

## **The University**

Welcome to the School Psychology Program at James Madison University! The purpose of this handbook is to help your experience here be a successful one. JMU was established in 1908 and is named for James Madison, fourth president of the United States and "Father of the Constitution." In its 90-year history, James Madison University has grown from a state normal and industrial school for women to today's comprehensive university. As a comprehensive university, JMU offers programs in the liberal arts, sciences, business, education, fine arts, communication, and health and human services, including over 25 graduate majors. Current total enrollment is approximately 14,000, consisting of approximately 12,000 undergraduate students and 3,000 students taking graduate courses or other classes beyond the baccalaureate level. JMU has 90 major campus buildings on 472 acres, including a 31-acre farm. Nearly \$100 million in new facilities and improvements have been added since 1975. JMU offers its students a full program of extracurricular and social programs, as well as a diversified program of intercollegiate and intramural athletics.

For several years, JMU has been among the highest ranked public institutions in *U.S. News & World Report's* regional surveys. The University also has been cited by *U.S.A. Today*, *Changing Times* and *Money* magazines, and in several guides to America's most prestigious colleges and universities. JMU is acclaimed in *The Best Buys in College Education*, a book by the *New York Times* education editor.

## **The Department of Graduate Psychology**

The Department of Graduate Psychology at JMU is a unit with seven graduate programs and 150 graduate students. We are served by 18 full-time faculty, 12 instructors, and 12 teaching and graduate assistants, which we share with our sister unit, the Department of Psychology with 800 undergraduate majors (it is one of the largest departments of psychology in the region). Accomplishments of the faculty include numerous national leadership positions in professional organizations such as presidencies, memberships on board of directors, extensive involvement with accreditation agencies, and significant leadership positions that have influenced the course of professional psychology and counseling. Within the Commonwealth of Virginia our faculty have held prominent leadership positions involved with the formulation of public policy regarding the provision of psychological services to children, adolescents, and families.

### **Graduate Training in Psychology**

The Department of Graduate Psychology at James Madison University has a long history of graduate training in Psychology. Both the School Psychology and Counseling Psychology programs were begun in 1968. Initially, both of these programs offered only the masters degree. The Educational Specialist degree was instituted in the School Psychology Program in 1981, and in the Community Agency Counseling Program in 1984. In addition, the Department began a master's degree program in General Psychology in 1977, and the Ph.D. Program in Assessment and Measurement in 1998. The JMU Combined-Integrated Doctoral Program in Clinical and School Psychology, accredited by the American Psychological Association in 1996, is an innovative, applied professional psychology program that leads to the awarding of the Doctorate of Psychology (Psy.D.) degree

## **The School Psychology Program**

### **Mission Statement**

The School Psychology Program at James Madison University, housed within the Department of Graduate Psychology, resides within the College of Integrated Science and Technology (CISAT) and is fully accredited by the National Association of School Psychologists (NASP). The program emphasizes the role of the culturally competent school psychologist as that of a facilitator of an individual's overall well-being and potential. Within an integrated theoretical framework, students are prepared to be culturally competent, interpersonally skilled, data-oriented problem solvers. Central to the program focus is the understanding of children within a systems context, including the family, the school, and the socio-cultural environment. Students are prepared in assessment for intervention, prevention, counseling, educational and mental health consultation, behavior management, and applied research. They are prepared to be applied child and adolescent psychologists in diverse educational and mental health settings. The program expects students to have a commitment to academic excellence, personal growth, professional responsibility, sensitivity to and understanding of human diversity, and effective interpersonal relationships.

### **Program Goals**

Specifically, graduates of the School Psychology Program are required to be competent in the following areas:

1. Students will achieve a breadth of understanding of the foundations in the knowledge base of psychology and related disciplines, including: Biological Bases of Behavior, Human Learning, Social and Cultural Bases of Behavior, Life-Span Development, and Individual Differences, including Developmental Psychopathology.
2. Students will achieve basic knowledge of educational issues including instructional design, effective educational environments, and organization and operation of schools.
3. Students will possess knowledge and expertise to collaborate with families and with community and school professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth.

Areas of knowledge and practice shall include:

- Assessment for intervention - cognitive, educational, social, behavioral, emotional;
- Individual counseling within a systems context;
- Group counseling;
- Consultation with parents/families;
- Consultation with teachers/community professionals;
- In-service training for school personnel;
- Consultation for systems/organizational change.

