



College of Humanities and Social Sciences
Department of Psychology

George Mason University

SCHOOL PSYCHOLOGY PROGRAM

HANDBOOK

Master of Arts in Psychology
with
Concentration in School Psychology
&
Graduate Certificate
in
School Psychology

2013-2014 Edition

Table of Contents

INTRODUCTION.....	4
MISSION STATEMENT	5
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES GRADUATE POLICIES	6
About the College	6
Policies for All Students	6
Policies for Graduate Students.....	7
Accelerated Master's Degree Programs.....	10
GETTING STARTED AT GEORGE MASON UNIVERSITY.....	12
MASON ID CARDS	12
GMU E-MAIL.....	12
PARKING	12
HEALTH INSURANCE/STUDENT HEALTH SERVICES.....	12
STUDENT WAGE/HOURLY EMPLOYEES.....	12
MAILBOXES	12
General resources for students	13
Graduate Student Life	13
Office of Postgraduate Fellowships and Scholarships.....	13
The Writing Center	13
Office of Research Integrity and Assurance (Human Subjects Review Board)	13
College of Humanities and Social Sciences Graduate Student Assistance.....	13
Counseling and Psychological Services.....	13
Learning Services.....	13
Multicultural Services	13
Office of Disability Services.....	13
Office of Student Support and Case Management.....	13
University Registrar	13
Financial Aid.....	13
Student Accounts	13

GOAL, OBJECTIVES, AND OUTCOMES	14
ADMISSION TO THE SCHOOL PSYCHOLOGY PROGRAM	15
APPLICATION REQUIREMENTS	15
APPLICATION PROCEDURES	15
<i>Submission Deadline</i>	15
<i>Interviews of Applicants</i>	16
ADMISSION TO THE PROGRAM	16
<i>Master of Arts and Graduate Certificate in School Psychology</i>	16
<i>Graduate Certificate in School Psychology for Students with a Master's Degree</i>	16
<i>Reduction in Credit and Transfer Credit for Prior Graduate Work</i>	17
PROGRAM ADMISSION STATISTICS	17
<i>School Psychology Admissions Statistics 2004-2012</i>	0
PROGRAM OF STUDY IN SCHOOL PSYCHOLOGY	0
ACCREDITATION	0
PROGRAM CONTEXT	0
DEGREE REQUIREMENTS	1
PROGRAM REQUIREMENTS	1
<i>2013-2014 Program of Study for Master of Arts in School Psychology/</i>	2
<i>Graduate Certificate in School Psychology</i>	2
COURSE REQUIREMENTS BY SEMESTER	2
APPLIED TRAINING	3
<i>Practica</i>	3
<i>Internship</i>	3
TRAINING IN SCHOOL PSYCHOLOGY AND NASP STANDARDS	4
<i>Domains of Competence</i>	4
ACADEMIC ADVISEMENT	6
RESEARCH PROJECT	6
<i>Approval of Research Projects</i>	7
<i>Timetable for Research Projects</i>	7
<i>Funds for Research</i>	7

PROGRAM DEVELOPMENT AND IMPROVEMENT.....8

PERFORMANCE EVALUATIONS..... 9

ANNUAL STUDENT EVALUATION9

PROFESSIONAL PORTFOLIO9

Recommended Content of Professional Portfolio.....10

PRACTICA11

INTERNSHIP11

FINANCIAL ASSISTANCE..... 12

GRIEVANCE PROCEDURES..... 13

SCHOOL PSYCHOLOGY FACULTY..... 15

WHO’S WHO IN THE DEPARTMENT 17

FACULTY RESEARCH INTERESTS..... 19

INTRODUCTION



Welcome to George Mason University and the Department of Psychology! This handbook describes policies and procedures of the School Psychology Program, the Department of Psychology, the College of Humanities and Social Sciences, and the University. A wealth of practical information for students and prospective students is provided, as well. Although the handbook addresses many important issues, it does not contain all the information a graduate student needs to know about academic policies and procedures. Students and prospective students should review the Graduate Policies section of the [*University Catalog*](#), in which the official policies of record are published. Additional information may be obtained by contacting me or any member of the program faculty.

Nicole Beadles

Nicole M. Beadles, Ph.D.
Director, School Psychology Program

George Mason University . . . where innovation is tradition.

MISSION STATEMENT

The School Psychology Program at George Mason University prepares graduate-level students to apply principles of psychological science to learning, development, and adjustment of school-aged children in educational and clinical settings. Future school psychologists acquire essential knowledge, skills, and dispositions to design, implement, and evaluate psychological services for children.

To ensure excellence in the quality of services delivered by its graduates, the School Psychology Program faculty:

- Promotes the highest standards of technical competence, ethical practice, and professional deportment.
- Employs a scientist-practitioner model grounded in research-based theories of child growth and development, learning and instruction, individual differences and psychopathology, assessment and evaluation, consultation, prevention, and intervention.
- Provides rigorous supervised training in applied methods designed to prevent, assess, and treat impediments to learning and adjustment in children.
- Fosters an understanding and appreciation of diversity in clients of differing abilities, skills, age, race, culture, language, gender, sexual orientation, values, and endowments.
- Supports applied research as a foundation that informs and guides practice.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES GRADUATE POLICIES

About the College

The College of Humanities and Social Sciences (CHSS) is composed of 11 departments and 10 major interdisciplinary programs. The college is also home to New Century College, which offers an innovative interdisciplinary major as well as [Mason Cornerstones](#), a first-year program for students in all majors. Together with the College of Science, the college administers the university-wide [Honors Program in General Education](#), the academic program of the Honors College. This is open to qualified students from all majors in the university. The college has a distinguished faculty of more than 400, including recipients of the Pulitzer Prize and Guggenheim Fellowship.

At the undergraduate level, all programs emphasize challenge, opportunity, and success. They challenge students to think critically and creatively and to go beyond what is required by pursuing research experiences, minors, double majors, honors in the major, and accelerated master's degree programs, which enable them to earn both an undergraduate and a graduate degree, often within five years. They provide many opportunities beyond the classroom including study abroad programs, service learning, internships, and career-enhancing courses and minors, all of which will help prepare them for success beyond college.

At the graduate level, programs of study provide opportunities for career development and advancement, professional education, participation in research, and personal fulfillment.

All programs encourage the exploration of contemporary issues through a dynamic curriculum that fosters an informed understanding of real world problems. The college provides students with an education that enables them to think critically, adapt to the changing conditions of society, and provide informed leadership to future generations.

Policies for All Students

The requirements for each academic program offered by the college are described in the sections for the sponsoring departments and programs. All students are subject to the policies stated in the [Academic Policies](#) section of this catalog. Additional policies and procedures for students in the college are presented in this section.

Mason uses only Mason e-mail accounts to communicate with enrolled students. Students should activate their Mason e-mail account, use it to communicate with their department and other administrative units, and check it regularly for important information.

Registration and Degree Audit

Students are responsible for correctly registering for courses and paying all tuition and fees by the official university registration and payment deadlines. Instructors do not have the authority to add students to courses, and students may not sit in on classes for which they are not

registered. All students should verify the accuracy of their enrollment before the end of the add period and should check [Patriot Web](#) to verify that they are registered for the classes that they think they are.

All students are responsible for reviewing their own transcripts and degree audits regularly to ensure that they are correct and that they are on track to meet all their requirements.

Withdrawal

Students are responsible for all courses in which they remain officially enrolled once the drop period has ended. Instructors do not have the authority to withdraw students from classes. Withdrawals after the published deadlines require the approval of the relevant dean (undergraduate academic affairs or graduate academic affairs) and are allowed only for full semesters at a time (a withdrawal from all enrolled courses). Withdrawals are only permitted for non-academic reasons; no withdrawals can be approved for academic reasons. When submitting a withdrawal request, students must provide verifiable, third-party documentation for the reason for the withdrawal. Requests for withdrawals should be submitted as early in the semester as possible; withdrawal requests submitted after the last day of classes are rarely approved.

Grade Appeals

Grade appeals should be made to the department or program following the process specified in the [Academic Policies](#) section of this catalog. If they are resolved within the department or program, that unit is the final level of appeal. The departmental decision may be appealed to the dean only on the basis of procedural irregularity. Undergraduate students should address such appeals through the Office of Undergraduate Academic Affairs and graduate students through the Office of Graduate Academic Affairs. If the grade appeal is not resolved within the department or program, the chair makes a recommendation to the dean, who makes the final determination. The decision of the dean is not subject to review or further appeal.

Accommodations for Students with Disabilities

Students with documented disabilities should contact the [Office of Disability Services](#) to open a file and learn more about accommodations that may be available to them.

Policies for Graduate Students

The college offers 16 master's degrees plus a master of arts in interdisciplinary studies (MAIS), master of public administration (MPA) and a master of fine arts in creative writing (MFA), and 11 doctoral degrees.

