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**

2011-2012 Edition

TABLE OF CONTENTS

I. INTRODUCTION

Welcome to George Mason University and the Department of Psychology! This handbook describes policies and procedures of the School Psychology Program and the College of Humanities and Social Sciences. 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.

Grover Foehlinger

Grover C. Foehlinger, Jr., Ph.D., NCSP
Coordinator, School Psychology Program

George Mason University ... where innovation is tradition.

7/1/2011

II. MISSION STATEMENT

The School Psychology Training 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.

III. ACADEMIC POLICIES OF THE COLLEGE

These policies apply to all graduate students within the College of Humanities and Social Sciences (CHSS). For more specific information on you individual program, please read further on in this handbook.

The College of Humanities and Social Sciences (CHSS)

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, and Technology Across the Curriculum, which promotes the use of technology to enhance learning in all courses and disciplines. 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 a Nobel laureate and 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.

The Graduate Counsel

The Graduate Council is the governing body for all graduate academic policies and procedures. The council approves all new graduate programs; authorizes all graduate course work, policies, and degrees conferred by the university; and sets minimum standards for admission to and graduation from any graduate program. These are minimum standards that all programs must meet; individual programs may set and enforce higher standards. The Office of the Provost administers university graduate policies for the Graduate Council.

Policies for All Students

George 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.

Transfer of Credit

Graduate credit earned prior to admission to a certificate, master's, or doctoral program may be eligible to be transferred into the program and applied to the certificate or degree. Transfer of credit requires the approval of the program director and dean or director of the school, college, or institute. They will determine whether the credit is eligible for transfer and applicable to the specific certificate or degree program. Note that credits accepted for transfer do not compute into any Mason GPA. Limits on the number of credits that can be transferred derive from the degree requirements given below.

Credit is usually considered for transfer at the student's request at the time of initial registration as a degree-seeking student. Students must supply official transcripts. For transcripts from outside the United States, students must supply an official transcript evaluation 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 the provisional qualifier has been 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 Mason while in a non-degree status or 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 (3.00) 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 Mason. The credits cannot have been previously applied toward a degree at another institution or Mason; however, up to 3 credits previously applied to a degree program at

another institution may be transferred into a certificate program at Mason. Students who wish to transfer credits should fill out the Graduate Transfer of Credit Request Form available at: http://registrar.gmu.edu/forms/GTC.pdf

Reduction of Credit

The number of credits required by a doctoral, master of fine arts, or master's program of more than 39 credits may be reduced on the basis of a previously earned master's degree. Reduction of credit requires the approval of the program director and the dean or director of the school, college, or institute. They determine whether the credits are eligible for reduction of credit and applicable to the degree program and the number of credits to be reduced. Reduction of credit is limited to a maximum of 30 credits in a doctoral program, 20 in an MFA program, and 18 in the MA in psychology concentration in school psychology, and derive from the degree requirements given below.

Students requesting a reduction of credit must supply official transcripts. For transcripts from outside the United States, students must supply an official transcript evaluation and an official translation for transcripts not in English if these documents were not supplied in the admission process. Reduction-of-credit requests from students who are admitted provisionally are not considered until the students have fulfilled the conditions of their admission and had the provisional qualifier removed from their records.

Credits used in reduction of credit are not subject to time limits, and the credits must have been applied to a previous degree. All the other conditions given above for eligibility of transfer of credit apply also to reduction of credits. Students wishing to submit a request for a reduction of credit must submit the Reduction of Credit Form found at: http://registrar.gmu.edu/forms/ROC.pdf

Permission to Study Elsewhere

Students enrolled in a degree program may take graduate courses at another accredited institution and apply these credits to a master's or doctoral degree with prior approval. Approval must be secured in writing from the director of the graduate program and the dean or director of the school, college, or institute, and submitted to Mason's Office of the University Registrar before registering at the other institution. Upon completion of the course, students must arrange for an official transcript to be submitted to Mason so that the credits may be transferred into their Mason degree program. These credits are subject to all the other conditions given above for transfer credit, including limits on numbers of credits that can be taken elsewhere. Note that credits accepted for transfer do not compute into any Mason GPA. Permission to take a course elsewhere does not exempt a graduate student from satisfying the degree requirements given below. Students wishing to study elsewhere, must fill out the Request to Study Elsewhere Form found at: http://registrar.gmu.edu/forms/SE.pdf

