

**School Psychology**  
*Master of Education and  
Specialist in Education  
Programs*

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**Student Handbook**  
**Fall 2020**

Department of Counseling and  
Psychological Services

Georgia State University  
P.O. Box 3980                      30 Pryor Street, Suite 950  
Atlanta, GA 30302-3980        Atlanta, GA 30303-3083

2020-2021

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## Quick Contact Reference

- ✓ **CPS Department Web Site**  
<http://cps.education.gsu.edu/>
- ✓ **Problems with Go Solar**    Contact Registrar's Office    404-413-2600  
**The CPS department has no role in setting Go Solar registration days/times.**
- ✓ Any questions relating to **graduate admissions**, including:
  - Admissions policies for College of Education & Human Development and GSU
  - Graduation audits
  - Graduate Catalog regulations
  - Changing programs
  - Transient studentContact the **Graduate Student Services and Graduate Admissions**    404-413-8000
- ✓ **Graduation Questions** – contact Graduation Office    404-413-2248
- ✓ **Course Authorizations (Restrictions, Overrides, Errors)** – Lydia Ewonus  
Are processed online: <http://cps.education.gsu.edu/student-resources/current-students/forms/>  
Lydia Ewonus processes all authorizations: lewonus32@gsu.edu
- ✓ **Questions related to the CPS programs**, including program course requirements, course content –  
Regina Finan, Academic Advisor for CPS at [rfinan1@gsu.edu](mailto:rfinan1@gsu.edu)
- ✓ **Parking and Transportation**    <http://parking.gsu.edu/>
- ✓ **Setting up GSU Student Email Account**    <http://technology.gsu.edu/get-started-technology/students/>
- ✓ **Getting your GSU Student ID**    <http://panthercard.gsu.edu/panthercard/>
- ✓ **Resume development, interview skills, job search skills**    <https://career.gsu.edu/>  
Contact University Career Services, 2<sup>nd</sup> Floor, Student Center West    404-413-1820
- ✓ **Georgia Professional Standards Commission**    [www.gapsc.com](http://www.gapsc.com)  
Questions about School Psychology Certification, testing out of *IT 7360 Technology for Educators*,  
and taking the GACE test for state certification.
- ✓ **Master's Comprehensive Exam (Praxis)**    <http://www.ets.org/praxis>
- ✓ **National Association of School Psychologists**    <http://www.nasponline.org/>
- ✓ **Georgia Association of School Psychologists**    <http://www.gaspnet.org>

## GEORGIA STATE UNIVERSITY

Since its founding in 1913, Georgia State University (GSU) has experienced remarkable growth. Georgia State University is the embodiment of an idea: A great university is accessible, responsive, and relevant. This combination provides Georgia State students with many advantages.

**Accessibility** at Georgia State has many aspects. One is **physical accessibility**. Georgia State University is in the heart of the business district of downtown Atlanta, and has been recognized for its diversity, growth, and innovation. The compact central campus in downtown Atlanta is within walking distance of thousands of offices and downtown living spaces and is but a short distance from major thoroughfares, interstates, and the many MARTA rapid-transit routes that feed the center of the city. The Georgia State MARTA station is adjacent to a campus at the very heart of the cultural, financial, legal, government, health-care, retail, and convention centers of Atlanta.

Georgia State is **financially accessible**. The university offers a first-rate education in a very broad spectrum of disciplines at very competitive fees, an excellent value in today's educational marketplace. Millions of dollars in scholarships, financial aid, and work-study programs are provided annually.

The university is **responsive** to students' career goals, providing over 250 undergraduate and graduate degree programs in over 100 fields of study through ten colleges and schools: Arts, Arts and Sciences, Business, Education and Human Development, Honors, Law, Nursing and Health Professions, Perimeter, Policy Studies, and Public Health.

Georgia State's degree programs are highly respected and well recognized for their quality. Furthermore, they are **relevant** to the practical needs of both the student and the community. Most were designed with the input of community and industry advisory groups: ***A Georgia State University education is authentic preparation for success in today's world.***

Georgia State — a premier urban research institution — is the largest of Georgia's accredited institutions of higher learning, with enrollment exceeding 50,000. Students come from nearly every county in Georgia, every state in the union, and over 150 other nations. Georgia State has a racially diverse student body comprised of approximately 32 percent White, 43 percent Black, 14 percent Asian, 7 percent Multiracial, 4% unreported, and .6 percent American Indian and Native Hawaiian/Pacific Islander.

## **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 & Human Development. The CPS department offers master's programs in clinical mental health counseling, clinical rehabilitation counseling, elementary/middle school counseling, secondary school counseling, and school psychology. Specialist in Education degrees can be obtained school counseling and school psychology. 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, mental health facilities, and more. 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 & Human Development. The department maintains modern audiovisual equipment and technology. Small conference rooms, observation areas, a play therapy room, and special classrooms were specifically designed for graduate level education. The Department of Counseling and Psychological Services houses an extensive collection of assessment materials and equipment library of materials and equipment. Materials include books for bibliotherapy, kits for parent and teacher education programs, and other packaged materials for use with students.

## **FACULTY**

Dr. Brian Dew, *Department Chair*

Dr. Catherine Perkins, *Program Coordinator*

### **Primary School Psychology Faculty**

Dr. Joel Meyers

Dr. Andy Roach

Dr. Stephen Truscott

Dr. Kris Varjas

Dr. Kim Robinson

### **Other Counseling and Psychological Services Faculty**

Dr. Jeff Ashby

Dr. Debbie Berens

Dr. Catharina Chang

Dr. Tamara D'Anjou Turner

Dr. Don Davis

Dr. Franco Dispenza

Dr. Cirleen DeBlaere

Dr. Dennis Gilbride

Dr. Kan Guvensel

Dr. Erin Mason

Dr. Jonathan Orr

Dr. Ken Rice

Dr. Robert E. Rice

Dr. Laura Shannonhouse

Dr. Han Na Suh

Dr. Leslie Wofford

## **STAFF**

Lydia Ewonus, Administrative Specialist - Administrative

Regina Finan, Administrative Specialist - Managerial

Katie Lowry, Business Manager II

Yolanda Miller, Fiscal Grants Specialist

Yolanda Parker, Administrative Specialist - Administrative

## **Student Activities**

All school psychology graduate students are strongly encouraged to join one or more professional organizations as student members. Possible organizations include the National Association of School Psychologists (NASP), the Georgia Association of School Psychologists (GASP), Georgia Psychological Association, the American Psychological Association (APA) and any other appropriate professional organizations. The faculty encourages students to become involved in the departmental student organizations as well: Student Association of School Psychologists (SASP), CPS Pride, and Chi Sigma Iota. Students are also encouraged to demonstrate involvement in their affiliated organizations and to present papers at local, regional, and national meetings of professional organizations.

## **Students' Responsibilities**

Graduate students must assume full responsibility for knowledge of the policies, rules, and regulations of the College of Education & Human Development, the university, and the departmental requirements concerning their individual programs.

It is the responsibility of the student to become knowledgeable of and to observe all regulations and procedures required by the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that the individual was not informed of a specific requirement by an advisor or other university authority. Each student should become especially familiar with the chapters of the graduate catalog that present the academic requirements for the degree being sought, the offerings and requirements of the student's major department, and any changes published in the *Schedule of Classes* each academic term. Students are to

attend to and be familiar with the material presented at the program orientation and in the program handbook.

While the provisions set forth in this catalog will ordinarily be applied as stated, Georgia State University and the College of Education & Human Development have the right to change any provision, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar for changes made by the university and in the Office of the Dean and Office of Graduate Student Services and Graduate Admissions when changes are made by the College of Education & Human Development. It is especially important that each student note that it is the individual student's responsibility to keep apprised of current graduation requirements for his or her particular degree program.

