

SCHOOL PSYCHOLOGY PROGRAM STUDENT HANDBOOK

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UNIVERSITY OF MASSACHUSETTS AMHERST

SECTION I. INTRODUCTION TO THE SCHOOL PSYCHOLOGY PROGRAM

Program Training Model and Educational Philosophy

The training program in School Psychology at the University of Massachusetts Amherst is based on an ecologically oriented, scientist practitioner-training model. This model guides graduate student development and program development in the areas of teaching, practice and research. The Program's educational philosophy holds as a basic premise that high quality professional training in this scientist practitioner model requires graduate student immersion in faculty supervised, pre-professional activities involving coursework, service delivery and research. These two foundational perspectives are described briefly in the following paragraphs.

Ecologically oriented scientist-practitioner model. The training model at the University of Massachusetts is grounded in a contemporary ecological paradigm. In the most recent issue of School Psychology Review (2000, Vol. 29, No.4) Sheridan and Gutkin describe the foundations of a contemporary ecological paradigm to guide school psychology services. They write

"...school psychologists should be less concerned with identifying what is wrong with a child, measuring problems, and delivering remedial services, and substantially more concerned with prevention and promoting wellness--that is engaging in and conducting research on services that allow students to succeed in life (Meyers & Nastasi, 1999). Early (primary) and secondary intervention services designed to prevent or derail the course of violence, substance abuse, school failure and dropout, teenage pregnancy, and other debilitating life choices are essential. Changing the ecological systems that pervade the lives of children (e.g., schools, families, and communities) provides us with the only meaningful route to prevention and must be among our very highest priorities as a field....

...To realize their full professional potential, school psychology services must be tied very closely to the broad-based environmental systems that surround the children we serve. If we hope to be successful at either remediation or prevention, services will have to be linked directly to the various ecosystems within which our clients and we function. Specifically, school psychologists must develop strong working linkages with schools, families, and communities..." (p. 490)

Mindful of this perspective, our program prepares students who strive to understand these contexts and build these linkages using a range of professional strategies. First, our ecological orientation has its primary foundations in behavioral, social, and developmental psychology. Further, this orientation directs us to emphasize intervention-linked assessment strategies in preparing students to conduct assessments to prevent and solve problems. That is more attention is directed to assessment for understanding student--environment relations, than is directed to understanding aspects of within-child functioning. For example, our assessment sequence includes training not only in individually focused cognitive assessment, but also in curriculum-based assessment and behavioral assessment, both of which focus on student learning and behavior as a function of child--environment relationships. These latter strategies in particular have demonstrated instructional and treatment utility respectively, qualities critical to the delivery of ecologically oriented, effective services.

Our ecological focus also directs us to prepare professional school psychologists as problem solvers (Deno, 1995), with a focus on prevention and intervention with achievement and behavior problems in the natural context(s). Here, consistent with Sheridan and Gutkin's notion of less emphasis on identification of problems and more emphasis on problem prevention and resolution, our curriculum and training emphasizes methods and strategies of intervention design, implementation, and evaluation of intervention outcomes. In this domain our curriculum includes coursework on interventions for

achievement and behavior problems, multicultural counseling, methods in special education, and instructional and behavioral consultation, as well as a programmatic emphasis on the prevention of achievement and behavior problems via early screening and early intervention for these types of problems.

Another pervasive and contextual aspect of our ecological perspective, is the importance of social validity--that is the involvement of consumers in judging goals, methods, and outcomes (in addition to judgements based in professional judgement, statistics, and professional standards) of professional service delivery. Given the importance of teachers, parents and other consumers in this ecological model, such judgements are critical to the shaping of services that will be both useful and used by those we serve.

As a result of these perspectives, the first three overarching goals of our training program are the following ones:

1. Program graduates will practice school psychology with sensitivity to the individual case, paying careful attention to relevant features of individual history, culture, and context, and the person's educational, social, behavioral, and emotional needs.
2. Program graduates will practice school psychology within an ecological, problem-solving approach using evidence-based practices to address the educational, social, behavioral, and emotional needs of individuals or groups, and to promote healthy development of all children, students, and families.
3. Program graduates will practice school psychology using evidence-based prevention and intervention practices to address the educational, social, and needs of school systems, families, and communities, emphasizing group level applications.

Integrated with the ecological perspective are the scientist-practitioner aspects of our training model, wherein our focus is on careful integration of scientific methods of knowing, into professional practice and research. For this foundation we draw on the work of Stoner and Green (1992) who wrote of an Experimenting School Society approach to the integration of science and practice. Sheridan and Gutkin (2000) cited and emphasized this approach in writing of its importance to our field's future. In summarizing Stoner and Green (1992), Sheridan and Gutkin (2000) note the following:

"...the essential core of science is a "method of knowing" rather than a series of facts...the processes of scientific investigation are ultimately of far greater importance to psychology practitioners than are the products produced by those processes..."

...Starting with an understanding of extant scientific knowledge that is pertinent to a presenting problem (e.g., relevant theories, evidence-based interventions) scientist-practitioners should gather relevant data, develop hypotheses based upon these data, generate intervention plans that are congruent with one's hypotheses, implement the intervention, and collect ongoing data to determine if treatment goals have been met. In those instances in which clinical outcomes are not adequate, scientist-practitioners should recycle through the process much as a scientist would as he or she works to advance knowledge by designing a new study following completion of an unsuccessful experiment. Practitioners who use this process as a road map would be thinking and behaving like a scientist as they focus upon practice issues. Using the processes of science to complement its content, contemporary scientist-practitioners should structure their practice around ongoing, data-based problem solving (Ysseldyke et al., 1997) and formative evaluation (Fuchs & Fuchs, 1986) processes that start with, but go further than, the existing literature." (p. 495)

At the heart of this approach within our program, is basic training in time-series, single subject research methods and group research methods, complemented by a range of data analytic techniques. This ecologically oriented, scientist practitioner training model, then, results in professional practice that is contemporary and ethical in its striving for accountability, and that has the potential to contribute to the

knowledge base of the field of school psychology. And, it is these characteristics that lead to our remaining overarching program goals:

4. Program graduates will practice school psychology consistent with the ethical guidelines of the American Psychological Association and the National Association of School Psychologists, and consistent with State and Federal Law.
5. Program graduates will contribute to the professional knowledge base of school psychology with an emphasis on assessment, prevention, and intervention practices, by conducting valid and meaningful research, and engaging in professional dissemination activities.
6. Program graduates will provide leadership in the field of school psychology at local, state, regional, and national levels.

These goals and the manner in which they are operationalized are consistent with the University of Massachusetts' mission, which is "...to provide an affordable education of high quality and conduct programs of research and public service that advance our knowledge and improve the lives of the people of the Commonwealth." They also are in line with primary aspects of the Amherst campus' vision, which include striving for high quality innovation, public service, and contributions to quality of life for citizens of the region.

Immersion in professional training activities. The educational philosophy of the University of Massachusetts School Psychology Program is one of student immersion in faculty-supervised professional training experiences, with a clear expectation for a high level of engagement in professional training activities. As such, all students are required to maintain full-time status (e.g., 9 credits minimum per semester) throughout their matriculation in the program, and to participate in a faculty directed research group in an ongoing fashion as well. This latter requirement is premised on the notion that graduate course work is necessary but not sufficient for high quality professional training in school psychology. These experiences and expectations allow for faculty modeling/supervision of research and practice activities (and their integration), and are dependent upon strong faculty—student work relationships. These beliefs and expectations have been a program focus since our previous APA site visit, in the following ways.

Beginning with the 1997-98 academic year, full-time participation was, and continues to be, required of students in the school psychology program. This requirement is consistent with the program's provision of broad, in-depth, and intensive professional training experience that is individualized for each student. At the same time, full time participation required of students means the faculty must work extra hard to generate student funding. Program faculty continuously seeks external funding through grants and contracts, and to continuously seek internal funding through various sources. During each of the 1998-99, 1999-2000, and 2000-2001 school years, at least 90% of program students were funded through assistantships; primarily through program generated contracts with Local Education Agencies.

In addition to increases in student funding, program faculty have worked to increase student participation in faculty directed research programs. Having ongoing research groups actively allows for student participation, which frequently leads to student project development. In addition, active research groups alleviate the need for each doctoral student to develop a dissertation "from scratch" (thus contributing to timely student progress) and promote an understanding of research development in the context of a range of projects. As a result of these and other activities, our rate of student participation research activity and in regional/national conferences is on the rise. For example, in 2000, approximately 20 program students attended the National Association of School Psychologists Convention in New Orleans, and the majority of them co-presented papers with faculty.

One further area critical to our educational philosophy and the provision of high quality training is ongoing faculty development. In this area, for example, we have hired one new faculty member, Dr. John Hintze who began his work at the University of Massachusetts in September of 1998. This hire was

instrumental in elevating the level of quality of the program, through the breadth, depth, and quality of Dr. Hintze's work, as well as its "goodness of fit" with the program training model and directions.

In addition, faculty participation in important school psychology conference activities has increased in recent years. For example, Drs. Hintze, DeLeon, Matthews and Stoner have attend the Council of Directors of School Psychology Programs (CDSPP) Annual Meeting during the past two years. This type of activity is instrumental in developing the program's identity as a school psychology program, both within and outside the University. For the last two years now, all four of the faculty has attended the CDSPP meeting, as well as the National Association of School Psychologists Convention. As a result, our colleagues across the country now know who we are, and are beginning to learn more about our work.

Further, the faculty have worked hard to develop ongoing outreach efforts with public school constituents. These activities have involved research, teaching and service activities. Most notably, faculty have developed an ongoing relationship with the Athol-Royalston Public Schools. This year that relationship involves significant funding for student project assistantships, ongoing training of school based instructional support teams, and the development of local norms in reading, spelling, writing, and mathematics for the elementary schools of the district. Through these types of efforts, Dr. Matthews now has a clear identity as a faculty member in school psychology, contributes to journals in the field of school psychology, does research and training in school psychology, and is an active, valued, and contributing member of our faculty.

In a related outreach area, during the summer of 2000, Drs. Stoner and Hintze offered a weeklong Leadership Institute in School Psychology through the University of Massachusetts Division of Continuing Education. Attended by 30 in-service professionals, the Institute focused on contemporary assessment and intervention practices and was very well received. The Institute also provided opportunities for two of our doctoral students to make one 90 minute instructional presentation each.

In short, we believe that professionally active and energetic faculty, working with qualified and active students in an immersion model, results in a high quality training experience for these students, and ultimately for consumers of their services. This philosophy, in combination with our ecologically oriented scientist-practitioner model of training, results in a vibrant, contemporary, training program that is beginning to produce high quality graduates, and promises to continue to do so for years to come.

Finally, the University of Massachusetts Amherst also is home to an APA accredited Clinical Psychology Program, housed in the University's Psychology Department. While a number of the Clinical Psychology Program faculty are child and adolescent focused in their work, they also are focused on clinical issues, and use a community-based service delivery model. Our School Psychology Program, in contrast, is focused on issues at the intersection of education, teaching, and learning, with a primary emphasis on school-based service delivery.

SECTION II. GOALS AND OBJECTIVES OF PROFESSIONAL TRAINING

University of Massachusetts School Psychology Program has six overarching goals and objectives for its graduates:

1. Program graduates will practice school psychology with sensitivity to the individual case, paying careful attention to relevant features of individual history, culture, and context, and the person's educational, social, behavioral, and emotional needs.

2. Program graduates will practice school psychology within an ecological, problem-solving approach using evidence-based practices to address the educational, social, behavioral, and emotional needs of individuals or groups, and to promote healthy development of all children, students, and families.
3. Program graduates will practice school psychology using evidence-based prevention and intervention practices to address the educational, social, and needs of school systems, families, and communities, emphasizing group level applications.
4. Program graduates will practice school psychology consistent with the ethical guidelines of the American Psychological Association and the National Association of School Psychologists, and consistent with State and Federal Law.
5. Program graduates will contribute to the professional knowledge base of school psychology with an emphasis on assessment, prevention, and intervention practices, by conducting valid and meaningful research, and engaging in professional dissemination activities.
6. Program graduates will provide leadership in the field of school psychology at local, state, regional, and national levels.

These goals and objectives are met through student completion of a comprehensive set of coursework, practica, research, and internship experiences. These experiences carry with them a set of knowledge and performance competencies, divided into four primary areas, that students are expected to attain via successful experience completion.

SECTION III. SCHOOL PSYCHOLOGY PROGRAM COMPETENCIES

Program objectives are divided into two types, knowledge competencies and performance competencies. Knowledge competencies are evaluated through coursework and compulsory examinations. Performance competencies are evaluated through practica and internship using the School Psychology Program Competency Checklist (SPPCC).