Washington Consortium of Universities Registration

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. More information about the Consortium of Universities can be found at:
http://registrar.gmu.edu/consortium/index.html

Graduate Level Grading

University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

Grade Quality Points Graduate Courses
A+ 4.00 Satisfactory / Passing
A 4.00 Satisfactory / Passing
A- 3.67 Satisfactory / Passing
B+ 3.33 Satisfactory / Passing
B 3.00 Satisfactory / Passing
B- 2.67 Satisfactory* / Passing
C 2.00 Unsatisfactory/Passing
F 0.00 Unsatisfactory / Failing

* Note: Students are advised that, although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application.

Grade Appeals

Grade appeals should be made to the department or program following the process specified in the Academic Policies chapter of the University 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. Graduate students should address such appeals through the Office 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.

Academic Warning

A notation of academic warning is entered on the transcript of a graduate student who receives a grade of C or F in a graduate course, or while a grade of IN is in effect.

Academic Termination

Student Status	Students may be terminated for any one of the following reasons:
Provisionally admitted degree seeking graduate students	1. Fail to meet conditions of admission within time limits 2. Fail to make satisfactory progress toward the degree, as determined by the academic unit 3. Accumulate 12 credits of unsatisfactory grades in undergraduate courses 4. Accumulate grades of F in two graduate courses or 9 credits of unsatisfactory grades in graduate courses [NOTE: undergraduate and graduate course grades are not combined to reach the termination threshold; they are considered separately.]
Fully admitted graduate students enrolled in degree and/or certificate program	1. Fail to make satisfactory progress toward degree or certificate requirements [NOTE: Fully admitted graduate students who accumulate grades of F in two graduate courses or 9 credits of unsatisfactory grades in graduate courses qualify for dismissal, not termination.

Although the university will make every effort to notify students when their performance reaches the threshold for termination, each student is responsible for knowing the termination criteria, for knowing when their grades have met the standard and for initiating any appeal to their dean. Once the appeal period has expired, or the student's appeal has been denied, a letter of termination is sent by the dean or director of the school, college, or institute, and notification of academic termination is affixed to the graduate student's official record. Students who are terminated are no longer eligible to take courses in the program, but may apply to another degree program or may apply to take courses in other programs through non-degree studies.

Academic Dismissal

A graduate student is dismissed upon accumulating either grades of F in two courses or nine credits of unsatisfactory grades in graduate courses. These are minimum standards of academic performance; some programs have higher standards. A student may also be dismissed for failure to meet other program requirements such as doctoral competence examinations. The notation of academic dismissal is affixed to the graduate student's official record. A student who is dismissed may not take additional course work at the university.

Graduate Appeals of Dismissal or Termination

All graduate students should be familiar with the university polices on dismissal and termination as stated in the Academic Policies chapter of the University 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. Information on appealing a dismissal can be found at: http://chss.gmu.edu/graddismissalappeal Information on appealing a termination can be found at: http://chss.gmu.edu/gradterminationappeal

Voluntary Resignation for a Graduate Degree Program

Degree-seeking students may officially resign from their academic program with the approval of their department or program chair and their dean. The Voluntary Resignation form must be approved by the student's program and Student Accounts, then submitted to the Registrar's Office for notation on the transcript. Resignations after the drop period will result in grades of W on the student's transcript for that semester, and removal from any future registered courses. Program resignation is final. Students who have been granted a resignation will not be able to register for any courses unless admitted to another degree program or nondegree status in a different program. Students who wish to voluntarily withdraw from their degree program must fill out the Voluntary Resignation from Graduate Academic Degree Program Form found at: http://registrar.gmu.edu/forms/VRGAP.pdf

Full-time Classification of Graduate Students

Graduate students are considered full time if they are enrolled in at least 9 graduate credits per semester or hold a full-time assistantship (20 hours a week) and are enrolled in at least 6 graduate credits per semester.

Master's students may enroll in 1 credit of 799 and be considered full time only if they have completed 3 credits of 799 and the student along with their advisor and department chair certify each semester that the student is working full time on the thesis. See the Master's Thesis section for more information regarding 799.