You can access the GSU Graduate Catalog here: <http://www.gsu.edu/enrollment/catalogs.html>.

**Endorsement Policy:** The Counseling and Psychological Services Department requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Georgia State University **Graduate Student Continuous Enrollment Policy:** Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive terms (fall, spring, summer) until completion of degree. In other words, the total enrollment of the current term plus the two terms preceding it must add to 6 hours or more at all times.

In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation. The complete policy can be reviewed here: <http://education.gsu.edu/admissions/continuous-enrollment-requirements/>

## **School Psychology Certification and Licensure**

The Department of Counseling and Psychological Services is not a licensure or certification organization. Students are responsible and accountable for obtaining licensure and/or certification information to be a School Psychologist in the state of Georgia from the Georgia Professional Standards Commission and the Georgia Board of Psychology. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information for their chosen state. The department does not advise or speak for any licensing or certification board.

Please note that the CPS department cannot guarantee that Georgia Board or Professional Standards Commission (or any state Board or Commission) will approve your application to be a licensed or certified School Psychologist. Our CPS program is designed around the Georgia Professional Standards Commissions' qualifications for an approved training program; however, the Georgia Board (and all other state Boards) reserves the right to individually approve or deny each applicant, regardless of school psychology graduate program completed.

Prior to enrolling in their first semester, school psychology students should be aware that Georgia State Boards for certification and licensure, as well as credentialing boards of other states and professional organizations, reserve the right to run criminal history checks on all applicants for licensure or certification, as well as on all applicants for internship placements as part of the school psychology program of study. In Georgia, certification is required to practice in the public school; licensure and/or certification may also be required to practice outside the public school or religious setting. The student

with a criminal background who seeks professional credentials and/or internship placement should contact the appropriate Board prior to initial enrollment in the program to determine eligibility for certification, licensure, and/or internship placement. Even if the program has collected this information as part of your application or student record, and has admitted you into the program of study, this does not indicate that the State Licensure and Certification Boards will approve a student certification, licensure, and/or internship placement. Students are responsible for determining their own eligibility for certification, licensure, and/or internship placement in their chosen state. The department cannot be involved in this process.

## **Master of Education/Specialist in Education combined program in School Psychology**

This handbook focuses on the various components necessary for the Master of Education/Specialist in Education combined program in School Psychology. It includes degree requirements, course descriptions and course sequence where applicable.

***PHILOSOPHY:*** The professional school psychologist is educated in the major disciplines of education and psychology. School Psychologists are equipped to provide assessment, intervention, preventive services, and consultation regarding the education and development of children in schools. A major portion of the professional preparation centers on the interaction of the child with the social institution of the school. Because of this special orientation, school psychologists are well-grounded in the philosophy and methods of education and possess deep understanding of psychological processes such as learning, personality, and social competence.

### ***GOALS:***

1. To ensure that our graduates are prepared to secure employment as professional psychologists with particular expertise regarding schools and learners.
2. To ensure that our graduates become proficient consumers of research related to school psychology practice.
3. To ensure that our graduates understand theories of human growth and development, cognitive development, personality development, psychopathology, and social/ecological systems.
4. To ensure that our graduates are proficient at providing preventive intervention, remedial intervention, consultation, and psycho-educational diagnoses as professional strategies targeted to the needs of learners, their parents and their schools.
5. To ensure that our students are properly prepared to work with people who are culturally and individually different.
6. To ensure that our students are well informed regarding the tenets of ethical practice.
7. To ensure that our students are educated sufficiently to pass the standardized national and/or state examinations.



## OBJECTIVES

### Master and Specialist of Education (M.Ed./Ed.S.) in School Psychology

The master's degree program in school psychology requires a minimum of 36 semester hours with a minimum cumulative grade point average of 3.0. This program is ideally completed in five consecutive semesters, commencing fall semester. There are two major foci in the school psychology program. First, students develop a knowledge base about schools, instructional methods, research methods, learning, and developmental issues. Secondly, students develop applied skills in the areas of psychoeducational assessment, interventions, prevention, and consultation.

The specialist coursework broadens the knowledge developed in the master's portion of the program. The Ed.S. is designed to meet the state of Georgia renewable certification requirements, and requires a minimum of 43 semester hours. An academic year internship in a public school setting is the required capstone experience. There are 79 total semester hours in the combined M.Ed. and Ed.S., including the academic year internship.

Specific objectives for the M.Ed./Ed.S. student are as follows:

#### *Knowledge Base:*

1. Schools as social systems
2. Theories of learning and behavior change
3. Developmental psychology
4. Basic research methods
5. Psychoeducational assessment
6. Techniques and principles of consultation in the schools
7. Characteristics of students with learning disabilities and intellectual disabilities
8. Multicultural theories related to the practice of school psychology
9. Legal, ethical, and professional issues in counseling and school psychology

#### *Skills Application:*

1. Psychoeducational assessment of the full range of children's behavior using major instruments/methods, standardized procedures, and clinical interviews.
2. Classroom observation and data collection
3. Parent/teacher consultation with intervention as appropriate
4. Special education eligibility determination (e.g., Learning Disabled)
5. Psychological report writing.
6. Ethical and legal practice with emphasis on multicultural skill and competency.

**The M.Ed. does not lead to certification as a school psychologist in the state of Georgia.** The Master of Education (M.Ed.) in school psychology is a *prerequisite* to the Specialist in Education (Ed.S.) degree in school psychology. Once the Specialist in Education program in school psychology is completed, students can apply for certification as school psychologists.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practica and internship classes. A student may be dropped from a course and/or the program if the welfare of the student's clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student's behavior.

## **Role of the Academic Advisor**

Please be aware that while the academic advisor may be trained and/or licensed as a professional counselor, he or she **CANNOT offer or guarantee confidentiality of advising meetings**. The academic advisor must share any concerns about possible personal and/or professional impairments of your performance as a student or future counselor with the appropriate faculty and staff members of GSU. Also, the academic advisor may be called to testify at a Retention Committee Hearing and will be required to release all known information concerning you and your performance.

GSU will maintain an academic file of your records and it can include emails you send to faculty or staff. This file will be available to all CPS faculty and staff that have a reasonable need for access. Please do not send emails to faculty or staff that must remain confidential from other faculty and staff—your confidentiality cannot be guaranteed.

The Academic Advisor in the CPS department acts as an advisor to 215+ master's, specialist, and doctoral students, and works with faculty, community members, applicants, administration, and other departments. Serving these clients leads to (on average) 75 emails and phone calls per day. The information below details the services provide by the Academic Advisor to all of these clients.

### **How the Advisor Can Help Students**

Good advising is a cooperative activity that students and the advisor must work together to achieve. CPS graduate students are encouraged to schedule an advising appointment at any time they feel they need assistance. The Advisors meets face to face, via email or phone, or in drop-in group advising sessions with current students in the department to discuss any number of issues. These issues include questions about:

- class scheduling
- course selection
- general graduate student issues/stresses/concerns
- transfer credit(s)
- specialist program (curriculum, residency form)
- applying to move to another CPS program
- practicum/internship orientation questions
- academic probation and student retention issues
- student petition for waiver or variance of their curriculum
- problems with other university departments (always get the name of anyone you speak with!)
- application to Ph.D. programs
- re-entry into a CPS program
- community resource contact bridging students transition from student to professional
- NCE
- graduation

If a student has a question the Advisor will help them find the answer or connect them to the appropriate resource.