The first area of competency is that of psychological and educational foundations of school psychology. In this area students are expected to gain basic knowledge competencies and understanding of human behavior with emphases on learning, cognition, developmental, and social psychology, as well as biological bases of behavior and human development. As a result of successful completion of program coursework and experiences, school psychology trainees demonstrate the following knowledge competencies:

- 1.1 Mastery of theories and influences of normal cognitive, social, and physical development from early childhood to young adulthood.
- 1.2 Mastery of historical and current theories of learning.
- 1.3 Mastery of theories of instruction having relevance to school programs and teaching processes.
- 1.4 Mastery of theories of social and cultural influences on behavior and development, and their applications to school environments.
- 1.5 Mastery of the history of psychology and education as professional fields.
- 1.6 Mastery of the history of school psychology.
- 1.7 Mastery of theories of the relationships between human biology and human behavior.

The second area of competency is that of psychometrics, assessment, and research. Here, through sequences of coursework, related practicum experiences, research activities, and internship experiences, students are expected to master relevant theories and methods of assessment and decision making. In addition, students are expected to master applied methods for conducting research, generating data sets, and analyzing and interpreting those data in relation to extant research in related areas. In these areas then, the school psychology trainee demonstrates the following knowledge competencies:

- 2.1 Mastery of the historical and contemporary perspectives of measurement of human behavior and abilities.
- 2.2 Mastery of historical and current theories of statistics and methods of research design.

The school psychology trainee demonstrates the following performance competencies:

- 2.3 Selects and administers appropriate assessment devices/procedures with respect to standards of the American Psychological Association (Standards for Educational and Psychological Testing, 1985), and NASP Standards for Service Providers, the purpose of the assessment, and the characteristics of the student, including, gender, age, cultural and experiential background, and possible disability.
- 2.4 Uses a broad range of assessment techniques to collect information useful for making problem identification and problem certification decisions.
- 2.5 Uses a broad range of assessment techniques to collect information useful for designing educational/instructional and behavioral interventions.
- 2.6 Uses a variety of assessment strategies to describe the academic and behavioral environment in which the student is being educated.
- 2.7 Uses interviewing skills with parents, teachers, and other educational professionals to identify problems and concerns pertinent to a student's academic and social progress. Uses appropriate assessment and evaluation techniques to evaluate the effects of programs for individual students and groups.
- 2.8 Scores and interprets assessment data with respect to standards of the American Psychological Association, the purpose of the assessment, and the characteristics of the student, including gender, age, cultural and experiential background, and possible disability.
- 2.9 Writes reports that accurately address the purposes for conducting the assessment and present the findings in a manner understandable to parents, teachers, and other educational professionals.
- 2.10 Demonstrates effective oral communication skills in reporting assessment findings to parents, teachers, and other educational professionals.

Given the program's intervention and prevention emphases, our third major area of competency involves methods of school-based prevention and intervention. Here, students are expected to master methods of preventing and intervening with school or family-based behavior and/or instructional problems, with students and school or family systems. As such, through program required experiences, the school psychology trainee demonstrates the following knowledge competencies:

- 3.1 Mastery of evidence-based methods of behavior change for social, behavioral, emotional, and/or instructional problems.
- 3.2 Mastery of evidence-based methods of consultation for social, behavioral, emotional, and/or instructional problems.

The school psychology trainee demonstrates the following performance competencies:

- 3.3 Designs and implements appropriate instructional and behavioral intervention and prevention strategies consistent with the APA and NASP ethical standards, and characteristics of the student or group, including gender, age, cultural and experiential background and possible disability.
- 3.4 Designs and implements evaluation strategies for instructional and behavioral intervention and prevention strategies to determine the extent to which program effects are both internally valid and effective.
- 3.5 Writes intervention plans that accurately address the purpose of the instructional or behavioral intervention and describe the methods to be used.
- 3.6 Demonstrates effective oral communication skills in reporting the purpose of intervention programs and in describing the methods to be used.
- 3.7 Writes reports that accurately summarize effects of the instructional or behavioral intervention.

- 3.8 Selects evidence-based intervention strategies with students with instructional and/or behavioral problems.
- 3.9 Uses interview and observation skills to identify environmental variables relevant to planning, and implementing instructional or behavioral interventions.
- 3.10 Employs intervention methods and follow-up strategies to promote the generalization and maintenance of obtained intervention goals.

The fourth and final major area of competence is that of professional school psychology. This area of competence is intended to provide students with the basis for appropriate practice of professional school psychology. In this area, the school psychology trainee is expected to demonstrate the following knowledge competencies:

- 4.1 Mastery of ethical guidelines of the American Psychological Association and National Association of School Psychologists.
- 4.2 Mastery of procedures for professional practice of psychology of the American Psychological Association and National Association of School Psychologists.
- 4.3 Mastery of laws and regulations pertinent to student rights to a free and appropriate education.
- 4.4 Mastery of national and state rules and regulations regarding special education services.

The school psychology trainee demonstrates the following performance competencies:

- 4.5 Demonstrates professional behavior consistent with the ethical standards of the American Psychological Association and National Association of School Psychologists.
- 4.6 Demonstrates appropriate professional cooperative and collaborative behavior necessary to the role of the school psychologist.

SECTION IV. CURRICULUM OBJECTIVES

The curriculum for the CAGS in School Psychology is provided in the coursework checklist appearing in the Student Handbook. Coursework, practica, internship, and research activities are specifically designed to allow students to attain the competencies outlined. A brief description and explanation of the connections between the Program curriculum, the curricular objectives, the training model, and the five areas noted is provided in the following sections.

Breadth of Scientific Psychology

Students gain knowledge competencies in a range of approaches to scientific psychology through required course work, practicum and internship experiences, and through research training. For example, students complete course work across a range of domains, within which they are expected to develop knowledge competencies in the areas of learning, cognition, and instruction; social psychology and cultural diversity; developmental psychopathology; child development; and biological bases of behavior. In these courses, instruction is provided by a number of different professionals, including school psychologists, clinical psychologists, social psychologists, physiological psychologists, educational psychologists, as well as by education professionals with a range of expertise, as well as scientific and philosophical perspectives on learning, human development and influences on human behavior. In addition, our school psychology core courses emphasize an ecological orientation, and are grounded in behavioral, developmental, and social psychological theory and science. Through practicum and internship experiences, students gain exposure to and interact with qualified psychology professionals who hold a range of theoretical orientations and have a range of professional training and background experiences. Finally, in their research training, doctoral students are expected to develop expertise in experimental, quasi-experimental, and time series research designs (at a minimum), again insuring a range of knowledge and scientific approaches to applied research.

In implementing the program, an integration of the breadth of scientific psychology is emphasized at two levels. The first level is the integration of the four primary curricular content domains: psychological and educational foundations of school psychology; psychometrics, assessment and research; methods of school-based intervention; and, professional school psychology. This integration has a culminating integrative experience in the comprehensive examination. A second level of Integration is emphasized in faculty supervised practicum and research experiences, and in the conceptualization, design, and carrying out of the dissertation research.

Scientific, Methodological, and Theoretical Foundations of Practice in School Psychology

In the School Psychology Program foundation courses, assessment courses, intervention courses, and professional school psychology courses, student training is grounded in the scientific, methodological, and theoretical foundations for professional practice. For example, students are required to take, as part of their research training, a course in time-series, single-subject research design. This course, while clearly providing research methods training, also is critically important to the professional practice of school psychology from a scientist-practitioner perspective. This is because it provides students with one set of methods to both evaluate the effects of their intervention and prevention work, but also to generate data necessary to support accountable professional practice. In the area of assessment, students are provided with a breadth of coursework and skills, across the areas of cognitive assessment, behavioral assessment, educational assessment, and empirical/actuarial approaches to social/emotional assessment. Here, consistent with the program's ecological orientation, students learn to assess persons and contexts, as well as the interaction of the two.

Program coursework and practica involving intervention and prevention strategies are grounded in evidence-based, validated practices, previously shown to be effective for the particular problem at hand. Student research training is grounded in critical issues of internal and external validity, as well as contemporary approaches to validity, namely social validity and consequential validity. Finally, students are prepared to utilize the ethical principles of the American Psychological Association and the National Association of School Psychologists as foundations for professional practice.

Assessment and Intervention

As noted above, in the area of assessment, students are provided with a breadth of coursework and skills, across the areas of cognitive assessment, behavioral assessment, educational assessment, and empirical/actuarial approaches to social/emotional assessment. Here, consistent with the program's ecological orientation, students learn to assess persons and contexts, as well as the interaction of the two (behaviors in the context of schools, families, and communities). An overarching theme in the Program's assessment training is the issue of linking assessment to intervention, or "intervention-linked" assessment. Inherent in this framework is a broad range of technical adequacy issues, about which students learn to attend. These issues are not only reliability and validity of assessment, but also accuracy, sensitivity, treatment validity/utility, social validity, and consequential validity.

In the area of intervention, required coursework encompasses interventions for achievement and behavior problems, methods of special education, applied behavior analysis, multicultural counseling, and instructional and behavioral consultation. An overarching theme here is attention to issues of "evidence-based" or empirically validated approaches to intervention and prevention of behavioral, social/emotional, achievement, and adjustment problems. Also emphasized, as with the assessment areas, are attention to and understanding of contexts, as both determinants of problem behaviors (or the lack thereof) and as variables critical to the prevention and resolution of presenting problems.

These themes and areas of emphasis are revisited and strengthened through supervised practicum experiences. Here, students gain valuable supervised experience with casework at the level of individual cases, and at the level of group-based intervention and prevention programs. These

experiences are used to further develop and strengthen student competencies in assessment and intervention strategies, to promote the integration of the scientific foundations and methods of psychology, and to prepare students for internship experiences.

Issues of Cultural and Individual Diversity

Careful attention to and study of issues of cultural and individual diversity are pervasive influences on graduate students within the University of Massachusetts Amherst, the School of Education, and the Department of Student Development and Pupil Personnel Services (SDPPS). The School Psychology Program incorporates these influences in striving to instill in students the attitudes and skills needed to serve well the diverse population of students, families, and communities they will encounter as professionals. First, issues of diversity are infused into the professional course work in professional school psychology, assessment, and intervention. In the intervention area, students are required to take a course in Multicultural Counseling. In the foundations courses area, students complete 6 credits of course work (2 courses) in both Social Psychology, and in Family Systems (a course grounded in understanding and attending to the diversity within and across families, in the context of professional service delivery).

In the areas of practica and internship, students are encouraged to engage in casework involving individuals from diverse backgrounds, in order to gain further experiences with persons who differ from themselves in a variety of ways. In practicum supervision, program seminars, and research projects, program faculty and students actively engage in discussions and projects that actively involves us in issues of cultural and individual diversity. For example, Dr. Stoner's research group participants are engaged this year in discussing issues of reading skill development involving students from disadvantaged backgrounds, including having parents who are non-readers. Dr. Matthew's and Dr. Hintze are actively engaged with students investigating through a group research project, the question of whether Curriculum Based Measurement is biased in any way toward students who are African American. Finally, these issues are a critical aspect of the legal and ethical issues in the practice of school psychology that receive thorough treatment in the required course, Principles and Practices of School Psychology.

The Program also strives to recruit and retain students from diverse backgrounds into the program. In the past three years, these efforts have included: (1) securing travel monies through the Department (SDPPS) to support the campus visit of a prospective student from Miami, Florida; (2) nominating students for and in one case securing University Opportunity Fellowships for students (provides tuition waiver and a stipend of approximately \$6,000 for the year); (3) securing financial support for textbook purchases for one student, through the Graduate School Office for Minority Student Recruitment and Retention; (4) affirmative action efforts in conducting the Program's admissions activities; (5) efforts to achieve flexibility in program requirements/expectations in advising students for whom English is/was not a first language, and for students diagnosed with learning disabilities; and, (6) faculty participation in work groups at the 2000 Annual CDSPP meeting, on recruitment and retention of students from diverse backgrounds.

Attitudes Essential for Scholarly Inquiry and Professional Problem-Solving

The program includes a variety of activities that are related to scholarly inquiry and professional problem solving in school psychology. First, scholarly inquiry and professional problem solving are pervasive themes in the program's school psychology courses and activities. "Our ecological focus also directs us to prepare professional school psychologists as problem solvers (Deno, 1995), with a focus on prevention and intervention with achievement and behavior problems in the natural context(s)." Coursework in professional school psychology and in the intervention area in particular, emphasize evidence-based approaches to prevention and intervention program development, implementation, and evaluation. Also pervading our approach to professional problem solving is an Experimenting School Society approach (Stoner & Green, 1992), one hallmark of which is the perspective that we cannot know

what the effects of an intervention program will be, prior to actual implementation and evaluation of the program.

Program students also develop attitudes essential for scholarly inquiry and professional problem solving through active participation in faculty-directed research groups on a range of topics. These groups engender lively discussions, debate, and inquiry between and among students and faculty both within and outside the group meetings themselves. Currently ongoing research projects encompass a range of topics, including the intersection of reading and behavior problems, assessment and intervention with Attention Deficit Hyperactivity Disorders, Curriculum Based Measurement (CBM) and Generalizability theory, teacher expectancies and their influence on teaching and learning, and CBM and racial/cultural bias in assessment.

