

School **PSYCHOLOGY at GSU**

Ph.D. Program

Student Handbook

2008-2009

Georgia State University



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Introduction

This handbook is designed to provide students with an introduction to Georgia State University's school psychology program, including information about the procedures and requirements for completing the Doctor of Philosophy (Ph.D.) degree with a Major in School Psychology. We hope your graduate studies in school psychology will be stimulating, challenging, and rewarding.

Georgia State University

Since its founding in 1913, Georgia State University (GSU) has experienced remarkable growth. Today, it is the largest urban research university in the Southeast, with over 28,000 students enrolled in undergraduate, graduate, and professional degree programs. Georgia State University features six academic colleges and an educational philosophy that combines teaching, research, and service into one learning experience.

Georgia State University's main campus is located in the heart of downtown Atlanta, in a six-block area that lies within the heart of the business, government, and retail districts. Because of its location, the campus is relatively easy to access. It is located within a few blocks of three major interstate highways, and mass transit service is available (bus service and rapid rail system) with routes that stop directly at the university.

Department of Counseling and Psychological Services

Mission Statement: Based on our commitment to diversity, advocacy and the belief that changes are possible, the mission of the department is to prepare competent professionals in counseling and psychological services, to contribute to the body of knowledge that undergirds these professions, and to provide service to the profession and the community.

The Department: The School Psychology Program is part of the Department of Counseling and Psychological Services (CPS) within the College of Education. The CPS department offers master's degree programs in community counseling, rehabilitation counseling, elementary/middle school counseling, and secondary school counseling, and a combined Masters (M.Ed.)/Educational Specialist (Ed.S.) degree in school psychology and counseling. Finally, Ph.D. degrees are offered in school psychology, counselor education and practice, and counseling psychology. The school psychology and counseling psychology doctoral programs are fully accredited by the American Psychological Association (APA).

The CPS department prepares students for employment in settings such as rehabilitation clinics, public and private schools, correction agencies, colleges and universities, and mental health facilities. A concerted effort is devoted to providing students with the knowledge and skills to work in these particular environments. The CPS department

recognizes that the attainment of such skills may extend beyond courses offered within the department. Therefore, students may also take courses related to their interests from other departments and programs at GSU.

The CPS department is located on the ninth floor of the College of Education. The department has been renovated and most classrooms are equipped with the latest technological features. Small conference rooms, observation areas, playrooms, and special classrooms were specifically designed for graduate level education. One of the most active rooms on the ninth floor is the CPS library, which houses an extensive collection of assessment materials and equipment for the school psychology program.

School Psychology Program

***The School Psychology Ph.D. Program
has full accreditation from the
American Psychological Association (APA)
and has since 1979.***

Committee on Accreditation
American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242
Phone: 202-336-5979 • TDD/TTY: 202-336-6123

As one of the first APA accredited school psychology programs in the nation, the school psychology program at Georgia State University has long been dedicated to educating highly skilled school psychologists. This dedication produces the largest number of school psychologists in the state of Georgia, many of whom deliver mental health and educational services to students and their families in diverse ethnic, cultural, and geographic settings.

The school psychology program offers programs of study leading to the combined Masters of Education (M.Ed.)/Educational Specialist (Ed.S.) and the Doctorate of Philosophy (Ph.D.) degrees. Predoctoral-level training is primarily oriented toward developing highly skilled practitioners who will promote the academic and social development of children and adolescents through the delivery of school psychology services. For this reason, predoctoral students acquire knowledge and skills that are particularly salient within the school setting (e.g., assessment, consultation, prevention/intervention). Although research methods are incorporated into predoctoral education, students at this level are more apt to be consumers, rather than producers, of research. Thus, predoctoral students develop expertise in basic research methodologies and in the psychometric theories and variety of assessment and evaluation strategies.

In comparison, doctoral-level education is oriented toward developing students who are proficient practitioners and researchers. At the doctoral-level, students learn and

then refine their knowledge and skills in assessment, prevention/intervention, and consultation. In addition, doctoral students develop a cognate that reflects their particular interests and intended area of specialization. Moreover, doctoral-level school psychology students are prepared to be producers of research. Thus, doctoral students learn to critically evaluate empirical studies, conduct original research, and contribute to the knowledge base in school psychology through scholarly publications and presentation.

Admission to the Ph.D. Program

Attainment of a Doctor of Philosophy (Ph.D.) degree ranks among the most respected accomplishments in any field. This reality imposes serious professional responsibilities upon doctoral students in school psychology. Such responsibilities demand that students maximize rather than minimize program obligations. For this reason, the program seeks students who are willing to expend additional effort beyond the basic requirements of the program. The School Psychology Ph.D. Program is interested in students who are committed to and capable of advancing the field of school psychology.

Admission to the program is highly competitive, with an average of five students accepted each year out of a pool that typically ranges from about 30-40 applicants. The faculty places primary emphasis on multiple criteria when considering an applicant for admission. Specifically, major consideration is given to applicants who: a) have completed undergraduate training in psychology, education, or a closely related field, b) aspire to become proficient clinicians and researchers, c) demonstrate high aptitude for graduate work, d) excel in an undergraduate major appropriate for doctoral studies in school psychology, e) are willing to complete a rigorous course of study, f) demonstrate awareness of multicultural perspectives, g) provide evidence of oral and written language skills, and h) have outstanding potential for applied research in topics that are congruent with the expertise available at Georgia State University. Our program also accepts students who have already completed predoctoral training in school psychology (i.e., masters and specialist degree requirements equivalent to those at GSU; see Appendix A) or a closely related field. For students who are admitted after graduate work at other institutions, the faculty evaluates previous training to determine how congruent it is to the GSU M.Ed./Ed.S. program, and what, if any, additional coursework is needed as part of each student's doctoral program of study at GSU. In addition to official transcripts, this faculty review requires submission of a portfolio of work that demonstrates competency in the major objectives of the GSU doctoral school psychology program (see appendix A).

Based on these criteria, students accepted into the program over the years have obtained a mean Graduate Record Examination (GRE) score of approximately 1200; a mean undergraduate grade point average of 3.3; and a mean graduate grade point average of 3.8. **Of current students, 95% are females, 52% are European-American, and 38% are ethnic minorities.** Most of our doctoral students are registered as full-time students, and many complement their coursework and practica by working as part-time graduate research assistants or graduate teaching assistants within the department. The

program actively recruits ethnic minority students and strongly encourages their application. Students in the school psychology program come from many different backgrounds and represent a variety of different cultures and geographic regions.

Upon admission to the program, student performance is evaluated continuously and involves consideration of academic progress, as well as performance in laboratory, practica, and internship experiences. A student may be dropped from a course and/or the program if, in the judgment of the school psychology faculty, the student's clientele or the functioning of a school or agency has been put in jeopardy because of the student's behavior. A student may also be dropped from the program for failure to progress on the research requirements of the program. **For those entering the program with a bachelor's degree, the completion time is expected to be about six years.** This includes completion of all coursework, practica, and doctoral internship, the residency requirement, satisfactory completion of the doctoral comprehensive examination or Examination for Professional Practice in Psychology, completion of the predissertation research requirement, and acceptance of the dissertation prospectus and subsequent dissertation research. **The completion time for of the Ph.D. requirements for students entering the program with a specialist's degree in school psychology is approximately four years.** This includes three years of academic coursework and practica, one year of doctoral internship, the residency requirement, satisfactory completion of the doctoral comprehensive examination or Examination for Professional Practice in Psychology, completion of the predissertation research, and acceptance of the dissertation prospectus and subsequent dissertation research. Typically, students complete their doctoral internship and dissertation during their final year of the program. Students should consult the *Georgia State University Graduate Bulletin* and the *College of Education Guide for Doctoral Students* for the year in which she or he is admitted for specific guidelines. The requirements outlined apply throughout the student's studies until program completion.

School Psychology Ph.D. Program

Ph.D. Program Philosophy

The School Psychology Ph.D. Program at Georgia State University embraces a **scientist-practitioner** model of educating doctoral-level school psychologists. The philosophy of the program holds that research and practice are mutually beneficial activities. Through faculty mentoring, coursework, and practical experiences, doctoral students gain an understanding of how their clinical skills are enhanced by their research experiences, and how their research ideas are influenced by their experiences working in schools, clinics, and other settings. Doctoral students are educated to be highly skilled practitioners and researchers. The School Psychology Ph.D. Program is dedicated to preparing school psychologists with a high level of expertise in both areas.

Successful integration of science, research and practice enables doctoral students to appreciate how both components are essential to providing the most effective educational and mental health services to children, adolescents, and

their families, and the most insightful consultation services to teachers, parents, and others. It also enables doctoral students to draw from many different knowledge bases and apply this information to solving difficult problems and unanswered questions. The integration of researcher and practitioner serves as the foundation for assuming leadership roles within the field of school psychology.

While a range of different theoretical orientations is accommodated (e.g., behavioral, cognitive, developmental), the school psychology program primarily espouses an ecological perspective. This perspective emphasizes how the reciprocal relationships among various components in an individual's environment may influence her or his perceptions, cognition, and behaviors. This perspective provides the lens through which the School Psychology Ph.D. Program fosters the development of expertise in assessment and diagnostic procedures, preventive and remedial interventions, consultation and program evaluation, and research methodologies. Most importantly, a major emphasis is placed on understanding the multicultural factors that may influence these areas.