### **How Graduate Students Can Help Themselves:**

- be receptive and take the initiative in seeking advising, finding answers to questions, and in planning their professional career
- alert the advisor to uncertainties about program requirements, normal progress and performance expectations
- read and become familiar with the regulations and policies of the department, college and university (read the student handbook and course catalog!)
- be aware of time constraints imposed on faculty and staff

### **Things the advisor *cannot* do:**

**Alter registration days/times** – Registration times are set by the Registrar’s Office according to a formula found in the Graduate Catalog, 1312.15: “Time-ticket assignments are assigned with priority to students scheduled to graduate during the upcoming registration term and then to continuing students according to the total credit hours earned.”

**Register, add or drop a student from a class or remove a hold put on by another department.** Only the student can register and add courses at the graduate level.

**Information or advice about Financial Aid or Student Accounts** – You must contact the Financial Aid or Student Accounts offices directly for all information. The CPS department staff have no access to university system screens that display this information.

**Inform departments of your student status for GRA purposes** – This is handled in the CPS office by Yolanda Parker (yparker@gsu.edu).

**Process Course Authorizations for overflows, error messages, or cohort sections** – This is handled in the CPS office by Lydia Ewonus (lewonus32@gsu.edu).

**Master’s Comprehensive Exam registration and schedule** - This is handled by Praxis. See: <http://www.ets.org/praxis>

**Georgia Certification Exam content and format questions** - This is handled by ETS. See: <http://gace.ets.org/>

**Speak with authority on behalf of any state licensing board** – GSU is a training program and cannot speak on behalf of any state licensing or certification body. The Advisor can share any personal experience they may have with licensure in the state of Georgia, help you connect with the appropriate web site for a state you are researching, or help you find a information about how to become an APC, LPC, School Counselor, or School Psychologist in Georgia, but cannot give advice or interpret licensure/certification board rules or state law. All states have complex laws and rules guiding licensure and certification. You would be very unhappy if the Advisor did make an interpretation and you later found that it was incorrect... going straight to the state in question is the route to the most accurate licensure information.

**Provide a statement about your practicum/internship to any licensure or certification board** - This is handled in GSS: <http://education.gsu.edu/student-services/office-of-academic-assistance/applying-for-certification/certification-requirements/>

**Services provided by the Academic Advisement Coordinator to non-students include:**

**Community members** – answer questions from the general public about masters, specialist’s, and doctoral degree programs, market CPS programs at university graduate school fairs, coordinate monthly Information Sessions, and oversee management of the website and social media.

**New student applications and orientations** –process applications to all masters, specialist, and doctoral programs, consult with faculty on admissions decisions, process application decisions, and present new student orientations.

**Schedules** - coordinate all semester schedules to meet the model program requirements for all programs the department. Due to overlapping program curriculums, the CPS department has the most complex schedule of any department in the College of Education.

**Faculty** - work closely with faculty to provide program statistics, create schedules, address student retention issues, create or change programs of study, and process annual applications.

**Administration** - work with other departments within the college and university, serve on committees, and provide recurrent information to administration for annual reports.

**COMBINED MASTER OF EDUCATION (M.Ed.) &  
SPECIALIST IN EDUCATION (Ed.S.) IN SCHOOL PSYCHOLOGY**

The combined master's and education specialist degree program requires a minimum of 79 semester hours. The major thrust of training provides orientation to the school and the learner, a fundamental understanding of the social system of the school and knowledge of conditions and methods that influence the growth and development of children. Training experiences develop skill in the application of methods and techniques of assessment of cognitive functions. Course work includes introduction to diagnostic assessment, methods of consultation and interviewing, psychoeducational and counseling interventions, and classroom observation. Skills are learned with a sequence that moves from role play and laboratory practice to carefully supervised practice in the schools with increasing independence achieved as appropriate during internship. This combined program leads to certification to practice as a school psychologist in the state of Georgia.

**Master of Education Program of Study 2020-2021**

**Program Degree Requirements**

**Master of Education in School Psychology**

- 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)
  - Select One (3):
    - EPSF 7100 Critical Pedagogy (3)
    - EPSF 7110 Multicultural Education (3)
    - EPSF 7120 Social and Cultural Foundations of Education (3)
- B. Major Required (27)
  - CPS 6040 Introduction to School Psychological Services (3)
  - CPS 6410 Basic Counseling Skills (3)
  - CPS 7490 Individual Assessment I (3)
  - CPS 7495 Individual Assessment I: Lab (2)
  - CPS 7510 Individual Assessment II (3)
  - CPS 7515 Individual Assessment I: Lab (2)
  - CPS 7520 Data-Based Decision Making for Academic Interventions in School Psychology (2)
  - 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)

**Program total: minimum of 36 semester hours**

**Specialist in Education Program of Study 2020-2021**

- A. Professional Studies Required (9)
  - EPRS 8530 Quantitative Methods and Analysis in Education I (3)
  - EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
  - Any 7000-level or above EXC course with permission of advisor (3)
- B. Teaching Field/Major Required (34)
  - CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
  - CPS 8431 Counseling Skills and Strategies for School-Aged Children (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 8665 Intervention Strategies for Diverse Learners (3)
  - CPS 8680 Internship in School Psychology (12)
  - CPS 8760 Topical Seminar in School Psychology (3)

**Program total: minimum of 43 semester hours**

## **IMPORTANT INFORMATION!! PLEASE READ ALL!!**

- The M.Ed./Ed.S. School Psychology program **is not designed for part-time students**. Each semester students are expected to enroll in 12-15 credits hours of coursework. Year one is a rigorous content year and students are ***strongly discouraged*** from registering for more than the model program specifies. The content presented in year one lays the foundation for subsequent studies and applied practice experiences. It is the experience of the faculty that while students might be capable of taking additional classes, their mastery of the material suffers. Consequently, students who desire to take an overload of coursework during their first year must consult with the academic advisor and Coordinator of the M.Ed./Ed.S. or Ph.D. program before registration. The usual period of study in the M.Ed./Ed.S program including internship, is three years. Some coursework can and must be completed during the summers. Students may distribute their coursework to a maximum of four years rather than the usual three. However, students must first meet with the academic advisor and their faculty advisor for approval. Then they must maintain continuous enrollment of at least 9 credits per semester during this period (i.e., full time enrollment). Under highly unusual circumstances (e.g., medical emergencies) the program faculty will consider requests to extend completion of the program beyond 4 years. Under unusual circumstances, students can apply for a one year leave of absence from the program. Should a student leave the program prior to completion, reapplication for admission is necessary. There is no guarantee the student will be readmitted to the program. If a student deviates from a normal schedule, then there is the possibility that the course may not be available in semesters other than those which they are scheduled.
- All school psychology students must complete CPS 6040, CPS 6150, CPS 7490, CPS 7495, CPS 7510, CPS 7515, CPS 7520, CPS 7570, CPS 8440, and CPS 8570 **with a grade of “B” or higher**. A grade lower than “B” *requires repetition* of these courses. Students cannot repeat a course more than once. Unless otherwise indicated, students may not register for any other CPS courses until after they have completed CPS 6040 with a grade of “B” or higher.
- The following courses are **prerequisites for CPS 7662 Applied Practice I** (Practicum I): CPS 6040, 6150, 6410, 7490, 7495, 7510, 7515, 7520, 7570, 8440.
- The following courses are **prerequisites for CPS 8662 Applied Practice II** (Practicum II): CPS 7662 and CPS 8570.
- All master’s students must meet a comprehensive exam requirement to graduate from the School Psychology master’s program. All school psychology students do this by passing the Praxis II Assessment in school psychology and reporting their test scores to their faculty advisor, who will forward them to the GSU’s Office of Graduate Student Services-GSS (Suite 300, CEHD building) approximately three weeks prior to Master’s graduation. **Note:** The state of Georgia uses the GACE Subject exam in School Psychology (<http://gace.ets.org/>) for PSC state certification. In order for GSU to recommend a student for Georgia certification, passing exams scores on the GACE School Psychology subject tests must be submitted to GSU’s Office of Graduate Student Services-GSS (Suite 300, CEHD building) three weeks prior to School Psychology EDS graduation.
- A passing score on the Praxis II Assessment in School Psychology is one of the requirements to become NASP NCSP certified. The Praxis II also serves as the comprehensive exam requirement for the MED school psychology degree program.