Graduate Admission

Admission decisions are made by the faculty committee of the respective graduate program. Denial of admission is not subject to appeal. Applicants denied admission to a program are not permitted to enroll in courses in that program.

If an applicant is offered graduate admission, the college reserves the right to withdraw that offer of admission if:

- During his or her academic studies, the admitted applicant has a significant drop in academic performance or fails to graduate with a degree prior to the first day of classes for the term admitted.
- There has been a misrepresentation in the application process.
- Prior to the first day of classes for the term admitted, the college learns that the admitted applicant has engaged in behavior that indicates a serious lack of judgment or integrity, irrespective of the outcome of any disciplinary process related to such behavior.
- For students admitted to an accelerated master's program, the student does not maintain satisfactory progress in his or her undergraduate program, does not receive a minimum grade of 3.00 in the graduate classes taken as an undergraduate, or otherwise does not meet the conditions specified on the application and admission letter.

The university further reserves the right to require the applicant to provide additional information (and/or authorization for the release of information) about any such matter.

Provisional Admission

Students provisionally admitted to their graduate degree program are not eligible to enroll in consortium course work or study at another institution until the conditions of the provisional contract have been met. Provisionally admitted students are also not eligible to participate in any study abroad programs until the conditions of the provisional contract have been met. Transfer of credit requests for course work taken in non-degree status at Mason or from another institution prior to admission will not be considered until the provisional contract has been fulfilled.

Academic Load

Graduate students can enroll in up to 12 credits of course work each semester. Non-degree students can enroll in up to 10 credits of course work each semester.

Non-degree Enrollment

Applicants who have been denied admission to a graduate certificate, masters or doctoral program are not permitted to take graduate courses in that discipline as a non-degree student.

Graduate non-degree students may enroll in 500-, 600-, and 700-level courses. In exceptional cases graduate non-degree students in the College of Humanities and Social Sciences may request to enroll in an 800-level course if they have an appropriate academic or professional background and have the written permission of the course instructor, director of the graduate program offering the course, and the graduate dean.

University Consortium

Students should review university policies regarding the University Consortium under Special Registration Procedures in the [Academic Policies](#) section of this catalog.

Eligible students may enroll in courses at any of the institutions in the Consortium of Universities in the Washington Metropolitan area. Students are limited to one consortium course per semester, with a career maximum of 6 credits. To register for a consortium course, students must have an overall GPA of at least 3.00 and be in good academic standing. Students with grades of IN on their record or who earned grades of C or F in the most recent semester are not eligible to register for a consortium course. Students who have received a grade less than 3.00 in a consortium course are not permitted to enroll in additional consortium courses. Newly admitted graduate students are not permitted to enroll in consortium courses during their first semester of graduate study. Students who wish to enroll in consortium courses during their second semester of study must wait until the grades for the previous semester have been posted.

Transfer of Credit

To be eligible for transfer, credits must have been earned at an accredited graduate degree-granting institution (and applicable to a graduate degree at that institution) or at Mason while in non-degree status. Courses accepted for transfer credit must have been completed within six years of the admission term and with a minimum grade of 3.00. Courses with grades of P or S are not accepted for transfer unless the official transcript indicates that the grade is equivalent to a 3.00 (B) or better. Some programs have more stringent standards on transfer of credit; students should contact their graduate program for specific information.

Credit from Other Institutions

Students must obtain all approvals, including course equivalencies, prior to enrolling in any course work at another institution. All appropriate paperwork must be submitted to the Office of the University Registrar by the last day to add during the academic term the course meets. Students enrolling in courses at other institutions with different drop/add timetables must still abide by Mason's drop/add deadlines in terms of acquiring necessary approvals.

Dissertation Committee

The college follows university policies regarding dissertation committees. See Dissertation Committee in the Requirements for Doctoral Degrees section of the [Academic Policies](#) section of this catalog.

Dissertation (999) Registration

Doctoral students must be advanced to candidacy before they may enroll in 999. Students must register for 999 before the add deadline published in the Academic Calendar by the [Office of the University Registrar](#). Once doctoral students begin registering for 999, they must enroll in at least 3 credits of 999 each semester (excluding summers) until they have completed the total number of dissertation credits required on their individual program of study. Once enrolled in 999, all doctoral students must maintain continuous enrollment in 999 until they deposit their

approved dissertation in the University Library. If they have completed the number of dissertation credits required on their program of study, they may maintain continuous enrollment by registering for only 1 credit of 999. See Dissertation Registration in the Requirements for Doctoral Degrees section of the [Academic Policies](#) section of this catalog.

Time Limit for Doctoral Students

Total time to degree will not exceed eleven (11) calendar years from the time of first enrollment as a doctoral degree-seeking student in a program of the college. Doctoral students are expected to advance to candidacy in no more than six years and to complete all other degree requirements for graduation in no more than five years from the time of advancement to candidacy.

Students who will not meet published time limits because of circumstances beyond their control may petition for an extension. Extensions to the time limit for advancement to candidacy may be granted for a maximum period of one calendar year. The one-year extension granted to advance to candidacy will run concurrently with the five years provided to complete the dissertation so that the total time limit to degree will not exceed eleven (11) years even for those students granted a time extension for advancement to candidacy.

Students who are given permission to re-enroll following an absence from Mason may not count the time limits as beginning on the date of re-enrollment. Failure to meet the time limits or to secure approval of an extension request may result in termination from the program. International students attending in F-1 or J-1 status have more restrictive limits. Such students should contact the [Office of International Programs and Services](#) for further information.

Requests for extension of time limits must be submitted to the graduate dean in writing. They should explain the extenuating circumstances that prevented a timely completion of the degree and a timeline for completing the work within the limits of the extension. The request should include a letter from the student's graduate program director indicating program support for the extension and confirmation that the work can be completed within the limits of the extension.

Graduate Appeals of Dismissal or Termination

All graduate students should be familiar with the university policies on dismissal and termination as stated in Graduate Academic Standing section of the [Academic Policies](#) section of this catalog. Students who meet the criteria for dismissal or termination may submit a written appeal to the Office of Graduate Academic Affairs. Appeals should include all relevant information on the basis for appeal, as well as any appropriate documentation. Appeals of termination and dismissal are reviewed at the beginning of each semester by a faculty committee. The ruling of that committee represents the final decision of the college.

Accelerated Master's Degree Programs

Many graduate programs in the College of Humanities and Social Sciences offer highly-qualified undergraduates the opportunity to apply to accelerated master's degree programs. Students accepted into an accelerated master's degree program obtain both a bachelor's and a master's degree after satisfactory completion of 144 - 150 credits (number of required credits depends on the degree program).

Students admitted to an accelerated master's degree program may use up to six graduate credits (courses at the 500 or 600 level) in partial fulfillment of requirements for the undergraduate degree. Upon completion and conferral of the undergraduate degree with satisfactory performance in graduate courses (minimum grade of 3.00 in each), students are given advanced standing in their master's program.

Undergraduates may take a maximum of six additional graduate credits while undergraduates and mark them for reserve graduate credit. These credits are not used to fulfill undergraduate degree requirements but can be applied to the master's degree. See the section on Graduate Course Enrollment by Undergraduates in [Academic Policies](#). Courses taken for reserve graduate credit must be approved in advance by the [Office of Undergraduate Academic Affairs](#) and the appropriate paperwork filed with the Office of the University Registrar.

Students must fulfill all other master's degree requirements. For more information see [Accelerated Master's Degree Programs](#).

GETTING STARTED AT GEORGE MASON UNIVERSITY

Mason ID Cards

After registering, each student is required to obtain a university photo identification card. It must be presented to use the library and is required for admission to university events, when using university facilities and can be used as a debit-card at various food concessions and copy machines. Questions may be directed to the Photo ID Office at (703) 993-1004. You can obtain your G-Card at The HUB, Lower Level Room 1103. For more information, visit the [University All Card Office](#).

GMU E-Mail

Students are required to activate and use their GMU E-Mail account to obtain Psychology Department list-serve messages and to access the university mainframe computer and library. Only GMU E-Mail accounts will be used for official university communication with students. For more information regarding access your E-Mail visit the [ITU Support Center](#).

Parking

Parking decals may be purchased in person in the Parking Services Office located in the Shenandoah Parking Deck, or via [Patriot Web](#). You will need a G-Card to purchase parking passes in person. Handicapped parking permits are available in the Parking Services Office. Parking registration information is also mailed to students several weeks before the start of the fall semester. For more information contact [Parking Services](#).

Health Insurance/Student Health Services

George Mason provides a variety of health insurance options for graduate students. For students who meet specific qualifications, premiums for the Aetna Student Health Insurance Plan will be subsidized by the University. Students who do not qualify for the subsidy, may elect to purchase the policy and should contact [Student Health Services](#) regarding enrollment. [The Student Health Services Office](#) is available to all students at no or reduced fees. To determine eligibility for subsidized insurance, please click [here](#).