Doctoral students who are enrolled in dissertation credits (either 998 or 999) are considered full time if they are enrolled in at least 6 credits per semester, regardless of whether they hold an assistantship. Doctoral students who have advanced to candidacy and have completed the minimum number of credits required by the university and their degree program, including the minimum number of credits of 998 and 999, are considered full time if they are registered for at least 1 credit of 999 and the student along with their advisor and department chair certify each semester that they are working full time on the dissertation. See the Dissertation Registration section for more information regarding 998 and 999.

To be considered as full time under the aforementioned clauses, a student must complete and submit the appropriate forms to the Office of the Registrar prior to the first day of classes for the semester. For more information, please visit the following link: http://registrar.gmu.edu/index.html

Note that different criteria for full-time status may apply for tuition, verification, loan deferral, and financial aid. Contact Student Accounts, the Registrar's Office, and Student Financial Aid, respectively, for more information.

Permission to Re-enroll in Graduate Study

Permission to re-enroll in a program must be obtained by all master's and doctoral degree students who have failed to enroll in at least 1 credit of course work for two or more consecutive semesters at Mason. A program may allow a student to petition to graduate under any catalog in effect while the student was enrolled. All program components, including concentrations, must appear in the catalog for the year selected. The final decision as to catalog year rests with the unit dean or director. Forms are available from the Office of the Registrar at: http://registrar.gmu.edu/forms/GRNDGRE.pdf

Masters and Doctoral Program Time limits

Master's degree students have six years from the time of first enrollment as a degree-seeking student to complete their degrees. Individual master's programs may have stricter time limits, which are published in this catalog. International students attending in F-1 or J-1 status also have more restrictive time limits; contact the Office of International Programs and Services for information. Students who are given permission to re-enroll following an absence from Mason may not count the six-year time limit as beginning on the date of re-enrollment. Students who will not meet published time limits because of circumstances beyond their control may petition for an extension. Failure to meet the time limits or to secure approval of an extension request may result in termination from the program.

Total time to degree will not exceed eleven (11) calendar years from the time of first enrollment as a doctoral degree-seeking student. 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. 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 also have more restrictive limits to advance to candidacy and to complete the degree, and cannot expect the

maximum 11 year deadline to apply to them. Students should contact the Office of International Programs and Services for information.

Thesis/Dissertation Submission and Fees

        The university has a policy on the dissemination of scholarly works created by graduate students. The Electronic Thesis and Dissertation (ETDs) program encourages doctoral-level graduate students to submit an electronic copy of their dissertation for broad scholarly dissemination through the Mason Archival Repository Service (MARS). Student participation in the ETDs program is strongly encouraged, but not mandatory. All students choosing to participate in this program will be required to sign the MARS Author/Contributor Permission Agreement.

        On or before the thesis/dissertation deadline for any semester, the student will submit a complete (signed Signature Sheet through Curriculum Vitae) 100% cotton copy of his or her dissertation to the University Libraries along with a transmittal sheet. The student will also submit an electronic copy of his or her dissertation. These submissions can be in Word, WordPerfect, or in portable document format (PDF). Media formats (tiff, jpeg, png, wav, avi, mpeg, mov, rm, wmv, wma, etc.) will be accepted. Datasets may be accepted at the discretion of the libraries. The files may be turned in on CD, DVD, or USB memory device. **Please note that those students opting out of the ETDs program are required to submit two 100% cotton copies of their dissertation.**

        Submission of an additional PDF on CD of the dissertation to University Microfilms International (ProQuest) is required; a fee of either $55 or $150 (depending on publishing option chosen) is paid by the student for this process. Submission of a completed Survey of Earned Doctorates is also required. All copies of the dissertation must be submitted and all fees paid before the doctoral degree is awarded.

        For degree conferral in a particular semester, the above materials must be submitted to the library by 5 p.m. on the last Friday of classes in that semester. (For specific deadlines and more information, go to *registrar.gmu.edu*.) To be included in Mason's published commencement program, doctoral students must submit materials to the library by the commencement program deadline.

        For more information on submitting your thesis or dissertation, please visit UDS at: http://thesis.gmu.edu/submission.htm

University Dissertation and Thesis Services

        University Dissertation and Thesis Services (UDTS) facilitates completion and submission of dissertations, theses, and graduate-level projects. The program assists Mason students in all stages of production. The UDTS web site, thesis.gmu.edu, provides students with useful tools, including downloadable templates of necessary elements, forms required for the submission process, and links to related web sites. Students completing a thesis or dissertation are required to complete a format review. UDTS is located in Fenwick Library, Special

Collections and Archives, Wing 2C. For more information, contact the university dissertation and thesis coordinator at 703-993-2222.