- All school psychology applicants who do not hold initial Georgia teaching certification are **required** to provide passing scores on the GACE Basic Skills exam with the application to the program **OR** provide verification of an exemption with the application to the program as noted in the graduate catalog.

Most students admitted into the MED/EDS school psychology program exempt from the GACE Basic Skills test with their high GRE scores.

- The State of Georgia requires that all school psychology EDS graduate candidates successfully complete the appropriate GACE School Psychology Subject Assessments before EDS graduation in order for GSU to recommend them for certification in school psychology.

The State of Georgia requires that all education graduate professionals complete **EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities**.

However, **currently** school psychology students are also able to exempt from EXC 4020 by completing their EDS School Psychology degree at GSU. The State of Georgia reserves the right to revoke these exemptions at anytime. It is prudent for school psychology students with the ability to take this EXC 4020 course to go ahead and do so. However, it is currently not required.

- All students will be given a GSU email address where you will receive emails from the department and the university. Students will need to check their GSU email regularly for any information. The GSU email can be forwarded to any other email account through the WebAccess software. For questions about setting this up, please see a computer technician at any of the GSU computer labs or go to this web site, <http://technology.gsu.edu/get-started-technology/students/>.
- Students should **keep a copy of each syllabus** from each class they take while in their program at GSU. This information may be needed for licensure in Georgia or other states, and may also be needed for NCSP applications.
- It is highly recommended that students follow the model program. Deviations from the model program in the first year should only occur in consultation with the academic advisor and faculty advisor. The CPS department cannot offer every course during each semester. If the course is listed in that semester on the model program, it will usually be taught during that time. The times of day that each course is offered will vary from semester to semester. Different sections of required courses on the model program may be offered during the same semester but may be scheduled at conflicting times. Required courses may be offered in semesters not listed on the model program, but these sections may be scheduled at times that conflict with other requirements. In other words, not following the model program increases the risk that you will not be able to complete your requirements on schedule and graduate on time. The CPS department will work with other departments to make courses available at reasonable times, but we can not guarantee that other departments will always offer courses according to our needs. The model program is intended as an aid in planning your schedule. The official listing of required courses and requirements can be found in the Georgia State University Graduate Catalog. Please discuss any changes to the model program with the academic advisor and faculty advisor.

## School Psychology 2020 Model Program

### **Fall 2020 (1st Session) total hours = 13**

CPS 6040 Introduction to School Psychological Services (3)  
CPS 6150 Ethical/Legal Standards in CPS (2)  
CPS 6410 Basic Counseling Skills (3)  
CPS 7490 Individual Assessment I (3)  
CPS 7495: Assessment Practicum I (2)

### **Spring 2021 (2nd Session) total hours = 14**

CPS 7510 Individual Assessment II (3)  
CPS 7515: Assessment Practicum II (2)  
CPS 7570 Psychological Consultation in the Schools I (3)  
CPS 8540 Child/Adolescent Psychopathology (3)  
EPY 8220 Advanced Developmental Psychology: Personality & Socialization (3) (*contact Dr. Perkins if you have trouble securing a seat*)

### **Summer 2021 (3rd Session) total hours = 11**

CPS 7520 Data-Based Decision Making for Instructional Planning in School Psychology (2)  
CPS 8440 Social/Emotional Assessment of Children and Adolescents (3)  
EPRS 7900 Methods of Research in Education (3)  
EPY \_\_\_\_\_ [Any 7000 level or above course in Learning Theory] (3) (*May take in Fall or Spring semesters*)  
    *EPY 7080 – Psychology of Learning and Learners*  
    *EPY 8050 – Psychology of Instruction*  
    *EPY 8120 – Motivation in Learning and Behavior*  
    *EPY 8180 - Learning and the School-Age Child (5 to 18 Years)*

### **Fall 2021 (4th Session) total hours = 12-15\***

CPS 7662 Applied Practice I: School Psychology (3)  
CPS 8665 Intervention Strategies for Diverse Learners (3)  
CPS 8570 Psychological Consultation in the Schools II (3)  
CPS 8760 Advanced Topical Seminar in School Psychology\* (3) (*complete this semester **OR** in the following semester*)  
EPRS 8530 Quantitative Methods and Analysis in Education I (3) (*also may be taken in Spring or Summer*)

### **Spring 2022 (5th Session) total hours = 9-12\***

CPS 8662 Applied Practice II: Consultation & Intervention Practicum in School Psychology (3-9)  
CPS 8431 Counseling Skills and Strategies for School-Aged Children (3)  
Select one course (3):  
    EPSF 7100 Critical Pedagogy  
    EPSF 7110 Multicultural Education  
    EPSF 7120 Social and Cultural Foundations of Education  
CPS 8760 Advanced Topical Seminar in School Psychology\* (3) (*complete this semester **OR** in the previous semester*)

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

### **Summer 2022 (6th Session) total hours = 5**

CPS 7340 Social/Cultural Issues in CPS (2)  
Any EXC 7000-level course (3)

### **Fall 2022 (7th Session) total hours = 6**

CPS 8680 Internship in School Psychology (6)

### **Spring 2023 (8th Session) total hours = 6**

CPS 8680 Internship in School Psychology (6)

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



## Semester Course Offerings

To find out which semester the department generally offers a specific course, visit the following website: <http://cps.education.gsu.edu/programs/two-year-projected-course-schedules/>

The following courses are taught by the **Department of Educational Policy Studies**. To find out when these courses are offered you need to check GoSolar or contact this department at 404-413-8030:

EPRS 7900 Methods of Research in Education (3)

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

EPSF 7100 Critical Pedagogy (3)

EPSF 7110 Multicultural Education (3)

EPSF 7120 Social and Cultural Foundations in Education (3)

The following courses are taught by the **Department of Educational Psychology and Special Education**. To find out when these courses are offered you need to check GoSolar or contact this department at 404-413-8040:

EXC 7160 Strategies for Social and Emotional Behavior in Students with Behavior and Learning Disabilities

EPY 8200 Adv. Psy. Dev.: Cognition and Intellect

EPY 8220 Adv. Psy. Dev.: Personality and Socialization

**Course offerings are contingent upon registration and the department may cancel courses with low enrollment. Summer courses *must be 80% full* in order to meet.**

## Course Descriptions

*Please refer to the most current Graduate Catalog for current course listings and descriptions: <http://enrollment.gsu.edu/catalogs/>*

## Program of Study - Program Evaluation

**Major:** School Psychology                      **Student:** \_\_\_\_\_  
**Degree:** Master of Education                **Panther ID#:** \_\_\_\_\_  
                  Specialist in Education

### Catalog Year: 2020-2021 (Fall 2020 entry)

#### Master of Education (36 Semester Hours)

- \_\_\_\_\_ CPS 6040 Introduction to School Psychological Services (3)
- \_\_\_\_\_ CPS 6410 Basic Counseling Skills (3)
- \_\_\_\_\_ CPS 7490 Psychological Assessment I: Intelligence (3)
- \_\_\_\_\_ CPS 7495 Psychological Assessment I: Intelligence: Lab (2)
- \_\_\_\_\_ CPS 7510 Psychological Assessment II: Achievement (3)
- \_\_\_\_\_ CPS 7515 Psychological Assessment II: Achievement: Lab (2)
- \_\_\_\_\_ CPS 7520 Data-Based Decision Making for Instructional Planning in School Psychology (2)
- \_\_\_\_\_ 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)
- \_\_\_\_\_ EPRS 7900 Methods in Research in Education (3)
- \_\_\_\_\_ Choose one course (3 hours): EPSF 7100 Critical Pedagogy **OR** EPSF 7110 Multicultural Education  
**OR** EPSF 7120 Social and Cultural Foundations in Education
- \_\_\_\_\_ Choose one course (3 hours): Any 7000-level or above EPY course in Learning Theory (3) (examples:  
EPY 7080, EPY 8050, EPY 8120.

