareness of the impact of own diversity factors on professional interactions
- Recognizes the influence of diversity factors on clients' behavior and provides culturally competent services (assessment, intervention, consultation, etc.)
- Respects individual, family, and cultural diversity
- Collaborates effectively with individuals from diverse backgrounds
- Shows concern, respect, and sensitivity to the needs of clients, families, and staff
- Demonstrates tolerance for alternative viewpoints
- Develops and maintains effective relationships with clients
- Develops and maintains effective relationships with families
- Develops and maintains effective relationships with colleagues and other professionals
- Develops and maintains effective relationships with supervisors
- Demonstrates effective oral, nonverbal, and written communication skills that are tailored appropriately to the audience
- Listens actively and non-judgmentally to others
- Actively seeks and demonstrates responsiveness to feedback
- Keeps supervisor and administrators informed of daily activities, including any unusual or crisis events
- Demonstrates sound professional judgment and recognizes the limits of own competence by seeking supervisory support when appropriate
- Demonstrates a commitment to career-long self-evaluation and professional development
- Demonstrates professional integrity, accountability, and dependability
- Demonstrates a commitment to the welfare of clients
- Demonstrates adaptability
- Demonstrates initiative and resourcefulness
- Demonstrates effective interpersonal skills, including the capacity to respond professionally, with self-control, in the face of difficult situations
- Presents a professional personal appearance
- Observes scheduled hours and appointments
- Completes reports and other documentation in a timely and accurate manner
- Establishes appropriate work priorities and manages time effectively
- Consistently follows through on commitments
- Maintains visibility and accessibility within the internship site
- Demonstrates an understanding of school/agency services, policies, and procedures

Eligibility and Enrollment in Internship

Students are eligible for the internship only after completing all pre-internship course requirements. To initiate the internship planning process, students must submit Form I1 to the program's Field Placement Coordinator by **November 1** the year prior to the anticipated internship. Upon receipt of the application, the program's Field Placement Coordinator will schedule a meeting with the student to identify potential internship sites that align with the student's professional goals and learning needs. The program's Field Placement Coordinator retains the right to approve internship sites based on the

quality of the training program, and each internship site retains the right to determine whether to interview and hire an applicant.

The internship requires the completion of 1,500 clock hours of supervised practice, in accordance with the standards set forth by the National Association of School Psychologists (NASP). Students may complete the internship on a part-time or full-time basis. However, the internship may not be completed in less than one academic year or more than two academic years.

During the internship, students must enroll in SPY 688 (Internship in School Psychology) for a total of 9 academic credits. Students completing full-time internships are expected to enroll in 3 credits each semester (fall, spring, and summer). Students completing part-time internships may enroll in 1-2 credits each semester, spreading out the required total of 9 credits over two years. Students are not permitted to engage in internship activities without concurrent enrollment in SPY 688.

Internship Sites

Internships must be completed in settings that (a) provide school psychology services in a well-defined and established program and (b) afford opportunities for contact with other professional disciplines and experience with diverse clients. Generally, the overall internship experience must provide availability and balanced exposure to:

1. children from early childhood through late adolescence,
2. regular and special education programs,
3. student services delivered within a multi-disciplinary team framework, and
4. a full range of services for children with both high and low incidence disabilities.

At least 750 hours of the pre-doctoral internship must be completed within an approved public or private school setting that provides a full range of school psychology services. Additional hours may be completed in other settings that provide relevant school psychology services (e.g., community agencies, hospitals, juvenile justice institutes, and private practices).

Internship Program Requirements

Approved internship programs place primary emphasis on providing broad, high quality training experiences that facilitate interns' attainment of comprehensive school psychology competencies through engagement in activities that are consistent with the philosophy and aims of USM's program and the National Association of School Psychologists (NASP) practice model. As detailed below, approved programs provide interns with appropriate physical supports, appropriate schedules and responsibilities, high quality supervision and professional development, and comprehensive written agreements.

Appropriate Physical Supports to the Intern

Interns are provided with a safe, secure work environment with adequate office and storage space, support staff and services, and supplies and materials. Access to appropriate privacy with regard to

office space and a telephone line is ensured. The program provides the intern with expense/travel reimbursement in accordance with school/agency policy and offers a salary and benefits commensurate with the intern's level of training, experience, and period of appointment. In rare or unusual circumstances, unfunded internship programs may be approved as long as the exception does not compromise the quality of the training program.