4. Students will achieve basic knowledge and skills in research/evaluation methods, statistics, and measurement to evaluate professional practices and programs.
5. Students shall have a knowledge base specific to school psychology and will apply this knowledge to promote a best practice approach to professional service. This knowledge base includes:
  - History and foundation of school psychology;
  - Roles and functions of school psychologists;
  - Legal, ethical, and professional standards;
  - Alternative models for the delivery of school psychology services;
  - Emergent technologies.
6. Students will demonstrate a commitment to personal growth, self awareness, and sensitivity to and understanding of others. They will apply this orientation to build and maintain effective relationships with children, adolescents, parents, teachers, colleagues, and other professionals.
7. Students will demonstrate personal and professional characteristics of a culturally competent practitioner. (Refer to Culturally Competent Practitioner Initiative description).

## **ADMISSION TO PROGRAMS**

### **Master's Degree (Level I):**

The James Madison University School Psychology Program seeks a diverse student population. JMU does not discriminate on the basis of race, color, national origin, religion, gender, age, veteran status, political affiliation, sexual orientation, disability (in compliance with the Americans with Disabilities Act) with respect to employment or admissions, or in connection with its programs or activities.

Minimum admission requirements for entry into the Master's level (Level I) of the psychology program include: completion of a baccalaureate degree with a designated above average grade point average, designated above average scores on the general portion of the Graduate Record Examination, three completed reference forms from individuals familiar with the student's potential for graduate education, a personal goals statement, a minimum of 18 credit hours of undergraduate psychology and/or related educational or behavioral science courses (including statistics), successful performance in a personal interview conducted by the faculty and students, and a writing sample.

### **Educational Specialist Degree (Level II):**

Minimum admission requirements for the Educational Specialist degree in School Psychology include a 3.5 grade point average in the Master's program. For those students currently in the JMU (Level I) program, a satisfactory review by the Program Committee, which includes assessment of the student's interpersonal skills, aptitude for school psychology, and "passing" grades on the required Master's level comprehensive examination are also necessary for admission to this level (Level II). Level II decisions by the faculty are based on classroom performance as well as ethical and personal-social behavior of

students seeking to become professional psychologists. Students applying to the program with a Master's degree from another institution will be required to proceed through the Graduate School's application process including submitting three references, evidence of satisfactory performance in the Master's degree program, a personal interview with the faculty and a writing sample.

Deadline for application materials: February 15 for all admissions. Screening interviews are then held in March for admission to the Fall semester. Students applying for the Ed. S. level of training in the fall semester must apply to the Graduate School in the summer according to The Graduate School timelines.

## **EXPECTATIONS FOR STUDENTS**

### **Commitment to academic excellence:**

The depth and breadth of the curriculum reflect the expectation for excellence. Students are expected to fulfill all course requirements and are encouraged to extend their knowledge beyond minimal course requirements.

### **Commitment to ethical and professional behavior:**

The expectations for ethical and professional behavior are discussed during advising sessions, in courses, and in practicum. Professional and ethical behavior is monitored throughout the students program following National Association of School Psychologists (NASP) and American Psychological Association (APA) standards. Students may receive an unsatisfactory grade in practicum for ethical and professional behavioral problems.

### **Commitment to respect for human diversity, and the development of effective interpersonal relationships:**

These expectations are based on the belief that fellow students, staff and faculty, as well as clients, deserve respect, cooperation, and sensitivity and should be treated accordingly.

**Commitment to personal growth and self-awareness:** These expectations are discussed initially in the screening interviews. Expectations for self growth continue to be discussed in the advising process and experienced in a variety of courses. Students are strongly encouraged to participate in personal counseling while in the program. Services are available at no cost through the JMU Counseling Center.

### **Process Groups:**

Since an important value of an effective mental health professional is a commitment to personal growth and self-awareness, each student will participate in a process group. The group meets weekly for 6-8 sessions during the second year of the program. The group provides a forum for discussing personal, professional and ethical issues that arise during training. The process group focuses on professional development and personal concerns that arise in that context such as stress management, group dynamics, and conflict resolution. As such, the group is designed to be non-evaluative and provide a safe environment to explore these issues in greater depth than possible in other training experiences.

The process group is an opportunity for students to understand the influence of their personal issues that emerge in relating to clients and colleagues – for example, counter-transference with clients and

effective collaboration with other professionals.