IV. GETTING STARTED AT GEORGE MASON UNIVERSITY

Many resources are available to support the academic, personal, cultural, and social development of graduate students. Graduate students may access libraries, technology resources, athletic facilities, cultural activities, and dining establishments on the main campus. A few practical recommendations are listed below to facilitate access to and use of the resources.

G-Card

The George Mason ID card or "G-Card" serves as official photo identification for all students, faculty, and staff. In addition, the card provides access to many services. Upon enrollment, students can obtain a G-Card in SUB II, Lower Level, Room 1013 (near the mailroom). A sticker is sent by mail each semester to validate the G Card and confirm current enrollment. The G-Card card is enables students to check out books and access other materials from the library, to ride the CUE commuter bus, to obtain tickets for athletic and cultural events on campus, and to use Field House and Aquatic and Fitness Center facilities. In addition, students may purchase cash-credit on the G-Card card for use at various food concessions.

Program Facilities

Training facilities for the program are located both on and off the main campus in Fairfax. Offices of most School Psychology faculty are located at the Center for Psychological Services (CPS, also known as the clinic), 10340 Democracy Lane, Suite 202, Fairfax, VA 22030. Several of the courses are taught in CPS classrooms; and much of the assessment training takes place at CPS as well. Departmental offices are located on the main campus in David King Hall. Administrative offices of the college and university are located on the main campus. Some classes in the School Psychology Program are taught on the main campus, as well.

Mailboxes

Each student is assigned a mailbox in the office at the Center for Psychological Services (CPS), 10340 Democracy Lane, Suite 202, Fairfax, VA 22030. The office is secure, so confidential information may be left in mailboxes. Students are encouraged to check the mailboxes periodically for messages from faculty, staff, or students. Mail from the main campus and the USPS is delivered daily.

Criminal Background Checks

Before students are permitted to interact with clients who are younger than 18, they must complete a criminal background check satisfactorily. In order to initiate the process, students should contact the Department of Human Relations and provide the requisite information prior to the beginning of the first fall semester. Additional information may be obtained by contacting Daniel Taggart, Employee Relations Specialist, at (703) 993-1275.

Parking

Parking at Center for Psychological Services is free. However, parking is restricted on the main campus in Fairfax. Students, faculty, and staff are required to pay for hourly parking in one of the parking decks on campus or purchase a parking permit. Parking regulations are rigorously enforced. For students who need to be on campus more than one day or evening per week, purchasing a parking permit is more economical than hourly parking. A variety of parking plans is available. The annual fee for surface lots is $225; the annual fee for the parking decks is $450 (fees subject to change). Daily, weekly and monthly rates are available, as well. Permits may be purchased in person in the Parking Services Office near the Sandy Creek Parking Deck or via Patriot Web. A valid student ID card is required to purchase a parking permit 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. The following tips are offered to students, faculty, and staff who need to park on the main campus:

- Parking is available in ground lots and parking decks in locations around the main GMU campus. Nevertheless, parking is limited. Ample time for walking should be allocated before classes or appointments, as many student lots are a long walk from the central classroom and administration buildings. For afternoon and evening classes, spaces are usually available in the farthest lots, but limited in the closer lots. Shuttle service is available from Lot P, west of Route 123 near the Field House.
- All parking lots are well lighted and monitored. University escort services are available after dark.
- Metered parking is extremely limited and is rarely a viable option for parking.
- Fines for parking without a decal are stiff ($70 and up), and lots are patrolled regularly.

Libraries

An extensive collection of books, journals, research databases, and other media is maintained in two university libraries on the main campus. A wide range of services is available at Fenwick Library; an electronic gateway to research resources is maintained in the George W. Johnson Library. The libraries offer workshops and technical support, and all services are available to GMU students.

GMU E-mail Account

Students need a GMU computer/e-mail account in order to receive university and departmental mail, to use resources on the university's mainframe computer, to search information in the university library, and to access BlackBoard for course content. Accounts may be established in person at the University Computing Office, Innovation Hall Room 233, or by visiting http://itusupport.gmu.edu/. They may also be set up from a university computer on campus. Once an e-mail address is assigned, students should notify the Graduate Psychology office of the address to begin receiving mail. All official business should be conducted using the GMU e-mail account.