Appropriate Schedules and Responsibilities for the Intern

The intern is assigned to the same schedule and calendar as other personnel within the school/agency and may be committed to additional, reasonable time as needed to satisfy credentialing standards. Like other professionals, the intern is expected to demonstrate a commitment to the provision of services not necessarily reflected in hourly schedules.

In order to meet the supervision requirements of the internship, release time for both site-based and university-based internship supervision is permitted by the internship program. Most importantly, the internship program commits to providing interns with a quality training experience. For this reason, the appointment of interns as a means of acquiring less costly services is inappropriate. The intern participates in activities appropriate to the internship goals and objectives, but does not serve in any capacity other than that to which s/he was appointed. Tasks such as substitute teaching and playground/cafeteria monitoring are assigned only when there is a specific rationale related to the completion of internship objectives.

High Quality Supervision and Professional Development

The internship program offers supervision by a credentialed school psychologist (or licensed psychologist in a non-school setting), who has at least 3 years of full-time experience as a credentialed provider. The supervisor must be appropriately credentialed to practice in the jurisdiction where the internship occurs and must be employed by the host school/agency. The supervisor maintains full responsibility for the integrity and quality of the program and provides at least two hours per week of individual, face-to-face supervision. Supervision includes structured mentoring and evaluation to facilitate the intern's attainment of professional competencies.

The supervision program offers a variety of professional role models and opportunities for meaningful interaction and support from colleagues in the field. Interns must be given release time to join bi-weekly group supervision with other interns at USM. In addition, the internship program provides for the intern's participation in continuing professional development activities, including in-service meetings, professional association groups, and regional and national conferences.

Both formative and summative performance-based evaluations of intern performance are conducted by the internship supervisor to ensure the quality of the training experience. At the onset of training, the supervisor and intern develop a written training plan that expands on USM's overarching internship goals and objectives with individualized learning objectives and activities. This document serves as the foundation for monthly written evaluations. In addition, supervisors complete comprehensive oral and written evaluations using Form I5 at the end of each academic semester. University faculty maintain authority for assignment of academic credit to the internship experience and official specification of a grade. Grades and credits are awarded contingent on satisfactory internship supervisor evaluations, documentation of experience hours in accordance with all requirements, and satisfactory faculty evaluation of internship portfolio documents. Lastly, interns provide written feedback about the supervision and training experience at the completion of the internship.

Comprehensive Written Agreements

The program must provide two forms of written contractual agreement (Forms I2 and I3) specifying the intern's period of appointment, time allocations, terms of compensation, and training activities. The agreement does not guarantee employment beyond the internship to either the intern or the school/agency.

The program also must provide interns with documentation (in the form of a handbook) that specifies the rules and regulations of the program; roles and responsibilities of the intern and field-based supervisor; and the training goals, objectives, and activities.

Summary of Internship Program Structure and Guidelines

The internship is an organized program that represents a collaboration between USM's program and the approved internship site. The internship program consists of a properly administered, planned, structured, and programmed sequence of professionally supervised training experiences that are characterized by greater depth, breadth, duration, frequency, and intensity than practicum training. To ensure the quality of the internship experience, the following rules (informed by the National Association of School Psychologists' Best Practice Guidelines for School Psychology Internships, 2016) apply:

The internship site provides opportunities for a range of school psychological services consistent with the NASP Standards for graduate preparation of school psychologists (2010c) and NASP Model for comprehensive and integrated school psychological services (2010a). 2.4 The internship site provides the intern with the opportunities and supervision needed to integrate domains of knowledge and apply professional skills in school psychology in delivering a comprehensive range of services evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.* 2.5 Most of the intern's time is spent providing direct and indirect psychological services to children, youth, and/or families. In order to ensure breadth of training, activities in no single major function predominates the intern's time. Best Practice Guidelines for School Psychology Internships A resource from the National Association of School Psychologists | www.nasponline.org | 301-657-0270 | ©2016 | 2 2.6 The internship site endeavors to provide opportunities to work with children and adolescents of varying ages, ethnicities, socioeconomic backgrounds, and with varying abilities and disabilities, characteristics, and needs. 2.7 In assigning duties to the intern, the internship site recognizes and supports the internship as an educational experience. An intern to student ratio that is less than NASP guidelines for credentialed, full-time school psychologists (1 to 500–700) is expected, with the actual assignments based on such factors as the needs of students to be served, the intern's expertise and prior experience, and the intensity of intern supervision and

1. The internship program must be completed on a full-time basis over the course of 1 academic year or on a part-time basis over the course of 2 academic years.
2. The training setting provides interns with appropriate financial support and adequate training and educational resources.
3. The training setting identifies interns with an appropriate title (e.g., School Psychology Intern).
4. The training setting provides a safe, welcoming learning environment that recognizes and respects individual and cultural diversity.

