College of Arts and Sciences
Department of Psychology

George Mason University

School Psychology Masters and Certification of Advanced Study (CAGS) Handbook

2007-2008 Edition

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I. INTRODUCTION

This Handbook describes the policies and procedure of the M.A. program in School Psychology and CAGS. However, it does not contain all the information a graduate student needs about graduate policies and procedures. Students should also become familiar with the Graduate Policies section of the University catalog, which is the ultimate authority on such matters.

This Handbook is updated annually as program requirements and other information change. We welcome suggestions for improving it.

II. WHO'S WHO IN THE DEPARTMENT

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III. SCHOOL PSYCHOLOGY AND CAGS

The George Mason University School Psychology Training Program was founded in 1978 and fully approved by the National Association of School Psychologists (NASP) for Specialist Level training in 1992. The program currently consists of a 62 semester hours, three-year program of graduate study designed to meet standards set by NASP and the National Council for Accreditation in Teacher Education (NCATE). The training program also meets the requirements for state licensure as a school psychologist in Virginia (Virginia Standards), and the program has been approved for the training of school psychologists by the Virginia State Board of Education. Although George Mason's program is designed to meet licensure requirements in the state of Virginia, students may design their own plan of study to meet the requirements of other states. While program graduates typically are 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.

School Psychology students earn both a 38 credit Masters of Arts (M.A.) degree in Psychology and a 24 credit Certificate of Advanced Graduate Studies (CAGS) with specialization in School Psychology. Those who complete the GMU School Psychology are eligible to take the NASP exam and apply for certification as a Nationally Certified School Psychologist (NCSP).

The program philosophy emphasizes competency in the delivery of practical and empirically supported services to a wide range of exceptional students in diverse learning environments. The curriculum imparts foundational knowledge in psychology, education, intervention and problem solving, statistics and research methodology, and professional school psychology. The program is designed so students gain practical experience with children and adolescents in the education system throughout their program. For example, students learn diverse methods and models of assessment through three sequential assessment courses (Measurement of Intelligence, Psychological Assessment, Personality, and Advanced Child Assessment), each with clinical experiences and limited class size. During the Advanced Child Assessment and subsequent School Psychology Practicum courses, licensed school psychologists individually supervise students as they evaluate and prescribe interventions for clients in the GMU Psychological Clinic.

A carefully selected sequence of courses provides knowledge of diverse approaches to direct and indirect interventions (such as counseling, behavior management, academic interventions, and consultation) culminating in School Psychology Practicum courses and Internship. In addition to providing students with expertise in evaluation and intervention for exceptional children, the GMU program also emphasizes methods to improve the educational outcomes for all school children including pre-referral intervention, consultative and counseling roles.

The GMU School Psychology Training Program requires successful completion of curriculum, practicum, and internship requirements, as well as completion of a research project and a student/professional portfolio. The School Psychology Committee affords every student ongoing supervision and evaluation. Students must receive a grade of B or better in all academic courses. Coursework must be completed before the internship. An unsatisfactory evaluation at any time by the School Psychology Committee may result in separation from the School Psychology Program.

The School Psychology Training Program consists of a total of 62 graduate semester hour credits. The school psychology program requires a minimum of 38 semester hours of graduate course work for the M.A. and 24 semester hours for the Certificate of Advanced Graduate Studies (CAGS) specialist degree. Coursework and related field experiences account for 56 credit hours and 6 credit hours are obtained through a supervised 1,200-hour internship. Students obtain their M.A. degree prior to start of the internship. School Psychology students are required to enroll full time. Students complete the full-time training program in three years, when the coursework is completed in the sequence appearing below.