Student Wage/Hourly Employees

All student wage/hourly employees are required to use Direct Deposit and must submit a time sheet online in order to be paid. To set up Direct Deposit and record your hours, please visit [Patriot Web](#) and click on "Employee Services", "Time sheets" (to enter your hours) and/or "Pay Information" (to enroll in direct deposit).

Mailboxes

Each student is assigned a mailbox. Doctoral student mailboxes are located in the hallway next to the Psychology Graduate Office in David King Hall. Faculty and Staff boxes are

located in the copy room (DK 2001). MA mailboxes are located in the Physio Lab for CBN, alongside the doctoral mailboxes for Applied Developmental, The ARCH Lab for Human Factors, The Clinic for School Psychology and Robinson 211C for Industrial Organizational. Be sure to check the mailboxes periodically for any messages that might be left for you by faculty, staff, or students. Please be aware that student mailboxes are not secured, so use caution in what you place in them.

Additional Resources for Graduate Students

The following websites may be helpful to new and returning students:

General resources for students - <http://www.gmu.edu/resources/students/>

Graduate Student Life - <http://gradlife.gmu.edu/>

Office of Postgraduate Fellowships and Scholarships - <http://honorscollege.gmu.edu/pgfs/>

The Writing Center - <http://writingcenter.gmu.edu>

Office of Research Integrity and Assurance (Human Subjects Review Board) - <http://research.gmu.edu/ORIA/InstitutionalReview.html>

College of Humanities and Social Sciences Graduate Student Assistance - <http://chss.gmu.edu/graduate/for-graduate>

Counseling and Psychological Services - <http://caps.gmu.edu/>

Learning Services - <http://caps.gmu.edu/learningservices/>

Multicultural Services - <http://caps.gmu.edu/multiculturalservices/>

Office of Disability Services - <http://ods.gmu.edu/>

Office of Student Support and Case Management - <http://osscm.gmu.edu/>

University Registrar - <http://registrar.gmu.edu/index.html>

Financial Aid - <http://financialaid.gmu.edu/>

Student Accounts - <http://studentaccounts.gmu.edu/>

GOAL, OBJECTIVES, AND OUTCOMES

The primary goal of the GMU School Psychology Program is to prepare graduate students for competent and ethical professional service as school psychologists in educational and other community-based settings.

Specific objectives of the program include the following:

- Students will demonstrate foundational knowledge of principles, theories, research, and practice pertaining to children and adolescents in the fields of psychology and education.
- Students will demonstrate functional knowledge and skills in the application of empirically-supported methods, procedures, and techniques to enhance learning and adjustment in all children.
- Students will demonstrate knowledge and skills pertaining to applied research and demonstrate understanding of the link between research and practice.
- Students will demonstrate knowledge of and apply prevailing standards of practice and ethical principles.
- Students will demonstrate dispositions that promote the welfare of clients, that support the mission and goals of educational or clinical institutions in which they work, and that are consistent with principles of professional ethics and standards of practice.

Specific and unique outcomes are identified for the various components of the training program. Progress is monitored, and attainment of the specific and unique criteria is measured for each. However, indicators of progress on several broad outcomes are regularly monitored by program faculty to ensure quality of training and success of students:

- Students enroll in required courses and earn grades of B or higher.
- Students fulfill requirements of practica and receive satisfactory ratings from field- and clinic-based supervisors and clients.
- Students identify an area of interest for research, conduct a research project under faculty supervision, prepare a manuscript based on the project, and present results at an annual Research Symposium.
- Students participate in an approved internship, complete requirements of the internship, and receive satisfactory ratings from field- and university-based supervisors and clients.
- Students prepare and submit a portfolio that includes representative samples of academic and professional work.
- Students pass the Praxis II in School Psychology exam.
- Students meet all requirements established by the Virginia Department of Education for pupil personnel licensure with endorsement in school psychology.

ADMISSION TO THE SCHOOL PSYCHOLOGY PROGRAM

Admission to the GMU School Psychology Program is highly competitive. Typically, many more students apply for admission than can be accepted. The program faculty reviews each application thoroughly and considers both quantitative and qualitative evidence of an applicant's potential for success in the program and in the field of school psychology.

Application Requirements

Applicants must fulfill GMU graduate admission requirements as established by the College of Humanities and Social Sciences (CHSS) and the Department of Psychology. These include the following:

1. A total of 15 undergraduate credits in psychology, including coursework in personality or abnormal psychology, developmental psychology, tests and measurements, and statistics. A laboratory course in psychology is also required.
2. Combined verbal and quantitative GRE scores of at least 1100 taken within the last five years.
3. GPA of 3.0 for the last 60 undergraduate hours and a minimum of 3.25 in undergraduate psychology courses.
4. Undergraduate and graduate transcripts.
5. Three letters of reference from professors or supervisors.
6. Biographical statement describing the applicant's background, experience, and future goals in school psychology.
7. [Masters Departmental Form](#) that can be downloaded from the Department of Psychology's website.
8. [George Mason University Application](#) that can be accessed on-line at the Office of Admissions website.

Application Procedures

Candidates for admission must complete and submit the George Mason University Graduate Application form, supporting documents, official transcripts, and letters of reference on-line. Applicants should also complete and submit the [Master's Departmental Application](#) form. Additional information about application procedures for graduate programs is available on the [Department of Psychology's website](#).

Submission Deadline

Applications must be completed and submitted by **January 15, 2014**. In addition, the application fee and supporting documents must be submitted by this date, as well.

Interviews of Applicants

A select group of applicants is invited for an open house and personal interview before offers of admission are made. Interviews are typically scheduled during March each year. Applicants have an opportunity to learn more about the program, meet the program faculty and current students, and speak with individual members of the faculty. Interviews are typically conducted at the [GMU Center for Psychological Services](#) in Fairfax, VA.

Admission to the Program

The program faculty reviews application and supporting documents of each applicant who was interviewed. Offers of admission are extended to a small number of applicants, and these applicants are asked to accept or reject the offer by a date specified in the letter of admission. Other highly qualified students are considered on a space-available basis. The program director strives to provide timely notification of status to all applicants; however, decision-making can continue through April and May. The university sends official notification to all applicants.

Master of Arts and Graduate Certificate in School Psychology

The School Psychology Program is a single comprehensive program composed of two sequential curricular components: 1.) foundational training that leads to the Master of Arts Degree in Psychology with Concentration in School Psychology and 2.) applied training that leads to a Graduate Certificate in School Psychology¹. The MA and certificate components comprise a unified and integrated program of study. However, students must apply for admission to both the MA program *and* the certificate program in School Psychology. Those students who are offered admission are accepted for both the MA and certificate components of the program. Students are expected to complete both the MA and the certificate components of the School Psychology Program.

Graduate Certificate in School Psychology for Students with a Master's Degree

Students are expected to matriculate in the comprehensive program of study. In rare circumstances, however, students who have already earned a master's degree in a closely related field may apply for admission to the School Psychology Program. To apply for admission to the certificate component of the program (bypassing the MA component), the applicant must have a master's degree in a closely allied discipline (e.g., Applied Developmental Psychology, Child Clinical Psychology, etc.) that included 15 or more graduate credits directly corresponding to required courses in the School Psychology MA curriculum. A reduction in credit or transfer of credit might be considered. Students with a master's degree who are considering application should contact the program director for additional information.

¹ Students who enrolled in a degree program prior to August 2011 earn the Certificate of Advanced Graduate Studies in School Psychology. Conditions of and requirements for the Certificate of Advanced Graduate Studies in School Psychology and the Graduate Certificate in School Psychology are identical.

Students admitted directly to the certificate program must complete all MA course requirements of the School Psychology curriculum that were not completed as part of the previously obtained master's degree. Students who are admitted to the program under these conditions will be awarded only the graduate certificate and not a MA degree upon completion of the program.

Reduction in Credit and Transfer Credit for Prior Graduate Work

Students are encouraged to enroll in all courses that comprise the School Psychology Program at GMU. However, graduate credit earned prior to admission to the School Psychology graduate program may be eligible to be transferred and applied to the certificate or the degree in rare circumstances. Reduction of credit is limited to a maximum of 18 credits, and approval of the program director is required. Transfer of credit requires the approval of the program director and the dean or director of the college, who determine whether the credit is eligible for transfer and whether it is applicable to the specific certificate or degree program. Credit is usually considered for transfer at the request of the student at the time of initial registration as a degree-seeking student.