Another source of development in this area consists of the seminars and colloquia by visiting scholars that occur throughout each academic year at the University of Massachusetts. This year, for example, the Psychology department sponsored a colloquium by Drs. Sally Shaywitz and Bennett Shaywitz of the Yale University School of Medicine, who spoke on the topic of biological bases of reading problems in learning disabled students. School psychology program faculty and students were not only invited to attend the colloquium, but Dr. Stoner and 2 of his doctoral students were invited to meet personally with the Drs. Shaywitz to discuss research in the area of reading problems. In the School of Education, the Research, Evaluation, and Methodology group, led by Dr. Ronald Hambleton, sponsors colloquia on topics of measurement, test development, and research design/statistics, on at least a monthly basis. Most recently (November 2000) Dr. George Madaus of Boston College spoke on issues of test oversight groups and committees to examine high stakes testing programs. Finally in the area of visiting scholars, over the past three years the School Psychology Program, with support from the School of Education, has sponsored visits/colloquia by prominent scholars and leaders in the field, including: Dr. George DuPaul of Lehigh University, speaking on early intervention and ADHD; Dr. Tanya Eckert of Syracuse University, speaking on a woman's perspective on professional development for graduate students; Drs. Thomas Power and Patricia Manz of Children's Seashore House and the University of Pennsylvania School of Medicine, speaking on community based tutoring programs to prevent reading problems among urban elementary school students; and Dr. Mark Shinn of the University of Oregon, speaking on the use of Curriculum Based Measurement in a problem solving framework, and with students who are bilingual.

Also, the School Psychology Program sponsors a non-credited Program Seminar, that meets three times per semester (this was begun in fall 2000) for 150 minutes per meeting. The Fall Semester, 2000, topics were as follows: Assessment, diagnosis and eligibility for special education services--linked to faculty involvement in discussions on this topic with State Department of Education professionals; avenues for student involvement in the Massachusetts Association of School Psychologists, presented by the association's president; and, Preparation for and considerations in internships in school psychology. During the Academic Year 1999-2000, the program's faculty collectively ran a year long seminar on reading and its development in children, its teaching, problems with learning to read, prevention of reading problems, and interventions with reading problems. This offering was part of our efforts to continuously offer special topics seminars for program students.

Finally, program faculty are actively involved on editorial boards and as editors and writers of books and scholarly articles in the field of school psychology. Program graduate students are frequently involved as collaborators and co-authors on writing projects. Also, during the past 2 years, Dr. Hintze has sponsored and mentored one student each year, to be a member of the Student Editorial Board of the Division 16 journal, School Psychology Quarterly.

SECTION V. REQUIREMENTS OF THE GRADUATE SCHOOL

Doctoral Degree Requirements

All requirements for any advanced degrees to be awarded at a given degree-granting period (February, May, September) must be completed by the appropriate deadline—February: January 15; May: last working day of April; and September: last working day of August. The completed Eligibility for Degree Form, signed by the candidate, the Graduate Program Director, and the Department Chair/Head, must be submitted to the Graduate School Office of Degree Requirements by the specified date so that *all* the candidate's credentials can be certified before the degree is actually awarded. Please refer to the *Graduate School Handbook* for further detailed guidance in the preparation and completion of a program of study. *Guidelines for Master's Theses and Doctoral Dissertations* is also available in the Office of Degree Requirements or on the World Wide Web at <http://www.umass.edu/gradschool/dissertationandthesis/index.html>.

Doctor of Philosophy and Doctor of Education

The department Graduate Program Director is responsible for the following, all within the guidelines of the Graduate School *and* the candidate's graduate studies program:

- a. Approving the candidate's program of courses.
- b. Approving the procedure for satisfying the language requirements, if any.
- c. Arranging for the candidate's preliminary comprehensive examination.
- d. Reporting fulfillment of the above requirements to the Head/Chair of the Department, and to the Office of Degree Requirements.

As soon as the student has passed the preliminary comprehensive examination, the Department Head/Chair or Graduate Program Director of the candidate's major department* shall recommend to the Dean of the Graduate School the names of at least three members of the Graduate Faculty to serve as a Dissertation Committee. At least two of the Graduate Faculty so nominated shall be from the candidate's major department.* One member shall be appointed from outside the candidate's department.* The outside member shall, without exception, be a voting member of the Dissertation Committee.

It shall be the responsibility of the Dissertation Committee to approve the dissertation project, to supervise its execution, and to arrange and attend the final examination of the student. All members of the Dissertation Committee must tentatively approve the dissertation before the final oral examination is scheduled and agree that it is time for this examination to be held. Attendance at the final oral examination is open to all members of the candidate's major department and any member of the Graduate Faculty. However, only members of the Dissertation Committee may cast votes. A unanimous vote of the Dissertation Committee is required for the student to pass the final oral examination. If, at the final examination, two members of the Dissertation Committee cast negative votes, the candidate will be informed that he or she has not passed the examination. If there is but one negative vote, the degree will be held up pending action of the Graduate Council.

The doctoral degree is conferred upon graduate students who have met the following requirements:

1. Successful completion of all courses and projects specified by the adviser/guidance committee within the guidelines of the candidate's graduate studies program.
2. Satisfactory completion of foreign language requirements under Graduate Council policy. (These requirements are listed in the departmental sections of this *Bulletin*.)

3. Passing a preliminary comprehensive examination conducted by the major department. Any student who fails the comprehensive examination may, at the discretion of the examining committee, be permitted a second and final examination.
4. Submission of an approved dissertation prospectus to the Graduate School at least seven months prior to the Final Oral Examination (defense of dissertation).
5. Preparation of a dissertation satisfactory to the Dissertation Committee and the Department Head/Chair.
6. Passing a final (at least partly oral) examination conducted by the Dissertation Committee on the Amherst campus. This examination shall be primarily upon, but not necessarily limited to, the candidate's dissertation. This examination shall be scheduled and announced in the *Campus Chronicle* when all of the Dissertation Committee members and the Department Head/Chair agree that the dissertation is sufficiently complete to stand defense; approval of the dissertation, passing the defense, and/or recommending the degree are not implied by scheduling this examination.
7. Registration for the required number of dissertation credits (refer to the *General Regulations* section, item number 15).
8. A doctoral candidate must spend the equivalent of at least one continuous academic year of full-time graduate work (nine credits per semester) in residence at the University. The residency year must be either in fall/spring or spring/fall sequence. During this year, the student must spend some part of each week physically on campus. Doctoral students enrolled in recognized off-campus programs may satisfy this regulation at their off-campus site.
9. The Statute of Limitations (total time period in which to earn the Ph.D. or Ed.D.) is six calendar years from acceptance into the program, or four years if the student already has a Master's degree in the same field. Part-time students may be granted an additional year upon petition to their graduate program director.

Five College Cooperative Ph.D. Program

Amherst, Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts Amherst offer a cooperative Ph.D. program. This University awards the degree, but in exceptional cases much of the work leading to it may be taken at one or another of the participating institutions. Departments authorized to offer the cooperative Ph.D. degree are: all departments in the biological sciences, Chemistry, Geology, and Physics and Astronomy.

An applicant must apply for the Five College Cooperative Ph.D. Program through the Graduate School of the University of Massachusetts. The applicant must then secure the approval of the appropriate academic department at the University. The application then will be forwarded to the appropriate Five College institution for its evaluation. Only the Dean of the Graduate School of the University of Massachusetts sends the letter of acceptance to the applicant, not by the other cooperating institution.

Registration for the Five College Cooperative Ph.D. students is handled only through the Graduate School of the University of Massachusetts. Degrees awarded in this program will be appropriately indicated on the diploma and the permanent record.

All requirements for the Five College Cooperative Ph.D. degree are similar to those for the Ph.D. degree at the University except for the residency requirement. Residence in this program will apply to the institution where the dissertation work is done.

The names of the Graduate Faculty at cooperating institutions are listed at the end of this *Bulletin*.

Doctoral Dissertation

In addition to the other requirements of the Graduate School, a candidate for the degrees Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) must complete an acceptable dissertation. The dissertation qualifies for acceptance when it satisfies the following criteria: 1) It should demonstrate the candidate's intellectual competence and maturity in the field of concentration; 2) It should make an original and valid contribution to human knowledge; 3) It should be an individual achievement and the product of independent research.

Although doctoral dissertations may result from a project involving collaboration of several scholars, the individual contribution of each doctoral candidate must be substantial, clearly identified, and separately presented. Length of the dissertation is governed by the nature of its subject matter.

The dissertation in its completed form will be judged largely upon the ability of the candidate to review and make critical use of the literature; to formulate a problem, plan a method of attack, and work systematically toward a solution; to summarize the material or data, and draw conclusions based thereon. Scholastic attainment in writing and presenting the results of the study will be crucial. The goal of the dissertation is to make a contribution to knowledge. It should be of publishable quality.

The following rules shall be adhered to in preparation and presentation of a dissertation:

1. The professor responsible for the direction of the student's research shall be the Chair of the candidate's Dissertation Committee. Only members of the Graduate Faculty may be appointed to this committee.
2. It is the responsibility of the Chair of the Dissertation Committee to arrange a conference with other members of the committee and the candidate to discuss the research problem before approving the dissertation prospectus.
3. A copy of the candidate's dissertation prospectus must be signed by each member of the Dissertation Committee and Department Chair/Head or Graduate Program Director to indicate that the prospectus has been approved and that a conference with the candidate has been held. The signed copy of the prospectus shall then be sent to the Dean of the Graduate School, via the candidate's Graduate Program Director.
4. Prior to arranging for the typing of dissertations, candidates should obtain a copy of *Guidelines for Master's Theses and Doctoral Dissertations*, available in the Office of Degree Requirements or on the World Wide Web at <http://www.umass.edu/gradschool/dissertationandthesis/index.html>.
5. The Dissertation Committee is responsible for preparation of an acceptable dissertation. The dissertation must have the tentative approval of this Committee and the approval of the Department Head or Chairman before arrangements are made for the final examination for the degree.
6. Because of the time required to give adequate consideration to the research, it is important that the dissertation be submitted to the Dissertation Committee at least one month before the Graduate School degree-granting deadlines.
7. Although different disciplines have distinctive research and presentation styles, the *Guidelines for Master's Theses and Doctoral Dissertations* (see 4 above) must be followed in order to achieve the maximum uniformity possible. As the Graduate School has every dissertation microfilmed,

much attention is paid to the finished form. Both the Dissertation Committee and the Graduate School must approve the final format and appearance.

The candidate shall submit to the Graduate School the *original* and one copy of the dissertation. Both the original (after being microfilmed) and the copy will be sent to the Library for binding. The candidate shall pay a fee to cover binding costs. The original will be deposited in the central library as an archival copy. The copy will be located in either the central library or branch library, as appropriate, for circulation. Some departments require an additional bound copy for their own file. A list of binderies is available at the Office of Degree Requirements. Candidates who wish to have additional copies bound may find this list useful.

The microfilm fee is *required*. This fee covers the microfilm publication of the dissertation by University Microfilms Library Services and the publication of the abstract in Dissertation Abstracts.

8. The dissertation and copy must be submitted along with the Eligibility for Degree form to the Graduate School by the deadline for the appropriate degree-granting period.

The University of Massachusetts Amherst requires that placing a copyright notice in all copies of the work copyright all dissertations. Registration of the copyright and payment of the registration fee are optional. Further information concerning copyright is available in the *Guidelines for Master's Theses and Doctoral Dissertations*.

For current fees, check with the Office of Degree Requirements.

The dissertation will be cataloged in the Library of Congress and in the University of Massachusetts Library. Microfilm copies may be purchased from University Microfilms Library Services, 300 N. Zeeb Road, Ann Arbor, MI 48106-1346. Publication by microfilm does not preclude the printing of the dissertation in whole or in part in a journal or as a monograph.

* Refers to administrative entity for which degree has been authorized (i.e., department, program, school, etc.).

SECTION VI. GRADUATE SCHOOL MASTER'S DEGREE REQUIREMENTS

[Master's Degree Requirements](#)

1. A minimum of 30 graduate credits, of which not more than six credits (for M.F.A. students, 12 credits) of grade B or better may be transferred from other institutions with the consent of the candidate's major department and approval of the Graduate Dean. These transfer credits must have been awarded within three years of a student's entrance into the master's degree program. A minimum of 21 credits must be in the major field, unless a higher number is required by the student's program. If a thesis option is chosen, at least six credits must be earned in 600-800 series courses (at this University) in addition to any thesis credits, and Special Problems/Independent Study courses shall be limited to 6 credits (for M.F.A. students 12 credits). If a thesis is not offered, at least 12 credits must be earned (at this University) in 600-800 series courses. A minimum of half the required credits for a master's degree in each department must be on a letter graded basis; some or all of the remaining number of credit hours toward the degree may be on a pass/fail basis, subject to the approval of the student's department. The option as to which courses may be taken on a pass/fail basis rests with the department/school rather than with the individual candidate. Transfer credits cannot be used as part of the required component of one-half credits of letter grades. No more than 10 credits may be earned by means of a thesis.