Program Statistics

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

Application Year:	2003	2004	2005
Number of Applications Received:	73	83	81
Number of Applicants Accepted:	10	22	15
Number of Applicants Enrolled:	8	9	7
Average Undergraduate GPA of Enrolled Students:	3.53	3.56	3.58
Average GRE Score of Enrolled Students:	1190	1193	1208

IV. ADMISSION REQUIREMENTS

Admission to the GMU School Psychology Training Program is very competitive. Applicants must fulfill GMU graduate admission requirements that 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 1000 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. Departmental Form that one can download from our website (http://www.gmu.edu/departments/psychology/homepage/admissions.htm).

8. George Mason University Application that one can download from the Office of Admissions website (http://admissions.gmu.edu/onapps.asp).

Work experience, publications, or special recommendations may compensate for needs in other qualification areas.

Admission Procedures

Applications must be completed by **January 15, 2008** and returned together with the application fee to:

College of Liberal Arts and Human Sciences
Graduate Admissions Office, MSN 2D2
College Hall C119
4400 University Drive
George Mason University
Fairfax, Virginia 22030-4444
(703) 993-2400

Students must apply for dual admission to the MA program and Certificate of Advanced Graduate Studies (CAGS) Program in School Psychology. All students entering the MA program are expected to complete the Certificate of Advanced Graduate Studies Program in School Psychology. Students who have already earned a MA in a related field may apply for admission to the CAGS portion of the School Psychology Program. To qualify for direct admission to the Certificate of Advanced Graduate Studies Program (bypassing the MA), the applicant must have a master's degree in an allied field or major (e.g., Counseling, Clinical Psychology, Developmental Psychology, Special Education, which must have 15 or more graduate credits corresponding to required courses in the School Psychology MA curriculum). Students admitted directly to the Certificate of Advanced Graduate Studies Program must complete all MA requirements of the School Psychology curriculum that were not completed as part of the previously obtained master's degree. Students who have selected this option will be awarded only the CAGS and not a MA degree upon completion of the program.

The deadline for receipt of all application materials is **January 15, 2008**. Selected applicants will be invited for personal interviews before offers of admission are made

Interviews

Selected applicants will be invited for personal interviews before offers of admission are made. Interviews are tentatively scheduled for March. Applicants will have an opportunity to meet the program faculty and current students. Interviews will take place at the GMU Center for Behavioral and Cognitive Development/Center for Psychological Services facility in Fairfax, VA. Information about this location can be found at http://ccd.gmu.edu. Driving directions and related information are as follows.

Driving Directions

From Route 66

Exit Fairfax 123 South.
After the 1st traffic light, get into the left lane.
At the next traffic light, turn left onto Lee Highway (heading 29 North/50 East).
Make the first right on University Drive (at traffic light with Dodge Dealer on your right).
Continue on University Drive and bear left at the small bridge/overpass.
Make a left after the small bridge/overpass onto Layton Hall Drive.
Continue on Layton Hall and make a right onto Democracy Lane.
See CRS Building and parking on your right.
Take the elevator to the 2nd floor of the CRS Building.
Go to Suite 202.

From I-495
Exit #6, Route 236 West, Little River Turnpike.
Follow Route 236 as it changes to Main Street.
Continue on Main Street. You will see The Marketplace, Old Town Fairfax, on your right.
Stay in the right lane and you bear right and merge into Old Lee Highway at the traffic light as you pass the Marketplace (do *not* follow Main Street through Fairfax City).
Turn left at the second traffic light onto Layton Hall Drive.
Make your first left onto Democracy Lane.
See CRS Building and parking on your right.
Take the elevator to the 2nd floor of the CRS Building.
Go to Suite 202.

Local Airports

Washington Dulles International Airport (airport code is IAD) is approximately 12 miles northwest of GMU. Washington Reagan National Airport (code is DCA) is approximately 10 miles east of campus. A third airport, Baltimore-Washington International Airport (code is BWI) is 55 miles northeast of GMU and takes approximately 75 minutes (or more in rush hour traffic) to reach the campus.