Technology

- The GMU homepage, library, mainframe computer, and BlackBoard can be accessed from any networked computer using a valid GMU log-in ID and password.
- The Department of Information Technology offers many workshops, both lab-based and on-line, to support student use of computer resources. A complete listing of workshops and registration form are available are available on-line.
- Assistance with university computing is available by contacting technical support in the Department of Information Technology.
- Wireless networks are available for student access, both on campus and at the Center for Psychological Services. The network at the clinic is secure, and access is restricted. Students may request access to the wireless network at the clinic through the center's office.

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).

V. 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.

VI. 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 13, 2012**. 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 interviews before offers of admission are made. Interviews are typically scheduled for 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 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 in the School Psychology and 2.) applied training that leads to a Graduate Certificate in School Psychology[1]. 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.

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[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.

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.

Application Year	Number of Applications Received	Number of Applications Accepted	Enrolled Class		
			Number Enrolled	Average U/G GPA	Average V+Q GRE
2003	73	10	8	3.53	1190

2004	83	22	9	3.56	1193
2005	81	15	7	3.58	1208
2006	65	18	10	3.64	1258
2007	69	17	9	3.60	1086
2008	66	16	10	3.41	1222
2009	53	17	7	3.73	1208
2010	44	12	9	3.40	1167
2011	43	14	8	3.20	1113

VII. 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 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 is 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 three 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.

Course Requirements by Semester

2011-12				Coursework by Year & Semester			MA	GCSP
			Courses	**YEAR 1**	**YEAR 2**	**YEAR 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					
	PSYC	704	or Life Span Development		3		3	
	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					
	PSYC	592	Developmental Assessment		3		3	
	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					
	EDSE	629	or Secondary Curriculum Strategies for Mild Disabilities	3			3	
			Credit hours per semester	**10**	**0**	**0**		

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

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[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 Training 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.

Complete and detailed requirements for the GMU School Psychology Program Internship appear in a separate document entitled GMU School Psychology Internship Handbook.

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 11 domains of competence:

Domains of Competence

I.	Data-based Decision making and Accountability
II.	Consultation and Collaboration
III.	Effective Instruction and Development of Cognitive/Academic Skills
IV.	Socialization and Development of Life Skills
V.	Student Diversity in Development and Learning
VI.	School and Systems Organization, Policy Development, and Climate
VII.	Prevention, Crisis Intervention, and Mental Health
VIII.	Home/School/Community Collaboration
IX.	Research and Program Evaluation

X.   School Psychology Practice and Development
XI.   Information Technology

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
EDCD 603 - Counseling Theories and Practice (3 credits)
EDCD 608 - Counseling Group Processes and Analysis (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 Counseling and Consultation Practicum (2 credits)
PSYC 673 - Prevention, Intervention and Consultation in the Schools (4 credits)

Effective Instruction and Development of Cognitive/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

Socialization and Development of Life Skills
PSYC 506 - Theories of Personality, *or*
PSYC 704 - PSYC Life Span Development, *or*
PSYC 669 - Social and Emotional Development (3 credits)

Student Diversity in Development and Learning
PSYC 592 - Seminar in Diversity (3 credits)
PSYC 671 - Role and Function of the School Psychologist (3 credits)
PSYC 722 - Advanced Child Assessment (4 credits)

School and Systems Organization, Policy Development, and Climate
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)

Prevention, Crisis Intervention, and Mental Health
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)

Home/School/Community Collaboration
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)
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

School Psychology Practice and Development
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)
Portfolio

Academic Advisement

The faculty meets with all students following initial enrollment to inform students 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 are 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 devise 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, 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 (http://www.gmu.edu/research/ORSP/HumanSubjects.html).

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 during the annual Progress 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 selected by graduate students 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.

VIII. 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 Progress 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. Students have the opportunity to respond to the evaluation.

Portfolio

One important component of this assessment is the school psychology 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 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 psycho-educational reports, accompanied by assessment data and support 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 is 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.

IX. 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 lower than for PhD students.

Funding is also available for eligible students in the School Psychology Program through positions in the Cognitive Assessment Program (CAP), and other graduate research positions may be available for students. These positions 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 director of the Cognitive Assessment Program. In addition, part-time positions might be available in the Center for Psychological Services or in the Department of Psychology.