5. The internship program provides learning experiences to enable interns to integrate, apply, and expand on the competencies acquired during coursework.
6. The internship program emphasizes evidence-based practice and competencies in the following domains: assessment; intervention; consultation and collaboration; educational systems; applied research and program evaluation; ethical and legal standards; and communication, interpersonal skills, and other professional behaviors. Training experiences are comprehensive and consistent with the ten domains of practice established by NASP.
7. The internship program strives to provide opportunities for interns to work with children and adolescents of varying ages, ethnicities, socioeconomic backgrounds, and with varying abilities and needs.
8. Interns spend 100% of their time engaged in work typical of a school psychologist, and most of their time is spent providing direct and indirect psychological services to children, youth, and/or families.
9. An appropriately credentialed school psychologist (or licensed psychologist in non-school settings) with at least 3 years of experience maintains primary responsibility for the internship program and supervision.
10. The internship program relies primarily on experiential training methods and includes sufficient observation and supervision by an appropriately credentialed school psychologist (or licensed psychologist in a non-school setting). Experiential training encompasses the following behavioral skills training steps: didactic instruction, modeling, rehearsal, and performance feedback.
11. The internship program proceeds in phases that are sequential, cumulative, and graded in complexity.
12. Interns have access to consultation and supervision during all times they are providing services.
13. Supervision is regularly scheduled, and interns receive a minimum of two hours of supervision per week.
14. The internship program provides interns with an individualized, written training plan with measurable learning objectives.
15. Interns receive both formative and summative performance feedback in oral and written forms on a monthly and semester basis.
16. The internship program provides interns with a written handbook specifying program policies, supervisor and supervisee roles, and the goals and objectives of the training experience.
17. The internship program collaborates with the University to provide professional mentoring and opportunities for meaningful interaction and support among interns.
18. The internship program remains in communication with the University-based supervisor to facilitate interns' progress.
19. The internship program expects interns and supervisors to behave in a manner that is consistent with legal and ethical standards in the field of school psychology.

Internship Forms and Documentation

Liability Insurance

All PsyD students are required to obtain and maintain student liability insurance for the duration of their internship experience. Student liability insurance policies may be obtained through the National Association of School Psychologists or the American Psychological Association.

Criminal History Record Checks

All students must receive a Criminal History Record Check (CHRC) approval from the Maine Department of Education prior to enrolling in an internship within the state of Maine. Students who pursue internships out-of-state may be expected to obtain similar approvals and certifications.

Internship Agreement Forms

Form I1 is the application for internship. Students must submit this form to the program's Field Placement Coordinator to initiate the internship planning process.

After an internship site has been identified, two formal agreements must be completed. Form I2 is an Internship Contract between USM and the internship site. Form I3 is a Memorandum of Understanding between the internship supervisor and intern.

Internship Hours Forms

Interns are required to maintain up-to-date records of their training activities using the Time2Track system or the Excel spreadsheet available on the ESPY Network in Blackboard. Interns maintain sole responsibility for this record keeping. At the end of each semester, interns must submit the Internship Hours Verification Form (Form I4), signed by their field-based supervisors, to the program's Field Placement Coordinator.

Internship Evaluation Forms

The field-based internship supervisor must conduct oral and written performance evaluations of the intern using Form I5 at the end of each academic semester. Interns must submit completed, signed versions of this form to the program's Field Placement Coordinator in order to receive academic credit for the internship. As needed, the program's Field Placement Coordinator will arrange site visits for interns. When site visits are conducted, the program's Field Placement Coordinator will complete Form I6 to document observations and determinations. Lastly, interns must complete Form I7 at the completion of their internship to provide feedback about the supervision and training experience.

Internship Grading

In order to receive a passing grade in SPY 688, students must submit the following:

- An hours log documenting adherence to all internship requirements;
- Signed internship hours verification forms (I4) for each semester documenting a total minimum of 1500 hours of supervised practice;
- Signed supervisor evaluation forms (I5) with satisfactory ratings for each semester of enrollment;
- A portfolio that provides evidence of knowledge and professional competency in each of the 10 domains of practice outlined by the National Association of School Psychologists (NASP); and
- Evidence of passing scores on the Praxis® School Psychologist Examination.