Area Hotels

Best Western Fairfax
3535 Chain Bridge Road
Fairfax, VA 22030
703-591-5500

Comfort Inn University Center
11180 Main Street
Fairfax, VA 22030
703-591-5900

Econo Lodge Fairfax
9700 Lee Hwy

Fairfax, VA 22031
703-273-1160

Hampton Inn
10860 Lee Highway
Fairfax, VA 22030
703-385-2600

Holiday Inn-Fairfax City
3535 Chain Bridge Road
Fairfax, VA 22030
703-591-5500

Wellesley Inn Fairfax
10327 Lee Highway

Fairfax, VA 22030
703-359-2888

V. FINANCIAL ASSISTANCE

Financial assistance is available through various forms of grants, loans, or employment. One fellowship is awarded to a master's student per year. MA students are also welcome to apply for teaching and research assistantships. Each year, several MA students receive such support. However, PhD students receive priority, and the stipends for MA students are lower than for PhD students. MA students usually do not receive tuition remission for assistantships other than grant-paid GRAs.

Funding is also available for eligible students in the School Psychology Training Program through positions in the Center for Cognitive Development (CCD). Students may apply for two options: First, there are several positions in the Gifted and Talented (GT) assessment program and second graduate research positions in the CCD may be available. 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 they wish to be considered for an assistantship position on their admissions form. Further information will be available during the interview.

The University also maintains an emergency tuition assistance fund for graduate students who are unable to pay their tuition due to unforeseen financial problems.

For more information please visit the GMU Financial Aid website at http://apollo.gmu.edu/finaid/.

VI. ACADEMIC CURRICULUM

The school psychology program requires 62 semester hours of graduate course work for the M.A. (38 credits) *and* the Certificate of Advanced Graduate Studies (C.A.G.S.)(24) specialist degree. This includes a one-year internship. Students are expected to obtain their MA degree prior to start of the internship. Students typically complete the training program in three years, when the coursework is completed in the sequence appearing below. George Mason's program is designed to meet State of Virginia licensure requirements, but students may design their own plan of study to meet the requirements of other states.

School Psychology course requirements by semester.

2006 - 2007

George Mason University — School Psychology Course Requirements		Coursework by Year & Semester			MA	CAGS	Taken
		YEAR 1	YEAR 2	YEAR 3			
SUMMER	EDCD 603 Counseling Theories and Practice		X		3		
	PSYC 617 Child Psychopathology		X		3		
	• EDSE 628 Elementary Reading, Curriculum Strategies for Mild Disabilities or • EDUC 629 Secondary Curriculum Strategies for Mild Disabilities		X		3		
FALL	PSYC 671 Role and Function of the School Psychologist	X			3		
	PSYC 709 Measurement of Intelligence	X			4		
	PSYC 611 Advanced Statistics I	X			4		
	PSYC 597 Directed Reading & Research	X	X			2	
	EDCD 606 Counseling Children and Adolescents		X			3	
	PSYC 619 Applied Behavior Analysis		X		3		
	PSYC 722 Advanced Child Assessment		X			4	
	PSYC 790 School Psychology Internship			X		3	
SPRING	PSYC 710 Psychological Assessment Personality	X			4		
	PSYC 612 Advanced Statistics II	X			4		
	PSYC 750-1 School Psychology Practicum*	X			1		
	• PSYC 669 Social and Emotional Development or • PSYC 704 Life Span Development or • PSYC 506 Theories of Personality	X			3		
	PSYC 597 Directed Reading & Research	X	X			2	
	PSYC 750-2 School Psychology Practicum*		X			2	
	PSYC 792 School Psychology Counseling Practicum		X			1	
	EDCD 660 Multicultural Counseling		X		3		
	• EDCD 608 Counseling Group Processes and Analysis or • PSYC 690 Developmental Disabilities		X			4	
	PSYC 790 School Psychology Internship			X		3	
					MA	38	
	TOTAL CREDITS =		**62**		CAGS		24

Program Requirements and NASP Standards

The required courses for the program are categorized within the 10 domains of professional practice specified for school psychology training programs in the NASP Standards for Training and Field Placement Programs in School Psychology (2000). The eleventh domain, *Information Technology*, is embedded throughout the curriculum. The domains and corresponding courses are not mutually exclusive and are integrated across courses, practica, and internship.