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.

X. GRIEVANCE PROCEDURES

During the course of graduate study, disagreement and conflict may arise between students and faculty either during formal classroom instruction or in the more informal individual instruction that takes place during the supervision of research and practica experiences. Indeed, the nature of the close working relationship inherent in graduate education in psychology, especially in a program with an applied focus, almost guarantees that conflict will arise on occasion. When such conflict does arise, both the student(s) and faculty involved in the dispute are expected to conduct themselves in a professional and respectful manner. In addition, the Department of Psychology and the faculty of the School Psychology Program are committed to ensuring that students and faculty are treated fairly when such disagreements arise.

To this end, the Department endorses the following principles and guidelines for resolving disagreements and conflicts between students and faculty regarding instruction, training, and student-faculty relationships[3]. The resolution of disagreement and grievances will be resolved more effectively if the parties involved in the conflict follow these principles:

Faculty

The professional performance and behavior of faculty is subject to continual evaluation and review, including evaluation and review by students. Student evaluation may, on occasion, involve the resolution of a complaint by a student concerning faculty performance.

The Department expects faculty to treat a student's concerns with dignity and respect. Essential to this is listening to a student's concern attentively and non-defensively. Although defensiveness is difficult to avoid when one believes one is being unfairly criticized or challenged, non-defensive listening is the first step toward a successful resolution of a conflict. Non-defensive listening may be facilitated by recognition of the apprehension and anxiety a subordinate (the student) usually feels when confronting a person of power and authority.

Students

Faculty and students enter into an educational alliance whose objective is the imparting to students of knowledge and skill. As part of this alliance, faculty is responsible for setting standards for mastery of this knowledge and skill and for evaluating students' progress toward meeting these standards. Students in professional psychology programs provide services to various types of clients (individuals and organizations), and faculty members are ultimately responsible for the quality of these services. Thus, faculty evaluation of student performance and progress provides assurance of the quality of these services.

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[3] Student concerns about faculty behavior that involves sexual harassment or racial/ethnic/gender discrimination should be handled according to the relevant University guidelines.

Graduate education is, by nature, difficult, demanding, and stressful; if it wasn't, anyone could get a graduate degree. Thus, subjective distress alone is not a valid indicator that a course is inappropriately demanding or that a student is being treated unfairly by a faculty member.

In trying to fulfill their responsibility in setting standards and evaluating students' progress, faculty will, on occasion, make errors in judgment that are usually unintentional. Even for faculty, to err is human; and most student grievances concern faculty behavior that is non-malevolent in intent. Nonetheless, when such errors create problems or hardships for students, they have the right to address their concerns with the faculty in question.

The ability to address and resolve disagreement and conflict effectively in a mature manner is essential for the effective functioning of a professional psychologist in any setting. Thus, disagreement and conflict with faculty offers an opportunity for personal and professional development.

Faculty members also deserve to be treated with respect and dignity. Complaining about faculty behavior to program director or the department chairperson is a serious matter. It should not be done capriciously to seek retribution for a perceived wrong or slight or to undermine the authority or credibility with malicious intent. Also, approaching a faculty member in an angry or hostile manner or complaining to others about the behavior of the faculty member is not an effective strategy for resolving conflict. Students should be prepared to listen non-defensively to a faculty member's explanation of his or her side of the conflict.

The Department of Psychology cannot guarantee that resolution of a complaint or conflict will be favorable to the student. Nor should faculty expect that the issue would be resolved in their favor simply based on their position as faculty. The Department does guarantee, however, that students and faculty will be fully heard, that their concerns will be treated with dignity, and that an honest attempt will be made to reach a reasonable solution.

A student who, in good faith and in keeping with the above principles and with the procedures outlines below, complains about faculty behavior will be protected from retribution by the faculty member in question and by other faculty to the extent that the university has control over faculty behavior. Retributive or vengeful behavior by faculty toward a complaining student will not be tolerated. The Department has no control, however, over a faculty member's emotions, and a faculty member may decide to sever a working relationship (e.g., dissertation supervision, collaborative research, or writing project) with a student following a complaint that the faculty member views as frivolous, unfounded, or malicious. Faculty who do so will not necessarily be viewed as engaging in retributive behavior. If a faculty advisor terminates a working relationship with a student following a complaint by the student against that faculty, the Department will make a good-faith effort to secure another advisor for that student. The Department cannot, however, coerce a faculty member to work with a student.