Students seeking reduction in credit or transfer of credit must supply official transcripts (plus an official transcript evaluation for transcripts from outside the United States and an official translation for transcripts not in English, if these documents were not supplied in the admission process). Credit transfer requests from students who are admitted provisionally are not considered until they have fulfilled the conditions of their admission and had the provisional qualifier removed from their records. To be eligible for transfer credit, the credit must be graduate credit earned at another accredited university, earned at another institution and recommended for graduate credit in the American Council on Education guidebook, or earned at George Mason while in a non-degree status or while enrolled through Extended Studies. The credit must have been earned within six years prior to first enrollment as an admitted student in the specific certificate or degree program, and a minimum grade of B (3.0) must have been earned. The course must be applicable toward a degree at the institution offering the course. Extension and in service courses that are not intended by the institution offering the courses to be applied to a degree program are not eligible for transfer credit to George Mason. The credits cannot have been previously applied toward a degree at another institution or at George Mason. Up to three credits previously applied to a degree program at another institution may, however, be transferred into a certificate program at George Mason.

For more information on CHSS and University policies as they pertain to the Reduction of Credit and/or Transfer of Credit, please see the "College of Humanities and Social Sciences Policies Section" of this handbook.

Program Admission Statistics

Each year, the School Psychology Program collects information from all applicants. The following table shows the number of applications received and accepted as well as the number and academic quality of students enrolled in the program.

School Psychology Admissions Statistics 2004-2012

Year	Number of Applications Received	Number of Applications Accepted	Enrolled Class										
			Number Enrolled	Average UGPA	Average VGRE*	Approx. V Percentile*	Average QGRE*	Approx. Q Percentile*	Average VGRE**	Approx. V Percentile**	Average QGRE**	Approx. Q Percentile**	
2004	83	22	9	3.56	543	69%	650	48%					
2005	81	15	7	3.58	558	72%	650	48%					
2006	65	18	10	3.64	568	75%	690	60%					
2007	69	17	9	3.6	505	59%	595	35%					
2008	66	16	10	3.41	562	74%	660	52%					
2009	53	17	7	3.73	514	61%	668	52%					
2010	44	12	9	3.4	531	66%	581	34%					
2011	43	14	8	3.2	515	61%	598	35%					
2012	49	13	7	3.6	496	56%	553	42%	152	56%	147	42%	

* 200-800 Scale

** 120-180 Scale

Scaling for the GRE was revised in August 2011, and applicants submitted scores based on the traditional or revised form of the test. The average score listed in the table is based on estimates of equivalency provided by ETS

PROGRAM OF STUDY IN SCHOOL PSYCHOLOGY

Accreditation

George Mason University is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SAC) to award baccalaureate, master's, and doctoral degrees. In addition, the university is approved by the State Council of Higher Education for Virginia.

The George Mason University School Psychology Program was founded in 1978 and fully approved by the National Association of School Psychologists (NASP) for specialist-level training in 1992. The program is approved for the training of school psychologists by the Virginia State Board of Education. The three-year graduate program fully meets standards for specialist-level training established by [NASP](#) and the [National Council for Accreditation in Teacher Education \(NCATE\)](#). Graduates of the GMU School Psychology Program are eligible to take the Praxis II in School Psychology exam and apply for certification as a Nationally Certified School Psychologist (NCSP). The training program meets the requirements of the Virginia Department of Education for licensure in pupil personnel services with endorsement in school psychology ([Virginia Standards](#)). As a NASP-approved program, it meets the requirements for certification in most other states. However, students seeking licensure or certification in states that have unique requirements may supplement the program of study by enrolling in additional courses. While graduates of the program are typically employed as school psychologists in public schools and related human service settings, students seeking licensure for independent practice as a school psychologist must meet the educational, residency, and examination requirements of the [Commonwealth of Virginia Board of Psychology](#).

Program Context

The School Psychology Program at GMU was established to prepare graduate students to practice psychology in educational settings. It is predicated on a scientist-practitioner model to ensure that graduates are knowledgeable about psychological and educational principles derived from empirical research and can apply rigorous data-based methods to the delivery of direct and indirect school-based psychological services. A variety of instructional methods and procedures are employed to prepare students for professional service as school psychologists including course work, applied labs, school- and clinic-based practica, research project, portfolio, and internship.

The program emphasizes competence in providing services to a wide range of typically developing and exceptional students in diverse educational and clinical environments. The GMU program also emphasizes methods to improve the educational outcomes for all school children through universal prevention and early intervention. Further, the program prepares future psychologists to understand and facilitate change in systems that support growth and learning in children. The program embeds training throughout course work to promote high standards of practice and professional ethics.

The curriculum imparts foundational knowledge in core domains of psychology and education associated with the practice of school psychology including child development, assessment, intervention, and instruction. Students receive training in a wide variety of applied skills that are requisite to effective practice of school psychology. Rigorous instruction and direct supervision are provided to ensure competence in traditional and curriculum-based assessment, psycho-educational consultation and problem-solving models, counseling and crisis response, and behavior management. The program affords students applied experience with children and adolescents throughout their training under direct supervision of experts in various domains of competence. While learning diverse models and methods of assessment, consultation, prevention, and intervention in course work, students participate in a series of five lab seminars and four practica that are directly aligned with courses. Upon successful completion of course work and practica, students are eligible for field-based internship.

Degree Requirements

Students in the School Psychology Program earn a total of 61 graduate-hour credits. A minimum of 46 credits of graduate course work is required for the Master of Arts degree in Psychology with Concentration in School Psychology; a minimum of 15 additional semester hours is required for the Graduate Certificate in School Psychology. The masters-degree and certificate programs constitute a unified program of study, and students are expected to complete both components of the curriculum. Students who initially enter the program in August 2011 or thereafter will earn the Master of Arts degree in Psychology with Concentration in School Psychology and a Graduate Certificate in School Psychology, and requirements for the degree and the certificate will remain the same. Six to 12 credit hours are obtained through a 1200-hour internship under direct supervision of a licensed or certified school psychologist. Students obtain their MA degree prior to beginning the internship. All school psychology students are expected to enroll full time. Students complete the training program including the internship in three years, when the coursework is completed in the sequence appearing below.

Program Requirements

A carefully selected sequence of courses and applied experiences provides students with knowledge of diverse approaches to direct and indirect psychological services. The School Psychology Program requires successful completion of 61 semester hours of graduate course work for the MA degree (46 credits) *and* the Graduate Certificate in School Psychology (15 credits). This requirement includes course work, four practica, and a one-year internship.

**2013-2014 Program of Study for Master of Arts in School Psychology/
Graduate Certificate in School Psychology**

Course Requirements by Semester

2011-12				Coursework by Year & Semester			M A	GCSP
	Courses			YEA R 1	YEA R 2	YEA R 3		
FALL	PSYC	673	Prevention, Intervention, and Consultation in the Schools		4		4	
	PSYC	611	Advanced Statistics I	4			4	
	PSYC	619	Applied Behavior Analysis		3		3	
	PSYC	671	Role and Function of the School Psychologist	3			3	
	PSYC	709	Measurement of Intelligence	4			4	
	PSYC	751	School Psychology Practicum II		2			2
	PSYC	790	School Psychology Internship			3 ²		3
	PSYC	792	School Psychology Practicum		2			2
	Credit hours per semester				11	11	3	

SPRING	PSYC	592	Seminar in Diversity		3			3
	PSYC	612	Advanced Statistics II	4			4	
	PSYC	669	Social and Emotional Development		3		3	
	PSYC	704	or Life Span Development					
	PSYC	506	or Theories of Personality					
	PSYC	710	Psychological Assessment Personality	4			4	
	PSYC	617	Child Psychopathology	3			4	
	PSYC	750	School Psychology Practicum I	1			1	
	PSYC	751	School Psychology Practicum II		2			2
	PSYC	630	Developmental Disabilities		3		3	
	PSYC	592	Developmental Assessment					
	EDCD	608	or Counseling Group Processes and Analysis (4 cr.)					
	PSYC	790	School Psychology Internship			3 ¹		3
	Credit hours per semester				12	11	3	

SUMMER	PSYC	722	Advanced Assessment	4			3	
	EDCD	603	Counseling Theories and Practice	3			3	
	EDSE	628	Elementary Reading, Curriculum Strategies for Mild Disabilities	3			3	
	EDSE	629	or Secondary Curriculum Strategies for Mild Disabilities					
	Credit hours per semester				10	0	0	

Credit hours total				33	22	6	46	15
Total number of credit hours MA + GCSP				61				

² Minimum of 3 credit hours – students may enroll in 6 credit hours per semester

Applied Training

Competence in the practice of school psychology derives from rigorous academic instruction as well as from intensive supervision in applied settings. The experiential components of the School Psychology Program are integral to the mission of preparing highly skilled practitioners. All students must successfully complete four practica and a one-year internship to fulfill requirements of the program.

Practica

Four one-semester practica provide students with opportunities to practice and refine skills in a “real world” setting. Applying an apprenticeship model, students receive *in vivo* training under direct supervision of an experienced practitioner. Students engage in professional activities at the practicum sites, and they are required to participate in seminars linked to each practicum.

Three of the practica focus on assessment. Students conduct intellectual and comprehensive psychological assessments at the GMU Center for Psychological Services, a community-based mental health center that serves as a training site for graduate students in school and clinical psychology. Under direct clinical supervision of licensed psychologists, students assess children and adolescents, formulate diagnostic impressions, identify appropriate recommendations for intervention, prepare written reports, and interpret results with parents.