Multicultural issues and perspectives are an integral part of students' education and professional preparation. As an urban research university GSU is surrounded by the rich ethnic and cultural diversity of metropolitan Atlanta. Thus, the school psychology program is uniquely situated to provide multicultural training to its students. Moreover, Georgia is comprised of a diverse ethnic, cultural, and linguistic population, living in a wide range of urban, suburban, and rural communities across the state. This diversity affords students the opportunity to acquire clinical and research experience in a variety of different settings.

Finally, the school psychology program encourages students to develop their own educational and career goals. Thus, each doctoral student formulates a cognate that reflects her or his particular interests within school psychology. Throughout their doctoral program, students work closely with faculty in designing their program of studies, providing psychological services in school and clinical settings, and conducting applied research in the field of school psychology. The GSU School Psychology Ph.D. Program prepares graduates to work in a variety of settings including colleges and universities, public and private schools, state agencies, and clinics.

GSU Ph.D. Graduates are Scientist-Practitioners

Scientists

To understand and advance basic knowledge in school psychology, students must have a solid foundation in psychological science, research, and research methodologies. Students are educated to be highly skilled consumers of basic and applied research. A strong foundation is provided in the basic science of psychology. Training in research is applied across all areas of the Ph.D. Program. Graduates must be able to interpret published and unpublished writing and research. Students must have extensive background knowledge to determine the utility and efficacy of psychological and educational instruments and interventions. As producers of research, students must apply appropriate research techniques to questions of local and national importance. Through faculty mentoring, students acquire an understanding of the scientific method, and learn the research skills necessary to conduct and evaluate research.

Practitioners

Graduates demonstrate a high-level of expertise in the practice of school psychology. Doctoral students are required to work toward completing all M.Ed./Ed.S. coursework, practica, and internship experiences (or their equivalents) prior to, or as integral parts of their programs. Practitioner preparation encompasses over 3,000 hours of school-based practica and internship, in addition to coursework in assessment, intervention, consultation, and related areas. A minimum of 1200 hours is required in pre-internship practicum experiences in school settings. Qualified faculty and site-based psychologists oversee all practica and internship experiences. This extensive preparation of practitioners is central to the program mission.

The School Psychology Ph.D. Program Goals

School Psychology Ph.D. Program Goals

- 1)** To ensure that our graduates are prepared to work as professional school psychologists in a pluralistic, diverse society; that they are informed about and committed to legal and ethical practices; and that their practices are sufficiently grounded in the basic science of psychology.
- 2)** To ensure that our graduates can use research findings and properly conduct research, particularly research regarding the practice of psychology in educational settings.
- 3)** To ensure that our graduates are proficient at providing preventive intervention, remedial intervention, consultation, and psycho-educational assessment as professional strategies targeted to the needs of learners, parents, and schools.
- 4)** To ensure that each student, in addition to professional preparation as a school psychologist, has a subspecialty. This specialization will provide additional expertise related to particular goals/problems of schools and/or learners that will help them provide outstanding psychological services and will offer the graduate an edge when seeking employment. The program refers to these subspecialties as cognates.

Mentoring of Students

Academic Advisor. New students are assigned an academic advisor from the school psychology faculty. All students should meet with their advisor on a regular basis to discuss program planning, research opportunities, professional development, and other program issues. Frequent communication between student and advisor facilitates a well-designed program of study and professional development plan. Students are free to change advisors at any time during their graduate career in the school psychology program.

During the second year, doctoral students form a Program Advisory Committee consisting of their academic advisor (as committee chair) and two other faculty members, one of whom may be from outside the school psychology program. Post-Ed.S. students form the Program Advisory Committee after one year. After forming a Program Advisory Committee, students should give committee members a tentative program of study with a projected timeline. This should be submitted to the committee no later than four semesters following admission into the doctoral program (or in the third semester for post-Ed.S. students). To encourage accountability, doctoral students are asked to meet with their committee and submit an annual summary of progress at the end of each academic year (this meeting will be held until the student begins their internship or graduates). Student progress is reviewed at least annually by the school psychology faculty. Students receive a letter about their progress based on that review. This document is kept in the student's permanent file.

Research Mentoring. Faculty members mentor students about research throughout their doctoral programs in a variety of ways. First, faculty members act as role models by conducting research and presenting research findings in peer reviewed journals and at professional meetings. Second, faculty members involve students as paid or volunteer assistants in their research projects. Research collaborations enable students to learn various aspects of the scientific process including research design; data collection, entry, and analyses; writing for publication; and presenting findings at professional conferences. Third, faculty members provide advice to student-initiated research projects through informal mentoring and/or directed reading courses. Finally, faculty members encourage students to collaborate with other faculty and students on research projects, presentations, and publications.

Dissertation Mentoring. After the second year (or three semesters for post-Ed.S. students), students should begin to identify a faculty member with similar research interests to serve as chair of their dissertation committee. The dissertation chair may or may not be the same as the student's academic advisor. After the dissertation chair is identified, the student should form a dissertation committee according to the College of Education guidelines. The dissertation chair and student should meet on a regular basis to discuss the student's dissertation research project.

Peer Mentoring. New students are assigned an advanced graduate student to serve as a peer mentor. Peer mentors help new doctoral students acclimate to the Ph.D. program.

Policy on Student Development and Retention

The Department of Counseling and Psychological Services (CPS) is committed to the professional and personal development of students in all of its masters, Ed.S., and doctoral programs. Because completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students' suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. This policy describes the procedures for monitoring and supporting professional and personal development of all students. It also outlines the review and retention procedures in each of the CPS training programs (masters, Ed.S. and doctoral) that will be implemented when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the Program Faculty, the Program Coordinator, and the Department Chair, in consultation with the University's Office of Legal Affairs, to bypass intermediate steps and convene the Department's ad hoc Retention Committee to gather information and recommend departmental action in the matter.

Monitoring and Supporting Student Development:

1. Once a student is accepted into a program, the Program Coordinator for each program will create a file for each student. These files will be maintained by individual Program Coordinators throughout the student's time at GSU in the CPS department and may be viewed by students by making an appointment with the program coordinator or other authorized faculty member. Persons having access to the contents of this file include the student, the Program Coordinator for the specific program in which the student is enrolled, and Chair of the CPS Department. In the event that student behavioral concerns rise to a level that warrants review by the Review Committee and/or a Retention Committee (please see item #2 for more information regarding these committees), then the faculty members participating on those committees will be granted access to the students' files. Students will be informed of all items that are entered into their folders and those items may include but are not limited to written reports made by faculty of academic and non-academic behavioral concerns, recognition of special or exceptional academic and non-academic student achievements, recommendations and/or decisions rendered by Review Committee and Retention Committee. Students are encouraged to contribute their own materials to this folder including responses to any behavioral reports and/or corrective action recommendations. All items entered into students' folders are to be written and submitted to the Program Coordinator. The Program Coordinator is responsible for maintaining student files.
2. At the beginning of each Fall Semester, Program Coordinators for each Master's/Ed.S./Doctoral program will name a Review Committee of two faculty members who will have the responsibility of reviewing the non-academic reports for

Master's/Ed.S./Doctoral students in their respective program. At their discretion, Program Coordinators assign this Review Committee to review students' files and the documentation therein contained related to students' academic and non-academic behaviors that have raised concern in the Program. Decisions and recommendations rendered by the Review Committee will be sent in writing to the Program Coordinator who will then disseminate those to the student being reviewed and the Chair of CPS.

3. Students' files may contain positive information regarding their non-academic behaviors in the program. Additionally, students' files may contain special acknowledgement of exceptional performance. With students' permission, these accolades may be used by the Program Coordinator to benefit individual students and or the program through such things as program, departmental, or college awards and scholarships, and decisions regarding admission in advanced degree programs at GSU.
4. Each semester the Program Coordinators for each training program will review student folders containing letters of academic and non-academic concerns for all students in the program. He/she will review the folders for indications of repeated incidents, both positive and negative. The Program Coordinators will compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. In the event of repeated negative behavior, the Program Coordinators will issue letters requesting face-to-face meetings with students who fit the criteria. During these meetings, the Program Coordinator will review a written document citing the negative behaviors and discuss corrective action with the student. The written statement citing the negative behaviors and the corrective action related to them will be signed by the student and the Program Coordinator with one copy being provided to the student and another copy being entered into the student's file. At the discretion of the Program Coordinator, negative statements and accompanying information may be reviewed by the Review Committee for possible additional action by the Program Faculty.
5. Negative statements and accompanying information may form the basis for the following action by the Review Committee:
 - a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of a program to correct or stop the behaviors; or
 - b. review of the student's suitability for the respective profession by the entire Program Faculty who may, in turn, recommend remedial work* for the student; or
 - c. referral of the matter to the Department Chair for the formation of a Retention Committee for a formal hearing.

* **Remedial work** is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time.

