# **Curriculum Vita**

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# **Education**

- **Ph.D.** Northern Arizona University Flagstaff, AZ in Counseling Psychology.
- M.A. Northern Arizona University Flagstaff, AZ in School Psychology.
- **B.S.** Pennsylvania State University State College, PA in Psychology.

# **Professional Experience**

fœuses on core courses offered in the educational psychology, and school psychology programs. The program is APA accredited and the school psychology programs are vious administrative duties have included serving as program of the university-based training clinic, and serving on numerous and the private of the university place of training psychological services to children, ts. Services include provision of psychological and sessments and psychotherapy for individuals, couples, and families.

# Professional Experience (continued)

Educational Assessments P.C., Co-founder, Presdert

# **Teaching Experience**

Course Prefix	<u>Title of Course</u>	<u>Institution</u>
EDSP 102	Educational Psychology	IUP
EDSP 376	Behavior Problems	IUP
EDSP 378	Learning	IUP
EDSP 624	Social and Emotional Needs of Gifted Learners	IUP
EDSP 745	Crisis Intervention and Psychological Counseling	IUP
EDSP 747	Psychology of Human Development	IUP
EDSP 755	Practicum	
EDSP 811	Introduction to School Psychology	IUP
EDSP 812	Assessment for intervention I	IUP
EDSP 863	Assessment of Personality and Behavior	IUP
EDSP 849	Advanced Practicum and Supervision	IUP
EDSP 852	Internship	IUP
EDSP 911	Legal and Ethical Principles in School Psychology	IUP
EDSP 942	Neuropsychology of Children's Learning Disorders	IUP
EDSP 945	Clinical Supervision in Psychology	IUP
EDSP 949	Advanced Practicum and Supervision	IUP
EDSP 952	Internship	IUP
EDSP 978	Family Services for School-Related Problems	IUP
PSYC 450	Introduction to Counseling Skills	IUP
PSYC 460	Senior Seminar in Psychology	IUP
PSYC 920	Professional Issues in Psychology I	IUP
PSYC 921	Professional Issues in Psychology II	IUP
PSYC 922	Professional Issues in Psychology III	IUP

# Dissertation Advisement (continued)

Chairperson (continued)

- Orr, G. (In process). Cross modal binding span and the acquisition of word recognition skills among second language learners. Indiana University of Pennsylvania.
- Stern, A. B. (2019). An analysis of Connecticut return-to-learn policies. Indiana University of Pennsylvania.
- Weed, L. (2013). The influence of supervision on school psychologists' sense of self-efficacy. Indiana University of Pennsylvania.

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# Major Presentations (continued)

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# Invited Presentations/Consultation (continued)

#### Newsletters and non-refereed publications (continued)

McGowan, M. R. (2009). Reaching out to early career psychologists. The Pennsylvania Psychogist, 69, 15.

#### Refereed Journals, Book Chapters, and Monographs

- Hennessey, J. A., & McGowan, M. R. (2020). Effects of I.Q. and adaptive behavior on assessment and treatment in dual diagnosis. In J. L. Matson (Ed). Handbook of dual diagnosis: Assessment and treatment in persons with tentectual abilities (pp. 77-94). Springer International Publishing. doi: 10.1007/978-3-030-46835-4.
- Noltemeyer, A., McLaughlin, C. L., McGowan, M. R., & Johnson, C. (2020). Family responses to school and community mass violence. In K. Bush & C. Price (Eds.). Families and Change: Coping witatressul Life Events SixthEdition (pp. 381-395). Thousand Oaks: SAGE Publications.
- McGowan, M. R., & Hennessey, J. A. (2019). The role of intelligence tests in the assessment of Intellectual Disabilities. In J. L. Matson (Ed). Handbook of intellectual disabilities: Integrating theory, as earch and practice (pp 367-384) pringer International Publishing. doi:10.1007/978-3-030-20843-1.
- McGowan, M. R., & McGowan, C. P. (2018). Biology of Learning Disorders. In E. Braaten (Ed). The SAGEncyclopedia of Intellectual Developmental Disorders (pp. 944-948). Thousand Oaks: SAGE Publications.
- Noltemeyer, A., McLaughlin, C. L., & McGowan, M. R. (2017). Family responses to school and community mass violence. In K. Bush & C. Price (Eds.). Families and Change: Coping with Stressfuld Events Fifth Edition (pp. 269-289). Thousand Oaks: SAGE Publications.
- McGowan, M. R., Runge, T. J., & Pederson, J. A. (2016). Using curriculum based measures for identifying gifted learners. Roeper Review88, 93-106. doi: http://dx.doi.org/10.1080/02783193.2016.1150376
- McGowan, M. R., Holtzman, D. R., Coyne, T. B., & Miles, K. L. (2016). Comparing The Gifted Composite and Full Scale IQ score for evaluating gifted students. Roeper Review 8, 40-49. doi:10.1080/02783193.2015.1112864
- McGowan, M., McCloskey, G., Maerlender, A., & Whitaker, J. (2013).