2. The thesis is optional with the school or department; if one is required, however, it shall be under the supervision of a Thesis Committee. This committee shall consist of one or more members of the Graduate Faculty appointed by the Dean of the Graduate School upon recommendation of the Graduate Program Director or the Head or Chair of the Department. A copy of the candidate's thesis outline must be signed by each member of the Thesis Committee to indicate that the outline has been approved. A signed copy of the thesis outline shall be sent to the Graduate Dean four months prior to the thesis defense. The thesis must be approved by the Thesis Committee and the Department Chair or Head. If the candidate prepares a thesis, Special Problems courses shall be limited to six credits.
3. Candidates who do not write a thesis may be required to pass a general examination (written or oral), depending on program requirements. The Examining Committee usually consists of three graduate faculty members, and the positive recommendation of at least two of the three members of the Examining Committee shall be requisite to receiving the degree.
4. Candidates for the doctoral or master's/doctoral degree may apply for the master's degree when they have fulfilled normal requirements in their Department/School for the master's degree.
5. Foreign language requirements for the master's degree are optional with the school or department.
6. Course credits used previously to fulfill the requirements for any prior degree may not be used for fulfilling requirements for any master's degree at this University.
7. The Statute of Limitations (total time period in which to earn the master's degree) is three calendar years from acceptance into the program, except that for the M.F.A. program and the part-time off-campus programs in engineering and management, the period is four years.

SECTION VII. GRADUATE SCHOOL FELLOWSHIP INFORMATION

Graduate School Fellowships

A limited number of Graduate School Fellowships are awarded to graduate students on a University-wide basis by competition. They are intended to encourage and assist superior students in pursuing graduate study and in completing the requirements for graduate degrees in the minimum possible time.

The award stipend is payable from September through May. Graduate School Fellowship awards are for one year and may be renewed upon departmental nomination and Fellowship Committee recommendation. These fellowships also provide for waiver of tuition, curriculum fee waiver, and arrangements for payment of the Health Benefit (if the Health Benefit is not covered by another appointment, i.e., Research Assistantship, Teaching Assistantship), but not general fees. A recipient of a Graduate School Fellowship must enroll as a full-time student.

Prospective students may indicate their desire for a fellowship or an assistantship as part of the admissions application form supplied in the regular admissions material by the Graduate School of the University of Massachusetts Amherst. Departments must submit fellowship nominations for incoming graduate students by February 1. Interested students must have their completed applications packet on file in the Graduate Admissions Office no later than January 2. Current students should check with their graduate program director for this information. Awards are announced for incoming students by mid-March.

Graduate Student Travel Grants

The Graduate School offers funding to graduate students presenting the results of their research, creative, or scholarly activities at major professional meetings, exhibitions, symposia, or conferences. While the purpose of the funding is to supplement expenses incurred in such activity, students must approach other sources such as the applicant's department, program, or adviser before applying to the Graduate School. There are three deadlines—November, February, and May. Applications are only for the current academic year. For further information, contact the Graduate Program Director or the Graduate Dean's Office, or visit the World Wide Web at: <http://www.umass.edu/research/gsgs/>.

Federal Fellowships

The University participates in the various federal fellowship programs sponsored by the National Science Foundation, the National Institutes of Health, and the Department of Education. For further information, contact the department or the Graduate Student Grants Service, tel. (413) 545-3428.

Other Fellowships

Direct fellowship awards are available from a number of sponsors. Students may obtain information concerning these fellowships from the Graduate School, through *Peterson's Guides*, and by calling the Graduate Student Grants Service.

Assistantships

The University offers a number of graduate assistantships and associateships in the research and instructional programs of the various departments. Graduate assistants and associates making at least the minimum stipend set by the campus are not required to pay tuition, Curriculum Fee, and most of their Health Fee. For further information, contact the Graduate Program Director of the department involved or the Assistantship Office of the Graduate School.

Research Assistantships

A number of research assistantships are available to qualified graduate students. These are made possible through funds provided by various industries, and research grants awarded to members of the Graduate Faculty from sources outside the University or from funds provided by the University's internally sponsored programs. Stipends vary with the type of work and the amount of time involved. A full-time research assistant is normally required to devote 20 hours per week to research. For further information, contact the department involved.

Teaching Assistantships

Many departments offer teaching assistantships to qualified graduate students. A full-time teaching assistant is normally required to devote 20 hours per week to preparation and teaching. The stipends vary with each department. For further information, contact the department involved.

SECTION VIII. STUDENT ADVISING

A “Partnership” Approach to Advising

The main function of advising is to support the professional growth and development of our graduate students. To this end, the School Psychology Program employs a partnership approach to student advising, the quality of which is dependent on the student—advisor communication, as well as careful attention to program timelines, requirements, and expectations. While students ultimately make a majority of decisions regarding their programs of study, advisors are expected to assist and support students in the decision-making process. For example, while advisor approval of planned coursework is not required for student pre-registration each semester, advisors provide information and guidance regarding the proposed coursework within the framework of each student’s individual goals, the School Psychology Program and Graduate School requirements. Therefore, it is both prudent and expected that students will meet with advisors for guidance in the coursework selection process.

Initial Assignment to an Advisor

Students, when accepted into the School Psychology Program, are assigned to faculty advisors on an arbitrary basis. The initial assignment, while important for initial advising, need not be long lasting. Further, it is recognized that the initial assignment to an advisor does not guarantee compatibility of interests and philosophies.

Formalizing the Advisor/Advisee Relationship

Typically, by the end of the first semester or at the time of filing the Graduate Program of Study (D-2 form), students identify their major advisor in a more formal manner. This needs to be a bilateral decision, based upon the matching of student and faculty interests, philosophy, and/or work compatibility. Major advisors need to be primary faculty in the School Psychology Program. Students should sit down with a potential advisor and talk about their current interests and long term plans. Students who reach agreement with a prospective advisor should acquire a “Change of Advisor” form from the Department Secretary if the advisor is different than the one initially assigned. If the advisor is the same as the one initially assigned, the student must write the Program Director a letter communicating that an advisor agreement has been reached. The formal nature of this process, is in part, intended to convey the importance of the advisor—advisee relationship.

Changing Advisors

As student or faculty interests change or people may not “mesh” well, it is important to note that the advisor—advisee relationship may change based upon initiative from either participant. Before this change takes place formally, or another advisor is secured, the School Psychology Program encourages that both participants sit down and discuss the matter. This protocol is intended to facilitate the professional treatment of these matters, and to preclude miscommunication by other parties. Upon securing another advisor, the student secures and completes a “Change of Advisor” form from the Department Secretary.

Content and Timelines of Advising

Students meet at least once per semester with their advisors to plan their coursework, and to review and update the School Psychology Program Competency Checklist. At the end of each spring semester, students are expected to provide advisors with an updated Advisee Record. The Advisee Record specifies the student’s professional membership, research and training experience, and long term

professional goals and aspirations. Students are expected to provide their advisors with copies of their program plan, grades, School Psychology Program Competency Checklist, Advisee Record, and other evaluative materials from other courses and experiences on a semester by semester basis for use in the yearly evaluation process. Advising meetings are intended to be consultative regarding future planning and evaluative in terms of student experiences and competencies to date. The evaluation is to be formative in nature; that is, evaluation is designed to improve the student's skills, not be a complete summative evaluation.

Advisor Obligations

At a minimum, advisors are to be available to meet, at a minimum, once per semester. They are to review the student's performance within the goals and guidelines of the School Psychology Program, the School of Education, and Graduate School requirements. They are to monitor the progress of the student with respect to timelines from these three entities. On a yearly basis, they are to complete the School Psychology Professional Behavior Checklist and participate in a year review process of each of their advisees.

SECTION IX. GUIDELINES FOR GOOD PRACTICE IN GRADUATE EDUCATION

Faculty and Graduate Students

A major purpose of graduate education at the University of Massachusetts is to instill in each student an understanding of and capacity for scholarship, independent judgement, academic rigor, and intellectual honesty. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships which encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

Graduate student progress toward educational goals at the University of Massachusetts is directed and evaluated by an advisor and a graduate committee. These individuals provide intellectual guidance in support of the scholarly and artistic activities of graduate students. The advisor and graduate committee are also charged with the responsibility of evaluating a graduate student's performance in research and creative activities. The graduate student, the advisor, and the graduate committee, then, comprise a basic unit of graduate education. It is the quality, breadth, and depth of interaction in this unit that largely determines the outcome of the graduate experience.

High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

To this end, it is essential that graduate students:

- conduct themselves in a mature, professional, and civil manner in all interactions with faculty and staff;
- recognize that the faculty advisor provides the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support;

- recognize that faculty have broad discretion to allocate their own time and other resources in ways which are academically productive;
- recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's research; careful, well-conceived research reflects favorably on the student, the faculty advisor, and the University;
- exercise the highest integrity in taking examinations and in collective, analyzing, and presenting research data;
- acknowledge the contributions of the faculty advisor and other members of the research team to the student's work in all publications and conference presentations;
- maintain the confidentiality of the faculty advisor's professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the discipline;
- take primary responsibility to inform themselves of regulations and policies governing their graduate studies.

It is also imperative that faculty:

- interact with students in a professional and civil manner in accordance with University policies governing nondiscrimination and sexual harassment;
- impartially evaluate student performance regardless of religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation;
- serve on graduate student committees without regard to race, gender, sexual orientation, or national origin of the graduate student candidate;
- prevent personal rivalries with colleagues from interfering with their duties as graduate advisors, committee members, or colloquies;
- excuse themselves from serving on graduate committees when there is an amorous, familial, or other relationship between the faculty member and the student that could result in a conflict of interest;
- acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents;
- not impede a graduate student's progress toward the degree in order to benefit from the student's proficiency as a teaching or research assistant;
- create in the classroom, lab, or studio supervisory relations with students that stimulate and encourage students to learn creatively and independently;
- have a clear understanding with graduate students about their specific research responsibilities, including time lines for completion of research and the thesis or dissertation,; provide verbal or written comments and evaluation of student's work in a timely manner, discuss laboratory, studio, or

departmental authorship policy with graduate students in advance of entering into collaborative projects;

- refrain from requesting students to do personal work (mowing lawns, baby-sitting, typing papers, etc.) without appropriate compensation;
- familiarize themselves with policies that affect their graduate students.

Graduate education is structured around the transmission of knowledge at the highest level. In many cases, graduate students depend on faculty advisors to assist them in identifying and gaining access to financial and/or intellectual resources, which support their graduate programs.

In some academic units, the student's specific advisor may change during the course of the student's program. The role of advising may also change and become a mentoring relationship. The reward of finding a faculty mentor implies that the student has achieved a level of excellence and sophistication in the field, or exhibits sufficient promise to merit the more intensive interest, instruction, and counsel of faculty.

To this end, it is important that graduate students:

- devote an appropriate amount of time and energy toward achieving academic excellence and earning the advanced degree;
- be aware of time constraints and other demands imposed on faculty members and program staff;
- take the initiative in asking questions that promote understanding of the academic subjects and advance the field;
- communicate regularly with faculty advisors, especially in matters related to research and progress within the graduate program.

Faculty advisors, on the other hand, should:

- provide clear maps of the requirements each student must meet, including course work, languages, research tools, examinations, and thesis or dissertation, and delineating the amount of time expected to complete each step;
- evaluate student progress and performance in regular and informative ways consistent with the practice of the field;
- help students develop artistic, interpretive, writing, verbal, and quantitative skills, when appropriate, in accordance with the expectations of the discipline;
- assist graduate students to develop grant writing skills, where appropriate;
- take reasonable measures to ensure that each graduate student initiates thesis or dissertation research in a timely fashion;
- when appropriate, encourage graduate students to participate in professional meetings or perform or display their work in public settings;

- stimulate in each graduate student an appreciation of teaching;
- create an ethos of collegiality so that learning takes place within a community of scholars;
- prepare students to be competitive for employment which includes portraying a realistic view of the field and the market at any given time and making use of professional contacts for the benefit of their students, as appropriate;

In academic units, faculty advisors support the academic promise of graduate students in their program. In some cases, academic advisors are assigned to entering graduate students to assist them in academic advising and other matters. In other cases, students select faculty advisors in accordance with disciplinary interest or research expertise. Advising is manifold in its scope and breadth and may be accomplished in many ways.

A student's academic performance and a faculty member's scholarly interests may coincide during the course of instruction and research. As the faculty-graduate student relationship matures and intensifies, direct collaborations may evolve which entail the sharing of authorship or rights to intellectual property developed in research or other creative or artistic activity. Such collaborations are encouraged and are a desired outcome of the mentoring process.