Review and Retention

1. In all review and retention situations, department faculty members retain responsibility for management of their own classrooms. If student behaviors are disruptive to the learning environment created in the classroom or in field experiences linked to course assignments, faculty members have the right to take immediate action to remedy problematic student behaviors. Faculty is encouraged to use the University's Disruptive Student Conduct Policy. In such instances, faculty members make record of student behaviors and the resulting remedial action taken then submit this documentation to the Program Coordinator for entry into the student folder.
2. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student's enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. Documentation of student behaviors must meet the following criteria:
 - a. Students must be informed of the documentation regarding their behaviors and acknowledge receipt of such documentation. They must also acknowledge that the report will become a part of their student file to be kept in the Department for review by the Program Coordinator and may be used in a future retention review. In the case of printed documentation, those acknowledgements are confirmed by students' signature on the written statement. In the case of electronic documentation transmitted through email, acknowledgements are confirmed by student response to faculty emails.
 - b. If the student refuses to sign the statement or respond to an email, the faculty member will note that on the statement and forward this to the Program Coordinator.
3. Following the written statement regarding the negative behavior, the faculty member and student determine an appropriate remedy to the behavior. This next step may have one of two results.
 - a. If the faculty member and student agree on a remedy, they will write a brief statement (acknowledged by both the student and the faculty member) indicating agreement and submit this statement to the Program Coordinator of the program for which the student is enrolled.
 - b. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the Program Coordinator. The Program Coordinator may refer the concern, including all available documentation, to the Review Committee of the respective program. That Review Committee will then recommend a course of action to the Program Coordinator. This may result in a recommendation that requests the formation of a Faculty Retention Committee to review the matter. The Program Coordinator will communicate all recommendations to both the student involved in the review and the Chair of CPS.
4. If, in the faculty member's and/or Program Coordinator's opinion, the behavior rises to

the level of referral to the Retention Committee, the Review Committee, as an intermediate step, may elect to conduct additional inquiry by contacting those faculty members who have contributed written documentation to the student's file. The intention is to develop plans prior to a full retention committee hearing which are considered "positive" and perhaps empowering the student to facilitate the process and to engage in self help.

If the intermediate step is unsuccessful or the behaviors(s) is (are) considered beyond the scope of the Review Committee, the Review Committee can recommend to the Program Coordinator a referral for a full Retention Committee.

In either event, copies of the Review Committee's recommendation will be sent to the Program Coordinator and the faculty member/s initiating the process. The recommendations may also require referral to Georgia State University's Office of Legal Affairs.

5. The **ad hoc** Retention Committee is the last step in the review of a student's academic and/or non-academic suitability for entering the profession if a problem has been identified. The procedure for the formation and conduct of the Retention Committee is as follows:

Procedures for Retention Committee Hearings

The procedures for the Retention Committee Hearing are as follows:

1. The Program Coordinator of the program in which the student in question is enrolled will, after consultation with the Program Faculty, request from the Department Chair the appointment of an **ad hoc** Retention Committee to receive information as regards the suitability of the student for the program.
2. The Department Chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.
3. The Department Chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the University's Office of Legal Affairs may be included in these discussions if there are questions about the procedures.
4. The purposes of the Retention Hearing are to (a) gather information regarding the student's behavior, (b) consider the information given in light of the concerns about the student's suitability for the program and (c) prepare a recommendation for the faculty regarding the student's future participation in the program.
5. The Department Chair will send a certified letter to the student notifying the student of

the formation of the **ad hoc** Retention Committee to consider the student's suitability (academic and/or non-academic) for the program. The letter will identify the Retention Committee members and Chair and notify the student that additional information will be forthcoming from the Retention Committee Chair.

6. The Retention Committee Chair will develop a calendar of events for the preparation of the Retention Committee Hearing, the date for the Hearing, and notification of persons to appear for the Hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.
7. The student will be informed of the information received and the persons who will appear to present information to the Retention Committee. At least seven days (7) prior to the date of the Retention Committee Hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the Retention Committee Chair a copy of all documents that he/she will submit to the Committee at least 24 hours prior to the Retention Committee Hearing. The student may choose to present information at the Hearing or have persons present information relevant to any incidents described in the information received by the Committee.
8. The Retention Committee Chair will be responsible for securing appropriate space for the Hearing, providing the necessary supplies and equipment for recording the Hearing, and notifying persons who are to provide information about the date, time and location of the Hearing.
9. The student is to be informed that the Hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the Chair of the Retention Committee if an attorney or representative will be present. The Retention Committee Chair will, in turn, notify the University's Office of Legal Affairs of the expected presence of an attorney or representative and the person's name.
10. The Retention Committee Chair shall preside over the Hearing and be responsible for recording the Hearing.
11. All oral presentations will be recorded and the person providing the information will be asked to affirm the truthfulness of the information presented; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the Hearing and documents presented.
12. Members of the Committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not intended to be an adversarial proceeding, no questions can be asked except to clarify material presented to the Committee.

13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.
14. After all information has been received, the Retention Committee will meet in closed session to discuss the information received and develop a recommendation to the CPS Faculty. The Committee has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the Retention Committee to present information supporting their return to the program; or d) the student should be removed permanently from the program. The Retention Committee will prepare a written statement of its decision.

The Retention Committee will base its recommendations to the CPS Faculty on professional behaviors expected of all counselors and counselors in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Counseling Association and the American Psychological Association, licensing laws of Professional Counselors and Psychologists, and the accrediting bodies: American Psychological Association and Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and the Council on Rehabilitation Education (CORE). The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves as a guide to the student and to the Retention Committee.

Characteristics Expected of a Successful Student

- Integrity
- Self Awareness
- Ability to successfully complete the academic course work required in the program
- Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
- Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students)
- The ability to accept and make use of feedback from faculty regarding one's progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
- The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
- Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.

15. The Retention Committee Chair will present its recommendation to the CPS faculty. The faculty will discuss the Committee's findings and approve, disapprove or modify the Retention Committee's recommendation. A majority vote of the faculty will be necessary to carry the motion.
16. The Retention Committee Chair will prepare a report of the faculty decision for the Department Chair and the student. The student will receive a copy of the faculty's decision by certified mail.
17. The student may appeal the CPS faculty's decision by following the printed appeals procedures described in the College of Education Catalog.

Reviewed, revised and approved by the CPS faculty on April 27, 2007.

CPS Faculty & Support Staff

Dr. JoAnna White, Department Chair Dr. Kris Varjas, Program Coordinator

Primary School Psychology Faculty

Dr. Catherine Cadenhead	Dr. Scott Decker
Dr. Joseph Hill	Dr. Joel Meyers
Dr. Andrew Roach	Dr. Stephen Truscott

Associated School Psychology Faculty

Dr. Randy Kamphaus (College of Education Dean)

Contributing Counseling and Psychological Services Faculty

Dr. Julie Ancis	Dr. Gary Arthur	Dr. Jeff Ashby
Dr. Greg Brack	Dr. Catharina Chang	Dr. Brian Dew
Dr. Lea Flowers	Dr. Barbara Gormley	Dr. Diane Levy
Dr. Kenneth Matheny	Dr. George McMahon	Dr. Francis Mullis
Dr. Jonathan Orr	Dr. Karen Ripley	Dr. Roger Weed
Dr. Joanna White	Dr. Lauren Wynne	Dr. April Brown

School Psychology Faculty

Major responsibility for the school psychology program is shared by six full-time school psychology faculty members. An additional faculty member serves the program on a half-time basis. Dr. Randy Kamphaus, Dean and Distinguished Research Professor, serves the program as a research advisor and faculty member. Other support for the program is provided by the remaining 18 faculty members in the Department of Counseling and Psychological Services (CPS), and by faculty members in other departments within the College of Education.

Students receive ongoing mentoring and guidance from the faculty in planning their studies and research, and in writing their dissertations. The faculty-to-student ratio is excellent. Consequently, faculty members are highly involved in the professional and personal development of their students. Above all else, students can look forward to the support of a faculty committed to developing its students.

Upon acceptance into the program, students are assigned an academic advisor from

the school psychology faculty. Students meet with their advisors on a regular basis to discuss program planning, research opportunities, professional development, and other issues. Students are free to change advisors at any time during their graduate program.

All doctoral students complete a dissertation that is derived from data-based original research. Doctoral students should identify a faculty member to serve as their dissertation chair whose research interests match their own. The dissertation chair does not have to be the student's academic advisor. After the dissertation chair is identified, the student forms a dissertation committee based on College of Education guidelines. The dissertation chair and the student meet on a regular basis to discuss the progress of the dissertation.

School Psychology Faculty

Dr. Kris Varjas

Associate Professor and Program Coordinator School Psychology Programs

Dr. Varjas received her Psy.D. in school psychology from the University at Albany, State University of New York and her M.S.W. from the University of Connecticut. Dr. Varjas has been a faculty member in the CPS department since 2000. Current research efforts include school- and community-based research investigating bullying, cyberbullying, school safety and school climate. She is a research faculty member for the Center for Research on School Safety, School Climate and Classroom Management at Georgia State University and directs a long-term collaborative research project in a local urban school system. Dr. Varjas has been working with and researching issues related to lesbian, gay, bisexual, transgender and questioning (LGBTQ) and those perceived to be LGBTQ, including homophobic bullying and cyberbullying. Dr. Varjas has conducted applied research on mental health and health risk among school-age and adult populations in the United States, India and Sri Lanka. Her interests include international and national mental health promotion, developing culture-specific prevention and intervention programs and the use of mixed methodology in school psychology practice. Dr. Varjas is the co-author of a book published by the American Psychological Association entitled *School-Based Mental Health Services: Creating Comprehensive Culturally Appropriate Service Programs*. She has received awards from the Georgia Association of School Psychologists and Georgia State University for her work with diverse populations in the United States and in Sri Lanka and from the Society for the Study of School Psychology as an Early Career Scholar. Dr. Varjas recently received the 2008 Outstanding Faculty Research Award from the College of Education at Georgia State University.