Keep in mind that the process group is not supervision, group therapy, or case consultation. While this is not a therapy group, the process group leaders follow the same guidelines of confidentiality. Therefore, they do not share any information with faculty members. We invite you to take full advantage of this opportunity by taking risks, participating fully in the experience of sharing and listening, and contributing to the group.

Please see JMU's [Student Handbook](http://www.jmu.edu/handbook/) for a detailed description of university policies and regulations, including grievance procedures: (<http://www.jmu.edu/handbook/>).

## **ADVISING, TRANSFER HOURS AND FINANCIAL AID**

### **A. Advising**

Students are assigned faculty advisors upon acceptance to the program. Faculty welcome involvement in planning programs, courses, and activities. **Students must meet with their advisors at least once each semester to discuss their progress in the program. Students are expected to be thoroughly familiar with program requirements** and are responsible for completing paperwork by the deadline stated. Every student will have an email account and an on-campus mailbox which are used to communicate events, etc. In addition to checking mailboxes regularly, students should also check the School Psychology bulletin board on the second floor of Johnston Hall.

Students may also seek assistance from the Director of the School Psychology Program or other school psychology committee members. It is the responsibility of students to stay in contact with their advisors.

### **B. Transfer Hours**

One-third of the total hours required with a B grade or better may be transferred into the Masters degree. Courses may not be transferred for credit if used for another degree. Advisors review each Program of Study, and in some cases, may waive certain course requirements as appropriate for either the Master's degree or the Ed.S. degree. Forms for transfer approval should be obtained from the Graduate College.

### **C. Financial Aid**

The university has a limited number of teaching and graduate assistantships which are highly competitive. The Department of Graduate Psychology has assistantships available for psychology students, including the Test Library and computer support. Many students find assistantships in other departments across campus.

Graduate assistants (GA) may assist faculty members in preparing for instruction, in conducting classes and tutoring. Other duties assumed by GA's may include: grading papers, conducting research and library work, maintaining the test library, and assisting program coordinators. GA's work 20 hours a

week, carry a course load of nine to twelve credit hours of study, and must be enrolled in a degree program. Teaching assistants (TA) are expected to instruct six credit hours of course work per year. TA's carry a course load of six to nine credit hours of study and must be enrolled in a degree program.

Applicants should have overall undergraduate records of "B" or higher. Application forms are available online at the JMU Joblink site. TA's and GA's are available in other departments, and other forms of financial aid can be explored with the Office of Financial Aid and Scholarships located in Warren Hall. Students need to apply each year that they wish to have a GA/TA and may maintain the position in the Department of Graduate Psychology for no more than two years.

Fellowships may be available for those without a graduate assistantship. A Financial Aid Form (FAF) form must be on file at the JMU Financial Aid Office before applying for a fellowship. Fellowship applications are available at the graduate office and are due before the first day of classes each semester.

## **PROGRAM OF STUDY**

The program is designed to prepare students for employment in a variety of settings including schools, mental health clinics, rehabilitation agencies, and private practice settings. An emphasis is placed on an integrated model of training with a substantial focus on field and practicum experiences.

The first level of the program includes basic psychological foundations and leads to a Master of Arts degree (33 credit hours). Successful completion of the Master's degree enables the student to apply for admission to the Educational Specialist level of the program. A second year of course work, in addition to a research project and a 10 month internship, leads to the Educational Specialist degree (an additional 45 credit hours).

To be admitted to the Educational Specialist level of the school psychology program, students must have completed a Master's degree in psychology or a related field. Students who have an appropriate Master's degree but who have specific deficiencies can be admitted to the Educational Specialist program provided that these deficiencies are included in the Educational Specialist program of study.

Students completing only the Master's degree are not eligible for licensure as a school psychologist. The Educational Specialist degree is the entry-level credential in school psychology and leads to eligibility for licensure as a school psychologist by the Virginia Department of Education. To be recommended for licensure to the Virginia Department of Education, students must complete all program requirements. After additional supervised experience, students are eligible to sit for the licensure examination given by the Commonwealth of Virginia Board of Psychology for private practice credentials as school psychologists.

The National Certification School Psychology (NCSP) Examination must be taken prior to graduation during the internship year, and scores must be sent to the program for program feedback.

The concentration in school psychology is approved by the Virginia Department of Education and is accredited by the National Association of School Psychologists (NASP), and thus by the National

Council for Accreditation of Teacher Education (NCATE). The NASP/NCATE accreditation assures the graduates of the JMU program are eligible for certification/licensure in most states.