The internship portfolio must include documentation of formal graduate preparation and work samples that demonstrate professional competency in school psychology, and it must be submitted in the format required to apply for credentialing as Nationally Certified School Psychologist (NCSP). Portfolio

requirements and scoring rubrics are available through NASP by following the link to the “application guide” for graduates of non-NASP-approved school psychology programs:

<https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>

The Praxis® School Psychologist Examination is administered by ETS, and students must submit official scores above 147 prior to the completion of internship. Detailed information about the exam, including content, fees, and registration is available on the following site: <https://www.ets.org/praxis/nasp>

IX. Policies and Procedures

For a comprehensive overview of University policies and procedures that apply to all graduate students, students should reference the policies published in USM's Graduate Catalog (<https://usm.maine.edu/catalogs>) and posted on USM's student website (<http://usm.maine.edu/students>). Additional policies and procedures specific to the School Psychology program are described below.

Transfer Credits

The program curriculum requires students to complete a minimum of 84 graduate credit hours. Students who enter the program with appropriate graduate credits from another institution may apply to transfer up to 30 semester credit hours into the program. (Note: This policy is pending University approval, and is subject to change.)

To ensure that transfer credits are equivalent (in terms of content and rigor) to required credits within the program of study, transfer requests must undergo the course equivalency review process. This process ensures that all students have been (or will be) exposed to essential educational and training opportunities and possess (or will acquire) core competencies for professional practice in school psychology.

For each graduate course a student wishes to have considered for transfer credit, the student must submit a course equivalency request (CER) form to the Department Chair. The CER form (available on the ESPY Network in Blackboard) prompts submission of the following information:

- A brief (two- to three-sentence) rationale for why the course should be considered equivalent;
- An official transcript documenting the student's grade for the course and the semester it was completed;
- The prior graduate course number and title and the course number and title for the USM course that the student wishes to be considered as equivalent;
- The syllabus for the completed graduate course; and
- Relevant supporting documentation (e.g., list of required and suggested readings, reports, papers, tests, etc.).

In general, only courses completed within 5 years prior to entry in the program with a grade of B or higher will be considered for transfer credit. However, the program may, at its discretion, consider coursework completed more than 5 years prior to entry for transfer credit when students: (a) developed initial competence in the professional practice area through coursework and (b) continued to update their competency through professional experiences (which may include, but not be limited to relevant professional employment, supervision, and continuing education).

Course equivalency requests will be reviewed by the Department Chair and referred to the faculty designee who has expertise in the area of instruction. The faculty designee may ask for additional information from the student or request to consult with the previous instructor. The designee will then make a recommendation to the school psychology faculty, and the faculty will vote to determine whether the course is considered equivalent. The student will be informed about the faculty's decision by the Department Chair.

The result of the course equivalency request will be documented in the student's local program file and communicated to the USM Registrar. Transferred credits will be noted on the student's USM transcript and counted toward the student's degree.

Academic Grades and Probation

Students are expected to demonstrate competency in all core program domains. Accordingly, students must obtain grades of B or better in all courses. Students who earn a B- or lower in any required course within the program of study will be required to re-take the course. Courses may not be taken more than twice. Procedures to support students in earning satisfactory grades and making progress in the program are described in previous sections of this handbook (see Chapter VI).

When a student does not meet expectations for satisfactory academic progress as described in USM's Graduate Catalog and previous sections of this handbook, the Program, Department, School, College, and University reserve the right to place the student on academic probation. Such probation involves notifying the student that her or his academic standing does not meet program standards and must be rectified in a stated period of time. Academic probation is handled by the Office of Graduate Studies, and students are notified in writing about probation decisions. A student who has concerns about academic probation decisions may follow the appeal process described within this chapter of the handbook.

Academic Integrity

Students are expected to abide USM's Student Academic Integrity Policy (<https://usm.maine.edu/deanofstudents/student-academic-integrity-policy-0>). Accordingly, the academic work produced within the program of study should provide an honest reflection of each student's knowledge and abilities. Violations of academic integrity include, but are not limited to, plagiarizing words and ideas by not giving proper acknowledgement to sources, fabricating data, referencing unauthorized sources during exams, and submitting completed assignments for credit more than once. Additionally, when a sample evaluation report is required as a course assignment, all of the writing in the report must be the student's own work. Submitting de-identified written material from a colleague as one's own work constitutes plagiarism. Written products generated in the context of independent employment within a school, agency, or other setting also cannot be submitted to fulfill USM course requirements. There are two reasons for this:

1. FERPA regulations bar transmission and sharing of pupil records and data outside of the school or agency without parent permission; therefore, USM course instructors do not have permission to view such work.
2. The intent of course assignments is to advance students' skills to a new level; therefore, submitting prior work for a course assignment violates the purpose of the assignment(s).