A local public school serves as the setting for the fourth practicum. Students are required to provide a range of prescribed services under supervision of an experienced and credentialed school psychologist during the semester (minimum of 100 contact hours in the school). The activities include, but are not limited to, academic consultation, behavioral consultation, and counseling; other activities might include crisis intervention, in-service training, parent consultation, program evaluation, or universal screening.

Internship

The Internship in School Psychology is the final component of the training program that provides students and supervisors opportunities to evaluate the students’ knowledge and skills in a controlled applied setting. The internship represents an opportunity to integrate all previous training experiences by means of practical application in schools and, in some cases, additional educational and mental health settings. It serves as an *in vivo* training experience under the tutelage of an experienced professional psychologist. In addition, the internship provides students with a range of experiences that foster development of professional identity. The internship allows for gradual and progressive assumption of full responsibilities as a practicing school psychologist while affording technical, administrative, and collegial support of a university supervisor and a field supervisor.

All students participate in the one-year internship during the third and final year of study. Students are required to have completed at least 55 graduate credit hours of course work at least 200 supervised practicum hours in schools and other appropriate settings before entering internship. The internship must include a minimum of 1200 clock hours, and at least one-half of the

time must be served in a school setting. Students also participate in a seminar throughout the year. Students with questions about requirements for the GMU School Psychology Program Internship should speak with their adviser.

Most internships are served in public schools during the traditional academic school year. In these settings, the internship typically commences in late August and concludes in mid-June for a total of at least 1200 clock hours. The schedule can be modified if the internship placement follows a non-traditional calendar. Students who seek supervised experience in non-educational settings, e.g., community-based mental health programs, residential treatment centers, etc., should contact the GMU internship supervisor. Such placements might be acceptable if the supervised work is primarily psychological in nature, the primary supervisor is a credentialed psychologist, and the work is with children or adolescents. However, all students must complete 50% of their internship or at least 600 clock hours in a school setting. Occasionally, the internship is completed on a half-time basis over two consecutive years with approval of the university internship supervisor and the program director.

Students enroll and participate in the internship seminar, PSYC 790, during internship. They earn three graduate credits each semester of the internship for a total of six credits; optionally, students may enroll in the internship seminar for six graduate credits each semester of internship for a total of 12 credits with approval of the program director.

Training in School Psychology and NASP Standards

The program of study was created to prepare graduate students to practice school psychology in educational or clinical settings. Content of the program is aligned with standards of training, credentialing, and practice and with ethical principles established by the National Association of School Psychologists. These standards and principles are enumerated in the four documents that comprise *NASP 2010 Standards*: 1.) *Standards for Graduate Preparation of School Psychologists* (formerly *Training and Field Placement Programs in School Psychology*); 2.) *Standards for the Credentialing of School Psychologists*; 3.) *Principles for Professional Ethics*; and 4.) *Model for Comprehensive and Integrated School Psychological Services* (formerly *Guidelines for the Provision of School Psychological Services*). The program is fully approved by NASP through 2016.

The program of study incorporates classroom instruction and field experiences to train all students in 10 domains of practice:

Domains of Competence

- I. Data-based Decision making and Accountability
- II. Consultation and Collaboration
- III. Interventions and Instructional Support to Develop Academic Skills
- IV. Interventions and Mental Health Services to Develop Social and Life Skills
- V. School-wide Practices to Promote Learning
- VI. Preventive and Responsive Services
- VII. Family-School Collaboration Services
- VIII. Diversity in Development and Learning

- IX. Research and Program Evaluation
- X. Legal, Ethical, and Professional Practice

Training in functional and foundational competencies is fully integrated in course work, practica, internship, and research project. Although not exhaustive, the following list identifies courses and practica in which students receive focused training in specific skills associated with these competencies:

Data-Based Decision-Making and Accountability

- PSYC 619 – Applied Behavior Analysis (3 credits)
- PSYC 693 – Prevention, Intervention, and Consultation in Schools (4 credits)
- PSYC 709 – Measurement of Intelligence (4 credits)
- PSYC 710 – Psychological Assessment of Personality (4 credits)
- PSYC 722 – Advanced Child Assessment (4 credits)
- PSYC 750 – School Psychology Practicum in Assessment I (1 credit)
- PSYC 751 – School Psychology Practicum in Assessment II (4 credits)

Consultation and Collaboration

- PSYC 673 – Prevention, Intervention and Consultation in the Schools (4 credits)
- PSYC 750 – School Psychology Practicum in Assessment I (1 credit)
- PSYC 751 – School Psychology Practicum in Assessment II (4 credits)
- PSYC 792 – School Psychology Practicum (2 credits)

Interventions and Instructional Support to Develop Academic Skills

- EDSE 628 – Elementary Reading, Curriculum Strategies for Mild Disabilities *or*
- EDSE 629 – Secondary Curriculum Strategies for Mild Disabilities (3 credits)
- PSYC 750 – School Psychology Practicum in Assessment I (1 credit)
- PSYC 751 – School Psychology Practicum in Assessment II (4 credits)
- PSYC 673 – Prevention, Intervention, and Consultation in the Schools

Interventions and Mental Health Services to Develop Social and Life Skills

- PSYC 506 – Theories of Personality, *or*
- PSYC 704 – Life Span Development, *or*
- PSYC 669 – Social and Emotional Development (3 credits)
- EDCD 603 – Counseling Theories and Practice (3 credits)
- EDCD 608 – Counseling Group Processes and Analysis (4 credits)
- PSYC 673 – Prevention, Intervention, and Consultation in the Schools

School-wide Practices to Promote Learning

- PSYC 671 – Role and Function of the School Psychologist (3 credits)
- PSYC 693 – Prevention, Intervention, and Consultation in Schools (4 credits)
- PSYC 790 – Internship in School Psychology (6 credits)

Preventive and Responsive Services

- EDCD 608 – Counseling Group Processes and Analysis (4 credits)

PSYC 619 – Applied Behavior Analysis (3 credits)
PSYC 617 – Child Psychopathology (3 credits)
PSYC 790 – Internship in School Psychology (6 credits)
PSYC 673 – Prevention, Intervention and Consultation in the Schools (4 credits)
PSYC 792 – School Psychology Practicum (2 credits)

Family-School Collaboration Services

PSYC 750 – School Psychology Practicum in Assessment I (1 credit)
PSYC 751 – School Psychology Practicum in Assessment II (4 credits)
PSYC 792 – School Psychology Practicum (2 credits)
PSYC 790 – Internship in School Psychology (6 credits)

Diversity in Development and Learning

PSYC 592 – Seminar in Cultural Diversity (3 credits)
PSYC 671 – Role and Function of the School Psychologist (3 credits)
PSYC 722 – Advanced Child Assessment (4 credits)

Research and Program Evaluation

PSYC 611 – Advanced Statistics/Research Methods for Psychology I (4 credits)
PSYC 612 – Advanced Statistics/Research Methods for Psychology II (4 credits)
PSYC 671 – Role and Function of the School Psychologist (3 credits)
Research Project

Legal, Ethical, and Professional Practice

PSYC 671 – Role and Function of the School Psychologist (3 credits)
PSYC 673 – Prevention, Consultation, and Intervention in Schools (4 credits)
PSYC 750 – School Psychology Practicum in Assessment I (1 credit)
PSYC 751 – School Psychology Practicum in Assessment II (4 credits)
PSYC 792 – School Psychology Practicum (2 credits)
PSYC 790 – School Psychology Internship (6 credits)
Professional Portfolio

Academic Advisement

The faculty meets with all students following initial enrollment to inform them about requirements and expectations of the program, provide individual guidance in response to questions or concern, and to share information about current research that is being conducted. During the first semester of study, students and full-time instructors collaboratively agree to work together on fulfilling requirements of the program and identifying an area of inquiry for the research project. Students work primarily with a specific member of the faculty who serves as an academic advisor, but they may consult with any instructor or the program director.

Research Project

To encourage scholarship and to inculcate the link between science and practice, all students are required to produce an original research project in collaboration with a member of the program faculty. The project culminates in a written manuscript and a formal presentation.

A manuscript formatted according to the guidelines provided in the latest *Publication Manual of the American Psychological Association* must be submitted to the faculty advisor and to the program director upon completion of the project. The manuscript is typically between 20 to 25 double-spaced pages, 12-point font, including a title page, abstract, introduction, method, results, discussion, and references.

The formal presentation is part of the annual School Psychology Research Symposium. The Symposium is usually scheduled at the end of the spring semester in May and is held before an audience of peers, faculty, and invited guests. Students are required to submit a copy of the manuscript to the faculty supervisor and the program director at the time of the presentation.

Approval of Research Projects

All research projects must be approved by the School Psychology Program faculty advisor. In addition, all research involving human subject, including studies on existing data bases, must be approved by the University's [Human Subject Review Board](#).