Grievance Procedures

With these caveats in minds, 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. These procedures will better ensure that the grievance will be resolved expeditiously and fairly.

- The student should 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 determining whether or not a grievance is legitimate and in developing an effective strategy for presenting the concern to the faculty member in question. If a student cannot discuss the concern with his or her advisor, the student should consult another faculty member. The goal of such a consultation is to seek advice, not to spread rumors or simply complain.

- The faculty with whom the student consults concerning the grievance assumes certain responsibilities by agreeing to serve in this capacity:

  o to review the departmental policies and procedures described herein with the student.
  o to assist the student in determining the legitimacy of his or her concern
  o to assist the student 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 act that might constitute an ethical violation, he or she should consult the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association and the Principles for Professional Ethics of the National Association of School Psychologists for further guidance.

- If the discussion with the faculty member with whom the student has a concern does not produce a satisfactory resolution, the student should consult with his or her advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the director of the program.

- If consultation with the program director does not produce a satisfactory resolution, the student should consult with his or her advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the associate chair of graduate studies for the Department of Psychology. The associate chair may appoint an *ad hoc* committee charged with working with the student and faculty member to resolve the grievance. This committee may include a graduate student as a member.

- If consultation with the associate chair for graduate studies does not produce a satisfactory resolution, the student has the option to bring the matter to the attention of the chairperson of the Department of Psychology.

- If consultation with the department chairperson does not produce a satisfactory resolution, the student should consult with his or 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.

XI. 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. Foehlinger 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.

Grover C. Foehlinger, Jr., Ph.D., NCSP
Associate Professor & Director, School Psychology Program
Ph.D., Educational Psychology and Evaluation, Catholic University of America, 1988; Post-doctoral M.S., Clinical Psychopharmacology, California School of Professional Psychology – Alliant International University, 2006

Professional Interests: Supervision, assessment, training

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

XII. WHO'S WHO IN THE DEPARTMENT

Department Chair:
Dr. Robert Smith   993-4339 / DK 2044   bsmith@gmu.edu

Associate Chair for Graduate Studies:
Dr. Reeshad Dalal   993-9487 / DK 3077   rdalal@gmu.edu

Associate Chair for Undergraduate Studies:
Dr. James Sanford   993-1351 / DK 2046   jsanford@gmu.edu

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Ms. Sara Montiel   993-1759 / DK 2086   smontiel@gmu.edu

Grants and Budget Administrator:
Ms. Dawn Phillips   993-5281 / DK 2003   dphill11@gmu.edu

Research Coordinator:
Ms. Kristin Fairchild   993-1495 / DK 2003   kfairch1@gmu.edu

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Ms. Stacey Sexton   993-3235 / DK 2003   ssexton@gmu.edu

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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. Robert Smith   993-4339 / DK 2044   bsmith@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. Raja Parasuraman   993-1357 / DK 2055   rparasur@gmu.edu

Director, Industrial/Organizational Program:
Dr. Lois Tetrick   993-1372 / DK 3066A   ltetrick@gmu.edu

Coordinator, Industrial/Organizational M.A. Program:
Dr. Louis Buffardi   993-1363 / DK 3072   buffardi@gmu.edu

Director, School Psychology/CAGS Program:
Dr. Grover Foehlinger   993-5127 / DK 2063   gfoehlin@gmu.edu

XIII. FACULTY RESEARCH INTERESTS

APPLIED DEVELOPMENTAL

Rachel Chazan-Cohen	993-5626 / DK 2045	Infants and toddlers; early parenting; environmental and biological factors that place children at risk for poor outcomes; program evaluation; public policy.
Tim Curby	993-2457 / Aquia 337	Classrooms as a context for student learning and development; Teacher-student interactions; Classroom quality; Development of classroom observational measures; Quantitative methods.
Susanne Denham **Director, Applied Developmental Program**	993-1378 / DK 1024A	Preschoolers' social-emotional development and its assessment and promotion; Peer competence in preschool and elementary school; Developmental psychopathology; Parenting: Its impact on the above
Elyse Lehman		*Faculty Emeritus.* Memory, attention, and problem solving in children and older adults; Educational applications-Learning disabilities, gifted children, attention deficit disorder; Everyday cognition-Children's art, soft object attachments; Eyewitness testimony
Robert Pasnak	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)
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

COGNITIVE AND BEHAVIORAL NEUROSCIENCE PROGRAM

Susan Bachus		Rat models of tardive dyskinesia
Marge Battaglia	993-1748 / DK 2063	The intersection of developmental psychology and neuroscience, aging populations, Alzheimer's research.
Doris Bitler	993-8817 / DK 2051	Experimental Psychology, with a specialization in animal learning and memory

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.