School Psychology Faculty

Scott Decker, Ph.D.

**Assistant Professor,
School Psychology Programs**

Dr. Decker graduated from the Ball State University School Psychology program in 2001 with a specialty in neuropsychology and research methodology. While in graduate school, Dr. Decker was a supervisor for a school psychology clinic, research director for the neuropsychology laboratory, and provided consultation for local schools. After graduation, Dr. Decker worked at Riverside Publishing as a neuropsychological test developer. While at Riverside Publishing he worked on numerous test projects including the Woodcock-Johnson Third Edition Tests of Cognitive Abilities and Tests of Achievement, the WJ-III Diagnostic Supplement, Dean-Woodcock Neuropsychological Assessment System, and Stanford-Binet Fifth Edition. Additionally, he was a co-author of the Bender-Gestalt Second Edition. In 2003, Dr. Decker taught neuropsychology and research methodology at Roosevelt University in Chicago. Additionally, he served in a joint appointment at the University of Illinois at Chicago Neuropsychiatric Institute as a pediatric neuropsychologist where he worked with children with a variety of developmental disorders and neuropsychological problems.

Dr. Decker's research interests include neuropsychological assessment, diagnostic decision making, academic assessment, development, and evolutionary psychology. He regularly conducts workshops involving neuropsychological assessment for school districts in various locations across the U.S. In addition to his continued interest in assessment, he has also been involved with research at the Language Research Center investigating primate cognition and comparative methodologies in applications to child cognitive development.

School Psychology Faculty

Catherine Cadenhead, Ph.D.

**Assistant Clinical Professor,
School Psychology Programs**

Dr. Cadenhead received her Ph.D. in school psychology with a specialization in neuropsychology from Georgia State University (GSU) in 1994. Prior to joining the faculty at GSU, she worked for ten years with the Georgia Psychoeducational Network as both a school psychologist and administrator. Dr. Cadenhead is a Licensed Psychologist in the state of Georgia and serves as the University Representative to the Executive Board of the Georgia Association of School Psychologists (GASP).

Dr. Cadenhead currently serves as Chair of the College of Education Diversity Committee and as Practicum Coordinator for the school psychology training program. She teaches a variety of courses in the CPS department including Multicultural Counseling, Educational and Psychological Appraisal, Child and Adolescent Psychopathology, Social Emotional Assessment of Children and Adolescents, Biopsychosocial Aspects of Addiction, and Advanced Ethical Decision Making.

Dr. Cadenhead is a member of Phi Beta Delta, the honor society for international scholars and is currently conducting research in Xalapa, Mexico. Her research interests include looking at the effects of cultural immersion experiences on students' development of multicultural awareness and the delivery of mental health services in third world countries.

School Psychology Faculty

Joseph Hill, Ph.D.

**Assistant Clinical Professor,
School Psychology Programs
Counseling Psychology Program**

Dr. Hill graduated from The University of Georgia's Counseling Psychology program with a specialty in assessment. He has been a member of the Counseling and Psychological Services (CPS) faculty since 1988. Dr. Hill serves as the Training Director of doctoral programs for the CPS department. In the role of Training Director, Dr. Hill coordinates the doctoral internship for the Counseling Psychology, Professional Counseling and School Psychology programs. He also supervises and coordinates the doctoral practicum for Counseling Psychology and Professional Counseling. Dr. Hill's credential includes Licensed Applied Psychologist (State of Georgia), Licensed Professional Counselor (State of Georgia), and Certified Rehabilitation Counselor (National Certification). He has taught a variety of courses in the CPS department including Individual Analysis, Life Span Development, Psychological Change Strategies, Theories of Counseling and Psychotherapy, Multicultural Counseling, and Consultation.

Dr. Hill has worked extensively in the area of forensic psychology. He currently works with public safety agencies, including police and fire departments, where he provides pre-employment psychological evaluations and fitness for duty assessments. Dr. Hill has also worked with state and local correctional agencies in the development of psycho-educational programs for adult male sex offender.

Dr. Hill's research interest includes multicultural issues in counseling and psychotherapy, assessment of rehabilitation potential, risk factors associated with men who molest, and neuropsychological assessment. He continues to conduct workshops and training for law enforcement agencies, professional organizations and correctional staff.

School Psychology Faculty

Joel Meyers, Ph.D.

**Regents Professor,
School Psychology Programs
Counseling Psychology Program**

Dr. Meyers received his Ph.D. in educational psychology with a specialization in school psychology from the University of Texas at Austin. Prior to joining the faculty at Georgia State University, he served on the faculties in school psychology at Temple University and the University at Albany. Dr. Meyers has served as the director of the School Psychology Programs at the University at Albany and Georgia State University. He has also served as president of Division 16 of the American Psychological Association, and Editor of the *Journal of School Psychology*.

Currently, Dr. Meyers is the Director of the Center for Research on School Safety, School Climate and Classroom Management at Georgia State University. He teaches a range of courses related to school-based consultation and qualitative research methodology. Dr. Meyers' major research interests include: primary prevention of learning and adjustment problems in children; prevention of violence in schools and communities; school-based consultation and pre-referral intervention; and school reform.

School Psychology Faculty

Dr. Andrew Roach

**Assistant Professor
School Psychology Programs**

Dr. Roach received his doctorate in Educational Psychology with an emphasis in School Psychology from the University of Wisconsin—Madison in 2005. He was an elementary teacher for 9 years prior to his doctoral work and also has a graduate degree in Education from the Claremont Graduate University.

His major areas of interest include the design and implementation of inclusive standards-based reforms and large-scale assessment and accountability systems. Dr. Roach provides systems-level consultation and technical assistance regarding alternate assessments for students with disabilities to state departments of education across the nation. He currently serves as a co-investigator and consultant on multiple grants to investigate the validity and utility of inclusive assessment strategies for measuring the academic performance of students with disabilities under No Child Left Behind. Dr. Roach received the 2007 Early Career Publication Award from the Council for Exceptional Children-Division of Research for his research on the influence of access to the general curriculum

on the alternate assessment performance of students with disabilities.

Dr. Roach also has interests in early intervention with preschool and elementary school children experiencing learning and social-emotional difficulties. Before coming to GSU, he was an assistant professor of Pediatrics and the Coordinator of the Family-Centered Positive Behavior Support program at Vanderbilt University Children's Hospital.

Dr. Roach serves on the editorial boards of three journals: *School Psychology Quarterly*, *Journal of Educational and Psychological Consultation*, and *Assessment for Effective Intervention*. He also is the guest editor for an upcoming issue of *Assessment for Effective Intervention* on the topic of intervention validity.

School Psychology Faculty

Stephen D. Truscott, Psy.D.

**Associate Professor,
School Psychology Program**

Dr. Stephen Truscott graduated from the Alfred University School Psychology Program in 1984. He practiced in New York State before joining the Alfred University School Psychology Faculty. He completed his Psy.D. at the University at Albany in 1998 and was on the faculty at the University at Buffalo, SUNY until December 2004. He joined the School Psychology Program at Georgia State University in January of 2005.

Dr. Truscott's research interests include applied research about prereferral intervention teams, consultation, and professional school psychology. He is currently Editor of the *Journal of Educational and Psychological Consultation*. His work has appeared in *School Psychology Quarterly*, *School Psychology Review*, the *Journal of School Psychology*, *Psychology in the Schools*, the *Journal of Psycho-educational Assessment*, the *Journal of Educational and Psychological Consultation*, *Remedial and Special Education*, *Psychological Reports*, *School Psychology International* and the *Communiqué*. He was a guest editor for a special issue of *School Psychology Quarterly* and is on the editorial board of the *Journal of School Psychology*. He was identified as a Talented Early-Career Scholar by the Society for the Study of School Psychology in 2001, received the University at Buffalo Graduate School of Education Outstanding Early Career Researcher award in 2002, and won the Article of the Year award from APA Division 16/ *School Psychology Quarterly* in 2005. He was recently elected to membership in the Society for the Study of School Psychology. Steve has provided consultation and program review services to 21 school districts over the past few years and has been working with a team of graduate students and the MetroWest Georgia Learning Resource System to provide capacity building projects in metro Atlanta school districts for the past three years.

Associated School Psychology Faculty

Dr. Randy Kamphaus

**Distinguished Research Professor
Dean, GSU College of Education**

Randy W. Kamphaus, Distinguished Research Professor and Dean of the GSU College of Education received his doctorate in Educational Psychology from the University of Georgia in 1983 and served on the faculty at UGA from 1984-2007. His research has caused educators and psychologists to rethink how they diagnose children's academic, behavioral and emotional development. He has developed a child behavior classification system and co-developed a standard assessment tool for school psychologists and education experts. The Behavior Assessment System for Children, or BASC, evaluates behavior along a continuum of characteristics. He has used this instrument to better classify children's behavior into seven distinct types of children's behavioral adjustment in school. Used in all 50 states and several foreign countries, BASC has influenced the learning environment, particularly classroom management and teacher-student interaction and enables teachers to devise intervention programs based on individual needs. He has written or edited nine major texts, including Clinical Assessment of Children's Intelligence, the text of choice at leading universities such as Stanford and the University of North Carolina. He has served as principal investigator, co-investigator or consultant on several federally funded research projects dealing with early intervention and prevention, child classification methods, prevalence of ADHD and Conduct Disorder in Latin America, and violence prevention in schools. Kamphaus also helped develop A.C.T. Early: Advancing the Competencies of Teachers for Early Behavioral Interventions of At-Risk Children, a project focused on reducing bullying and violence in schools which has been supported by \$10 million in U.S. Department of Education grants over the last several years.