Data-Based Decision-Making and Accountability
PSYC 619 Applied Behavior Analysis (3 credits)

PSYC 709 Measurement of Intelligence (4 credits)
PSYC 710 Psychological Assessment of Personality (4 credits)
PSYC 722 Advanced Child Assessment (4 credits)
PSYC 750-2 School Psychology Practicum in Assessment (2 credits)

Consultation and Collaboration
EDCD 603 Counseling Theories and Practice (3 credits)
EDCD 606 Child and Adolescent Counseling (3 credits)
PSYC 750-2 School Psychology Practicum in Assessment (2 credits)

Effective Instruction and Development of Cognitive/Academic Skills
EDSE 628 OR 629 Elementary Reading, Curriculum Strategies for Mild
Disabilities OR Secondary Curriculum Strategies for Mild Disabilities (3
credits)
PSYC 750-2 School Psychology Practicum in Assessment (2 credits)

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

Student Diversity in Development and Learning
EDCD 660 Multicultural Counseling (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 790 Internship in School Psychology (6 credits)

Prevention, Crisis Intervention, and Mental Health
PSYC 619 Applied Behavior Analysis (3 credits)
PSYC 617 Child Psychopathology (3 credits)
PSYC 790 Internship in School Psychology (6 credits)

Home/School/Community Collaboration
PSYC 750-1 School Psychology Practicum (1 credit)
PSYC 750-2 School Psychology Practicum (Assessment) (2 credits)
PSYC 792 School Psychology Practicum (Counseling) (1 credit)
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 597 Directed Reading and Research (4 credits)

School Psychology Practice and Development
        PSYC 671 Role and Function of the School Psychologist (3 credits)
        PSYC 750 School Psychology Practicum (Assessment) (2 credits)
        PSYC 792 School Psychology Practicum (Counseling) (1 credit)
        PSYC 790 School Psychology Internship (6 credits)
        Portfolio Review

Research Project

Prior to conclusion of coursework, students must complete either a thesis or research project (non-thesis) under the direction of a full-time GMU faculty member. The same quality of work is expected of students regardless of their chosen option.

The requirements for a master's thesis appear in the M.A. Handbook under the title Thesis Option in the Administrative Procedures section. Requirements also appear in the University Catalog in the section entitled Requirements Applicable to All Master's Degrees.

The requirement for the research project includes a written manuscript and formal presentation. The formal presentation is part of a research symposium, usually scheduled in May or June, before an audience of peers, faculty, community professionals, and invited guests. A manuscript formatted according to the guidelines provided in the Publication Manual of the American Psychological Association (5th ed.) should be submitted prior to the presentation. The manuscript must be at least 25 double-spaced, 12-point font in APA style and include a title page, abstract, introduction, method, results, discussion, and references. The research project must be passed by school psychology faculty before a degree is awarded. The following is a general timeline for students to follow while working on research projects.

General Timetable for Research Projects

First Year
First Semester: Begin generating ideas about research topics of interest. Begin to narrow down area of interest by the end of the semester.

Second Semester: Perform research in area of interest.

Second Year
First Semester: Collect data and continue research

Second Semester: Continue collecting data and begin writing the research manuscript in APA format. The manuscript should be completed by the end of the semester. Prepare materials needed to present the project at the symposium in May or June for peers, faculty, and community professionals.

Summer: Present the research project at the symposium

Portfolio

The GMU School Psychology Training Program utilizes a comprehensive, multi-method, multi-source process to assess student learning and professional development and to ensure that all students acquire and integrate the knowledge and skills needed to be effective school psychologists prior to graduation. One important component of this assessment is the school psychology portfolio. Students develop and maintain a cumulative portfolio of their progress 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. The portfolio is developed cumulatively over the length of the program and is formally reviewed in the spring of the second year of full time study, to provide supportive documentation when applying for an internship.