## **COURSE SEQUENCING**

The following represents semester-by-semester sequencing of courses in the program as outlined in the

current catalog:

## **Year 1 Master of Arts Degree**

### Fall Semester

PSYC 525     Role and Function of the School Psychologist  
PSYC 605     Research and Inferential Statistics  
PSYC 618     Social and Emotional Development  
PSYC 674     Assessment I (Cognitive Assessment)

### Spring Semester

PSYC 606     Advanced Measurement Theory  
PSYC 626     Advanced Developmental Psychopathology  
PSYC 527     Psychological Foundations of Education  
PSYC 777     Assessment II (Psycho-educational Assessment)

### Summer Session \*

PSYC 749     Multicultural Perspectives of Intervention  
PSYC 661     Counseling Techniques  
PSYC 695     Practicum in School Psychology

**Total Semester Hours (Year I):    33**

\* Comprehensive exam is given in June

## **Year 2 Educational Specialist Degree**

### Fall Semester

PSYC 750     Consultation and Intervention Techniques  
PSYC 778     Advanced Practicum in School Psychology  
PSYC 779     Assessment III (Personality Assessment)  
PSYC 880     Introduction to Child and Adolescent Neuropsychology

### Spring Semester

PSYC 609     Applied Research Methods  
PSYC 755     Cognitive and Behavioral Interventions with Children and Adolescents  
PSYC 751     Psychotherapy with Children and Adolescents  
PSYC 778     Advanced Practicum in School Psychology

### Summer Session

SPED 501 or SPED 512 or other approved course

READ 658 Principles, Practices, and Applications of Reading Assessment  
PSYC 680 Independent Study (1 credit hour). At the program committee's discretion, students who have not completed a research proposal in the spring may be required to sign up for this independent study.

### **Year 3 Educational Specialist Degree**

Planning for internship begins in the year prior to internship. Two preparation seminars are held in which students are oriented to the procedures followed in identifying sites, interviewing, resume preparation, etc. The arrangement for the internship is a cooperative venture, shared by the student and the internship coordinator. **A total of 9 hours of Internship and 6 hours of PSYC 800, Research Project in School Psychology, are required during the third year.**

#### Fall Semester

\*PSYC 790 Internship in School Psychology  
PSYC 800 Ed.S. Research Project- 2 credit hours

#### Spring Semester

PSYC 790 Internship in School Psychology  
PSYC 800 Ed.S. Research Project- 2 credit hours

#### Summer Session

PSYC 790 Internship in School Psychology  
PSYC 800 Ed.S. Research Project- 2 credit hours  
\* See Internship Guidelines for details.

**Total Semester Hours: 45**

**Total Semester Hours for Program: 78**

**Please note that because of scheduling needs, course sequencing may vary slightly from student to student. However, the majority of students complete the program within 3 calendar years.**

### **STUDENT PROGRESS AND RETENTION**

The School Psychology Program faculty maintains a continuous monitoring of student progress throughout the program. A full Committee review of each student's progress occurs each semester, and specific feedback is provided with regard to growth and problem areas. Additionally, self evaluation is expected. Each student maintains a portfolio throughout the program, which includes:

1. A professional identity statement.
2. Evaluation forms (completed by the student with the advisor or supervisor), which assesses student progress. (See Appendices D, E, F, H, I).
3. Work samples (papers, reports, case studies, etc.).
4. Resume.

(See portfolio and time frame, Appendix J.)

Remediation of identified problem areas, determined from evaluations and course performance, may be planned for a student when the faculty believes it to be in the best interest of both the student and the program. An assistance plan for remediation steps may include, but are not limited to: taking an extra course; repeating a course; entering counseling; and slowing down academic progress. In rare instances, a student may be counseled by advisors and faculty into considering an alternative career path.

Students are placed on probation if they receive a "C" in any course; students may be dismissed from the program if they receive two "C's" or one "F". A grade of "Unsatisfactory" in practicum is considered an "F". Graduate College policy states a student will be placed on probationary warning upon receiving a grade of "C" in any two courses, or if the student's grade point average falls below 3.0.

The appeal of a committee decision regarding retention is to be initiated by the student through the program director who refers the appeal to the committee.

Students are referred to the JMU Graduate Catalog, General Appeal Process, for additional information.