Ph.D. Program of Study

*****NOTE: In all cases, the graduate catalog (or addendum) for the year that the student entered the program (or a later year if so adopted) is the definitive source for determining the required program of study.**

The Ph.D. program of studies includes College of Education and school psychology program requirements. Approximately 152 semester hours of coursework are required beyond the Bachelor's degree and 82 beyond the educational specialist's degree, including doctoral internship and dissertation requirements. A student's program of study is planned in consultation with his or her graduate advisor and program advisory committee.

The doctoral program typically involves three stages. Although these stages often overlap to some degree, the first stage consists of fulfilling the requirements established by the College of Education and the School Psychology Program for the M.Ed./Ed.S. in School Psychology. The second stage involves successful completion of a series of courses; a predissertation research project; a comprehensive examination; and approval of the dissertation prospectus. After meeting these requirements, a student is advanced to candidacy for the Ph.D. degree. The third or in-candidacy stage is devoted to independent research, preparing the dissertation, and doctoral internship in school psychology.

Please note that if any of the courses listed below have been taken prior to admission to the doctoral program, appropriate substitutions may be made with the approval of the student's doctoral committee and the College of Education.

Practicum Placements. Practicum placements are essential parts of doctoral training in school psychology. They provide students with opportunities to learn practical skills, applications of science and theory, and to practice the school psychologist's major professional roles and functions under the direct supervision of university faculty and site-based supervisors. Students participate in a graduated sequence of practicum experiences over the course of at least 3 semesters. Throughout practica, students receive extensive supervision and professional role modeling. There are 3 required practicum experiences in the GSU School Psychology Program. Applied Practice I and II take place in public schools in the greater Atlanta area. Together, they require at least two semesters of approximately 2 days per week to total 600 hours and 7 credit hours of coursework. Placements are arranged by the student and local school districts that have been approved by the School Psychology Program. All placements must be pre-approved by the Program. CPS 8680 Internship in School Psychology is the Advanced Doctoral Practicum. The PhD program requires one semester of full-time placement in CPS 8680 (600 hours). **However, to receive Ed.S. certification you must complete 12 credit hours of CPS 8680, which is 1200 hours over at least two semesters.** At least half of these 1200 hours must be completed in a school-based setting to receive the Ed.S. certification. It is possible, with the prior approval of the faculty, to arrange a 600 hour advanced doctoral practicum in a special school, clinic, or non-school setting if the

setting provides experiences that are consistent with professional school psychology practices and includes appropriate supervision by a licensed psychologist. For students entering with an Ed.S. or the equivalent, the student's doctoral advisory committee will determine whether the student has completed a comparable course in a prior graduate work and has sufficient skills and field experience to meet the criteria for this doctoral practicum. Based on input from the doctoral advisory committee, some students may be required to enroll in an additional practicum experience. **In all cases, students must complete 1200 total hours in supervised school-based settings** across all practica and the doctoral internship.

The BA/PHD Program in School Psychology is comprised of courses from the M.Ed., Ed.S. and, PhD requirements as outline below.

Program of Study for Master of Education in School Psychology (M.Ed.)

A. Professional Studies (9)

Required (6):

EPRS 7900 Methods of Research in Education (3)

Any 7000-level or above EPY course in Learning Theory (3)

And Select One (3):

EPSF 7100 Critical Pedagogy (3)

EPSF 7110 Multicultural Education (3)

EPSF 7120 Social and Cultural Foundations of Education (3)

B. Major (27)

Required (27):

CPS 6040 Introduction to School Psychological Services (3)

CPS 6410 Basic Counseling Skills (3)

CPS 7490 Individual Assessment I (3)

CPS 7510 Individual Assessment II (3)

CPS 7520 Data-Based Decision Making for Academic Interventions in School Psychology (3)

CPS 7570 Psychological Consultation in the Schools I (3)

CPS 7662 Applied Practice I: School Psychology (3)

CPS 8440 Social/Emotional Assessment of Children and Adolescents (3)

CPS 8665 Intervention Strategies for Students with Learning Problems (3)

M.Ed. Program total: minimum of 36 semester hours

Program of Study for Specialist in Education in School Psychology (Ed.S.):

(requirements of M.Ed. are prerequisite for Ed.S.)

A. Professional Studies (9)

Required (9):

EPRS 8530 Quantitative Methods and Analysis in Education I (3)

Any 8000-level EPY course in development (e.g., EPY 8180, EPY 8200, EPY 8220) (3)
Any 7000-level or above EXC course with permission of advisor (3)

B. Teaching Field/Major (34)

Required (33):

CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)

CPS 6450 Group Counseling (3) OR CPS 8400 Introduction to Play Therapy (3)

CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)

CPS 8540 Child/Adolescent Psychopathology (3)

CPS 8570 Psychological Consultation in the Schools II (3)

CPS 8662 Applied Practice II: Consultation and Intervention Practice in School Psychology (3)

CPS 8680 Internship in School Psychology (12)

CPS 8760 Topical Seminar in School Psychology (3)

CPS 9760 School Psychology Research Seminar (3-9)

Ed.S. total: minimum of 43 semester hours

Program of Study for Doctor of Philosophy in School Psychology (PhD): (requirements of M.Ed. and Ed.S. are prerequisite for PhD with the exception of the Ed.S. internship as described above)

Core Area 18 credits (*College of Education requires 18 minimum semester credit, of which, 6 are carried forward from the M.Ed./Ed.S. for students who enter directly from undergraduate studies*)

The purpose of the core area is to develop knowledge about key educational concepts and general research competence including expertise in at least one particular research paradigm appropriate to a student's major field of study and/or dissertation research. In addition, the core area is intended to develop doctoral student's awareness of the context in which educational issues can be understood and interpreted. Thus, the core area represents a uniform requirement of the College of Education to provide a common body of knowledge to all doctoral students.

(A) Research Core (minimum of 12 semester hours)

Students are required to take each of these courses.

EPRS 8500 Qualitative/Interpretive Research in Education I (3)

EPRS 8530 Quantitative Methods and Analysis in Education I (3)

~ and~

Select a minimum of two courses (6) from the list below:

Research Tracks. The students and doctoral advisory committee identify a research track based on methodology to be employed in the students' dissertation research. The doctoral advisory committee may require additional coursework in a research track.

Quantitative Methodology

EPRS 8540 Quantitative Methods and Analysis in Education II
EPRS 8550 Quantitative Methods and Analysis in Education III (3)
EPRS 8650 Categorical Data Analysis (3)
EPRS 8820 Institutional Research (3)
EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
EPRS 8840 Meta-Analysis (3)
EPRS 9550 Multivariate Analysis (3)
EPRS 9560 Structural Equation Modeling (3)
EPRS 9570 Hierarchical Linear Modeling I (3)
EPRS 9571 Hierarchical Linear Modeling II(3)
EPRS 9900 Advanced Research (3)

Qualitative Methodology

ANTH 8010 Qualitative Methods in Anthropology (3)
EPRS 8510 Qualitative Research in Education II (3)
EPRS 8520 Qualitative Research in Education III (3)
EPRS 8640 Case Study Methods (3)
EPRS 8700 Visual Research Methods (3)
EPRS 9100 Phenomenology and Ethnomethodology: Research Principles in Practice (3)
EPRS 9120 Poststructural Inquiry (3)
EPRS 9400 Writing Qualitative Research Manuscripts (3)
EPSF 9280 Interpretive Inquiry in Education (3)

Single-Case Methodology

EPY 8850 Introduction to Single-Case Methodology (3)
EPY 8860 Applications of Single-Case Methodology (3)

Historical/ Philosophical Methodology

EPSF 9850 Historical Research in Twentieth Century American Education (3)
EPSF 9930 Philosophical Analysis and Method (3)
HIST 8000 Introduction to Historical Methods and Theory (4)

Measurement Methodology

EPRS 7920 Classroom Testing, Grading, and Assessment (3)
EPRS 8920 Educational Measurement (3)
EPRS 9350 Introduction to Item Response Theory (3)
EPRS 9360 Advanced Item Response Theory (3)

(B.) Social Foundations of Education and Psychology of Learning Core (6 hours)

In addition to highly specialized research in specific areas, doctoral students in the College of Education must possess a deep understanding of comprehensive, theoretical principles and broad ideological conceptualizations. Through historical, philosophical, sociological, and anthropological inquiry, knowledge of social foundations fosters the types of speculative investigations essential for thorough understandings of those theoretical principles and ideological conceptualizations necessary to uphold the integrity of the Ph.D. degree.

Select one (3): *note- this requirement met in M.Ed./ Ed.S. program for students in BA/PhD program*

- EPSF 8270 Philosophy of Education (3)
- EPSF 8280 Anthropology of Education (3)
- EPSF 8310 Sociology of Education (3)
- EPSF 8320 Politics and Policy in Education (3)
- EPSF 8340 History of American Education (3)
- EPSF 9260 Epistemology and Learning (3)

The psychology of learning component is based on the following guiding principles: (1) Educational leaders make judgments that affect learning. (2) Doctoral students should have a substantial understanding of the psychology of learning.