Timetable for Research Projects

Typically, the research project is initiated during the first year of study and completed during the second year, prior to internship:

First Year

1st semester: Begin generating ideas about research topics of interest; discuss topics of interest with program faculty; explore prior research in area of interest; narrow area of interest by the end of the semester.

2nd semester: Review research literature in area of interest; design study.

Second Year

1st semester: Collect data and continue review of literature.

2nd semester: Continue collecting data; analyze data; begin writing the research manuscript; edit manuscript before end of the semester; prepare materials needed to present the project at the Research Symposium. . Some students also collect data during their internship year and present their project at the end of their third year.

End of 2nd semester: Submit manuscript; present research project at the annual Research Symposium.

School psychology faculty review and approve research projects as part of the Annual Student Evaluation.

Funds for Research

In some cases, modest costs of research conducted by school psychology students may be covered by the Department. Should larger sums be required for research, the student may seek the help of faculty with grants or contracts or apply for outside funds.

Program Development and Improvement

The courses and field experiences have been carefully designed and executed to ensure that School Psychology Program fulfills its mission. Like any discipline, the field of school psychology is dynamic and evolving; and, as needs of clients – children, families, schools – change, the form and content of training must change. The program faculty is committed to excellence through continuous improvement. To accomplish this goal, two procedures are available for monitoring quality and for planning improvement:

- A monthly meeting of the School Psychology Program addresses operational issues and concerns. All full-time members of the faculty and a student representative of each class, selected by graduate students in the classes, participate in these meetings. All students are welcome to attend these meetings. (Closed meetings may be held to address concerns about specific instructors or students.) The committee responds to questions and problems and identifies solutions that can be implemented promptly.
- A semi-annual meeting of the School Psychology Program addresses strategic long-term planning about curriculum and instruction. All full-time members of the faculty and a student representative selected by graduate students participate in these meetings. The committee reviews feedback from students, alumni, schools, and other stakeholders; identifies areas of improvement or growth in the program; and develops plans for making modifications.

PERFORMANCE EVALUATIONS

The GMU School Psychology Program applies a comprehensive, multi-method, multi-source process to assess student learning and development and to ensure that all students acquire and integrate the knowledge and skills needed to be effective school psychologists prior to graduation. Monitoring students' progress and measuring outcomes are integral and essential components of the training process. Both formative and summative assessments are conducted by program faculty, and students are required to assess their own progress annually. Successful completion of course work, practica, and internship as listed in the program of studies is weighed heavily in evaluation of students. In addition, performance is assessed through the annual Progress Evaluation, the Portfolio, practica evaluations, and internship evaluation. Students may be commended for outstanding performance by individual members of the faculty, the School Psychology Faculty Committee, or the program director. An unsatisfactory evaluation at any time by the School Psychology Committee may result in separation from the School Psychology Program.

Grades, credit hours, and quality points are indicators of performance that are considered in assessment of students. Grades in academic courses provide qualitative and quantitative evidence of attainment. Students must maintain academic standards prescribed by the College of Humanities and Social Sciences including an average grade point average of 3.0. Course work must be completed successfully before students may enroll in the internship seminar or begin an internship. Failure to maintain satisfactory grades may result in termination of enrollment.

Annual Student Evaluation

Progress of all students in the program is formally evaluated at the end of the spring semester annually by the School Psychology Faculty Committee. Students provide self-assessments as part of the evaluation. A written evaluation report that summarizes accomplishments and identifies areas for growth is sent to the student. The report documents summative progress that students have demonstrated, and areas for improvement can be identified. Students have the opportunity to respond to the evaluation.

Professional Portfolio

One important component of this assessment is the Professional Portfolio. Students develop and maintain a cumulative portfolio of their academic and professional work throughout the program. The portfolio is essential to (a) the development of self-evaluation skills, (b) the documentation of all acquired competencies, (c) an understanding of the continuous nature of development in all competency areas, and (d) monitoring and charting academic and professional development. Content of the portfolio is developed during the course of the entire program.

The portfolio serves as a tool with which to establish goals and to evaluate progress toward attainment of those goals. Additionally, it serves as a compendium of work samples that substantiates attainment of training goals. The portfolio can be valuable evidence of students' accomplishments as they prepare for professional employment. Students are expected to

maintain current, high-quality work in the portfolio; and they are encouraged to review contents of the portfolio periodically with their advisor or other program faculty. The portfolio must be submitted to the university internship supervisor prior to completion of the program. Typically, the portfolio includes evidence of the intern's accomplishments.

Recommended Content of Professional Portfolio

- A current curriculum vitae.
- A brief (one typewritten page) personal statement addressing the student's reasons for choosing the field of school psychology. Professional philosophy and goals should be described.
- At least two letters from clinic or practicum supervisors (or any psychologists familiar with the student's skills) speaking to the student's professional competencies and conduct.
- Two reports of comprehensive psycho-educational evaluation, accompanied by assessment data and supporting documentation needed to understand the cases. The cases should be diverse enough to represent a range of skills in assessment. All reports must include background information (reason for referral, history of problem, etc.), summary of methods and/or procedures implemented, testing and classroom observations, intellectual/academic/social-emotional functioning, summary of results, recommendations, and where possible, follow-up information. Typical reports are 3-to-5 typed pages, including tables. It is important that all identifying information be removed from reports and protocols to protect confidentiality.
- A complete and approved research project documentation which includes both the presentation materials as well as the manuscript. The research project manuscript is more fully described.
- One functional behavior analysis report, accompanied by assessment data and support documentation needed to understand the cases. The report is 3 to 5 typed pages, including charts or graphs. It is important that all identifying information be removed from reports and protocols to protect confidentiality.
- Two intervention reports, describing academic, behavior, or counseling interventions, including complete data and where possible, follow-up information. It is important that all identifying information be removed from reports and protocols to protect confidentiality.
- A text, transcript, or handout from a professional presentation conducted by the student (e.g., staff in-service training session, PTO meetings). When possible, rating scales or evaluation forms completed by audience members should be appended. Alternatively, the syllabus from a course that the student has taught with teacher ratings by students may meet this requirement.

Final grades for the portfolio will be determined by the instructor of record and university supervisor for the internship seminar (PSYC 790) in consultation with the student's advisor, the program director, or other members of the program faculty. A global rating is assigned based on the following 4-point Likert Scale:

1	Unsatisfactory: Demonstrates substantial lack of competence in multiple areas.
2	Fair: Demonstrates minimally adequate competence but lacks some important components.
3	Good: Demonstrates ability and skill consistent with competent school psychology practice.
4	Excellent: Demonstrates exceptional ability and skill.

Student must receive a rating of 3.0 on the final portfolio. This rating is weighed in the final grade for the Internship in School Psychology Seminar (PSYC 790) by the instructor of record and university internship supervisor.

Practica

The program of study includes four formal units of experiential learning prior to internship. Multiple sources of data are considered in the evaluation of students' proficiency as they engage in a variety of activities. These include informal assessment by the university supervisor during individual meetings with students and on-site supervisors, review of work products using a systematic scoring rubric for reports of psychological assessment, ratings by the field-based supervisor, and ratings by clients. On-going feedback is provided to students during the practica. Successful completion of requirements and satisfactory performance in the field placements are required in each practicum.

Internship

The Internship in School Psychology is the final component of the training program that provides students and supervisors opportunities to evaluate the students' knowledge and skills in a controlled applied setting. A variety of assessment methods are applied to assess competence, performance, and deportment of intern school psychologists. All interns must complete a minimum of 1200 hours of supervised work, and at least 600 of those hours must be in a school setting. Progress of the intern is closely monitored throughout the year by the university internship supervisor and the on-site supervising school psychologist. Both formative and summative evaluations of the student's performance are conducted during the year. Performance-based assessment to demonstrate attainment of competence in the 11 domains is conducted by both supervisors. A minimum of two formal assessments occur during the internship – one at mid-year and one at the conclusion of internship – by the site-based supervisor. Students must enroll in and fulfill requirements of the School Psychology Internship Seminar (PSYC 790) throughout the year for a minimum of 3 credit hours per semester. Among requirements of the seminar is submission of the final portfolio.

FINANCIAL ASSISTANCE

Financial assistance is sometimes available through various forms of grants, loans, or employment. MA students are also welcome to apply for teaching and research assistantships, however, PhD students have priority, and the stipends for MA students are less than for PhD students.

Some funding is also available for eligible students in the School Psychology Program through assistantships in the Cognitive Assessment Program (CAP) and the Center for Psychological Services (CPS), and other graduate research or teaching positions may be available for students within the Department of Psychology. Some positions might include partial tuition remission and a stipend on the MA scale. Students wishing to apply for one of these positions should indicate that on their admissions form. Further information is available from the program director or a member of the School Psychology faculty.