### **COMPREHENSIVE EXAMINATIONS: Master's Degree Evaluation**

The School Psychology Program requires a comprehensive examination (comps) for the Master's degree. This exam allows the student to demonstrate an integration and synthesis of the knowledge base covered in the foundational areas of school psychology for preparation for the Ed.S. level of training. The examination is normally conducted in June of the first year. Please check with the Director for the exact date for each year.

The comps consist of a five to six hour essay examination and covers content in the following course areas: Developmental Psychology, Developmental Psychopathology, Psychological Foundations of Education (human learning, cognition, and classroom applications), Professional Issues in School Psychology (i.e., role and function, ethics, current professional practice issues), Cognitive and Educational Assessment, Measurement, and Statistics.

Students type their responses directly on a computer using an ID number for confidentiality. Two to

three faculty members read each question, without knowing the identity of the student. Grades are fail, low pass, pass, or high pass. If a student fails one question, only that part of the exam will be retested. Failure of two responses or more constitutes failure of the entire exam. A retake of the exam may be granted with program committee approval. Successful completion of the exam is required to receive the Master's degree. A preparation seminar is held each semester approximately one month before the exam.

## **PERFORMANCE BASED EVALUATIONS**

In addition to the Professional Development Progress Report and the comprehensive exams, there are 4 other opportunities for students to demonstrate competency.

1. Verbal and written case presentations are made to faculty and fellow first year students during their summer clinical practicum. Case presentations are evaluated on the basis of criteria related to competencies in assessment, communication of results, and relevance of recommendations for intervention.
2. Students submit a case involving assessment and intervention during the internship year and present this to the internship coordinator and fellow interns. Competencies are evaluated as indicated in # 1 above.
3. Students make a conference presentation on a case, their research. project, or an intervention strategy at the annual Psychology Symposium held in the spring for all graduate students, faculty, and field supervisors in the Department of Graduate Psychology. Feedback on performance is given to presenters from those in attendance.
4. Each student defends the Ed.S. research project to a committee of 3 faculty members prior to graduation. Competency criteria are reflected on the evaluation form used for this purpose.

## **DEADLINES AND OTHER IMPORTANT INFORMATION**

### **A. Application for Graduate Degree**

An Application for Graduate Degree form should be completed by the student and approved by the student's advisor by the end of the first semester. A final updated copy is due in the graduate office by the 2nd week of the student's final semester for the master's degree (typically summer of the first year) and, later, for the Ed.S. degree. Check the current graduate catalog for the exact due date. See Appendix L.

## **B. Course Load**

Full-time students can carry a minimum of 9 semester hours and a maximum of 12 semester hours during the regular semester, and a maximum of 12 hours during the summer. Exceptions may be made to underload/overload semester hours on a case-by-case basis by the Dean of the Graduate School. During internship, 5 semester hours constitutes full-time status.

## **C. Lab Fees**

In order to maintain the high quality of updated assessment materials in the Psychological Assessment Resource Center (PARC), the Department charges a lab fee in certain graduate courses for testing materials used. Students will be notified of this requirement at the beginning of the course.

## **D. Mentoring Program**

The second year School Psychology students serve as mentors to the first year students. Throughout the year, the students meet as a group and individually to discuss courses, program requirements, and to socialize. The objective of the mentoring program is to create a sense of community and support among the School Psychology students. Program sponsored pizza lunches for all students and faculty are planned regularly throughout the academic year, as another opportunity to discuss program related issues and to have fun!

## **E. Program Completion**

A student must complete the program within 7 years. During the internship year, the student is required to take the PRAXIS School Psychology Exam which enables the student to be eligible for listing in the Registry of Nationally Certified School Psychologists. While graduates of the School Psychology program are expected to perform well on the NCSP School Psychology Exam, passing the exam is not a requirement of the program. However, the program does require that each student send a copy of the score report to the program prior to graduation. This monitoring of test results assists the faculty in insuring the curriculum remains current.

When the program is completed, the student is eligible for licensure by the Virginia State Department of Education. Details regarding the licensure process are found in the catalog. Licensure for private practice is a separate process and involves application to:

Virginia Board of Psychology  
6606 West Board Street, 4th Floor  
Richmond, VA 23230-1717.

**When in doubt, read the graduate catalog and see the program director!!**

## **ORGANIZATIONS**

### **National Association of School Psychologists**

The national professional organization with which our program affiliates is the National Association of School Psychologists (NASP). The School Psychology faculty strongly encourages students to become student members while in the program. Application forms can be obtained in the School Psychology Office.

**The American Psychological Association (APA)**, Division of School Psychology (Division 16) also offers reduced membership rates for students.