Select one (3): *note- this requirement met in M.Ed./ Ed.S. program for students in BA/PhD program*

- EPY 8180 Development During School Age (5 to 18 Years) (3)
- EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
- EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)

II. Major Area Major Area (Required: 37; 34 for B.A.-to-Ph.D. students)

The major area of requirements complete the basic body of knowledge for applied professional practice as a school psychologist, building upon the foundation acquired at earlier graduate levels school psychology. A minimum of credits must be earned in the doctoral major, and these must include the courses listed below. Content for some of the required courses listed below may have been obtained in the master's or Ed.S. program prior to admission to the doctoral program. In such cases, appropriate substitutions and/or credit for prior coursework, may be made with approval of the student's doctoral advisory committee. Students who have prior coursework that is judged by the advisory committee to meet some of these course requirements must earn a minimum of 36

semester hours at Georgia State University to complete the major area of the doctoral program.

Required:

CPS 8350 Biopsychology and Medication (3)

CPS 8640 Administration and Supervision in Pupil Personnel Services (3)

CPS 8760 Advanced Topical Seminar in School Psychology (6-9) [topics rotate; students must take course three times (for 9 credits) under the Major Area. Course must be taken for a fourth time (for 3 more credits) under the Cognate Area. [3 credits of Advanced Topical Seminar taken as part of the Ed.S. program may be counted toward the total requirements.]

CPS 9680 Doctoral Internship (9)

CPS 9760 School Psychology Research Seminar (3-9) [Must be taken at least 3 times (minimum total = 9 credits). Students must maintain continuous enrollment until doctoral candidacy is reached.]

CPS 9920 Research and Publication (4)

Note for students entering the program with advanced status: *CPS 8680 Internship in School Psychology is an Ed.S.-level internship that serves as the advanced doctoral practicum requirement. The student's doctoral advisory committee will determine whether the student has completed a comparable course in a prior graduate work and has sufficient skills and field experience to meet the criteria for this doctoral practicum. Based on input from the doctoral advisory committee, some students may be required to enroll in an additional practicum experience.*

CPS 9680 Doctoral Internship. Internship is an essential part of doctoral training in school psychology. It provides students with the opportunity to assume substantial responsibility for carrying out the major roles and functions of a practicing school psychologist. Throughout internship, students receive extensive supervision and professional role modeling. The internship is distinguished from the practicum experience by the increased responsibility and independence afforded the student. Internships in school psychology require a full-time experience for one calendar year, or a half time experience for two academic or calendar years.

III. Cognate Area (minimum of 18 semester hours)

The cognate area requirement provides students with an opportunity to enrich their preparation as school psychologists with further study in a related area of expertise. The students and their doctoral advisory committee determine the cognate area and related coursework. Examples of cognates designed for previous graduates include: ethnic, cultural, and linguistic diversity; learning disabilities; prevention/intervention of social and emotional problems; play

therapy; neuropsychology; organizational consultation; and school administration and supervision.

Students are required to take these courses as parts of the cognate:

CPS 8760 Advanced Topical Seminar in School Psychology (3)

PSYC 8500 History of Psychology (3)

Electives (12):

Program total: minimum of 82 semester hours (73 semester hours post-Ed.S. for B.A.-to-Ph.D. students)

Sample Ph.D. Programs of Study

Please note that there is considerable flexibility in deciding when some required courses are taken in the program. These examples are only examples and include considerable flexibility. Courses from the various departments may or may not be offered on the schedules represented in the examples.

Students choose a cognate in their area of specialization with approval of their Doctoral Advisory Committee and as specified in the Program of Study.

2008/09 Sample BA-PhD program

Notes- this is just a sample, in many cases the order of courses and the specific courses taken can and will differ from this example program, particularly after the second year. All students must develop a program of study (POS) with their advisory committee. The POS includes all common courses in the program, electives used to meet the COE core, and the cognate. The POS is what must be followed to graduate. It can be modified/amended throughout the program. For students in the BA-PhD program, the POS should be developed by the end of the second year. For advanced students, the POS should be developed by the end of the first year. The courses listed here are the minimum requirements. The advisory/dissertation committee may require additional coursework to prepare the student for a specific research project, etc.

M.Ed./Ed.S. coursework

Students should refer to the 2008-2009 M.Ed./Ed.S. School Psychology Program handbook for additional information about completing the M.Ed./Ed.S. requirements.

Year One

Fall (1st Session) total hours (15 + hours)

1) CPS 6040 Introduction to School Psychological Services (3)

2) CPS 6410 Basic Counseling Skills (3)

- 3) CPS 7490 Individual Assessment I (3)
- 4) Select one course (3):
 - EPY 8180 Development During School Age (5 to 18 years) (3)
 - EPY 8220 Advanced Developmental Psychology: Personality & Socialization (3)
 - EPY 8200 Advanced Developmental Psychology: Cognition & Intellect (3)
5. CPS 9760 School Psychology Research Seminar (3-9)
note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.
6. CPS 7975 If you have a graduate assistantship, you must enroll in this course. Credit varies by level of GRA.

Spring (2nd Session) 18+ hours

- 1) CPS 6150 Ethical/Legal Standards in CPS (2)
- 2) CPS 7510 Individual Assessment II (3)
- 3) CPS 7570 Psychological Consultation in the Schools I (3)
- 4) CPS 8540 Child/Adolescent Psychopathology (3)
- 5) EPY _____ [Any 7000 level or above course in Learning Theory] (3)
Examples:
EPY 7080 – Psychology of Learning and Learners
EPY 8050 – Psychology of Instruction
EPY 8120 – Motivation in Learning and Behavior
- 6) CPS 9760 School Psychology Research Seminar (3-9)
note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.
- 7) CPS 7975 If you have a graduate assistantship, you must enroll in this course. Credit varies by level of GRA.

Summer (3rd Session) 9+ hours

- 1) CPS 7520 Data-Based Decision Making for Instructional Planning in School Psych. (3)
- 2) CPS 8440 Social/Emotional Assessment of Children and Adolescents (3)
- 3) EPRS 7900 Methods of Research in Education (3)
- 4) CPS 7975 If you have a graduate assistantship, you must enroll in this course. Credit varies by level of GRA.

Year Two

Fall (4th Session) 18+ hours

- 1) CPS 7662 Applied Practice I: School Psychology (3)
- 2) CPS 8665 Intervention Strategies for Students with Learning Problems (3)
- 3) EPRS 8530 Quantitative Methods and Analysis in Education I (3)
- 4) CPS 8570 Psychological Consultation in the Schools II (3)
- 5) CPS 8760 Advanced Topical Seminar in School Psychology (3) (topical #1 here or below)
Note: must take 4 different advanced topics (1 in cognate, 3 additional)
- 6) CPS 9760 School Psychology Research Seminar (3-9)
note: Students must take CPS 9760 a minimum of 3 times and maintain continuous

enrollment until the prospectus is defended.

7) CPS 7975 If you have a graduate assistantship, you must enroll in this course.

Spring (5th Session) 18+ hours

1) CPS 8662 Applied Practice II: Consultation & Intervention Practicum in School Psych (4)

2) Select one course (3):

CPS 6450 Group Counseling Systems

CPS 8400 Introduction to Play Therapy

3) Select one course (3 hours):

EPSF 7100 Critical Pedagogy

EPSF 7110 Multicultural Education

EPSF 7120 Social and Cultural Foundations of Education

4) CPS 8760 Advanced Topical Seminar in School Psychology (3) (topical #1 here or below)

Note: must take 4 different advanced topics (1 in cognate, 3 additional)

5) CPS 9760 School Psychology Research Seminar (3-9)

note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.

6) CPS 7975 If you have a graduate assistantship, you must enroll in this course.

Graduate from the M.Ed. program – apply for graduation 2 semesters in advance

Summer 2010 (6th Session) 5+ hours

1) CPS 7340 Social/Cultural Issues in CPS (2)

2) EXC 7110 Characteristics of Students with Behavior and Learning Disabilities (3)

3) CPS 7975 If you have a graduate assistantship, you must enroll in this course.

****Construct advisory committee and develop program of study

Full Ed.S. Internship Option

Year Three

Note: COE Core requirements, School Psychology Advanced Topical Seminars, and Cognate classes are placed on this program in a hypothetical order. Your POS should be constructed based on the specifics of your program and your schedule should be based on which courses are offered at various times. This will require some flexibility as not all courses are offered at all times by all departments.

Seventh Semester/Fall (12+ hours)

1. CPS 8680 Internship in School Psychology (6)

2. CPS 8760 Advanced Topical Seminar in School Psychology (3) (topical #2)

Note: must take 4 different topics (1 in cognate, 3 additional)

3. CPS 9760 School Psychology Research Seminar (3-9)

Note: Students must take CPS 9760 a minimum of 3 times and maintain continuous

- enrollment until the prospectus is defended.
4. CPS 7975 If you have a graduate assistantship, you must enroll in this course. Credit varies by level of GRA.

Eighth Semester/Spring (12+ hours)

1. CPS 8680 Internship in School Psychology (6)
2. CPS 8760 Advanced Topical Seminar in School Psychology (3) (topical #3)
Note: must take 4 different topics (1 in cognate, 3 additional)
3. CPS 9760 School Psychology Research Seminar (3-9)
Note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.
4. CPS 7975 If you have a graduate assistantship, you must enroll in this course. Credit varies by level of GRA.