*Submit passing scores of Praxis II Assessment- school psychology to program coordinator prior to Master's graduation.*

#### Specialist in Education (43 Semester Hours)

- \_\_\_\_\_ CPS 6150 Ethical & Legal Standards in Counseling & Psychological Services (2)
- \_\_\_\_\_ CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
- \_\_\_\_\_ CPS 8431 Counseling Skills and Strategies for School-Aged Children (3)
- \_\_\_\_\_ CPS 8540 Child/Adolescent Psychopathology (3)
- \_\_\_\_\_ CPS 8570 Psychological Consultation in the Schools II (3)
- \_\_\_\_\_ CPS 8662 Applied Practice II: Consultation and Intervention Practicum in School Psychology (3)
- \_\_\_\_\_ CPS 8665 Intervention Strategies for Diverse Learners (3)
- \_\_\_\_\_ CPS 8680 Internship in School Psychology (6) fall semester—12 hours total required
- \_\_\_\_\_ CPS 8680 Internship in School Psychology (6) spring semester—12 hours total required
- \_\_\_\_\_ CPS 8760 Topical Seminar in School Psychology (3)
- \_\_\_\_\_ EPRS 8530 Quantitative Methods and Analysis in Education I (3)
- \_\_\_\_\_ Any 7000-level or above EXC course with permission of faculty advisor (3)
- \_\_\_\_\_ EPY 8220 Advanced Developmental Psychology: Personality & Socialization (3)

All School Psychology students must complete CPS 6040, CPS 6150, CPS 7490, CPS 7495, CPS 7510, CPS 7515, CPS 7520, CPS 7570, CPS 8440 and CPS 8570 with a grade of "B" or higher.

For School Psychology students to be eligible to begin **applied practice I** (CPS 7662), students must successfully complete the following courses: CPS 6040, CPS 6150, CPS 6410, CPS 7490, CPS 7495, CPS 7510, CPS 7515, CPS 7520, CPS 7570, and CPS 8440

For School Psychology students to be eligible to begin **applied practice II** (CPS 8662), students must successfully complete the following courses: CPS 6410, CPS 7570, CPS 7662 and CPS 8570.

## COURSE AUTHORIZATION FORM

### 1. What is Course Authorization?

- Authorization is permission to register for a CPS department course. Authorization is not registration. A student must also officially register after the authorization is granted.
- If authorization is granted that student will have **five days to register for the class**. If the student does not register within the time allowed the authorization will be removed. This is especially important in the case of overflow requests.
- Completing this form does not ensure a seat in a class. Authorization is performed independently on a first come, first serve basis. Student records are used to determine eligibility for the course requested for authorization. For some courses, additional authorization may be necessary.

### 2. What to use this form for:

- a. **Error Messages** - If you receive any error message or more than one error message, please document the details of the error message in the Error Message area on the form.
- b. **Overflow** - If you are using this form to request an overflow into a full class, please indicate that where noted on page one. Annette will check to see if an overflow into the class is available.
- c. **SPS Cohort Classes** – If you are an SPS student and would like to register for a different cohort section within the first 10 days of registration, fill out this form.

### 3. Turning in a Course Authorization form

Submit the form online to Lydia Ewonus at this link: <https://www.jotform.com/form/80375384338160>

- Lydia will check your student records to see if you meet the requirements and eligibility for the course.
  - Error messages or Cohort Classes – After researching the error message and clearing it, if you are eligible to take the course an authorization will be placed on your student record.
  - Overflow – After checking with the instructor and verifying the classrooms legal occupancy, if there is room in a full class an authorization will be placed on your student record.
- If you have submitted a course authorization form and are still unable to register after two days, please contact Lydia at (404)-413-8186 or [lewonus@gsu.edu](mailto:lewonus@gsu.edu).

### 4. Non-CPS Students

If you are a Non-CPS student, please be sure to select “Non-CPS Student” as your Student Status. Items 1–3 also apply to Non-CPS students. Non-CPS students wishing to take CPS courses will be given consideration via the Course Authorization Form at the end of regular registration. On the first day of late registration authorizations will be given for the selected classes with consideration to consent from the Non-CPS student’s academic advisor’s approval, remaining seats and overflow status as well as any program restrictions.

### 5. GA TAP Students

This form does not negate GA TAP rules. Items 1-4 apply to GA TAP students as well. Completing the form appropriately will help to inform the department of your status.

## **What is CPS 8810 Directed Readings?**

CPS 8810 Directed Readings is a course that you will see on the CPS schedule each semester. The department chair will be listed as the instructor of record for this class, but a directed reading is NOT set up with the department chair. A directed reading happens when a student meets with a faculty member (other than the department chair) to discuss doing additional work in a particular subject area and asks the faculty member to supervise this learning experience.

- A Directed Readings Form must be completed and signed by the instructor, student, and the departmental chair and processed by the Office of Graduate Student Services *before* registration is authorized for CPS 8810. This form is available here:  
<https://education.gsu.edu/files/2018/12/DirectedReadings-fixed.pdf>
- The student must fill out the form and then make an appointment with the chosen instructor to complete and finalize the form. The instructor will give the form to the academic advisor for their approval, the chair's approval and, finally, GSS's approval.
- GSS will notify the student via PAWS/GoSOLAR of the directed readings approval/denial. If approved, GSS will "authorize" the student to register for the directed reading on PAWS/GoSOLAR. The student is responsible for checking for this authorization in their PAWS/GoSOLAR account, and then registering for the directed reading after the authorization has been placed on their GoSOLAR account. Only GSS can authorize the student for this course—no one in the CPS department may give authorization for CPS 8810. Submit the form early so that there is plenty of time for all parties to review and approve the form, plenty of time for GSS to authorize the student for the course, and plenty of time for the student to register for the course.

Contact info for GSS: <https://education.gsu.edu/admissions/advising-services/#graduate-advising>

### NOTE:

- A directed reading cannot be substituted for any course in the master's or specialist curriculum nor can it be substituted for or used to meet the elective requirement.
- There is no room in the master's or specialist level curriculum for a directed reading.
- A directed reading may be arranged by a student and instructor to gain additional education in a particular area resulting in additional credit hours above the required curriculum.

## **INTERNSHIP EXPERIENCE IN SCHOOL PSYCHOLOGY**

The school psychology internship is a two-semester field experience designed to give the student a practical orientation in the field of school psychology. Please refer to the syllabus for *CPS 8680 Internship in School Psychology* for specific requirements, descriptions of responsibilities, and forms used to document internship activities and requirements. Students are expected to participate in this experience on a full-time basis. Each intern is required to spend a minimum of 1200 hours in a school setting where he/she will receive on-the-job training under the direct supervision of a certified school psychologist. Additional time is required each week for on-campus instruction, consultation, and supervision. During the internship, each student will be required to participate in a variety of experiences including consultation, prevention, intervention, assessment, and research activities. Students are expected to be familiar and in compliance with the American Psychological Association's (APA's) code of Ethics, the National Association of School Psychologist's (NASP's) Ethical Standards, and the Georgia Professional Standards Commission Code of Conduct.