### **State Association**

Our state association is the Virginia Academy of School Psychologists (VASP) which is part of the Virginia Psychological Association (VPA). Students are also encouraged to become members of both organizations, and attend conferences. PSYC 525, Role of the School Psychologist, requires membership in either the state or national association.

### **Psychology Graduate Student Association (PGSA):**

The Psychology Graduate Student Association (PGSA) is an organization for all psychology graduate students. The purpose of the organization is to serve as a liaison between faculty and graduate students. The organization attempts to keep faculty informed about student concerns as well as keeping students informed of departmental activities. The organization also provides an excellent opportunity to get to know other graduate students and serves as a support system.

## **REFERENCES AND JOB SEARCH**

Students are responsible for preparing resumes and requesting references from faculty as needed. They may use the credentials and job search services of the Offices of Career Services. This Center is located on campus in Sonner Hall.

The Program faculty remains current in regard to the job market, announces and posts job openings, encourages use of the Office of Career Services, and writes recommendation letters for students. The faculty reserves the right to deny a request for a reference if for any reason a positive endorsement cannot be made. In such cases, the faculty member will discuss the refusal with the student.

## **PROGRAM STRUCTURE, ORGANIZATION, AND EVALUATION**

The core faculty are comprised of faculty members who are primarily responsible for teaching in the School Psychology Program; one serves as Director. Associate members also teach courses and participate in planning. The School Psychology Program faculty meet on a regular basis to plan and revise policy and curriculum, discuss professional and training issues, and to review student progress. One first year and one second year student (elected by their classmates) serve on the program committee as student representatives. They participate in all committee activities, with the exception of student review. Suggestions and feedback from students are welcomed by the program to assist in on-going evaluation and improvement. It is the responsibility of the student representatives to solicit questions and comments from their peers to bring to the committee meetings. Additionally, an external advisory committee, comprised of area practitioners and field-based supervisors, meets once per year to offer suggestions and evaluative feedback.

Further program evaluation is completed by alumni surveys every 3 years, with feedback reviewed and revisions made in the program as needed.

### **Program Faculty:**

Although many faculty in the School of Psychology contribute in vital ways to the School Psychology Program, there is a core faculty predominately associated with the program. In addition, there are associate members of the School Psychology Program Committee who contribute to teaching and decision making responsibilities within the program. Faculty associated with the program include:

#### Core Faculty:

**Tammy D. Gilligan, Ph.D.** in School Psychology (University of South Carolina). Associate Professor of Psychology. Research Interests: school based consultation and interventions, assessment and promotion of child and adolescent well-being, prevention, culturally competent practice models.

**Debi Kipps-Vaughn, Psy.D.** in Clinical, Counseling and School Psychology (James Madison University). Associate Professor of Psychology. Research Interests: Development of Educational and Psychological Programs, Anger Control and Management, Psychotherapy, Family therapy, Program evaluation

**Ashton Trice, Ed.D.** in Educational Psychology (West Virginia University) Professor of Psychology. Research Interests: children's career development, high stakes assessment and language development.

**Patricia J. Warner, Ph.D.** in School Psychology (Texas A&M University). Professor of Psychology and Program Director. Research Interests: cultural and language issues related to the provision of psychological services to ESL students, emotional intelligence and well being, gifted/talented education.

#### **Associate Faculty:**

**Robin Anderson, Psy.D.** in Assessment and Measurement (James Madison University). Associate Professor of Psychology and Associate Director of the Center for Assessment & Research Studies. Research Interests: Validation of assessment and program evaluation procedures

**Harriet Cobb, Ed.D.** in Counseling (University of Virginia). Professor of Psychology  
Research Interests: child and adolescent therapy, developmental psychopathology, supervision.

**Ginger Griffin, Ed.S.** in School Psychology (James Madison University). Staff Psychologist at the Shenandoah Valley Child Development Center. Areas of Interest: Psychological Assessment; Parent Consultation; ADHD; Development and Preschool Issues.

**Dena Pastor, Ph.D.** (University of Texas). Associate Professor of Psychology  
Research Interests: Applied Measurement and Statistics in Education; Examinee Motivation; Achievement Goal Orientation.

**Timothy Schulte, Psy.D.** in Clinical, Counseling and School Psychology (James Madison University). Associate Professor of Psychology. Research Interests: Clinical Supervision; LD and ADHD in College Populations; Childhood Depression; alternative healing practices.