Complete Ed.S. program

Ninth Semester/ Summer (9 credits)

1. CPS 8640 Administration and Supervision in Pupil Personnel Services (3)

Choose 2

2. EPRS XXXX Select course from COE Ph.D. Research core (3) *COE Research core #2*
And/or
3. EPSF XXXX Social Foundations Course from COE Ph.D core (3)
And/or
4. XXX XXXX Cognate Elective 1 (3) (Cognate #1)
5. CPS 7975 If you have a graduate assistantship, you must enroll in this course. Credit varies by level of GRA.

Suggested: Complete Predissertation by end of third year
Begin prospectus design

Year Four

Tenth Semester/ Fall (10+)

1. EPRS XXXX Select course from COE Ph.D. Research core (3) *COE Research core #3*
2. XXX XXXX Cognate Elective 1 (3) (Cognate # 2)
or
3. CPS 8760 Advanced Topical Seminar in School Psychology (3) (Topical # 4)
Note: must take 4 different topics (1 in cognate, 3 additional)
4. CPS 9920 Research and Publication (1)
5. CPS 9760 School Psychology Research Seminar (3-9)
note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.
6. CPS 7975 If you have a graduate assistantship, you must enroll in this course. Credit

varies by level of GRA.

Eleventh Semester/ Spring (16+)

1. EPRS XXXX Select course from COE Ph.D. Research core (3) *COE Research core #4*
2. CPS 9920 Research and Publication (1)
3. PSY 8500 History of Psychology (3)
4. CPS 8635 Biopsychology & Medication (3)
5. XXX XXXX Cognate Elective 2 (3) (*Cognate # 2*)
or
5. CPS 8760 Advanced Topical Seminar in School Psychology (3) (*Topical # 4*)
Note: must take 4 different topics (1 in cognate, 3 additional)

6. CPS 9760 School Psychology Research Seminar (3-9)
note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.
7. CPS 7975 If you have a graduate assistantship, you must enroll in this course. Credit varies by level of GRA.

Twelfth Semester/ Summer session (7)

1. CPS 9920 Research and Publication (1)
2. XXX XXXX Cognate Elective 3 (3) (*Cognate 3*)
3. EPSF XXXX Social Foundations Course from COE Ph.D. core (3) (*COE 2*)

4. CPS 7975 If you have a graduate assistantship, you must enroll in this course. Credit varies by level of GRA

Suggested: Defend Dissertation Prospectus by end of fourth year
Prepare for Comps in fifth year

Year Five

Thirteenth Semester/ Fall (10)

- CPS 9920 Research and Publication (1)
CPS 9990 Dissertation (3-9)

Fourteenth Semester/ Spring (9)

- CPS 9990 Dissertation (3-9)
XXX XXXX Cognate Elective 4 (3) (*Cognate 4*)

Pass Comprehensive Examination by end of Year Five
Suggested: Defend dissertation before Internship

Year Six

Fifteenth Semester/ Fall

CPS 9680 Doctoral Internship (6)

Sixteenth Semester/Spring

CPS 9680 Doctoral Internship (6)

Key Steps in Ph.D. Program

1. *Admission to the School Psychology Ph.D. Program*
2. *Assignment of an academic advisor*
3. *Formation of a Program Advisory Committee and submit Program of Study*
4. *Completion of M.Ed./Ed.S. requirements*
5. *Establish Residency*
6. *Completion of Predissertation Research Project.*
7. *Identification of Dissertation Committee Chair/ Committee*
8. *Completion of Written Comprehensive Examination*
9. *Approval of Dissertation Prospectus*
10. *Recommendation for advancement to candidacy for Ph.D. degree*
11. *Completion of doctoral internship*
12. *Completion of dissertation research*
13. *Oral defense of dissertation*
14. *Recommendation for Ph.D. degree*

Residency Requirement

The purpose of the residency requirement is to provide students with a set of extended experiences beyond those offered by formal coursework. During this time, students should spend considerable time on campus involved in activities related to research, scholarship, teaching, service, and professional development. Some examples of these activities include a) attending dissertation defenses scheduled within the department, b) attending colloquia and/or symposia offered in the department, on campus, or in the metropolitan area, c) working with faculty members on research projects, and/or d) assisting in developing instructional curricula for predoctoral-level school psychology training. Please note that these examples are not exhaustive and that a student's doctoral advisory committee and the school psychology faculty may approve other activities.

A minimum of 18 semester hours over a period of two consecutive semesters, or 27 hours over three non-consecutive semesters is necessary to fulfill the doctoral residency requirements. During this time, doctoral students must restrict any outside employment to no greater than 20 hours per week. It is highly recommended that students complete their residency requirements within the first six semesters (three years) following admission into the doctoral program.

Comprehensive Examination

A comprehensive examination is required of all doctoral students. Two options are available:

Option A: *Comprehensive Examination*

The comprehensive examination is designed to provide doctoral students with an opportunity to demonstrate their expertise and integration of knowledge across the school psychology program content areas. These areas include: (a) Theoretical Foundations of Psychology and Education; (b) Professional Issues in School Psychology; (c) Research Design and Methodology; (d) Psychological and Behavioral Assessment; (e) Consultation. The comprehensive examination consists of three days of written examination and is offered twice each year. It is recommended that the examination be scheduled soon after the completion of the residency requirements.

It is highly recommended that doctoral students participate in study groups well in advance of the exam date to help them prepare for the examination. More information concerning the comprehensive examination is found in the *Guide for Doctoral Comprehensive Examination*, which is available in the CPS department.

Option B: Examination for Professional Practice in Psychology (EPPP)

At any time during his or her doctoral studies, a student can present to the director of the school psychology program a passing score on the **Examination for Professional Practice in Psychology (EPPP)**. A passing score will exempt the student from having to take the written comprehensive examination (i.e., Option A above).

Please note: Students will NOT be allowed to apply for internship prior to successful completion of either option A or option B.

Doctoral Internship

Doctoral internship is an essential component of doctoral education in professional psychology. It provides students with the opportunity to assume substantial responsibility for carrying out the professional roles and functions of a school psychologist. Throughout the internship experience, extensive supervision, ongoing training, and professional role modeling is provided. The internship is distinguished from the practicum experience by the increased independence and responsibility given to the intern and by the more intense nature of client contact. Internships in school psychology require a full-time experience for one academic or calendar year or a half time experience for two academic or calendar years. Two thousand (2,000) documented hours are required.

Internship is undertaken after successful completion of coursework; practica; predissertation research project; and comprehensive examination. Doctoral students are strongly encouraged to defend their dissertation prospectus prior to beginning their internship.

The coordinator of doctoral internships in the CPS department - *Dr. Joseph Hill*- assists students in securing appropriate placements for internship. The coordinator also assists students by providing them with resources and materials about internship, certification, and licensure policies and procedures.

The most comprehensive listing of internship offerings is provided by the Association of Psychology Postdoctorate & Internship Centers (APPIC) *Directory of Internship Programs in Professional Psychology*. In this directory, over 400 internship programs (both APA-accredited and non-APA-accredited) are described. In addition, the American Psychological Association (APA) and the National Association of School Psychologists (NASP) provide a joint directory of approved internship sites in school psychology. These directories, as well as individual announcements and brochures received directly from internship sites, are kept in the CPS department library.

Doctoral students in the school psychology program can satisfy their internship requirement in either APA-accredited or APA-equivalent internships. They may

also choose to carry out their internship in a school setting or a mental health setting with an educational focus. For non-APA accredited internships, a brief statement of its conformance to standards established by the Council of Directors of School Psychology Programs (CDSPP), the Association of Psychology Postdoctorate & Internship Center (APPIC), and the American Association of State Boards of Psychology (AASBP) must be filed with the Coordinator of Doctoral Internships. The student's doctoral advisory committee and the director of the school psychology program must approve this statement.

Please note that there are no school-based APA-accredited internship sites in Georgia. Thus, interested students should consider completing their internship in an out-of-state location. For example, a number of school-based APA-accredited programs are available in Texas, Louisiana, and Nebraska. For students who wish to complete an internship at a non-school based APA-accredited program, a number of clinical internship sites are located in Georgia and in the Southeast.

In 1987, APPIC resolved that all internship applicants must complete 600 hours of supervised practice prior to beginning the internship, and a *recommended* total of 800 hours. In order to assure that these standards are met, students are asked to document their earned hours of supervised practice prior to their internship in the manner established in the form *Documentation of Supervised Practice* attached at the end of this handbook. Please note: completion of the Ed.S. internship (1,200 hours) at Georgia State University meets this requirement.

A close liaison is maintained between the school psychology program and the internship agency in order to evaluate the student's progress throughout their internship experience. The coordinator of the doctoral internship, the student's doctoral advisor, and the student's on-site internship supervisor are actively involved in monitoring student progress. In addition, students evaluate their internship agency's adequacy and appropriateness as an internship site.

Students may obtain further information regarding the internship experience by consulting these references:

American Psychologist: June and December issues. Annual Listing of APA-Accredited Doctoral and Predoctoral Internship Training Programs in Psychology.

Pryzwanski, W.B., & Wendt, L.L. (1987). *Psychology as a profession*. New York: Pergamon Press.