Violations of academic integrity will not be tolerated and may result in formal sanctions, as described in USM's Student Academic Integrity Policy.

Class Attendance

Students are expected to attend all scheduled classes. Specific attendance policies may be articulated by instructors within their syllabi, but students may expect that absences will affect their course grades unless individualized arrangements are coordinated with instructors in advance.

Writing Expectations

All written assignments submitted for course credit must be prepared in accordance with the guidelines established by the most recent edition of the *Publication Manual of the American Psychological Association*. Most importantly, students are expected to appropriately credit the sources that informed their work by adhering to citation and reference guidelines.

Ethical and Professional Standards

During all phases of the program, students are expected to be aware of and adhere to the legal, ethical, and professional standards specified by the professional organizations and governing bodies associated with the practice of school psychology. These include, but are not limited to the standards established by the American Psychological Association, National Association of School Psychologists, and Association of State and Provincial Psychology Boards.

Commitment to Diversity

The program is committed to preparing school psychologists who are able to work with children, adolescents, and families from many diverse backgrounds. Accordingly, students will be afforded opportunities to work with clients who exhibit diversity in terms of age, disability, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, socioeconomic status, and/or other factors. Students have no reasonable expectation of being exempted from having any particular category of potential clients assigned to them for the duration of training.

Field Placements

Practica and internship sites typically require students to submit to a criminal background check and fingerprinting and may require other screenings (e.g., drug screenings). In these circumstances, students are responsible for coordinating the screenings, paying associated screening fees, and delivering required documentation to field placement sites. Although program faculty will make reasonable efforts to place admitted students in practica and internships, host sites retain the right to determine whether to accept a student for training.

Graduation

Students are eligible to graduate after successfully completing all program requirements, including coursework and the culminating internship. USM awards diplomas three times per year: May, August, and December. Students' diplomas will be issued on the next conferral date following completion of all requirements (e.g., a student who completes all program requirements in June will earn the degree in August).

In order to assist the Registrar with preparing diplomas and transcripts, students must submit a graduation application with any required verification forms by the first day of the month of anticipated graduation (i.e., May 1, August 1, or December 1). Applications for graduation may be completed on MaineStreet or through USM's Office of Registration and Scheduling Services. Please note that USM holds only one commencement ceremony per year, and students may participate in commencement only after they have applied for graduation and been certified to participate.

Professional Credentialing

Students who complete the program are eligible to apply for professional credentialing in school psychology. Students maintain sole responsibility for completing any credentialing requirements that are beyond the scope of the program and for paying the associated fees. Students also should be aware

that a criminal record may jeopardize their eligibility for certification, and students are encouraged to consult the relevant credentialing bodies for additional details. Successful completion of the program does not guarantee certification or employment in the field.

Student Records

The program maintains records for each student that include coursework and grades, advising notes, required forms, comprehensive exam scores, annual student report feedback, and supervisory evaluations to provide evidence of progress within the program and support future accreditation and credentialing needs for both the student and the program. Students' official academic records are maintained in perpetuity by USM, but additional program records *may* be expunged 5 years after graduation. All student records are maintained in accordance with USM's Confidentiality of Student Records Policy and the Family Educational Rights and Privacy Act (FERPA). Students are encouraged to review these policies on the USM website: <http://usm.maine.edu/registration-services/confidentiality-student-records-policy> and <http://usm.maine.edu/registration-services/privacy-records-ferpa>.

Social Media

Students are expected to demonstrate responsible use of social media such as Facebook and Twitter. Materials and information posted on such sites may be viewed by peers, faculty, field supervisors, and potential clients. Accordingly, students should not post anything on social media sites that could harm their professional reputations, the reputation of USM's program, the reputation of other professionals, etc. To maintain appropriate professional boundaries, students are expected to adhere to the following guidelines:

1. Students may not "friend" or otherwise link with USM faculty while enrolled in the program.
2. Students may not "friend" or otherwise link with (non-related) school-age students while enrolled in the program. This includes students enrolled at schools or agencies where students complete field-placements.
3. Students may not discuss or mention program faculty, policies, or procedures on social media sites. Any program-related concerns should be communicated and addressed in accordance with the procedures described in a subsequent section of this handbook (see Chapter XI).

Students are expected to respond to observed violations of these policies by addressing concerns with the individual posting inappropriate materials and/or reporting the violation to the Program Chair or relevant school/agency personnel (as appropriate). When a student violates these policies or posts other inappropriate information on social media sites, program faculty reserve the right to address the situation with the student and to take disciplinary action if needed.