The University also maintains an emergency tuition assistance fund for graduate students who are unable to pay their tuition due to unforeseen financial problems. Additional information is available from the [GMU Office of Student Financial Aid](#).

GRIEVANCE PROCEDURES

The Department recognizes that differences in opinions, complaints, or grievances may occur in the relationships between faculty and students. We believe it is the responsibility of all department members to establish and maintain a climate within which a student problem or complaint can be promptly identified, presented, discussed, and given fair, timely consideration without fear or recrimination or retribution. The following steps are recommended for students who feel they have been unjustly or unfairly treated in the course of their education. (NOTE: Student concerns about faculty behavior that involves sexual harassment or racial/ethnic/gender discrimination should be handled according to the University guidelines description in the University Catalog.)

Grievance Procedures

The Department recommends that a graduate student who has concerns about the professional behavior of a faculty member take the following steps in the following order. Following these procedures will better ensure that the grievance will be resolved expeditiously and fairly.

1. Discuss the problem with the faculty member in question. Many disagreements, disputes, and conflicts between faculty and students are the result of miscommunication or misinformation and can be resolved informally between the concerned parties. Consultation with the academic Advisor usually will be helpful in developing an effective strategy for presenting the concern to the faculty member in question. If a student cannot discuss the concern with his/her Advisor, the student should consult another faculty member.

The faculty member with whom the student consults concerning the grievance incurs certain responsibilities by agreeing to serve in this capacity: (1) To review with the student the Departmental policy and procedures described here. (2) To assist the student in determining the legitimacy of his/her concern and in developing a plan for discussing the concern with the faculty in question. In addition, the advisor may also choose a more active role in the resolution of the grievance by serving as the student's advocate or as a mediator. If the advisor/advocate believes that the faculty member in question has committed an illegal act or ethical violation, he/she should consult the Ethical Guidelines of the American Psychological Association.

2. If the discussion with the faculty member with whom the student has a concern does not produce a fair resolution, the student should consult with his/her Advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the student's Program Coordinator.
3. If consultation with the Program Coordinator does not produce a satisfactory resolution, the student should consult with his/her advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the Associate Chairperson for Graduate Studies. The Associate Chairperson may appoint an ad hoc committee charged with working with the

student and faculty member in resolving the grievance. This committee may include a graduate student as a member.

4. If consultation with the Associate Chairperson for Graduate Studies does not produce a satisfactory resolution, the student has the option of bringing the matter to the attention of the Department Chairperson.
5. If consultation with the Department Chairperson does not produce a satisfactory resolution, the student should consult with his/her Advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the office of the Dean of the College of Humanities and Social Sciences.

SCHOOL PSYCHOLOGY FACULTY

The School Psychology Program has four full-time faculty members. Drs. Denham, Rojahn, and Rowe teach graduate courses in the program and have active programs of research; Dr. Beadles also teaches graduate courses and serves as director of the School Psychology Program. In addition, three practicing school psychologists serve as long-term adjunct faculty members. Clinical supervisors maintain required credentials for practice.

Full-time Faculty



Susanne A. Denham, Ph.D., NCSP

University Professor, Applied Developmental & School Psychology
Ph.D., Psychology, University of Maryland, Baltimore County, 1985

Research Interests: Social-emotional development in preschoolers and grade schoolers; developmental psychopathology; social-emotional assessment; socialization of emotional competence by parents, peers, and teachers



Johannes Rojahn, Ph.D.

Professor, Applied Developmental & School Psychology
Ph.D., Psychology, University of Vienna (Austria), 1976

Research Interests: Intellectual and developmental disabilities; severe behavior problems and other forms of psychopathology (epidemiology, assessment, applied behavior analysis); socio-emotional development in mental retardation and its relationship with interpersonal functioning and social competence.



Nicole Beadles, Ph.D.

Assistant Professor & Director, School Psychology Program
Ph.D., Clinical Psychology, University of Virginia, 2006;
Ed.S., School Psychology, James Madison University, 1998

Professional Interests: Social and emotional assessment of adolescents, risk assessment, consultation, neuropsychology.



Ellen Rowe, Ph.D.

Assistant Professor

School Psychology

Ph.D., Educational Psychology, University of Georgia, 2005

Research Interests: Assessment of and interventions for emotional, behavioral, and adjustment problems in children and adolescents.

Adjunct Faculty



Kristin Hockensmith, Ph.D.

Adjunct Faculty

School Psychology

Psychologist, Loudoun County (VA) Public Schools

Professional Interests: Early intervention, consultation, training



Mittie O. Quinn, Ph.D.

Adjunct Faculty

School Psychology

Independent Practice, Fairfax, VA

Professional Interests: Assessment of children and adolescents, individual differences in learning and adjustment, supervision



Dawna M. Thompson, Ph.D.

Adjunct Faculty

School Psychology

Director, Cognitive Assessment Program, George Mason University

Professional interests: Early childhood assessment, giftedness

WHO'S WHO IN THE DEPARTMENT**Department Chair:**

Dr. Reeshad Dalal 993-9487 / DK 2006 rdalal@gmu.edu

Associate Chair for Graduate Studies:

Dr. Jim Thompson 993-9356 / DK 2056 jthompsz@gmu.edu

Associate Chair for Undergraduate Studies:

Dr. Eden King 993-1620 / DK 3076 eking6@gmu.edu

Office Manager:

Ms. Susan Ridley 993-1398 / DK 2003 sridley@gmu.edu

Graduate Programs Coordinator:

Ms. Darby Wiggins 993-1548 / DK 2014 dwiggin3@gmu.edu

Undergraduate Program Coordinator:

Ms. Whitney Hammond 993-1759 / DK 2086 whammond@gmu.edu

Grants and Budget Analyst

Ms. Meghan Grzelak 993-5281 / DK 2003 mgrzelak@gmu.edu

CENTEC Research Coordinator:

Ms. Kristin Amaya 993-1495 / DK 2003 kfairch1@gmu.edu

Fiscal Services Assistant:

Ms. Cara Eisel 993-3235 / DK 2003 ceisle@gmu.edu

Administrative Coordinator:

Ms. Cindy Koo 993-1384 / DK 2086 ckoo2@gmu.edu

Laboratory Manager:

Mr. Dave Cerri 993-1353 / DK 2024 dcerri@gmu.edu

Director of Undergraduate Advising/Teaching Assistant Coordinator:

Dr. Michael Hurley 993-1384 / DK 2086 mhurley2@gmu.edu

Director, Applied Developmental Program:

Dr. Susanne Denham 993-1378 / DK 1024A sdenham@gmu.edu

Director, Cognitive and Behavior Neuroscience Program:

Dr. Jim Thompson 993-9356 / DK 2056 jthompsz@gmu.edu

Director of Clinical Training:

Dr. June Tangney 993-1365 / DK 2007A

jtangney@gmu.edu

Assistant Director of Clinical Training:

Dr. Lauren Cattaneo 993-4728 / DK 2021

lcattane@gmu.edu

Director of the Psychological Clinic:

Dr. Robyn Mehlenbreck 993-1371 / Clinic 202

rmehlenb@gmu.edu

Director, Human Factor/Applied Cognition Program:

Dr. Raja Parasuraman 993-1357 / DK 2055

rparasur@gmu.edu

Coordinator, Human Factor/Applied Cognition M.A. Program:

Dr. Matt Peterson 993-4255 / DK 2058

mpeters2@gmu.edu

Director, Industrial/Organizational Program:

Dr. Lois Tetrick 993-1372 / DK 3066A

ltetrick@gmu.edu

Coordinator, Industrial/Organizational M.A. Program:

Dr. Steve Zaccaro 993-1355 / DK 3066B

szaccaro@gmu.edu

Director, School Psychology/CAGS Program:

Dr. Nicole Beadles 993-5127 / DK 3057

nbeadles@gmu.edu

FACULTY RESEARCH INTERESTS

APPLIED DEVELOPMENTAL

Tim Curby 993-2457 / Aquia 337

Assistant Director, Applied Developmental Program

Classrooms as a context for student learning and development; Teacher-student interactions; Classroom quality; Development of classroom observational measures; Quantitative methods.