Rodolfa, E. R., Vieille, R., Russel, R., Sukhvender, N., Nguyen, D.Q., Mendoza, M., & Perrin, L. (1999). Internship selection: Inclusion and exclusion criteria. *Professional Psychology: Research & Practice*, 30, 415-419.

CPS Department Policies on Predissertation and Dissertation Research

General

Each year the CPS Department Chair will devote a portion of one Fall Semester faculty meeting to an orientation and discussion of CPS Research Requirements for the benefit of new and returning faculty.

All projects must comply with GSU IRB requirements; including renewal of IRB approval.

Dissertation

Students are required to complete a dissertation. The dissertation should be presented in the formats accepted by the GSU COE and following the rules of the College and University. The student is required to be the primary researcher on the dissertation. Collaborative projects are acceptable as long as each student has an independent, identifiable focus. The dissertation prospectus defense cannot occur before the predissertation project is completed.

Authorship on any publications derived from the dissertation will be determined by the student and research mentor, although in most cases the student will be the primary author on any central manuscripts derived from the project. Completion of the dissertation is determined according to established COE procedures.

Predissertation Project

Students are required to complete a predissertation project. The purpose of the predissertation is to provide the student with a substantive research experience prior to the dissertation. The project should be prepared in the form of a journal article (as opposed to a dissertation or thesis). Although the student will most often be the first author of the manuscript, the student and research advisor will determine the authorship of any publications or presentations that are connected to the project. Collaborative projects are acceptable as long as each student has an independent, identifiable focus. The advisor and the student will determine when the project is completed. The predissertation project must be completed before substantive work can begin on the dissertation. Program requirements for the project must be presented in the relevant student handbook.

A prior thesis, project, or publication cannot be counted as the predissertation project. An extension of such a project may be acceptable if approved by the research advisor.

Adopted 1/2007

Dissertation

Successful completion of the dissertation is the culmination of extended and meaningful research under the supervision of the student's graduate advisor and dissertation committee. It is a time of celebration, and a time for reflection on the professional and personal growth attained by the student during his or her doctoral training. Successful completion of the dissertation does not mark an end to such growth, but serves as a springboard towards future contributions to the field of school psychology.

The first step towards a dissertation is for students to develop a prospectus of their intended research study and then present the prospectus to their Dissertation Committee for approval. The prospectus serves as a contract between the student and the committee members by which the final product is judged. The doctoral dissertation involves original research in the student's chosen area of specialization. The student's doctoral committee determines the acceptability of the dissertation and requires the student to defend its contents in an oral examination. The dissertation is expected to demonstrate extensive expertise in a particular area and extend existing literature in that area. It is also expected to contain an appropriate research design and analyses for the particular research questions investigated. Finally, the dissertation is expected to include a thorough review of the literature and a well-supported rationale, and to demonstrate excellent writing skills.

Students must successfully defend their dissertations before the faculty and other interested persons. This oral dissertation defense typically lasts about two hours during which students present a summary of their research study and defend its design, procedures, and conclusions.

The latest edition of the *Publication Manual of the American Psychological Association* 5th edition (APA, 2001) must be used to govern the style of the dissertation. Format requirements can be found in a guide entitled *Instructions Related to the Preparations of Dissertations and Theses in the College of Education*. Copies of this document are provided to students upon their admission to the program. Further, a Thesis and Dissertation Assistance Unit, established by the Counseling Center, employs a writing specialist to help students organize, develop, and compose their thoughts related to the dissertation. Finally, copies of all dissertations are available in the library in hard copy (or more recently in electronic format) for students to review.

Students in the doctoral program attend informal program meetings during the academic year and the summer to help them formulate research ideas for their dissertation. In addition, students are expected to attend dissertation defenses within the department in order to understand how the process works. Attendance

at defenses also enhances scholarly awareness and shows support for fellow students' efforts.

Prospectus Timeline

1. The prospectus and the abstract must be submitted to the doctoral student's Chair and committee members at least 2 weeks (not including semester breaks) prior to submission to the Office of Academic Assistance (OAA). **Some dissertation chairs may request more than two weeks for review of the documents. It is the student's responsibility to clarify this deadline with the dissertation chair and the individual committee members.**
2. After receiving a student's prospectus, if a faculty member does not respond to the student within two weeks (not including semester breaks), the student can assume that the faculty member is in agreement with the proposed defense date. **This does not mean that the committee member will have no questions or edits for the student at the defense meeting.**
3. The prospectus abstract must be submitted to the Department Chair at least 7 days before submission to OAA.

Dissertation Timeline

1. Students must submit their dissertations to their committee members at least 2 weeks (not including semester breaks) prior to their projected defense date. **Some dissertation chairs may request more than two weeks for review of the dissertation. It is the student's responsibility to clarify this deadline with the dissertation chair and the individual committee members.**
2. After receiving a student's dissertation, if a faculty member does not respond to the student within two weeks (not including semester breaks), the student can assume that the faculty member is in agreement with the proposed defense date. **This does not mean that the committee member will not have questions or edits for the student at the defense meeting.**
3. The Dissertation Defense Announcement Form must be submitted to the Chair of the student's committee for approval. Then the student should **submit it to the Department Chair at least 7 days prior to turning it in to OAA.**
4. After successfully defending the dissertation, the student and the committee chair are responsible for completing edits required by the committee. **The committee chair does not sign the dissertation until all edits are complete.**
5. After all edits are completed, the student submits the dissertation to the **department chair for review two weeks prior to submitting it to OAA.**

Professional Organizations

As professional school psychologists, doctoral students are expected to stay abreast of current developments in the field of school psychology. One way of doing this is to belong to professional organizations. Students are encouraged to become members of, and attend conferences sponsored by, various school psychology organizations. The two major organizations in the field of school psychology are Division 16 (School Psychology) of the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Other worthwhile organizations to consider joining include the Georgia Psychological Association (GPA), the Georgia Association of School Psychology (GASP), the Council for Exceptional Children (CEC), and the American Educational Research Association (AERA).

Students are not only expected to become members of school psychology professional organizations, but also to be actively involved in presenting papers and posters at local, state, and national conferences sponsored by these organizations. Doctoral students' independent research and collaborations with faculty members (e.g., predissertation research project) generate data for such presentations and stimulate worthwhile dissertation research topics.

APA Division 16

The American Psychological Association (APA) is the major national organization devoted to advancing the field of psychology as a science, as a profession, and as a means of promoting the mental health and welfare of all people. With over 65,000 members, APA fosters communication among psychologists and the public by publishing psychology journals, holding annual conferences, and disseminating current research findings. Division 16 has a membership of over 2,500 members and is the leading voice of school psychology within the broader realm of psychology. Division 16 publishes a professional journal, *School Psychology Quarterly*, and a newsletter, *The School Psychologist*. All GSU school psychology students are strongly encouraged to become student members of APA Division 16.

Student Affiliates in School Psychology

Student Affiliates of School Psychology (SASP) at Georgia State University is an organization providing academic and professional support for graduate students in the field of School Psychology. The focus of this SASP chapter is to provide our students with an academic and social network, and opportunities for professional development, community service and research activities. GSU SASP is also interested in promoting awareness of school psychology and recruiting new students to our program at Georgia State University. All current students are members of the local SASP chapter and may become members of the national SASP.

NASP

With over 24,000 members, the National Association of School Psychologists (NASP) is an important school psychology organization. NASP is committed to enhancing

psychological services to children and adolescents in the schools by improving the effectiveness and stature of school psychologists across the country. NASP publishes a professional journal, *School Psychology Review*, and a newsletter, the *Communique*. NASP also publishes an extensive array of edited books for school psychologists. All GSU school psychology students are strongly encouraged to become student members of NASP.

Appendix A

Prerequisites of the Ph.D. Program

The GSU School Psychology PhD program is designed for both students directly from undergraduate degree programs and for those who already possess M.Ed./Ed.S. or equivalent degrees in school psychology. We value graduates of various undergraduate degree programs such as psychology, education, and special education. We require a basic selection of undergraduate psychology courses for acceptance. These can be taken as an undergraduate minor or later as stand alone courses for students who did not include them in their undergraduate degrees.

The programs of study for the Masters of Education (M.Ed.) and Educational Specialist (Ed.S.) degrees at GSU are listed above as the first three years of the PhD program. This list can serve as a reference for students who wish to apply as Post-Ed.S. students. Further information about these programs may be obtained in the College of Education Graduate Bulletin and the Combined M.Ed./Ed.S. Student Handbook.

Students who enter the Ph.D. program with advanced or specialist-level training in school psychology must complete all requirements of the GSU M.Ed./Ed.S. degree program or their equivalents either prior to or concurrent with their doctoral studies. Such students must also submit a portfolio of work that demonstrates competency in the goals and objectives set by the GSU school psychology program. The faculty will evaluate prior graduate work and the portfolio. Additional coursework, remedial coursework, or practicum experiences may be required for students to meet program requirements prior to, or concurrent with beginning doctoral studies at GSU. Please note that GSU has a combined M.Ed./Ed.S. degree program in which students initially undertake M.Ed.-level training in preparation for more advanced Ed.S.-level training. Previous education in a masters level curriculum may or may not count towards the GSU combined M.Ed./Ed.S. program. In most cases, at most only a few courses from a related masters degree will apply to the GSU M.Ed./Ed.S. in school psychology.