## **SCHOOL PSYCHOLOGY INTERNSHIP SITES**

All internships must be approved by the school psychology faculty. There are no exceptions to this rule. Each student is responsible for negotiating and securing his/her own internship site. Please note that almost all sites, if not all, will require students to pass a background check. Any student with concerns about being able to pass this background check should consult the School Psychology program coordinator immediately, and well before beginning the school psychology program of study.

During the spring semester prior to their internship year, prospective interns will be provided with contact information for internship coordinators in local school systems. Prospective interns are encouraged to begin contacting coordinators in local school systems during March of the year prior to their internship; however, students are advised that timelines for internship placements vary from system to system. While some students may be able to negotiate and secure placements before the end of the spring semester (i.e., during May), others may not have their placements confirmed until just before the start of the fall semester (i.e., during July).

Students need to consider the following site requirements when negotiating an internship placement.

1. The primary placement must meet the NASP requirement as a school-based placement.

This is a 1200-hour supervised field-placement in public and/or private school settings for the purpose of skill development in consultation, psychoeducational evaluation and intervention. At least 80% of the intern's time (i.e., 4 out of 5 full-time week days) must be spent in a school-based placement. Interns with an interest in a special population (students who are hospitalized, incarcerated, etc.) may negotiate to spend 20% of their time (i.e., 1 out of 5 full-time week days) in a location other than a school placement, given that adequate site supervision is available. This must be approved ahead of time by the Internship Coordinator.

2. The intern must be provided with 2 hours of field-based supervision each week by an on-site certified school psychologist.

At least one hour of supervision each week should consist of an individual conference between the intern and the supervisor. During this time, the supervisor and the intern will discuss various aspects of the intern's work. The supervisor will make recommendations and suggestions relative to specific cases, review the intern's psychological reports, and co-sign all written reports prepared by the intern. In turn, the intern will have the opportunity to ask questions, seek clarification, and demonstrate their knowledge and skills.

The site supervisor should also provide an opportunity for the intern to observe them in their work with students, teachers, and parents. In addition, the site supervisor should observe the intern in a number of settings such as teacher conferences, parent conferences, and consultation with other school personnel. Time spent during these observations may be counted toward the second hour of weekly supervision. Other supervisor-supervisee activities that may constitute the second hour of weekly supervision include, but are not limited to group supervision, telephone communication, e-mail correspondence, and collaborative projects.

### 3. The student must use the title “intern.”

During the 1200-hour internship experience, the student must use the title “intern” at the internship site, at the university, and while in other professional settings. This title indicates to others that the student is a professional in training. All internship students, including those who have obtained a nonrenewable school psychology certification from the state, must use the title intern.

### **NEGOTIATION OF THE INTERNSHIP:**

Prospective interns are responsible for negotiating the terms of compensation for their internship with local school systems on an individual basis. During the process of negotiation, prospective interns are strongly encouraged to consider the pros and cons of various levels of compensation and seek advisement on this issue from school psychology faculty at the university.

The process of negotiating the terms of compensation for one’s internship is similar to the process of seeking employment. Prospective interns should conduct their negotiations in a manner that is professional, keeping in mind that they represent not only themselves; but the school psychology program, the Department of Counseling and Psychological Services, the College of Education & Human Development, and Georgia State University as well.

Prospective interns should feel free to explore many options for an internship site during the process of negotiation. However, once the intern has accepted a position in a school system, the intern has a professional responsibility to stop negotiations with other school systems and fulfill the obligations of their professional commitment to that school system.

### **INSURANCE**

Each intern is responsible for acquiring professional liability insurance, and providing documentation of proof of insurance prior to the start of their internship experience. There are several sources of professional liability insurance for school psychology interns.

## Major or Degree Status

A Georgia State University graduate student who wishes to change to a different graduate major must complete an application form and supply all required admission materials for the new major. Applications are reviewed by the appropriate program but there is no guarantee that the student will be accepted into a different major or degree program. In the College of Education & Human Development, course work completed in the previous program may be counted toward the requirements for the new major if the courses match those described in the new major's program description and the credits meet all other College of Education & Human Development guidelines for degree completion *and* if the student's new program advisor approves the application of previously earned credits toward the new program. If the new major is offered by a different college at GSU, the student should contact the appropriate graduate office in that college for information about applying to its graduate program.

A graduate student admitted to nondegree status who wishes to become admitted in a degree-seeking status must also complete an application form and supply all required admission materials for the new degree program. There is no guarantee that the applicant will be accepted to the degree program. The student does not have to pay the application fee an additional time. No more than nine semester hours of course work taken while the student is admitted as a nondegree student may be applied to a master's or doctoral program in the College of Education & Human Development.

## Academic Discipline Policy

### Scholastic Warning

A graduate student whose cumulative grade point average (GPA) falls below a 3.00 at the end of a term or who fails to maintain the level of academic performance required by the department of his or her major will be placed on *scholastic warning*. GPA will be calculated based on all attempts at courses numbered 6000 or higher and will include any such courses whether or not they are required in the student's program of study. The original grade in a course that has been repeated is *not* dropped from the cumulative GPA for purposes of determining academic standing. Upon completion of the subsequent term of required course work, if the cumulative GPA is at least 3.00, then the student will return to good standing.

A student who wishes to take a course or courses for personal enrichment or for other purposes not related to pursuit of a degree or certification program may *audit* those courses unless he or she wishes to have grades from that course or courses included in the cumulative grade point average for academic standing purposes. A graduate student on scholastic warning whose GPA is not at least 3.00 upon completion of the subsequent term of required course work but whose latest term's grade point average is at least 3.00 will remain on scholastic warning until the cumulative grade point average of 3.00 is achieved. At that time, the student will return to good standing. A student may not graduate while on scholastic warning.

### Scholastic Suspension

A graduate student on scholastic warning whose grade point average is not at least 3.00 and whose latest term's GPA is not at least 3.00 will be suspended from the university for one academic term. During the term of suspension, the student may petition for readmission by completing a *Petition for Readmission After Scholastic Suspension* form and a reentry form and submitting them to the Office of Graduate Student Services and Graduate Admissions (300 College of Education & Human Development Bldg) by the following deadlines (Please verify the deadlines with GSS):

To reenter Fall Term	August 1
To reenter Spring Term	December 1
To reenter Summer Term	April 1

### **Scholastic Probation**

A student who is reinstated after scholastic suspension will be on *scholastic probation*. If the student's graduate grade point average for any term following reinstatement falls below 3.00, the student will be scholastically excluded from the College of Education & Human Development. If the student's cumulative GPA is less than 3.00, he or she will be given 12 semester hours in which to raise the cumulative grade point average to at least 3.00.

### **Scholastic Exclusion**

A student may be scholastically excluded from the College of Education & Human Development for one or more of the following three reasons:

1. The student completed an academic term in which he or she did not earn a term GPA of at least 3.00 while he or she was on academic probation.
2. The student did not achieve or maintain a cumulative graduate GPA of at least 3.00 by the end of the first 12 semester hours completed following reinstatement.
3. The student failed to maintain the level of academic performance required by the department of his or her major.

A student scholastically excluded from the College of Education & Human Development will not be admitted to any College of Education & Human Development program and may never enroll in any College of Education & Human Development course offerings.

## **Petitions and Appeals**

There are petition and appeals procedures for students within the College of Education & Human Development for the resolution of academic problems that are not governed by university policy. Students enrolled in other Georgia State University Colleges would follow the same process when a request involves College of Education & Human Development courses or program requirements.