Susanne Denham 993-1378 / DK 1024A

Director, Applied Developmental Program

Preschoolers' social-emotional development and its assessment and promotion; Peer competence in preschool and elementary school; Developmental psychopathology; Parenting: Its impact on the above

Robert Pashak 993-1354 / DK 2049

Cognitive and socioemotional development in preschool, elementary school, and special education children

Johannes Rojahn 993-4241 / DEM 202

Intellectual and/or developmental disabilities, autism (socio-emotional competence, mental illness, psychopathology, severe behavior problems; applied behavior analysis; assessment)

Kari Visconti 993-5114 / DK 2050

Peer relationships and social cognition in middle childhood; cognitive, emotional, and behavioral responses to peer victimization; the role of moral cognition in aggressive behavior; quantitative methods

Adam Winsler 993-1881 / DK 2023

Development of self-regulation; Private speech; Bilingualism; ADHD; Early childhood education; School readiness among low-income, ethnically diverse children

CLINICAL

Lauren Cattaneo 993-4728 / DK 2021

Associate Director of Clinical Training

Community and institutional responses to intimate partner violence, helpseeking, risk

		assessment, survivor-centered services and empowerment.
Tara Chaplin	993-5309 / DK 3062	Emotion regulation and the development of psychopathology and substance use in adolescence; Parent-focused interventions; Bio-psycho-social models of emotion
Christy Esposito-Smythers	993-2039 / DK 2061	Assessment, prevention, and treatment of adolescent suicide, depression, and substance abuse.
Sarah Fischer	993-5635 / DK 2044	Impulsivity, Bulimia Nervosa and co-occurring alcohol abuse, application of DBT to disordered eating
Todd Kashdan	993-9486 / DK 2047	Emotional disturbances, social anxiety, self-regulation, personality, interpersonal processes, positive emotions, well-being, character strengths.
Patrick McKnight	993-8292 / DK 2065	Health services research, research methods, statistics, measurement, and program evaluation.
Robyn Mehlenbeck	993-1371 / DEM 202	
Director of Center for Psychological Services		Adolescent weight management; Eating disorders in children and adolescents. Clinical specialty in pediatric psychology.
Keith D. Renshaw	993-5128 / DK 2042	Adjustment of military service members and their spouses after deployment; Combat-related posttraumatic stress disorder; Relationships of adults with anxiety and depression.
John H. Riskind	993-4094 / DK 2043	Anxiety disorders, Generalized Anxiety and Obsessive Compulsive Disorder, Cognitive Vulnerability factors and processes, Cognitive behavioral theories and treatment, anxiety and suicide ideation, cognitive vulnerability and stress-generation
Jerome Short	993-1368 / DK 2019	Family stress and coping; Prevention programs; Mental health promotion.

June Tangney 993-1365 / DK 2007A
Director of Clinical Training

Personality and social psychology, Moral emotions (shame, guilt, and empathy), Criminal behavior and rehabilitation, Substance abuse and HIV risk, Research ethics.

COGNITIVE AND BEHAVIORAL NEUROSCIENCE PROGRAM

Marge Battaglia 993-1748 / DK 2063

The intersection of developmental psychology and neuroscience, aging populations, Alzheimer's research.

Jennifer Brielmaier 993-1469 / DK 2063

Animal models of neuropsychiatric conditions; behavioral genetics; environmental and biological risk factors contributing to drug addiction.

Linda Chrosniak 993-4139 / DK 2045
Director, Honors Program in Psychology

Research interests include implicit and explicit memory processes, and relationships between stress, cognition and health. In addition, in collaboration with Dr. Flinn, she has investigated effects of trace metals (zinc, copper and iron) on memory processes.

Doris Bitler Davis 993-8817 / DK 2051

Experimental Psychology, with a specialization in animal learning and memory

Jane Flinn 993-4107 / DK 2022
Director of Undergraduate Program in Neuroscience

The role of metals in learning and memory, including fear conditioning. The effect of metals in neurological conditions, such as Alzheimer's disease, in humans and transgenic mice.

Craig G. McDonald 993-2277 / DK 2018

Psychophysiology of visual perception and cognition; nicotine-induced changes in executive functioning

Robert F. Smith 993-4339 / DK2044

Developmental neuroscience, esp. effects of drugs [currently, nicotine] on adolescent neurobehavioral development. Activity-

dependent dendritic growth. Animal models of addiction.

Affiliates:

Carryl Baldwin (Human Factors/Applied Cognition)
 Christy Esposito-Smythers (Clinical)
 Pam Greenwood (Human Factors/Applied Cognition)
 Todd Kashdan (Clinical)
 Raja Parasuraman (Human Factors/Applied Cognition)
 Matt Peterson (Human Factors/Applied Cognition)
 Tyler Shaw (Human Factors/Applied Cognition)
 Jim Thompson (Human Factors/Applied Cognition)

HUMAN FACTORS/APPLIED COGNITION

Carryl Baldwin	993-4653 / DK 2062	Auditory cognition, auditory and multi-modal displays, cognitive aging, speech processing, transportation (highway and air) safety, mental workload, adaptive automation, individual differences, training, spatial navigation and neuroergonomics.
Deborah Boehm-Davis 993-8720 / College Hall 100 Dean, College of Humanities and Social Sciences		
Pam Greenwood	993-4268 / DK 2060	Understanding interruptions, dual-task performance and cognitive workload.
Pam Greenwood	993-4268 / DK 2060	Cognitive aging and the genetics of cognitive aging which she examines using behavioral, neuroimaging, and genetic methods. The modulation by normal genetic variation of attention, working memory, and the role of attention in forming and maintaining mental representations in working memory. Collaborating in a longitudinal study of the genetics of cognitive change in midlife.
Raja Parasuraman 993-1357 / DK 2055 Director, Human Factors/Applied Cognition Program Director, Center of Excellence in Neuroergonomics, Technology, and Cognition (CENTEC)		
		Human factors and cognitive neuroscience, human performance in human-machine systems, influence of automation and computer technology on attention, memory

and vigilance. Cognitive neuroscience of attention using information-processing tasks, neuroimaging (ERPs and fMRI) molecular genetics of cognition. Molecular genetics of cognition.

Matt Peterson 993-4255 / DK 2058

Director, Human Factors/Applied Cognition M.A. Program

Cognitive neuroscience of attention, memory, and perception. Visual attention, visual search, and eye movements. Attentional control and multitasking. Neuroergonomics. Training and aging.

James Sanford 993-1351 / DK 2046

Human memory and cognition, false memory, testing effect

Tyler Shaw 993-5187 / DK 2059

Neurophysiological underpinnings and individual differences in human sustained attention, automation, team collaboration and coordination dynamics

Jim Thompson 993-1342 / DK 2056

Associate Chair for Graduate Studies

Director, Cognitive and Behavioral Neuroscience Program

Cognitive neuroscience, including fMRI and ERPs; biological motion; social cognition; robotics.

Eva Wiese 993-5266 /DK 2068

Social robotics; eye movements; usability; visual attention; human-computer interaction.

Robert Youmans 993-5627 / DK 2057

Cognition of creativity and innovation in design; design fixation; attention and vigilance; heuristic decision making; usability testing and evaluation; group processes.

INDUSTIRAL/ORGANIZATIONAL

Louis Buffardi 993-1363 / DK 3072

(*Faculty Emeritus*) Employee attitudes; Quality of work life organizational surveys; Work and family issues; Human error

Jose Cortina 993-1347 / DK 3074

Statistical interaction; Philosophy of quantitative analysis; Personality testing

Reeshad Dalal 993-9487 / DK2006
Department Chair

Employee performance and its links with mood/emotions, job attitudes and personality; employee judgment and decision-making.

Kristen Jones 993-1363 / DK 3072

Emergence, consequences, and strategies for remediation of contemporary manifestations of discrimination at work; the experience of work for socially stigmatized groups with a focus on understudied populations; gender differences in negotiation strategies and their relative effectiveness; multilevel modeling and dynamic longitudinal methods.

Seth Kaplan 993-8475 / DK 3073

Personality, emotions, and well-being at work. Team dynamics in crisis situations. Psychometric and statistical issues.

Eden King 993-1620 / DK 3076
Associate Chair for Undergraduate Studies

Effective and equitable management of diversity in organizations, discrimination, social stigma in the context of work

Lois Tetrick 993-1372 / DK 3066A
Director, Industrial/Organizational Program

Occupational health psychology including stress, work-family, and safety; the employee-organization relationship including psychological contracts, social exchange theory, and the norm of reciprocity; organizational climate and culture; innovation and creativity; positive aging and retirement transitions; cross-cultural aspects of industrial organizational psychology.

Stephen Zaccaro 993-1355 / DK 3066B
Coordinator, Industrial/Organizational M.A. Program

Leadership, executive assessment and development, team dynamics and effectiveness, shared leadership, multiteam systems.

SCHOOL/CERTIFICATE IN ADVANCED GRADUATE STUDIES

Nicole Beadles 993-5127 / DK 3057
Director, School Psychology M.A./CAGS

Personality assessment; functional behavioral assessment; individual and group counseling in the schools; and effective teacher and parent consultation

Johannes Rojahn 993-4241 / DK 3075

Intellectual and/or developmental disabilities, autism (socio-emotional competence, mental illness, psychopathology, severe behavior problems; applied behavior analysis; assessment)

Ellen Rowe 993-4266 / DK 3055

Assessment and remediation of social, emotional, and behavioral problems among children and adolescents and developmental psychopathology.

Dawna Thompson 993-4731 / DEM 202C
Director, Cognitive Assessment Program

Assessment of children with advanced academic/cognitive abilities; early childhood assessment; assessment of children with learning and emotional disorders; and parenting skills for challenging children.