This section is adopted from one used at the University of Oregon Graduate School. That document benefited from the work of the Graduate School at the University of California, Davis; the Graduate College and Graduate Council at the University of Arizona (Mentoring: the faculty-Graduate Student relationship, Cussanovich and Gilliland, 1991); the Office of Graduate Studies at the University of Southern California; and the Graduate School at North Carolina State University.

These guidelines are intended to be constructive and instructive to faculty and graduate students. They do not constitute a contract with current or prospective students.

NOTE: Please contact the Student Development and Pupil Personnel Services Department Secretary for the following guidelines and forms:

- Advising Guidelines for the Doctoral Program
- Outlines and Guidelines for Proposals and Dissertations
- Advising Guidelines for the Certificate of Advanced Graduate Study in Education

SECTION XI. PRACTICUM EXPERIENCES

Program students complete a minimum of 600 hours of supervised practicum experience, typically during the first two years of their program of studies. Year 1 activities involve Program faculty-supervised school-based experiences that accompany Program course work in assessment (for which students earn 150 hours of practicum credit). Students spend 3 to 4 hours per week in a public school, with a primary assignment to one classroom. They complete course work assignments relating to assessment, and also serve as assistants to their host teachers. As assistants, students provide services such as one-on-one tutoring, small group instruction, lunchroom and playground supervision, and lesson planning assistance. In addition, students complete activities such as interviews of building principals, and support staff. The overall goals of the first year practicum are to support student assessment skill development, to socialize students into the profession of school psychology, and to provide students with knowledge and experiences regarding how schools function.

In Year 2, students are placed with an appropriately credentialed school psychologist for 2 semesters, in a public school setting. Here, students participate in the supervised practice of school psychology. Students receive at least 3 hours per week of supervision provided by Program Faculty. They also receive at least 30 minutes per week of on-site supervision from the participating school psychologist. Students are expected to work approximately 10 hours per week and are credited with 400 hours of practicum experience. In addition, during this year, students complete a course in consultation that carries a 50-hour practicum component relating to carrying out course work assignments in applied settings. The overall goals of the second year practicum are to continue to support student integration of assessment, intervention, and consultation skills, to further socialize students into the profession of school psychology, and to provide students with a range of supervised experiences leading to increased levels of independent professional abilities. Over the course of the practica experiences, students work at a minimum of two different public school settings, with children across preschool, elementary, and secondary levels.

In conjunction with the annual review process during spring semester of their first year students prepare for the second year integrated practicum. In addition to submitting an APA-style vita and transcripts to their advisors as part of this review, students submit a letter describing their professional interests and backgrounds to the program director. To enroll in the second year integrative practicum, students must have successfully completed the first year assessment courses sequence (in Behavioral Assessment, Educational Assessment, and Intellectual Assessment), and a course in behavior management. Students are expected to have completed a number of competencies on the School Psychology Program Competency Checklist with respect to assessment, interviewing, and conducting behavioral observations. The School Psychology Program Faculty reserves the right to preclude students who have not made sufficient progress within the program from participating in this practicum. This decision is typically determined at the student's annual review. Individualized planning in conjunction with the advisor is highly recommended to discuss timelines, previous experiences, financial constraints and long term goals with respect to practicum timing and placements.

Practicum sites used by students offer a range of professional experiences with a range of clients (i.e., ages, presenting difficulties, settings), including assessment, intervention, consultation, individual and family support through counseling and other educational methods. The Program emphasizes public school based practica during the initial 600 hours of practicum training. Consistent with the program model, supervision provided by University faculty makes use of an ecologically-oriented scientist-practitioner model, with an emphasis on problem solving, intervention-linked assessment, evidence-based intervention practices, consideration of issues of diversity, and accountability.

Numerous field sites in and around the University community may be employed for advanced practicum experiences. These sites include public and private schools, the University Learning Disabilities Support Services, and on-campus drug and alcohol counseling programs. Practicum sites are selected through a process of student faculty discussions and negotiations, and student-faculty-site negotiations. Sites must offer a range of professional experiences, as well as on-site supervision from professionals holding appropriate credentials.

Practicum Sites

A. Public Schools

During the past several years, students have completed first and second year practicum experiences in the following public school systems in the surrounding areas of the University:

Amherst Public Schools
Athol-Royalston Public Schools
Granby Public Schools
Hadley Public Schools
Hampshire Education Collaborative
North Adams Public Schools
Northampton Public Schools
Pittsfield Public Schools

Each of these school districts serves students from pre-school through high school ages, and provides services to both general and special education students. The districts range from high to low in terms of socioeconomic status, and urban to rural in setting. A number of the districts are "post-industrial" in their economic development, and thus are struggling with respect to resources. The services provided in each district include a range of assessment, intervention, consultation, counseling, program development, and program evaluation activities.

B. Learning Disabilities Support Services (LDSS)

LDSS is a support service at the University of Massachusetts-Amherst for all students with documented learning disabilities. The LDSS is committed to providing the best services possible by using Universal Instructional Design (UID) to provide access to all courses within the University.

School Psychology Program students completing practicum experiences at LDSS, are engaged in the supervised delivery of the following services:

Case Management: Each student is assigned a Case Manager upon his or her first call or visit to the office. Case Managers for undergraduate students are graduate students in education, counseling, or a related field. Faculty and professional staff serve as Case Managers for graduate students. Case Managers have prior relevant professional experience and are supervised by professional staff or faculty in the field of learning disabilities. Students work with the same Case Manager for the entire academic year, although Case Managers may change from year to year. Students meet with a Case Manager as often as necessary to work on three objectives:

- Understanding and obtaining the accommodations needed to equalize the student's opportunity for success
- Identifying and utilizing helpful resources
- Identifying and implementing learning strategies to compensate for the disability

Students meet with their Case Manager as often as needed (monthly, twice a month, weekly, etc.). When they leave the office, they are encouraged to schedule their next appointment. Accommodation Sheets: At the beginning of each semester, students bring in their course syllabi for the semester along with their most recent transcript. Based on the diagnostic information, the Case Manager and student prepare information for each instructor requesting various accommodations which a student may be entitled to (extended exams, extended time on assignments, an alternate form of test, note-taking, etc.). The student in person or through campus mail delivers this accommodation sheet. Students are also advised to make personal contact with each instructor from whom they request accommodations.

Mid-Semester Reports: At mid-semester point, each instructor who received an accommodation sheet will receive a request from our department asking for the student's grades, attendance, performance, etc.

Individual tutoring: Tutoring is available for most introductory level courses meeting the General Education Requirements, on a first-come first-served basis. Our tutors are graduate students who are specifically trained to work with students with learning disabilities. The Tutor Coordinator supervises tutors. Students meet with tutors each week for regular scheduled appointments. Due to high demand students are usually limited to one session per semester. The LDSS staff will also refer students to the many other tutoring resources on campus.

C. Drug and Alcohol Counseling.

University Alcohol & Drug Resources at the University of Massachusetts REAP Program (545-0137) provides confidential assessment, substance abuse counseling and referral services. REAP also sees students for court-mandated counseling. School Psychology Program students completing supervised advanced practicum experiences through the REAP program provide primarily substance abuse counseling under professional supervision.

D. Freshman Writing Program – University of Massachusetts Amherst

School Psychology Program students completing supervised advanced practicum experiences through the Freshman Writing Program have served as writing instructors for University students.

The University Writing Program, an aspect of the English Department, operates under the aegis of the University Writing Committee, which is appointed by the Faculty Senate. The Program's primary function is to help students acquire the writing skills they will need to cope with the writing tasks they will perform in their academic work, in their lives, and in their careers.

To this end the Writing Program offers a First-Year Writing Program, which includes courses titled Basic Writing (ENGLWP 111) and College Writing (ENGLWP 112 and 113). Entering students take a placement examination that places them in Basic Writing or College Writing or exempts them, without academic credit, from the First-Year Writing Requirement. College Writing is the only University course that satisfies the First-Year Writing Requirement. The Writing Program Placement Test is given during the summer and transfer counseling periods.

E. Psychological Services Center – University of Massachusetts Amherst Psychology Department

The Psychological Services Center (PSC) is a professional training clinic that is staffed and maintained by the Doctoral Training Program in Clinical Psychology at the University of Massachusetts at Amherst.

Psychotherapy services available:

- Individual Psychotherapy (Child, Adolescent and Adult)
- Couple Therapy
- Group Therapy
- Psychological Testing

Pre-doctoral students and post-doctoral respecialization students who are enrolled in this program provide psychotherapy services. Our clinicians are closely supervised by licensed clinical psychologists on staff in the Clinical Program and from the community. Clinicians adhere strictly to professional standards and confidentiality is assured. Because the PSC is partially supported by the University, we are able to provide services at a very low cost using a sliding fee scale structure. If you know of individuals in need of treatment who cannot afford a private therapist, the PSC is an excellent source of psychotherapy.

School Psychology Program students completing supervised advanced practicum experiences through the PSC, have provided direct and consultative services to children, families, and schools, through the "Child Team" of the PSC.

Practicum Evaluation Process

This review is conducted throughout each practicum experience using a multiple source evaluation process. For practica associated with coursework, the course instructor, the course instructor provides ongoing evaluation. Evaluation activities by instructors may include conducting on-site visits to observe the student, reviewing and checking activities completed on School Psychology Program Competency Checklist, evaluating student products, and assigning a final grade. The student provides ongoing documentation of practicum related activities, submits a final portfolio, and completes other assignments specific to the course requirements.

Formative evaluation of student performance during the integrated practicum takes place during group and individual supervisory meetings, multiple direct observations, review of permanent products (protocols, data summaries, written assessment and intervention plans, written reports), and end of the semester evaluation products. Students continue to work towards completing activities on the competency checklist. The evaluation process is bi-directional and is conducted at the student- on-site supervisor level, student-university supervisor level (instructor and teaching assistant), and the student-faculty advisor level. The School Psychology Program faculty is responsible for reviewing the information and evaluating each student's progress each semester. Disagreements over evaluations are submitted in writing, to the School Psychology Program Director. The university practicum supervisor is responsible for organizing the appropriate professionals (e.g., the on-site supervisor, and the student's advisor) to settle disagreements. Specifically, the evaluation activities are as follows:

1. The student is evaluated within the context of the competencies specified on the School Psychology Program Competency Checklist and the Practicum Course Syllabus.
2. The student is evaluated within the context of the attainment of objectives and activities identified in the contracts for the school-based practicum (by semester). These contracts are developed in consideration of a student's current skills as identified using, the School Psychology Program Competency Checklist and evaluation by the on-site supervisor.
3. The on-site supervisor and the university practicum supervisor each complete the Professional Behavior Evaluation Form at the end of each semester.
4. The student completes the Supervision Evaluation Form for each supervisor (university practicum supervisor, university teaching assistant and on-site supervisor) at the end of each semester.
5. The student completes the Student Evaluation of Practicum Form at the end of each semester.

6. The university practicum supervisor and teaching assistant provide feedback for each observation.

Remediation Contract

Should there be areas of weakness or concern in a practicum student's skills or performance, the university practicum supervisor, on-site supervisor, and student may develop a remediation contract. This contract may include input from the student's academic advisor and the School Psychology Program Faculty. However, primary responsibility for decision-making, and monitoring for this plan falls on the university practicum supervisor. The remediation contract may include increased on campus supervisor activity, coursework, or additional practicum hours (the contract must be signed by the student's advisor and the School Psychology Program Director. The contract will specify how the remediation objectives will be accomplished and evaluated, and a timeline for completion. Practicum grades will be recorded as incomplete until this plan is fulfilled to the satisfaction of all parties.

SECTION XII. RESEARCH ACTIVITIES AND GUIDELINES FOR PROPOSALS & DISSERTATIONS

Research Skills and Projects

All graduate students in the School Psychology Program are expected to develop professional research skills. Students in the CAGS program are required to complete an applied research project that meets the approval of their major advisor. Doctoral students are required to complete a doctoral dissertation, along with 18 hours of dissertation credits. Research experiences and skill development take place within the context of three primary sources: coursework, faculty research groups, and supervised research project experiences.

Coursework

A wide range of required and available coursework in the School of Education and the University supports student research skill development. At a minimum, CAGS students take a time series research design course, while Ph.D. students take research design courses in time series, experimental, and quasi-experimental designs. Courses in basic, univariate, and multivariate statistics also are available—some of which are required. Additionally, students also may avail themselves of offerings involving program evaluation, test development, and qualitative research methods. Finally, students complete research projects that serve as coursework requirements for a variety of required courses, such as Advanced Child Development and Applied Behavior Analysis.

Faculty Research Groups and Supervised Research Projects

All program students are expected to maintain active and continuous participation in a faculty-directed research group beginning with their entering the program and continuing (at a minimum) until the student's completion of an approved dissertation proposal. Faculty research groups typically meet on a regular basis and are the organizing point for a variety of applied educational and psychological research project.