Withdrawal from the Program

In accordance with USM policy, withdrawal (with the loss of matriculation status) from the program may be initiated by the student or the program/institution. The relevant information from USM's Graduate Catalog is excerpted below.

1. **Student Withdrawal.** To withdraw from the University, the student must submit an official Withdrawal Form to the Office of Registration and Scheduling Services and complete an exit interview with his or her advisor.
2. **Academic Withdrawal.** If a student has not made satisfactory academic progress toward fulfilling degree requirements (see above), he or she may be withdrawn from the University.

3. **Administrative Withdrawal.** A student may be withdrawn from a particular graduate program for reasons of a professional nature as determined by the program director or department chair.

Determinations for academic or administrative withdrawal from the program typically will be made only subsequent to supporting students through an action plan for improvement. However, the program retains the right to proceed directly with withdrawal in situations when students commit significant ethical, policy, or legal violations.

Compliance with Program Policies and Procedures

Students are expected to review and comply with all expectations outlined within this handbook. Students must sign and submit Appendix A: Acknowledgment and Agreement to Abide by USM's MS in Educational Psychology with a Concentration in School Psychology Handbook within their first semester of matriculation in the program.

X. Student Resources

All USM students retain both rights and responsibilities within the University community, and students are encouraged to view the University's statement on students' rights and responsibilities on the following website: <https://usm.maine.edu/deanofstudents/student-rights-and-responsibilities>.

In accordance with the program's mission to prepare students for competent practice in school psychology, students are able to access a wide variety of resources to support their success. Comprehensive information about supports and services available to all USM students may be accessed here: <http://usm.maine.edu/students>. Selected resources are also highlighted below.

Administrative Services

Students have access to all USM student resources and services.

The USM library offers access to professional literature and research assistance. Additionally, computers, printers, and copy machines are available for student use in the libraries on each USM campus. Information about library resources may be accessed here: <http://usm.maine.edu/library>.

All students are also assigned Blackboard, MaineStreet, and University email accounts. The USM HelpDesk offers comprehensive supports to students accessing these computing resources. Additional information about computing services, supports, and policies may be accessed here: <https://usm.maine.edu/computing/helpdesk>.

The program's secretarial services, photocopiers, printers, and telephone lines are available to students performing duties in conjunction with their assistantships. In all other circumstances, students are expected to use the University resources allocated for student use.

Financial Resources

A variety of resources are available to assist students in funding their graduate educations. Information about Federal Financial Aid, scholarships, and graduate assistantships may be obtained here: <https://usm.maine.edu/grad/graduate-students-financial-support>.

Students also may apply for up to \$1500 per academic year to support professional development activities. Additional information about the Graduate Student Professional Development Fund may be accessed here: <https://usm.maine.edu/grad/graduate-student-professional-development-fund>.

Academic Resources

The Learning Commons at USM offers free academic tutoring services, technology and research assistance, and writing support to all students. Students who are interested in writing assistance may access support from trained graduate writing tutors. Additional information about the Learning Commons and writing support for graduate students may be accessed on the following sites: <http://usm.maine.edu/learningcommons> and <https://usm.maine.edu/grad/writing-support-graduate-students>.

Health, Safety, and Wellness Resources

Disability Services Center. USM is committed to providing students with documented disabilities equal access to all programs and services. Information about requesting accommodations and accessing other services offered by the Disability Services Center may be obtained here: <http://usm.maine.edu/dsc>.

University Health and Counseling Services. Comprehensive health and psychological services are available to USM students. Information about available services may be accessed here: <http://usm.maine.edu/uhcs>.

Campus Safety Project. The Campus Safety Project is a University-wide effort to promote healthy relationships that provides prevention education and response training on sexual assault, stalking, and relationship abuse for students, staff, and faculty. Information about these programs and services may be accessed here: <https://usm.maine.edu/campus-safety-project>.

Diversity and Inclusion. USM adheres to a nondiscrimination policy and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. USM also embraces diversity and offers a range of programs and services to support its mission. Additional information about these policies, programs, services, and systems for issuing complaints may be accessed here: <http://usm.maine.edu/student-diversity>.

Tk20

Tk20 is an online data management system that allows students to create, maintain, and share their field experience portfolios. All students are required to subscribe to Tk20. The one-time subscription fee of \$103 must be paid during the first semester of enrollment in practicum. Additional information about the Tk20 system may be accessed here: <https://usm.maine.edu/educator-preparation/tk20>.