*Petition for Waiver or Variance:* This petition allows for a request for an exception to established academic policies and procedures in College of Education & Human Development programs. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the advisor, the department chair and the dean. A standard petition form for each proposed program deviation must be completed by the student. A petition form can be obtained from the Office of Graduate Student Services (300 College of Education & Human Development Building) and online at <https://education.gsu.edu/files/2018/12/Petition-for-Waiver-or-Variance-Form-compliant.pdf>. This petition form must be submitted to Regina Finan by the end of the semester prior to the semester in which the exception is needed. Please note, the courses in the model program are aligned with the NASP Standards for Training and Practice and endorsed by the Professional Standards Commission. Any deviations that would circumvent the program of study are strongly discouraged.

*Petition for Resolution:* This petition allows for a request to redress academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the department which is the source of the complaint. This petition must be initiated by written request to the department for a conference with the professor and department chair before the end of the semester in which the academic problem occurred. The entire petition process must be completed within ten (10) working days following the request for the conference. A petition form can be obtained from the Office of Graduate Student Services (300 College of Education & Human Development Building) and online at <https://education.gsu.edu/files/2018/12/Student-Petition-Resolution-Form-compliant.pdf>.



## **Appeal Procedure**

Students are encouraged to discuss academic or non-academic problems or grade concerns with the instructor prior to filing a formal petition in an effort to gain understanding about the basis of the treatment or grade. If the issue is not resolved informally, students should complete the Student Petition Resolution process.

1. Students are encouraged to discuss the academic or non-academic issue or grade concern with the instructor prior to filing a formal appeal, in an effort to gain understanding about the basis of the issue or grade. If the issue is not resolved informally, students should use the following procedure for the Student Petition for Resolution process and retain copies of all materials submitted.
2. Fill in your name as it appears in university records. Include your Panther number, e-mail address if you have one, and daytime telephone number(s). Fill in the name of the department you are petitioning.
3. Complete Part I and attach a typed statement giving the reason(s) the petition should be granted. Include in the statement (a) the specific action, practice, or decision that is problematic; (b) the impact of the decision; (c) what resolution is being sought; and (d) why it should be granted. Attach relevant supporting documentation included but not limited to work samples, pertinent correspondence, course evaluation, and/or course syllabi.
4. Submit the form and required attachments to the appropriate department chair before the end of the term in which the academic or non-academic issue occurred, or, in the case of a final grade petition, within ten (10) business days of the beginning of the academic term (fall, spring, summer) that follows the term in which the final grade was submitted by the instructor. For complaints not related to grade appeals, consideration will not be given to any complaint submitted later than the end of the term immediately following the term in which the matter in question arose. Keep copies of all papers submitted.
  - Department Communication Sciences and Disorders - Dr. Julie Washington, 8th Floor, CEHD
  - Counseling and Psychological Services - Dr. Brian Dew, 9th Floor, CEHD
  - Early Childhood and Elementary Education - Dr. Laura May, 5th Floor, CEHD
  - Educational Policy Studies - Dr. Jennifer Esposito Norris, 4th Floor, CEHD
  - Kinesiology and Health - Dr. Jacalyn Lund, 137 Sports Arena
  - Learning Sciences - Dr. Brendan Calandra, 7th Floor, CEHD
  - Middle and Secondary Education Dr. Gertrude Tinker Sachs, 6th Floor, CEHD
5. For Part II, the department chair will provide a decision in writing to the student, normally within ten (10) business days of the receipt of the Student Petition for Resolution, absent extenuating circumstances.
6. The student may appeal the department chair's decision with ten (10) business days of being notified of the chair's decision. To initiate the appeal and complete the Student Appeal form, the student must contact Graduate Student Services(undergraduates) or Graduate Student Services in the College of Education & Human Development at 404/413-8000.

**According to university policy, students can only petition the current semester's grades. After the two-week time period, grades can no longer be petitioned. Please contact your academic advisor if you have any questions about the grade petition process.**

## **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, specialist, and doctoral programs. Since 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, specialist, 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.

### **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 Mental Health Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students), the National Association of School Psychologists (for School Psychology students), and ASGW Code of Ethics for group work.
- 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.
- Ability to interact appropriately and effectively with other students, faculty, and staff.

### **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/Specialist/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/Specialist/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 are 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 ad hoc 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 an email 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 the student's official GSU E-mail address 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 two business days 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. The student will submit all questions in writing to the Chair of the Retention 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 Mental Health Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students) the National Association of School Psychologists (for School Psychology students) and ASGW Code of Ethics for group work.
  - 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.
  - Ability to interact appropriately and effectively with other students, faculty, and staff.
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 via official GSU E-mail.
  17. The student may appeal the CPS faculty's decision by following the printed appeals procedures described in the College of Education & Human Development Catalog.

**Reviewed, revised and approved by the CPS faculty on August 19, 2014.**

## SCHOOL COUNSELING / SCHOOL PSYCHOLOGY CERTIFICATION PROCESS CHECKLIST

Applying for Georgia certification in school counseling OR school psychology requires that students submit a self-managed, complete certification application packet to the Georgia Professional Standards Commission. Part of that application must be completed by our Certification Official in the Office of Graduate Student Services at GSU **BEFORE** you submit your application packet to GPSC—Allow time for the GSU Certification Official to complete the necessary forms for you.

**Currently, the PSC certification official in GSU's GSS is Basja Tibbs, who can be reached at [btibbs1@gsu.edu](mailto:btibbs1@gsu.edu) or her direct line: 404-413-8161. Please read her certification website prior to submitting any questions:**

**<http://education.gsu.edu/student-services/office-of-academic-assistance/applying-for-certification/certification-requirements/>**

GPSC generally takes anywhere from four to eight weeks to process a certification request, so bear this in mind when making your certification plans. Also, documents may not be submitted more than 90 days in advance of your graduation.

The following checklist is designed to assist you in gathering your materials. Remember to request that all materials from outside sources, such as universities or professors, (transcripts, recommendations, etc.) be mailed to you so that you may gather them and send one complete application packet to the Georgia Professional Standards Commission. Incomplete packets will not be processed. Send your complete application packet to the following address: Georgia Professional Standards Commission, Certification Section, Two Peachtree Street, Suite 6000, Atlanta, GA 30303-3191.  
**KEEP A PERSONAL COPY OF ALL MATERIAL SUBMITTED.**

Application Checklist for GPSC Certification in School Psychology:  
(All items should be mailed together to the Georgia Professional Standards Commission)

- [ ] A completed Professional Standards Commission (PSC) Certification Application. Applications are on the Georgia Professional Standards Commission web site [www.gapsc.com](http://www.gapsc.com)
- [ ] The Professional Standards Commission Certification Application details on page 1 the applicable fees, if any. Confirm on this page if you have a fee and don't forget to include it in your packet if you do. If you are unsure, please contact PSC directly [www.GAPSC.com](http://www.GAPSC.com) to confirm your fee.  
(Note: GPSC only accepts cashier's check, money order, or on-line credit card payment)
- [ ] A completed & official PSC Recommendation Form (from the application packet). Submit the PSC Recommendation Form to the GSU College of Education & Human Development Office of Graduate Student Services (Suite 300, College of Education & Human Development Building, ATTN: Basja Tibbs). This form is used by PSC to verify that you completed a state approved school counseling program. Include the following items with your recommendation form: 1) a self-addressed, stamped envelope; 2) a copy of your GACE Basic Skills or your exemption GRE scores [if you already hold a clear, renewable teaching certificate in Georgia, you do not have to take GACE Basic Skills] & 3) a copy of your GACE scores.  
The recommendation form will be returned to you directly for your self-managed application packet. Include these scores even if you have already submitted them to GSU. Don't forget to include the self-addressed, stamped envelope.
- [ ] Official transcripts from ALL college and universities that you have attended. Request that official transcripts be sent to you from each college you have attended, including GSU- (after you graduate with your school counseling/school psychology degree, of course!) Transcripts from all colleges attended must be included in your packet or PSC will not accept your application. Official transcripts must be in sealed envelopes with the registrar's signature across the flap. (To request a GSU transcript, go to [www.gsu.edu](http://www.gsu.edu).)
- [ ] If necessary, any additional material requests described in the PSC application packet. Such items might include the work experience verification form, employment status if employed in Georgia school system, out-of-state certificates, or additional assessment score reports from other states. These items are only required if applicable and these forms can be downloaded from [www.GAPSC.com](http://www.GAPSC.com)

Please note that no person in the CPS department can complete your PSC forms.