SECTION XIII. COMPREHENSIVE EXAMINATION GUIDELINES

This document presents the School Psychology Program faculty-approved comprehensive examination process for the Doctor of Philosophy (Ph.D.) degree in School Psychology. The examination typically is a two-day process during which a student generates

written responses to the written questions of a three-member committee. The examination typically is taken when the majority of student's coursework is completed, and with the agreement of the student and major advisor.

The examination consists of four major components:

1. Establishing the Comprehensive Examination Committee
2. Student and Committee preparation for the examination
3. The examination process itself
4. Examination evaluation and defense

Upon passing the Comprehensive Examination, the program notifies the Graduate Program Director (Associate Dean of the School of Education), who then recommends the student for Advancement to Candidacy to the Graduate School.

Establishing the Comprehensive Examination Committee

It is the duty of the committee to establish the general domains and the specific questions for the examination, to assist the student in preparing, and to conduct the examination consistent with high academic standards. The Committee should be formed and approved at least one full semester prior to the intended dates of examination. The committee consists of three faculty members. The members' roles and manner of selection are as follows:

Committee chairperson. The convening of the committee and the actual preparation of the examination are the responsibility of the chairperson of the comprehensive examination committee. The student's major advisor, a School Psychology Program faculty member, chairs the committee.

Second member. The second committee member contributes to the development and evaluation of the examination. The student in consultation with the committee chair chooses the second member. The second members must be a School Psychology Program faculty member.

Third member. The third member also contributes to the development and evaluation of the examination. The student in consultation with the committee chair chooses the third member. The third member may be, but is not required to be, a School Psychology Program faculty member. Alternatively, the third member may come from other academic areas, departments or schools on campus. Three criteria to be considered in selecting a proposed committee member are as follows. The proposed committee member must:

1. Be a member of the University of Massachusetts faculty with a rank of at least Assistant Professor.
2. Have background and experience that matches the academic interests and scholarly activities of the student.
3. Be available to work with the time requirements of the examination and evaluation process.

Committee Approval Process

The student, in conjunction with her/his advisor, submits in writing a listing of the proposed committee members with a written rationale for each member to the School Psychology Program Director. The Director reviews and approves or disapproves of the proposed committee. Disputes regarding committee membership are to be settled by an informal meeting of the concerned parties. Unsettled disputes regarding the committee or variations in procedures are to be settled by a majority vote of the full School Psychology faculty.

Student and Committee Preparation

Students are expected to work with their committees prior to the examination to identify and prepare domains of study. Meetings may be held between the student and faculty members individually or as a group. With the committee, it is appropriate to discuss questions such as:

1. Are there readings that are considered to be standard preparation in any of my topic areas?
2. Given your knowledge of my professional development to date, where would you suggest I concentrate my study in preparing?
3. Will I have a choice of questions?
4. How many questions will I need to answer?

The Department secretary will maintain a file with sample questions, domains, and readings from previously administered comprehensive examinations. This file may be checked out to students. The file will not contain student-identifying information associated with the previous exams. Copies of comprehensive examination answers will not be made available. A copy of this procedures will be maintained in the sample comprehensive examination folder. Students may share copies of sample questions, notes, and materials.

Domains. A critical part of the examination process is the establishment of comprehensive examination domains. These domains form the basis of the questions that will be asked. It is the student's responsibility to make sure that the Committee is knowledgeable of the student's areas of emphasis and interests so that appropriate questions can be developed. Therefore, students are expected to prepare a written list of domains in which they believe themselves to have developed in-depth professional backgrounds. This list is to be presented to the Committee at the first meeting, and together with any domains identified by the Committee, will constitute potential areas of examination.

Committee members may solicit input on domains/questions from other faculty members at the University of Massachusetts, depending on student interests and background. Both student- and faculty- suggested domains will be reviewed at a Committee meeting with the student, and a core set of domains will be agreed upon. The student will prepare a written copy of the final agreed upon domains and provide this information to Committee members at least 8 weeks prior to the examination. The student and Committee Chair share responsibility for meeting this timeline.

Examination Content

The Comprehensive Examination covers both a "common core" of information related to the psychological and educational foundations of School Psychology practice and applications of psychology and education to the practice of School Psychology, including a student's unique interests and course of study. The comprehensive exam is completed on two successive days.

Day 1. Day I questions emphasize areas representing the psychological and educational foundations of School Psychology: learning, educational psychology, developmental psychology and psychopathology, social psychology, statistics, and research design. Within each broad area, specific domains are established. For example:

- Learning theory and theorists
- Instructional design
- Intelligence and measurement of learning aptitude
- Research design (experimental, single-subject, quasi-experimental, program evaluation, field studies)

- Social psychology, developmental psychology, and biological bases of behavior, as they relate to childhood and schooling

Day 2. Day 2 questions stress the applications of School Psychology and educational knowledge, research and methods to the practice of School Psychology and education, including the student's unique interests and course of study. Specific domains may include:

- Assessment in School Psychology and education
- Behavioral and/or instructional consultation
- Interventions for achievement and behavior problems
- Educational policies, practices, and legal issues in professional School Psychology
- Ethical issues in professional School Psychology

Comprehensive Examination Format

The typical or "default" comprehensive examination format is a 2-day written exam. Each day's exam typically consists of 3 to 6 questions. Questions often contain multiple parts. Students typically are asked to respond to 3 to 4 of the questions provided, thus allowing for some amount of choice. That is, while some questions may be required, students may select some questions among a choice of topics. Alternatively, the examination may require a single integrative question and response.

Students must begin writing their exams between 8:00 a.m. and 9:00 a.m. on each of the two scheduled days, and must finish by 5:00 p.m. Students may finish before 5:00 p.m. Once the student has vacated the building, however, he/she may not return to work on that day's topics. Answers must be typed or work processed. Students may use computers for word processing, however the program or department will not provide computers.

Alternate Methods of Examination

As a starting point, it is expected that each student will complete a 2-day written exam. However, alternative examination methods may be proposed to substitute for all or for a portion of the examination process described in this document. For example, the student could propose an integrative paper combining theory and research with practice that could be submitted for publication. Alternatively, the student could propose to write a research grant proposal that would be submitted for possible funding. It is expected that alternative procedures that are to substitute for the entire examination would cover both the foundational areas and the application areas of the exam. To propose an alternative method of examination, a student must submit a written proposal approved by the student's advisor and chair of the committee to the other members of the Examination Committee. Negotiations of alternative methods of examination must be approved unanimously by the Examination Committee, as appropriate. The approved proposal will serve as a written contract for the alternative process.

Timing of the Comprehensive Examination

The student must notify her/his advisor of the intent to take the comprehensive examination at least one semester prior to the intended taking of the exam. The exams themselves are taken:

- Fall Semester – the Thursday and Friday of the second full week of classes
- Spring Semester – the Thursday and Friday of the second full week of classes
- Winter Term or Summer Term – Only by special arrangement, and only with the unanimous approval of the Committee

Evaluation of the Examination and Notification of Results

Efforts will be made to ensure that each student receives a letter informing her/him of the comprehensive examination results within 10 working days of completing the examination.

Scoring. Each member scores the examination separately with each questions rated on a scale of 1 to 5, as follows:

- 5 = outstanding
- 4 = high pass
- 3 = pass
- 2 = marginal performance
- 1 = fail

The criteria for evaluation include accuracy of the answer, appropriate integration of concepts, breadth, organization, and use of relevant references to scholarly work. Committee members may award partial points for any answer.

For each committee member, single item scores are ranked and the daily median tabulated. The daily median for each committee member must be 3 or greater for both days with no answers failed for the student to pass unconditionally. If two or more questions are rated as failed (a score of 1) by the majority of the committee, the exam has not be passed. If a student does not meet the conditions for an unconditional pass but has not clearly failed, passage or failure will be determined by a majority vote of the committee. After scoring has been completed, the committee chairperson will convene the committee to review a student's results and make a summative decision about overall performance. Responses to individual items may be reviewed at this time and scores adjusted based on the committee's discussion.

Test performance uncertainty. If the committee's evaluation results in questions regarding a student's knowledge competencies the committee may request the student rewrite an answer or have an oral defense of the written examination or both. This process must be completed within 30 days of the written examination. The committee must vote to determine if the student will be passed on the examination based on additional written and/or oral responses.

The oral examination would allow the student to clarify and/or expand his/her written answers. The oral examination may be constrained to one questions or may include multiple questions. If an oral defense is required, the committee chairperson will inform the student of the need for an oral defense in a meeting and will identify the question(s) of concern. The entire committee must be present for the oral defense and passing will be contingent upon a majority vote of the committee following the oral defense.

Failing the examination. Should the examination not be passed in its entirety or on a daily examination basis, and the committee decides that an oral defense is inappropriate, the exam may be retaken in part or in its entirety. After the student receives a written notification of the examination results, the committee will meet with the student to set up new examination content and timelines. The second attempt of the Comprehensive Examination must occur on a regularly scheduled examination date (see Timing of the Comprehensive Examination). A student must pass the second examination to be advanced to candidacy. Failure to pass the second examination may constitute grounds for termination from the graduate-training program. Should the student fail the second examination, the full School Psychology Program faculty will meet to consider and vote on termination of the student from the program.

Appeals

Committee decisions regarding passing may be appealed to the full School Psychology Program faculty, either by the student or any faculty member of the School Psychology Program

following failed attempts to arrive at solutions informally. Appealing parties must submit their concern in writing, to become an agenda item at the next scheduled program faculty meeting. Should the faculty decide that the student's performance was unsatisfactory, further appeals must follow the procedures established by the School of Education and the Graduate School.

Examination Accommodation and Deviation from Standard Writing Procedures

Any necessary test modifications or accommodations must be requested in writing, signed by the student, the advisor/committee chairperson, and the student's Comprehensive Examination Committee. The approved test accommodation(s) then should be submitted to the Program Director at least 6 weeks prior to taking the examination. Proposals without unanimous agreement may be settled through consideration by the School Psychology faculty as a whole at their next meeting. The formal request and majority faculty decision will be filed with the student's application for the comprehensive examination. The student will be informed of the decision following the faculty meeting. Examples of petitions that may be acted on favorably include test format modifications for students with disabilities (e.g., visual impairment) or students for whom English is not the primary language.

SECTION XIV. INTERNSHIP GUIDELINES

Commensurate with the standards of the American Psychological Association and the National Association of School Psychologists, CAGS and Doctoral students complete an internship of a full academic year equivalence on a full-time basis (a minimum of 1500 hours), and earn a minimum of 9 graduate credits through the University of Massachusetts. Students who are enrolled in the CAGS degree program typically complete the internship during year 3 of their program of study. Students enrolled in the doctoral program typically complete their internship during the fifth year of their program of study. The internship can be completed on a full-time basis for 1 year or on a half-time basis for 2 years. School-based internships are typically 9 or 10 months in duration. Clinic-based internships may last 12 months. Interns must register for EDUC 765, Internship, during each term of their internship. Internship experiences typically are paid, and the internship site is responsible for providing the primary supervision. Numerous internship settings are available within Massachusetts and the New England Region, as well as throughout the United States.

Internship Stipends and Other Monies

Students in the School Psychology Program typically receive financial remuneration as part of their school psychology internship. The amount of pay often depends on the internship site, degree attainment, previous experience, and potential for certification as a school psychologist in the internship site. Based on these factors, internship pay typically ranges from a minimum of the stipend amount accompanying the University of Massachusetts Amherst Graduate Assistantship, to the beginning pay level for a school psychologist. Note: Receiving a stipend for an internship influences student financial aid status and loan repayment status. It is recommended that financial issues regarding the internship be discussed with your advisor prior to accepting an offer.

Internship Sites

Internship sites can be identified via a number of methods. Program faculty frequently receive notices for full-time, full-year internship students from local school districts, around the state of Massachusetts, and other locations around the country. Internships are listed and described in the Council of Directors of School Psychology Programs Annual Guide to Internships (CDSPP Guide; available for checkout from the Department Secretary). Other sources of potential sites are the APA Monitor and the NASP Communiqué, as well as

professional networks of program faculty and students. The internship site must provide an experience that has an educational component and be approved by the School Psychology Program Director.

Selection of internship sites is based primarily upon a potential site's compliance with the standards for Internships established by the Council of Directors of School Psychology Programs. Internship site director sign letters of agreement with respect to these requirements. The School Psychology Program uses these data, together with the qualifications of the on-site supervisor, to make decisions regarding the suitability of the Internship site and experience. Internship sites must meet the final approval of the School Psychology Program Director. Internship standards include:

1. The site appoints a licensed/certified psychologist to be responsible for the quality and integrity of the internship experience and to insure and/or provide internship supervision.
2. The site provides release from duties time for the supervisor to meet with and supervise the potential intern on a regular, weekly basis. The internship site also allows time for direct observation and evaluation of the intern.
3. The site considers the kinds of experiences available to be intern as training experiences. Experiences are broad based and diverse with respect to the contemporary practice of school psychology and are individualized with respect to the competencies of prospective interns.
4. The site deals primarily with an educational component of clients' lives.
5. The site provides adequate supplies and materials for the practice of school psychology.