Student Study Room/Lounge

Room 462A in Bailey Hall on the Gorham campus is reserved exclusively as a study room/student lounge for school psychology students. Access to this space is a privilege, and students are expected to demonstrate respect by cleaning up after themselves and minimizing noise that may disrupt individuals in nearby offices and classrooms.

Assessment Center

The School of Education and Human Development maintains an Assessment Center for use by students enrolled in specific courses with assessment content. Assessment Center resources are funded by fees that students pay during the semester(s) when they enroll in assessment-related courses. Students may borrow Assessment Center materials only during the semesters when they have enrolled in these courses. Permission to access materials during field-placements also may be granted on a case-by-case basis, contingent on the availability of resources. Additional information about the Assessment Center may be accessed on the following website: <http://usm.maine.edu/assessment-center>.

ESPY Network

The ESPY Network on Blackboard provides students with an online community to access and share resources. All required school psychology forms, including a copy of this handbook are accessible on the ESPY Network. The ESPY Network also facilitates communication by providing a central location for postings about professional development opportunities, employment opportunities, and current professional topics. All notifications sent to students' email accounts through the ESPY Network will be indicated by a subject line that begins the following information: ESPY Network (ORG-P-ESPYNetwork_172).

Professional Organizations

Students are encouraged to join professional organizations to support their professional development. Students receive significant discounts on membership rates and gain access to up-to-date information and professional networking opportunities. Professional organizations that may be of interest to students include the following:

American Psychological Association (APA). APA represents all disciplines within professional psychology. Division 16 of the APA represents school psychology specifically. At least one program faculty member maintains membership with the APA and Division 16 each year.

National Association of School Psychologists (NASP). NASP is the national association for the profession of school psychology. At least one program faculty member maintains membership with NASP each year. One USM student serves as the NASP student representative for the program each year.

Maine Association of School Psychologists (MASP). MASP is the state affiliate of NASP. At least one member of the program faculty maintains membership with MASP each year. One USM student serves as the MASP student representative for the program each year.

Maine Student Affiliates in School Psychology (MaineSASP). MaineSASP is the state affiliate of APA's Division 16. USM students fill the roles of President, Vice President, Secretary, Treasurer, and Diversity and Advocacy Chair. This is an active group that affords many opportunities for connecting with fellow students.

Association for Behavior Analysis International (ABAI). ABAI is the leading organization for individuals interested in behavior analysis. At least one faculty member maintains membership with ABAI each year.

The Association for Maine Behavior Analysis (AMeBA). AMeBA is the state-level organization for individuals interested in behavior analysis. One faculty member presently serves on the Executive Committee.

Liability Insurance and Criminal History Records Check (CHRC)

As described in the handbook sections pertaining to practica and internship (see Chapters VII and VII), students are required to (a) obtain and carry student liability insurance while completing field-based activities and (b) obtain CHRC approval from the Maine Department of Education. Information about student liability insurance options may be obtained on the following websites:

<https://www.trustinsurance.com/> and <http://www.nasponline.org/membership-and-community/professional-liability-insurance>.

Information about the CHRC approval process may be accessed here: <http://www.maine.gov/doe/cert/fingerprinting/approval-instructions.html>.

XI. Student Appeals and Complaints

The program recognizes the rights of students and faculty to be treated fairly and with respect. Accordingly, clear policies and procedures have been established for resolving both academic and non-academic concerns that arise.

General Problem-Solving Guidelines

The ethical guidelines of the American Psychological Association (APA) and the National Association of School Psychologists (NASP) include specific guidance and procedures for resolving ethical dilemmas and other conflicts that arise in the context of professional practice. Consistent with these guidelines, the core steps for resolving problems that arise in the context of the program include the following:

1. Meet with the individual(s) involved in the problem to discuss the issue candidly. If possible, develop a plan of action to resolve the problem.
2. If the problem cannot be resolved with a face-to-face meeting between the involved parties, contact the supervisor(s) of the individual(s) involved to obtain assistance with problem resolution.
3. If the problem persists, then report the concerns to the appropriate member of leadership within the organization.

Students are expected to learn and follow the APA and NASP ethical guidelines and procedures during and after program completion; accordingly these basic standards should be followed to address problems that arise while enrolled in the program. Specifically, students should start by meeting with the individual(s) involved in the problem in an effort to find a solution. If a solution cannot be generated within a face-to-face meeting, students should contact the next individual(s) in the governance hierarchy at USM to obtain assistance. Except in circumstances described below, this process should be followed on a stepwise basis such that the problem is addressed “locally” and individually to the extent possible.