  Communication Disorders. In A. Davis (Ed.) Psychopathology of Clidhood and Adolescence: A Neuropsychological Approaction York: Springer Publishing Co.

### Refereed Journals, Book Chapters, and Monographs (continued)

- McGowan, M. R., Horn R. A., & Mellott, R. N. (2011). The predictive validity of the Structured Assessment of Violence Risk in Youth in secondary educational settings. Psychological Assessme20, 35-46. doi: 10.1037/a0022304
- McGowan, M., McCloskey, G., Maerlender, A., & Whitaker, J. (2011).

  Neuropsychology of auditory processing disorders. In Andrew Davis (Ed).

  Handbook of Pediatric Neuropsychologyp. 709-710). New York: Springer Publishing.
- McGowan, M. R. (2008). Violence RiskAssessment in Sools: Exploring the preditive validity of the Structured Professional Judgment Modelaarbrucken: VDM Verlag Dr. Muller Aktiengesellschaft & Co.
- Horn, R. A., McGowan, M. R., Mitchell, D. R., Mellott, R. N., Lilly, K., & Martinez, L. (2007). A pilot study examining the longer-term stability of the scientist-practitioner model of training. American Behavioral Scientist, 50, 830841.
- LaDue, R.A., Schact, R.M., Tanner-Halverson, P., & McGowan, M. (1999). Fetal Alcohol Syrdrome A manual to aide inocational rehabilitation and other non-medical servicesInstitute for Human Development, Flagstaff, Arizona.

# **Grants/Funding Awards**

# **Professional Recognition/Awards**

- **2010 Early Career Psychologist Credentialing Scholarship**, National Register of Health Service Providers in Psychology
- **2008 Science-Practice Research Poster Award**, Pennsylvania Psychological Association, 2008 Annual Convention.
- Outstanding Doctoral Student of the Year Award 2006-2007, Northern Arizona University, Department of Educational Psychology
- Outstanding Master's Student of the Year Award 1999-2000, Northern Arizona University, Department of Educational Psychology

# **Service**

Community and Professional Service

Chair, Board of Directors, Pennsylvania Mountain Care Network (2019 – 2020)

PMCN is an affiliative organization that includes Indiana Regional Medical

Centerand Transport Control of the Control of th

# Community and Professional Service (continued)

**Secretary, Board of Directors, Pennsylvania Mountain Care Network** (2015 – 2018) PMCN is an affiliati

# Community and Professional Service (continued)

# Chair, Student Research Poster Awards, Pennsylvania Psychological Association

(2012 – 2015) This subcommittee of the Convention Committee reviews proposals for poster presentations submitted by students for the annual convention. Recommendation for admission and awards are made to the convention committee.

# Member, Editorial Board, *Journal of School Violence* (2009 – 2015)

Responsibilities include providing feedback to journal editors regarding manuscripts being considered for publication.

Member, Editorial Board, Psychology in the Sc

#### University Service (continued)

# Member, Library and Educational Services Committee (2010-2013)

This body provides input and direction to the Library and Educational services on the IUP campus.

# Member, Academic Computer Policy Advisory Committee (2010-2011)

ACPAC recommends policy related to technology in support of the academic mission. These units include but are not limited to: the President, the Provost, the University Senate, the Deans' Council, and the Office of the CIO.

# College Service

# Member, College of Education and Communications Diversity and Inclusion Standing Committee (2019 – 2021)

Responsibilities include engaging and empowering faculty to effectively prepare students to interact in a diverse and multicultural world. Goals and initiatives are aligned with the COEC Diversity and inclusion action plan.

# **Member, Graduate Council - College of Education and Communications** (2009 – 2021)

Meetings coordinated by the College of Educational and Communications with responsibilities for providing input to and gaining direction from the Dean of COE-TE regarding college wide initiatives and policies.

# Departmental Service

#### Coordinator, School Psychology Specialist Program (2009 – 2021)

Responsibilities include orientation, advisement, scheduling and accreditation for students enrolled in both the M.Ed. in educational psychology and Ed.S. in school p

#### Departmental Service (continue)

### Member, Educational and School Psychology Curriculum Committee (2008 - 2021)

Responsibilities include curricular planning, alignment, and development across undergraduate, specialist, and doctoral courses offered through the Department.

#### Co-Chair, Departmental Review Board (2008-2009)

Previous responsibilities included reviewing research protocols originating within the department and making recommendations prior to submission to the University Institutional Review Board (IRB)

# **Licenses/Certifications**

Licensed Psychologist PS 016568 (Pennsylvania) (2008 – present) Nationally Certified School Psychologist #33106 (2003 – present) Registrant, Health Service Psychologist #52923 (2010 – present)