The portfolio will serve as a tool from which to evaluate and establish goals, as a major source of documentation of readiness for the School Psychology Internship, and additionally as helpful documentation in preparing for future professional pursuits. Students are expected to keep their portfolios up-to-date with high quality work and to be ready to share their portfolios with faculty upon request. The portfolio should be developed in a hardcover, loose-leaf binder and organized with tabbed dividers. The portfolio may also be stored electronically on CD, although a paper copy should be available at all times.

At the completion of two years of study, the portfolio must include the following:

1. A current vita or resume.
2. 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.
3. 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.
4. Two psychoeducational 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.

5. 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.
6. 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.
7. 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.
8. 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.

Portfolios will be submitted to the student's advisor and revised with faculty feedback throughout the program. Final grading will be conducted by two faculty readers using a 4-point Likert Scale (see below). The student must receive an average rating of 3.0 or better across raters on the final portfolio. The student's advisor will submit a final grade as part of the PSY 597 course taken during the Spring semester in the second year.

0 - Unsatisfactory: Demonstrates substantial lack of competency.
2 - Fair: Demonstrates minimal competency but lacks some important components.
3 - Good: Demonstrates ability consistent with competent school psychology practice.
4 - Excellent: Demonstrates commendable ability.

Internship

The Internship in School Psychology is the part of the training program that provides students and supervisors a chance to evaluate a student's knowledge and skills in a controlled but applied setting. It is viewed as an opportunity for the student to develop a professional identity and move toward assumption of full responsibilities as a school psychologist. 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.

In compliance with NASP guidelines, the internship is provided at the end of the formal training period (i.e., after the completion of at least 54 graduate course hours,

including at least 200 supervised practicum hours, in schools and other appropriate settings). Complete and detailed requirements for the GMU School Psychology Training Program internship appear in a separate document entitled The School Psychology Internship: A Handbook of Guidelines. This document is available from the director of the program.

Internships take place during the academic school year and typically commence in late August and terminate in mid-June for a total of approximately 1200 clock hours, with at least 600 hours in a school setting. Occasionally the internship is completed on a half time basis over two consecutive years. Students earn three graduate credits each semester of the internship for a total of six credits.

Two persons have primary responsibility for internship supervision: the George Mason University Internship Coordinator (the school psychology trainer) and the Field Supervisor (the on site supervising school psychologist). Students and their experiences will be carefully monitored with both formative and summative performance based evaluations. Communication between field supervisors and GMU faculty are ongoing.

The School Psychology Committee affords every student ongoing supervision and evaluation. Students may be commended for outstanding performance. An unsatisfactory evaluation at any time by the School Psychology Committee may result in separation from the School Psychology Program.

VII. FACULTY AND STUDENTS

Faculty

The School Psychology Program has four full-time faculty members, two of which hold a doctorate with specialization in school psychology and who are actively engaged in school psychology as a profession.

Jack A. Naglieri, Ph.D.
Professor, School Psychology Training Program Director
Ph.D., Educational Psychology, University of Georgia, 1979

Research Interests: Psychological and Educational Assessment of children and adults; cognitive processing and cognitively based academic instruction; theories and measurement of intelligence; fair assessment of culturally and linguistically diverse populations.

Ellen Rowe, Ph.D.
Assistant Professor, School Psychology training program
Ph.D., Educational Psychology, University of Georgia, 2005

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

Johannes Rojahn, Ph.D.
Professor, Center for Behavioral and Cognitive Development Director, School Psychology training program
Ph.D., Psychology, University of Vienna (Austria) 1976

Research Interests: Mental retardation 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.