Here is an example of the procedures students should follow if they have a problem with a course instructor or any other individual(s) working within the program:

Lynn is a second year student. She just finished the semester and looked online to view her grades for the term. She was shocked to see that she had earned a “B” in one of her classes. She thought her work was very strong, and she expected an “A.” She reviewed the assignments she had received back from the instructor, and all her work showed scores leading to an “A” grade. Lynn decided she would ask the instructor why she earned a “B” in the class.

Lynn contacted the instructor by e-mail the next day and requested a time to meet and review her grade. The instructor agreed and a meeting was set up for the next week. Lynn brought all her coursework to the meeting and explained that she felt her work had earned an “A” instead of a “B.” The instructor said that most of Lynn’s work for the semester was “A” material, but her final paper (worth 30% of the grade) was of much lower quality than her other work. The instructor showed Lynn the paper and went over his concerns. Lynn said that she disagreed with the instructor and felt the work was on a par with her prior assignments. The instructor disagreed.

In this example, Lynn was not able to resolve the problem with a face-to-face meeting with the instructor. Therefore, her next step was to request a meeting with the Department Chair to discuss the situation.

Lynn met with the Department Chair and the instructor together and discussed the grade dispute. The Department Chair suggested that she read the final paper and use the instructor's scoring criteria to evaluate the paper. She suggested that she also read a selection of Lynn's other work so she could compare the quality of the writing. Lynn and the instructor agreed that this was a good idea. One week later the Department Chair met with Lynn and the instructor again and reported her review of the paper. She scored Lynn's last paper higher than the instructor had, and the new score yielded a course grade of "A-." Lynn and the instructor agreed to accept the new paper score, and the instructor submitted a revised grade for the course.

In this case, Lynn's problem was resolved by following steps 1 and 2 of the basic procedures for problem-solving. If Lynn or the instructor had not been willing to accept the Department Chair's new score, the next step would have been to contact the Associate Dean to request additional help with the problem.

As illustrated in the example above, the order for addressing many problems will generally proceed as follows:

1. Individual(s) directly involved in the problem
2. Department Chair: Jamie Pratt, jamie.pratt1@maine.edu
3. SEHD Associate Dean: Mark Steege, mark.steege@maine.edu
4. CMHS Dean: Joanne Williams, joanne.williams@maine.edu
5. Provost and Vice President for Academic Affairs: Jeannine Diddle Uzzi, Jeannine.uzzi@maine.edu
6. USM President: Glenn Cummings, usm.president@maine.edu

Typically, most problems can be resolved through meetings with the individuals involved and the Department leaders. If a student is not sure how to proceed when faced with a problem, the student should contact her or his advisor or the Department Chair. If the advisor or Department Chair is involved in the problem itself, another faculty member in the Department may serve as an objective participant in the problem-solving process. Alternatively, the Director of Student Affairs, Kim Warren (kiwarren@maine.edu) is available to provide guidance to students about whom to contact with concerns.

Non-Academic Complaints

The Office of Graduate Studies (OGS) provides graduate students with impartial assistance in resolving disagreements or complaints of a non-academic nature. The OGS is available to direct students to the appropriate University policy or procedure to utilize when seeking resolutions to complaints. The Director of Graduate Studies, Andrew King may be contacted at andrew.king@maine.edu or 207-780-4812.

Complaints about harassment, discriminatory actions, unwanted sexual behavior, relationship abuse, or other crimes may be reported directly through the mechanisms on the following website: <http://usm.maine.edu/campus-life/report-it>. In case of emergency, students also are advised to call 911 or access support from the campus police.

Academic Appeals

Policies exist to ensure fair and timely reviews of student appeals of academic grades and program withdrawal/dismissal determinations. Students are encouraged to review USM's Graduate Catalog for information about these policies at the following site: <https://usm.maine.edu/catalogs>.

Additional Information

Additional information about academic and non-academic grievance and reporting procedures may be found in USM's [Graduate Catalog](#) and by referencing the USM website.

Students should be aware that the program maintains records of all formal complaints and grievances that have been filed against the program or program faculty.



School of Education and Human Development
Department of Educational and School Psychology
School Psychology Program
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Appendix A

Acknowledgement and Agreement to Abide by USM's MS in Educational Psychology with a Concentration in School Psychology Handbook

I, _____, have read, understand, and agree to abide by the policies and procedures outlined in USM's MS in Educational Psychology with a Concentration in School Psychology Handbook. I understand that failure to meet the expectations contained within the handbook may result in suspension or dismissal from the program.

Student Printed Name

Student Signature

Date

Department Chair Signature

Date