

Master of Science in School Psychology

Admission to the master of science in school psychology has been suspended. USM will maintain the actual M.S. in school psychology, as well as its accreditation, until the last of the students admitted as of May 2007 graduate, transfer to the Psy.D., or meet the statute of limitations (6 years).

The master of science in school psychology offers the student comprehensive studies that integrate general psychological content, methodology, and research with educational principles and practitioner skills. The program is based on a data-based problem-solving model. A more detailed listing of program outcomes can be found in the program handbook. Through practicum training, students are introduced to children's cognitive, social, and emotional behavior; instructional models; teaching styles; and the differential effects of teacher-student interactions and classroom climate. Students demonstrate competencies in assessment and interventions through completion of a comprehensive examination and a performance-based portfolio. During the final portion of the program, students participate in a 1,500 clock hour internship in the public schools, working under the supervision of a licensed psychologist or a certified school psychological service provider. The school psychology program requires 72 credit hours of coursework.

Individuals graduating from this program are eligible for certification as a Nationally Certified School Psychologist, and for certification by the Maine Department of Education as a School Psychological Service Provider. Some graduates may be eligible to sit for the examination leading to licensure as a psychological examiner by the Maine Board of Examiners of Psychologists. The program conforms to training standards specified by the National Association of School Psychologists (NASP), the Maine Department of Education, and the Maine Board of Examiners of Psychologists.

Special Admission Requirements

In addition to the general requirements of the College, candidates should provide a typed narrative, which will be evaluated in terms of clarity of expression, grammatical construction, and other facets of English composition, as well as the quality of responses. The narrative should address the following topics:

- a) relevant educational and experiential background;
- b) reasons for wanting to be in a helping profession;
- c) commitment to pursuing a career in school psychology;
- d) reasons for seeking admission to the program;
- e) a statement of personal philosophy;
- f) a statement of personal strengths and weaknesses.

The admissions process requires a formal interview. Candidates to be interviewed will be selected on the basis of the above information.

Transfer Credit A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than three years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program chair in exceptional circumstances, including certificates of graduate study program courses. Please also see College transfer credit policies in the CEHD Admission and Academic Policies section. Graduate students in master's level school psychology programs at other universities may transfer into the program if they take their final 21 hours, including the internship requirement, in USM's school psychology program.

Professional Licensure and Certification Notice Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certifi-

cation body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

Program Requirements (72 credits)

Psychological Foundations (15 credits)

HRD	668	Human Development
SPY	671	Physical Bases of Behavior
SPY	674	Child and Adolescent Psychopathology
SPY	676	Behavioral Principles of Learning

Educational Foundations (9 credits)

HCE	622	Counseling Children and Adolescents
SED	540	Nature and Needs of Learners Who Are Exceptional
SED	682	Special Education Law

Assessment (15 credits)

HCE	605	Psychological Measurement and Evaluation
SED	653/	
SPY	672	Assessment of Academic Achievement
SPY	675	Indirect Behavioral Assessment
SPY	677	Cognitive Assessment
SPY	678	Functional Behavioral Assessment

Interventions (9 credits)

HCE	626	Group Process and Procedures
SPY	603	Consultation in School Psychology
SPY	673	Social Foundations of Behavior
SPY	684	Advanced Applied Behavior Analysis

Research (6 credits)

EDU	600	Research Methods and Techniques
SPY	659	Clinical Research Methods

Professional School Psychology (18 credits)

SPY	609	Professional Ethics in Psychology
SPY	688	Internship in School Psychology (9 Credits, 1,500 hours)
SPY	693	School Psychology Practicum I
SPY	694	School Psychology Practicum II