Susanne A. Denham, Ph.D.
Professor, Developmental and School Psychology training programs
Ph.D., Psychology, University of Maryland, Baltimore County, 1985

Research Interests: Social-emotional development in preschoolers and gradeschoolers; Developmental psychopathology; Social-emotional assessment; Socialization of emotional competence by parents, peers, and teachers

Students

Fall 2005 Admits

Students Entered in 2005

Front Row: Rachel Hutchison, Meghan Brady, Katie Whittaker
Back Row: Denise DeLitta, Elizabeth Workman, Rebecca Hall, Jennifer Richman

Students Who Entered in 2004

(From left to right: Dr. Naglieri, Myriah Rosengarten, Alyssa Perna, Kristi Grubbs,
Bayynnah Gillespie, Karen Conner, Dr. Rojahn, Linda Einhorn)

VIII. GUIDELINES FOR GRIEVANCES AGAINST FACULTY

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, the Department expects that both the student(s) and faculty involved will conduct themselves in a professional manner. In addition, the Department is 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. (NOTE: Student concerns about faculty behavior that involves sexual harassment or racial/ethnic/gender discrimination should be handled according to the University guidelines provided in this manual.) The resolution of disagreement and grievances will be resolved more effectively if the following principles are kept in mind.

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.

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 he faculty in question.

The ability to effectively address and resolve disagreement and conflict 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 one's Program Coordinator or the Department Chairperson is serious matter and should not be done with malicious intent or simply to seek retribution for a perceived wrong or slight. 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/her side of the conflict.

The Department 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 student complainee 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, force 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. Following these procedures will better ensure that the grievance will be resolved expeditiously and fairly.

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/her advisor, the student should consult another faculty member. The goal of such a consultation is to seek advice, not to spread rumor or simple complain.

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

If the discussion with the faculty member with whom the student has a concern does not produce a fair resolution, the student should consult with his/her advisor (or other advising faculty) about the feasibility of brining the matter to the attention of the student's Program Coordinator.

If consultation with the Program Coordinator does not produce a satisfactory resolution, the student should consult with his/her advisor (or other advising faculty) about the feasibility of bringing the matter to the attention of the Associate Chair of Graduate Studies. The Associate Chair may appoint an ad hoc committee charged with working with the student and faculty member in resolving the grievance. This committee may include a graduate student as a member.

If consultation with the Associate Chair for Graduate Studies does not produce a satisfactory resolution, the student has the option to bringing the matter to the attention of the Department Chair.

If consultation with the Department Chair does not produce a satisfactory resolution, the student should consult with his/her advisor (or other advising faculty) about the

feasibility of bringing the matter to the attention of the office of the Dean of the College of Arts and Sciences.

IX. RESEARCH RESOURCES

Approval of Research projects

All research projects must be approved by the School Psychology program faculty advisor. In addition, all research involving human subject must be approved by the University's Human Subject Review Board. Application forms and procedure follow this section of the handbook. Detailed information on applying for approval for research and using the Department's PSYC 100 subject pool can be received from Dana Park in the Chair's office.

Research Space

Students who need space to conduct research should contact their advisors.

Computer Facilities

The university has numerous computers in the Center for Cognitive Development and computer labs around campus that access to the Web. To activate your account, visit the following site: https://chimera.gmu.edu/e-mail/prod/index.html If you have any questions, please call the support center at 703-993-8870.

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.

Off-Campus Research

Conducting research in off-campus sites, such as practicum placements, is encouraged. To do this requires the approval of both the University's Human Subject Review Board and the site where the work will be conducted. Any activity in any location which is part of a GMU degree program *must* meet the standards of and have the approval of the Department.

APPENDICES

Teaching Assistantship Descriptions and Qualifications

Please note that the indicated workload is an estimate and is based on the university standards. Actual workload, especially the first time in an assignment, will usually be greater.