Local Internship Sites. Shortly after the beginning of the spring semester, students considering an internship the following year with a local district should complete an application packet containing an APA-style vita, transcripts, letters of recommendation, and a letter describing their background, professional interests, and kinds of experiences they seek as part of their internship. This packet of information can then be submitted to local school district personnel who coordinate the internship process. School districts then conduct their own interview process. Students must comply with each district's timelines for confirmation of the acceptance or rejection of an internship offer.

Out of Area Internship Sites. Students who are considering internships out of the local area should begin the selection process in fall semester of the year prior to the internship, due to considerable competition at nationally recognized sites. Students complete the application process that is specific for each site.

Internship Supervisors

Specific qualifications of the internship supervisor are provided in the CDSPP Guide. Internship supervisors of doctoral interns must hold a doctorate in psychology. Potential internship supervisors must submit documentation of their standing as licensed/certified school psychologist and/or professional psychologist and vitae describing educational background, professional experience as a school psychologist or professional psychologist, and experience in supervising psychology students and interns. Prospective supervisors also are evaluated according to their participation in professional development activities including continuing education and membership in local, state, and national professional organizations. Previous ratings of supervisors by program students are considered when available. History of supervision of University of Massachusetts Amherst interns and compliance with university supervision and evaluation procedures are also considered. Internship supervisors must meet the approval of the School Psychology Program Director. The supervisor is required to provide at least 2 hours of supervision time per week; one hour must be individual supervision. Interns are employed by the site and may receive additional supervision by the employer.

Internship Evaluation Process

Intern performance is evaluated throughout each semester, at the end of each University semester, and annually using multiple tools. The internship evaluation process is primarily a process occurring between the intern and the on-site supervisor. The School Psychology program internship coordinator receives copies of evaluation materials and has a minimum of one direct contact per semester with the on-site supervisor (e.g., phone call, e-mail). In addition to supervisory meetings throughout the semester, on-site supervisors meet at the end of each semester with the intern to complete and review evaluation forms. The School Psychology Program Faculty, including the university internship supervisor and the student's advisor, is responsible for meeting each semester to review these materials and evaluate each student's progress. The university internship coordinator assigns grades for university internship credits. Disagreements over evaluations are submitted in writing to the School Psychology Program Director. The university internship coordinator is responsible for organizing the involved professionals to resolve disagreements. Specifically, the evaluation activities are as follows:

1. The intern is evaluated within the context of the competencies specified on the School Psychology Program Competency Checklist.
2. The intern is evaluated within the context of objectives and activities identified in the semester by semester contracts. These contracts are developed in consideration of current skills as identified using the School Psychology Program Competency Checklist and evaluation by the on-site supervisor.
3. The on-site supervisor completes the Professional Behavior Evaluation Form at the end of each semester.
4. The on-site supervisor completes the Supplemental Internship Evaluation Form at the end of each semester.
5. The intern completes the Supervision Evaluation Form at the end of each semester.
6. The intern completes the Student Evaluation and Internship Form.

Remediation Contracts

Should there be areas of weakness or concern in an intern's professional skills or performance, the intern, the on-site supervisor, and the school psychology faculty may develop a remediation contract with the student. The university internship coordinator and the intern's advisor must be notified and may work in cooperation with the on-site supervisor to determine appropriate goals and actions. This contract may include more on-site supervised activity or hours. The School Psychology program and internship supervisors must approve any remediation activity that would require fieldwork opportunities. The contract will specify how the remediation objectives will be accomplished and evaluated, and provide a timeline. The university will designate a grade of *Incomplete* until the remediation contract has been satisfied.

SECTION XV. PROFESSIONAL ORGANIZATIONS

The following is a list, brief description, and websites of professional organizations that have direct relevance to the study and practice of school psychology. School Psychology Program students are expected to become student members of both the American Psychological Association, and the National Association for School Psychologists.

APA: Based in Washington, DC, the American Psychological Association (APA) is the largest scientific and professional organization representing psychology in the United States. With more than 159,000 members, APA is also the largest association of psychologists worldwide.

<http://www.apa.org/>

NASP: The mission of the National Association of School Psychologists (NASP) is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service. http://www.naspweb.org/about_nasp/index.html

MSPA: The Massachusetts School Psychologists Association was established to advance school psychology as both a science and a profession, with the ultimate goal of providing and promoting learning, human welfare and dignity in schools within the Commonwealth of Massachusetts. <http://www.dac.neu.edu/cp/mspa/html1/mspa2.html>. Student may also be interested in becoming nationally certified as a school psychologist rather than by state only. Relevant information regarding national certification can be found at: <http://www.naspweb.org/certification/index.html>.

CEC: The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice. <http://www.cec.sped.org/>

ABA: The Association for Behavior Analysis is dedicated to promoting the experimental, theoretical, and applied analysis of behavior. It encompasses contemporary scientific and social issues, theoretical advances, and the dissemination of professional and public information. Advancing behavioral science and its application have become an international effort as witnessed by the countries represented by our members. ABA is a membership organization that provides a forum for twenty-one special interest groups, maintains a mutually beneficial relationship with thirty-six affiliate chapters located around the world, and organizes an annual convention. The association publishes two scholarly journals, distributes a newsletter, and offers various other publications relevant to behavior analysis. <http://www.wmich.edu/aba/>

SECTION XVI. PROFESSIONAL CERTIFICATION AND LICENSURE

Program graduates at the doctoral and/or the CAGS level will need to be licensed and/or certified as a school psychologist in order to practice school psychology within a given state. The following information is relevant for the state of Massachusetts.

The Massachusetts Department of Education posts the requirements for state certification for individuals interested in becoming certified as school psychologists. Students interested in becoming a *certified school psychologist* in Massachusetts will need to familiarize themselves with the standards and requirements. This information can be found at <http://www.doe.mass.edu/cert/regs/psych.html>. In addition, procedures and forms for the certification process are provided by the Teacher Education Office under the direction of Dr. Michael Schwartz, located in Furcolo Hall in the School of Education. For students interested in licensing at the *doctoral level* as a psychologist, the Massachusetts Division of Professional Licensure, Board of Registration of Psychologists website provides the necessary information, requirements, forms, etc. and can be found at <http://www.state.ma.us/reg/boards/py/default.htm>. Students interested in licensing in other states will need to familiarize themselves with the specific requirements of that state.

SECTION XVII. CORE AND AFFILIATED FACULTY

Principal School Psychology Program Faculty

Gary Stoner, Ph.D. Professor, and Director, School Psychology Program, School of Education, University of Massachusetts. Dr. Stoner received his doctorate in Psychology with a specialty in School Psychology from the University of Rhode Island in 1986. Dr. Stoner has published numerous research-based articles on behavioral assessment and interventions in the school setting. He has developed an expertise, recognized nationally, for his work on Attention Deficit/Hyperactivity Disorder in children, publishing a critically acclaimed book with co-author George DuPaul, ADHD In The Schools: Assessment And Treatment Strategies, (Guilford, 1994). He has made more than 60 presentations at regional/national conferences, and he has conducted workshops/in-service training for a variety of professional groups including psychiatrists, pediatricians, school psychologists, special educators, teachers, and other professional trainees.

Brunilda DeLeon, Ed.D., Associate Professor, received her doctorate in 1989 from the University of Massachusetts, School of Education with a specialty in School Psychology. Dr. DeLeon has a special interest in historically under served populations with a particular focus on language minorities. She has published a number of articles on sex role identity among Hispanic women, the career development of Hispanic adolescent girls and issues of acculturation in Puerto Ricans.

John M. Hintze, Ph.D. is an Associate Professor in the School Psychology Program of the School of Education at the University of Massachusetts at Amherst. He received his Ph.D. in School Psychology from Lehigh University in 1994. Dr. Hintze was a practicing school psychologist for ten years and has vast experience in both general and special education across all levels. Dr. Hintze has extensive teaching, training, and research experience in databased problem solving and school psychology service delivery, most notably in the areas of curriculum-based measurement and behavioral assessment. In a relatively short period of time Dr. Hintze has developed a national reputation for his work in curriculum based assessment and improving literacy outcomes for children.

In addition to publishing his work in the top journals in the field, Dr Hintze has made over 50 presentations at state, regional, and national conferences. For the past five years, Dr. Hintze has lead and coordinated research efforts in numerous schools in New England and has helped guide school districts in school reform and systems change through the use of data-based problem solving strategies.

William Matthews, Ph.D., Professor, is a licensed clinical psychologist who has been a faculty member of the School of Education for 18 years. Professor Matthews received his doctorate in clinical psychology from the University of Connecticut in 1980. For most of his academic career, Professor Matthews has been conducting empirically based research on hypnosis and expectancy. His work has been published in the top journals in the field. He was the editor of a 3 volume series, Current Thinking and Research in Brief Therapy. In 1995, Professor Matthews changed his professional and research focus to school psychology with a particular emphasis on improving the instructional classroom environment. Professor Matthews has developed an interest and expertise in increasing the effectiveness of instructional support teams. Currently he is conducting research on effect of teacher expectancy on student performance, as well as curriculum-based measurement with ethnic minority children. Dr. Matthews has given numerous presentations on a wide range of topics both nationally and internationally.

Contributing Faculty

The School Psychology Program has a close working with relationship with both the Special Education, and Research Evaluation Methods programs within the School of Education and the Educational Psychology Program within the Psychology Department in which faculty from these programs teach required courses for the School Psychology Program, serve on doctoral committees, conduct joint research and grant projects, and co-author publications; Those faculty are:

Special Education

Stanley Scarpati, Ed.D., Associate Professor, University of Northern Colorado. Professional interests: research in learning, disabilities/emotional disturbance, and special education administration.

Mary Lynn Boscardin, Ph.D., Associate Professor, University of Illinois-Urbana Champaign, 1984. Professional interests: Special education administration & finance; inclusion model; service delivery model for students with disabilities.

Patricia H. Silver, Ed.D. Professor, University of West Virginia, 1970, professional interests: Special education; teacher education; social justice and people with disabilities.

Research Evaluation Methods Program

Ronald K. Hambleton, Professor, BA University of Waterloo, Canada, 1966; MA and Ph.D. University of Toronto, Canada. Professional interests: Educational testing research; test development; new approaches to assessment.

Stephen Sireci, Associate Professor, BA and MA Loyola College, 1985/1987; Ph.D. Fordham, 1993. Professional interests: Educational assessment; test development; cross-lingual assessment.

Education Psychology

James M. Royer, Ph.D. professor, BA Chico State University, CA, 1967; MA Educational Psychology and Ph.D. University of Illinois-Urbana-Champaign, 1969/1970. Professional interests: The application of cognitive theory to assessment and instruction.

Visiting Faculty

Christopher Parker, BA Tufts University, MA Tufts University, CAGS North Eastern, Ph.D. University of Oregon. Early literacy and academic and behavioral intervention.

Deirdre J. Passarello, BA Skidmore College, MA University of Connecticut, Ph.D. University of Connecticut. External/Internal Assessment of school aged children: Alternative Delivery Models.

SECTION XVIII. PROGRAM EVALUATION FORMS

Professional Behavior Evaluation Form
University of Massachusetts School Psychology Program

STUDENT NAME: _____ FIELD SUPERVISOR: _____

INTERNSHIP SITE: _____

SEMESTER OF INTERNSHIP AND DATE OF EVALUATION: _____

EVALUATE STUDENT'S BEHAVIOR ACCORDING TO THESE DIMENSIONS:

UNSATISFACTORY (U): Student does not display the required behaviors to the degree necessary for successful employment in schools at this time.

MARGINAL (M): Student has the necessary behaviors in repertoire but is inconsistent in employing them in school settings.

SATISFACTORY (S): Student has the necessary behaviors and employs them appropriately in school situations.

EXEMPLARY (E): Student not only has the necessary professional behaviors but engages in exemplary conduct appropriate for modeling by other professionals.