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 / DK 2044
Department Chair
Director, Cognitive and Behavioral Neuroscience Program

Developmental neuroscience, esp. effects of drugs [currently, nicotine] on adolescent neurobehavioral development. Activity-dependent dendritic growth. Animal models of addiction.

Affiliates:
Christy Esposito-Smythers (Clinical)
Pam Greenwood (Human Factors/Applied Cognition)
Todd Kashdan (Clinical)
Frank Krueger (Krasnow Institute http://www.brainbuilding.org/)

Raja Parasuraman (Human Factors/Applied Cognition)
Matt Peterson (Human Factors/Applied Cognition)
Tyler Shaw (Human Factors/Applied Cognition)
Jim Thompson (Human Factors/Applied Cognition)

CLINICAL

Lauren Cattaneo   993-4728 / DK 2021
Assistant Director of Clinical Training   Community and institutional responses to intimate partner violence, helpseeking, risk assessment and empowerment.

Christy Esposito-Smythers
          993-2039 / DK 2061   Assessment, prevention, and treatment of adolescent suicide, depression, and substance abuse.

Todd Kashdan   993-9486 / DK 2047   Emotional disturbances, social anxiety, self-regulation, personality, interpersonal processes, positive emotions, well-being, character strengths.

James Maddux   *Faculty Emeritus* Social-clinical interface; Health psychology; Self-efficacy theory.

Patrick E. 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 Service*s. 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 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.

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 102
          Understanding interruptions, dual-task performance and cognitive workload; aviation safety; medical human factors

C. Alan Boneau   *Faculty Emeritus.* Recognition memory and magery; Structure of psychology; Psychophysics

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.

Robert Holt   *Faculty Emeritus*. Social cognition; Pilot cognition; Programmer cognition; Artificial intelligence; Computer assisted instruction; Computer adaptive testing; Relation of physiological measures to cognition

Raja Parasuraman   993-1357 / DK 2055
Director, Human Factors/Applied Cognition Program

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.

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
Associate Chair for Undergraduate Studies   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   Cognitive neuroscience, including fMRI and ERPs; biological motion; social cognition; robotics.

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.

INDUSTRIAL/ORGANIZATIONAL

Louis Buffardi   993-1363 / DK 3072
Coordinator, Industrial/Organizational M.A. Program

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 **Associate Chair for Graduate Studies**	993-9487 / DK 3077	Employee performance, and its links with mood/emotions, job attitudes and individual differences, and advice-giving and advice-taking from a decision-making perspective.
Theodore Gessner		*Faculty Emeritus*. Evaluation research; Survey research; Person perception; Humor
Seth Kaplan	993-8475 / DK 3073	Personality, emotions, and well-being at work. Understanding the meaning and the psychological experience of work. Psychometric and statistical issues.
Eden King	993-1620 / DK 3076	Effective and equitable management of diversity in organizations, discrimination, social stigma in the context of work
Lois Tetrick **Director, Industrial/Organizational Program**	993-1372 / DK 3066A	Occupational health psychology including stress, work-family, and safety; psychological contracts and the employment relationship; cross-cultural aspects of industrial organizational psychology; innovation; positive aging and retirement.
Stephen Zaccaro	993-1355 / DK 3066B	Leadership, executive assessment and development, team dynamics and effectiveness, shared leadership, multiteam systems.

SCHOOL PSYCHOLOGY PROGRAM

John Blaha		*Faculty Emeritus*. Assessment, learning disabilities
Grover Foehlinger **Director, School Psychology M.A./CAGS**	993-5127 / DKH 2063	Program evaluation.

7/1/2011

| 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) |
| Ellen Rowe | 993-4266 / DEM 202C | Assessment and remediation of social, emotional, and behavioral problems among children and adolescents and developmental psychopathology. |