PSYC 100   Introductory Psychology (two 10 hr appts).
Qualifications: Admission to graduate program.
Responsibilities: (10 hr appt). Assist instructor for two or three large lecture sections; construct/administer/grade exams, keep records.

PSYC 300   Statistics (six-eight 10 hr appts).
Qualifications: B+ or better in PSYC 611/612
Responsibilities: (10 hr appt) each two 2 hr labs - research design, APA format; conducting/writing up labs; extensive grading of papers.

PSYC 304   Principles of Learning (one 15 hr appt).
Qualifications: B+ or better in PSYC 611/612 + 701
Responsibilities: (15 hr appt) teach two 2 hr labs - research design; conducting/writing up labs demo labs; some grading of papers.

PSYC 305   Memory and Cognition (six 10 hr appts).
Qualifications: B+ or better in PSYC 611/612
Responsibilities: (10 hr appt) teach two 2 hr labs - research design, APA format; conducting/writing up labs; extensive grading or papers.

PSYC 309   Perception (one 15 hr appt - spring).
Qualifications: B+ or better in PSYC 611/612 + 766
Responsibilities: (15 hr appt) teach two 2 hr labs – research design; conducting/writing up labs, demo labs; some grading of papers.

PSYC 320   Tests and measurements (one 10 hr appt - spring).
Qualifications: B+ or better in graduate testing course
Responsibilities: (10 hr appt) teach two 2 hr labs - demonstration of tests, grading, working problems, quizzes, etc.

PSYC 323   Clinical and Social Research Techniques (one 15 hr appt - fall).
Qualifications: B+ or better in PSYC 703 and one of 650 or 612
Responsibilities: (15 hr appt) teach two 2 hr labs - teach research design; conducting/writing up labs, demo labs; grade papers.

PSYC 373   Physiological Psychology (one 15 hr appt).
Qualifications: B+ or better in PSYC 702
Responsibilities: (15 hr appt) teach two 2 hr labs - neuroanatomy of sheep, human research techniques; administer grade quizzes, paper.

PSYC 611 & 612   Quantitative Methods I & II (one 20 hr appt).
Qualifications: A in PSYC 611/612
Responsibilities: (20 hr appt) teach two 2 hr lab – computer use; use of statistical packages, calculator work; matching design to type of statistical test; interpretation of data analysis.

PSYC 709   Measurement of Intelligence (one 10 hr appt - fall)
Qualifications: A in PSYC 790
Responsibilities: teach lab.

PSYC 710   Personality Assessment (one 10 hr appt - spring)
Qualifications: A in PSYC 710
Responsibilities: teach lab.

PSYC 722   Advanced Child Assessment (one 10 hr appt - fall)
Qualifications: A in PSYC 722
Responsibilities: teach lab.

PSYC 750   School Practicum (one 10 hr appt - spring)
Qualifications: A in PSYC 750
Responsibilities: teach assessment testing.

PSYC 810 & 811   Measurement of Intelligence and Personality Assessment (two 10 hr appt)
Qualifications: A in PSYC 810/811
Responsibilities: (10 hr appt) teach lab work in assessment.

Teaching Undergraduate Courses

Graduate students are often hired as Instructors of undergraduate courses. Qualifications for these positions are: B+ or better in corresponding graduate course; at least 18 hours graduate coursework completed. Responsibilities for a 10 hour appointment: Teach one 3 hour course; responsibility for all lectures/exams/student help/office hours, etc.

All graduate students who wish to teach must take the Summer Teaching Mentoring course taught by Dr. Smith.

COURSE	GRADUATE COURSE PREREQUISITE
211	704
220	508
230	3 I/O courses
231	703
300	previously TAed 300
304	701 and previously TAed 304
305	701 and previously TAed 305
309	766 and previously TAed 309
313	704
314	704
320	557 or 631
321	2nd year status in Clinical Doctoral program
322	831
325	616
326	880
330	506 and two clinical courses
372	702 or 558 and 559
373	702 or 558 and 559