-
1. Evaluate the student's skill in using resources to acquire necessary information:

U M S E

Comments _____

—

2. Evaluate the student's reaction to feedback concerning her/his work:

U M S E

Comments _____

—

—

3. Evaluate the student's acceptance of responsibility, accepts tasks and assignments and follows through:

U M S E

Comments _____

—

—

4. Evaluate the student's timely performance of assignments:

U M S E

Comments

-

-

5. Evaluate the student's constructive contribution to group tasks:

U M S E

Comments _____

—

—

6. Evaluate the student's management of professional interpersonal relationships:

U M S E

Comments _____

—

—

7. Evaluate the student's soliciting other's feedback regarding his/her own work:

U M S E

Comments _____

—

—

8. Evaluate the student's ability to assume leadership roles:

U M S E

Comments _____

—

—

9. Evaluate the student's progress towards independence as a school psychologist:

U M S E

Comments _____

—

—

OTHER COMMENTS REGARDING PROFESSIONAL BEHAVIOR:

FIELD SUPERVISOR'S

SIGNATURE/DATE: _____ / _____

STUDENT'S
SIGNATURE/DATE: _____ / _____

INTERNSHIP SUPERVISOR'S
SIGNATURE/DATE: _____ / _____

ADVISOR'S SIGNATURE/DATE: _____
/ _____

STUDENT EVALUATION OF PRACTICUM/INTERNSHIP

UNIVERSITY OF MASSACHUSETTS SCHOOL PSYCHOLOGY PROGRAM

Please Rate Item Below on the Scale by Checking the Appropriate Box

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The practicum objectives were clear.	_____	_____	_____	_____	_____
2. The practicum objectives were relevant to professional goals.	_____	_____	_____	_____	_____
3. The activities required to meet the objectives were identified clearly.	_____	_____	_____	_____	_____
4. The activities were relevant to professional goals.	_____	_____	_____	_____	_____
5. The activities engaged in were commensurate with the credit hours/pay received.	_____	_____	_____	_____	_____
6. The practicum sites were appropriate for meeting the specified objectives.	_____	_____	_____	_____	_____
7. The practicum sites were appropriate for carrying out the specified activities.	_____	_____	_____	_____	_____
8. Sufficient resources (secretarial assistance, space, materials, copying) were available to accomplish the activities.	_____	_____	_____	_____	_____

Supervisor Performance Evaluation

Student: _____ Name of
Course: _____

Supervisor: _____ Term: _____
Year: _____

Please rate your supervisor's performance on the following items using a scale of 1-4 (1=needs improvement, 2=acceptable, 3=good, 4=excellent, NA=Not Applicable).

Ability to relate with you.	NA	1	2	3	4
Availability for additional consultation.	NA	1	2	3	4
Receptivity to feelings and opinions.	NA	1	2	3	4
Provided support, helped you gain confidence.	NA	1	2	3	4
Provided positive reinforcement.	NA	1	2	3	4
Provided constructive criticism.	NA	1	2	3	4
Offered useful, practical suggestions.	NA	1	2	3	4
Supervised once a week, closely monitoring individual growth.	NA	1	2	3	4
Encouraged self-evaluation.	NA	1	2	3	4
Shared appropriate resources.	NA	1	2	3	4

1. What did you feel was helpful/informative about the supervisory process you experienced?

2. What areas in the supervisory process need improvement?

3. What specific suggestions do you have for improvement? Use back if necessary.

SECTION XIX. AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) ETHICAL GUIDELINES

Note: Contained here are the APA Ethical Principles Introduction, Preamble, and General Principles only. The full text of these Ethical Principles may be found on the internet at <http://www.apa.org/ethics/code.html>

American Psychological Association Ethical Principles of Psychologists and Code of Conduct History and Effective Date.

Effective date December 1, 1992

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Introduction

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, six General Principles (A - F), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action and may be considered by ethics bodies in interpreting the Ethical Standards. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by the Ethics Code does not mean that it is necessarily either ethical or unethical.

Membership in the APA commits members to adhere to the APA Ethics Code and to the rules and procedures used to implement it. Psychologists and students, whether or not they are APA members, should be aware that the Ethics Code may be applied to them by state psychology boards, courts, or other public bodies.

This Ethics Code applies only to psychologists' work-related activities, that is, activities that are part of the psychologists' scientific and professional functions or that are psychological in nature. It includes the clinical or counseling practice of psychology, research, teaching, supervision of trainees, development of assessment instruments, conducting assessments, educational counseling, organizational consulting, social intervention, administration, and other activities as well. These work-related activities can be distinguished from the purely private conduct of a psychologist, which ordinarily is not within the purview of the Ethics Code.

The Ethics Code is intended to provide standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. Whether or not a psychologist has violated the Ethics Code does not by itself determine whether he or she is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur. These results are based on legal rather than ethical rules. However, compliance with or violation of the Ethics Code may be admissible as evidence in some legal proceedings, depending on the circumstances.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code, in addition to applicable laws and psychology board regulations. If the Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If the Ethics Code standard appears to conflict with the

requirements of law, then psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict in a responsible manner. If neither law nor the Ethics Code resolves an issue, psychologists should consider other professional materials Footnote 1 and the dictates of their own conscience, as well as seek consultation with others within the field when this is practical.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. The actions that APA may take for violations of the Ethics Code include actions such as reprimand, censure, termination of APA membership, and referral of the matter to other bodies. Complainants who seek remedies such as monetary damages in alleging ethical violations by a psychologist must resort to private negotiation, administrative bodies, or the courts. Actions that violate the Ethics Code may lead to the imposition of sanctions on a psychologist by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payers for health services. In addition to actions for violation of the Ethics Code, the APA Bylaws provide that APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure.

Preamble

Psychologists work to develop a valid and reliable body of scientific knowledge based on research. They may apply that knowledge to human behavior in a variety of contexts. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. Their goal is to broaden knowledge of behavior and, where appropriate, to apply it pragmatically to improve the condition of both the individual and society. Psychologists respect the central importance of freedom of inquiry and expression in research, teaching, and publication. They also strive to help the public in developing informed judgments and choices concerning human behavior. This Ethics Code provides a common set of values upon which psychologists build their professional and scientific work.

This Code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

The development of a dynamic set of ethical standards for a psychologist's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues, as appropriate; and to consult with others, as needed, concerning ethical problems. Each psychologist supplements, but does not violate, the Ethics Code's values and rules on the basis of guidance drawn from personal values, culture, and experience.

General Principles

PRINCIPLE A: COMPETENCE

Psychologists strive to maintain high standards of competence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training, or experience. Psychologists are cognizant of the fact that the competencies required in serving, teaching, and/or studying groups of people vary with the distinctive characteristics of those groups. In those areas in which recognized professional standards do not yet exist, psychologists exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work. They maintain knowledge of relevant scientific and professional information related to the services they render, and they recognize the need for ongoing education. Psychologists make appropriate use of scientific, professional, technical, and administrative resources.

PRINCIPLE B: INTEGRITY

Psychologists seek to promote integrity in the science, teaching, and practice of psychology. In these activities psychologists are honest, fair, and respectful of others. In describing or reporting their qualifications, services, products, fees, research, or teaching, they do not make statements that are false, misleading, or deceptive. Psychologists strive to be aware of their own belief systems, values, needs, and limitations and the effect of these on their work. To the extent feasible, they attempt to clarify for relevant parties the roles they are performing and to function appropriately in accordance with those roles. Psychologists avoid improper and potentially harmful dual relationships.

PRINCIPLE C: PROFESSIONAL AND SCIENTIFIC RESPONSIBILITY

Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different populations. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of their patients, clients, or other recipients of their services. Psychologists' moral standards and conduct are personal matters to the same degree as is true for any other person, except as psychologists' conduct may compromise their professional responsibilities or reduce the public's trust in psychology and psychologists. Psychologists are concerned about the ethical compliance of their colleagues' scientific and professional conduct. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

PRINCIPLE D: RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY

Psychologists accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. Psychologists are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

PRINCIPLE E: CONCERN FOR OTHERS' WELFARE

Psychologists seek to contribute to the welfare of those with whom they interact professionally. In their professional actions, psychologists weigh the welfare and rights of their patients or clients, students, supervisees, human research participants, and other affected persons, and the

welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. Psychologists are sensitive to real and ascribed differences in power between themselves and others, and they do not exploit or mislead other people during or after professional relationships.

PRINCIPLE F: SOCIAL RESPONSIBILITY

Psychologists are aware of their professional and scientific responsibilities to the community and the society in which they work and live. They apply and make public their knowledge of psychology in order to contribute to human welfare. Psychologists are concerned about and work to mitigate the causes of human suffering. When undertaking research, they strive to advance human welfare and the science of psychology. Psychologists try to avoid misuse of their work. Psychologists comply with the law and encourage the development of law and social policy that serve the interests of their patients and clients and the public. They are encouraged to contribute a portion of their professional time for little or no personal advantage.

SECTION XX. LIABILITY INSURANCE FOR SCHOOL PSYCHOLOGY GRADUATE STUDENTS

All School Psychology Program Students are REQUIRED to carry professional liability insurance. This insurance is available to graduate students through NASP or APA. Specific application procedures will be provided to students during the first semester orientation meeting. It is the student's responsibility to obtain this insurance.

SECTION XXI. UNIVERSITY GRIEVANCE PROCEDURES

Dispute Resolution

In addition to the Code of Student Conduct, undergraduates, as well as staff and faculty, have recourse to a number of processes and administrative agencies when attempting to resolve grievances. Several such options are noted below. For general information about other resources contact the Dean of Students Office (545-2684) or the Information Data Bank (545-1555). For academic issues or problems contact the office of your academic dean.

1. Ombuds Office

The Ombuds Office is available to all members of the University community to help resolve University-related conflicts impartially and without judging, rewarding, or punishing parties. Depending on the problem, the Ombuds Office mediates disputes, facilitates communication, investigates claims of unfair treatment or erroneous procedure, listens, advises, and makes recommendations. The Ombuds Office provides information about and referral to grievance procedures. The Office also coordinates the hearing process for academic grievances and charges of academic dishonesty.

Some of the problems with which the Ombuds Office can offer advice or assistance to students include: course/degree requirements; grade disputes; grading policy and practice; allegations of academic dishonesty; sexual, racial, and other types of harassment; delays in services or decisions; conflicts with instructors, employers, or administrative offices; roommate/coworker/classroom conflicts; and other interpersonal disputes. Records, contacts and communication are normally confidential; in unusual circumstances (which are explained to clients), rare exceptions are made if required by law. The Ombuds Office is located in 823

Campus Center, telephone 545-0867. Although not required, it is best to call to arrange a convenient time for an appointment.

2. Sexual Harassment Policy and Procedures*

The University of Massachusetts Amherst is committed to providing students, faculty, and staff with an environment where they may pursue their studies or careers without being sexually harassed. Sexual harassment, as here defined, is a violation of Title VII of the 1964 Civil Rights Act, and the Title I of the Civil Rights Act of 1991, and Title IX of the Education Amendments of 1972. For the purposes of this policy, it is defined as follows: Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work; or
- b. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- c. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or academic environment.

While it is not possible to list all those circumstances that may constitute sexual harassment, the following are examples of conduct which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- unwelcome sexual advances, whether they involve physical touching or not;
- sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- displaying sexually suggestive objects, pictures, cartoons;
- unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- inquiries into one's sexual experiences; and
- discussion of one's sexual activities.

This grievance procedure is intended to provide a fair, prompt, and reliable determination about whether the University's sexual harassment policy has been violated. It is available to anyone who, at the time of the alleged harassment, was either employed by or enrolled at the University of Massachusetts Amherst. No University employee or student is exempt from the jurisdiction of this policy.

A grievant will have twelve months following an incident to file a complaint unless he or she can show good reason (as determined by the appropriate administrator) for having that deadline waived. No individual shall be penalized by the University or by any person for participating in the procedures described here. Any complaints of retaliation should be addressed to the Chair of the Sexual Harassment Board in the Office of Equal Opportunity and Diversity or the Dean of Students (whomever is appropriate), who will advise the grieving party of his or her rights in this matter.

Nothing in these procedures is intended to prevent any individual who prefers to seek an informal resolution from doing so. Campus agencies which can assist with informal resolutions, in addition to the Equal Opportunity and Diversity Office, include but are not limited to, the following: Dean of Students Office, individual department administrators (e.g., department head

or chair, program director, advisor, etc.); the Ombuds Office; the Mediation Project; the legal counsel; and the Division of Public Safety.

The Office of Equal Opportunity and Diversity (EO&D) will be responsible for administering this policy and its procedures. However, if the respondent in a formal grievance is an undergraduate student (including Continuing Education students) the Dean of Students will be notified, and a hearing process as described in the Code of Student Conduct will be initiated. (In instances in which a respondent is both an undergraduate and an employee, the Chair of the Sexual Harassment Board shall review the circumstances of the case and determine which grievance procedure is appropriate.) the Associate Chancellor for Equal Opportunity and Diversity or designee will serve as Chair of the Sexual Harassment Board.

Individuals who believe that they have been sexually harassed should contact the Dean of Students Office or the Equal Opportunity and Diversity Office, 305 Whitmore, 545-3464. These offices can advise the student of the relevant options for resolution available to them.

*The above is excerpted from the University's Sexual Harassment Policy and Procedures. Copies of the complete document are available from the Equal Opportunity and Diversity Office, 305 Whitmore Building, 545-3464, or at the following WorldWide Web address:

<http://www.umass.edu/eod>