Always contact the Office of Graduate Student Services (GSS): 404-413-8000 or in person, Suite 300 of the College of Education & Human Development Building.





# GACE PRAXIS RESA CERTIFICATION SUBMISSION FORM

Counseling & Psychological Services Department

Name \_\_\_\_\_ Panther # \_\_\_\_\_  
 Address \_\_\_\_\_ Telephone/Cell \_\_\_\_\_  
 City, State, ZIP \_\_\_\_\_ Email \_\_\_\_\_ @student.gsu.edu  
 Degree Program/Major \_\_\_\_\_ Catalog/Year Admitted \_\_\_\_\_

I am submitting:

- GACE SCORES
- PRAXIS SCORES
- RESA COURSE SCORES OR TRANSCRIPT
- PROOF OF TEACHER CERTIFICATION
- OTHER: \_\_\_\_\_

I am submitting this for:

- CREDIT FOR EXC 4020 Characteristics & Instructional Strategies for Students with Disabilities
- OTHER: \_\_\_\_\_
- COMPREHENSIVE EXAM REQUIREMENT \*\*\*\*

\*\*\*\*Faculty advisor signature required for submission of Comprehensive Exam  
Faculty advisor or Faculty Program Coordinator will notify GSS.

\_\_\_\_\_  
Faculty Advisor or Faculty Program Coordinator signature

All forms (except for GACE and PRAXIS exam documents) should be submitted to GSS:

\*\*\*\*If you are submitting scores to satisfy the comprehensive exam, return this form with copies of GACE content or PRAXIS II results to CPS faculty advisor or faculty program coordinator for appropriate faculty signature. Your CPS faculty advisor will then notify GSS. The student may deliver all other documents directly to GSS—no faculty signature is needed on other documents.

By Hand Delivery:  
Office of Graduate Student Services and Graduate Admissions  
Georgia State University  
College of Education & Human Development Building  
ATTN: Basja Tibbs  
30 Pryor Street, Suite 300  
Atlanta, GA 30303

By Mail  
College of Education & Human Development  
Georgia State University  
Office of Graduate Student Services and Graduate Admissions  
ATTN: Basja Tibbs  
P.O. BOX 3977  
Atlanta, GA 30302-3977

By Fax: 404-413-8003

## Student Frequently Asked Questions

1. I am a new student this year and I want to know how I start to search for my practicum/internship site?

School Psychology students are required to attend a mandatory practicum orientation, and a mandatory internship orientation that takes place in December or January each year. At that orientation you will learn how to select a site and all about the number of hours you will be working. Orientation dates are posted here:

<https://education.gsu.edu/cps/students/cps-practicum-internship-information/#orientation>

2. When can I see the next semester schedule of CPS classes?

The schedule is posted on Go Solar two weeks prior to the start of registration. You can log onto Go Solar to view the schedule and check your registration day and time. Try to register as close to your assigned time as possible. Classes fill up quickly. Academic and Semester Calendars are kept by the Registrar's Office and may be found at

[http://www.gsu.edu/registrar/calendars\\_and\\_exam\\_schedules.html](http://www.gsu.edu/registrar/calendars_and_exam_schedules.html)

3. What is a Course Authorization Form and when do I have to fill one out?

The Course Authorization Form: <https://www.jotform.com/form/80375384338160>. It is used in three situations: if you are receiving an error message when you try to register, if you are registering for a class that is restricted or has prerequisites that you haven't completed, or if you are trying to register for a class that is full. In all situations, fill out the form (include the class name and number, the CRN number, any error message) and submit it online to Lydia Ewonus at [lewonus32@gsu.edu](mailto:lewonus32@gsu.edu). She will contact the instructor to see if they will authorize you to take a restricted class, if they are able to overflow, or if you have met the course prerequisites. If you are receiving an error message, she will be able to research that as well.

4. What is my comprehensive exam?

- a. School Psychology students must take and pass the Praxis II exam in School Psychology before they will be allowed to graduate with their MED School Psychology degree.
- b. School Psychology students hoping to practice in the State of Georgia should ALSO take and pass the GACE exam in School Psychology before they graduate with their EDS School Psychology degree.

5. I want to switch to another program within the CPS department. What do I need to do?

- a. You have to apply to and be accepted into the program. The deadlines for application and the semester of admission are listed on the Office of Graduate Student Services and Graduate Admissions (GSS)'s website. The Office of Graduate Student Services and Graduate Admissions (GSS) require that you send in another application, test scores, transcripts, etc.
- b. Set up an interview with the coordinator of the program of interest.

6. What happens if I apply to a different program but am not accepted? Can I continue in my original program?

Yes. You do not have to do anything to continue in your original program.

7. What happens if I apply to a different program and am accepted? Do my credits automatically transfer?

Yes, those that are needed in your new curriculum. You will attend a mandatory orientation prior to starting your new program. At that time you will be given the model curriculum for your new program and you will be able to see which of the courses in your new program that you have already taken. Be aware that any course work taken prior to admission in a CPS program **WILL NOT COUNT TOWARDS THE CURRICULUM FOR THAT PROGRAM**. NOTE: when you switch programs you will be adding a year to the length of time it will take you to complete your degree. The practicum/internship sequence for all programs only start in fall and end in spring, so you must postpone it one year while you are completing the prerequisite course work in your new program.

8. I have taken some previous course work and want to transfer in some classes. How do I do this? The course work must be at the graduate level and if you are transferring it into the School Psychology program, and it can only come from an APA or NASP accredited school. All CPS programs will accept credits only from accredited schools. The course work must be no older than 6 years by the time you will graduate. Please carefully review the Transfer Credit Policy found at <https://education.gsu.edu/files/2018/12/PetitiontoTransferGraduateCredit-fixed.pdf>

9. I need to take some time off. Do I have to reapply to my program?

- a. A minimal application—called a reentry form—will be required. If you take 12 consecutive months off from classes, you will have to fill out a Reentry Form (<http://education.gsu.edu/admissions/graduate-admissions/instructions-for-reentry-into-a-graduate-program/> )
- b. You want to pay attention to the most recent School Psychology Program of Study to see if the program has changed. You will be required to update to the most recent program of study. The course listing can be viewed on the CPS web site in any of the program handbooks, found in each Program Page. If you take less than 12 months off, you simply register for classes as usual at your given day and time in Go Solar.

**Don't forget the Continuous Enrollment Policy. This policy will require the following:**

1. Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive terms (fall, spring, summer) until completion of degree.
2. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation.

10. I want to take a class that is not on the approved list of classes for my major. Is this possible? Yes, rarely and you must receive approval first. Read the instructions and fill out a Petition for Waiver or Variance. This form can be found at <https://education.gsu.edu/files/2018/12/Petition-for-Waiver-or-Variance-Form-compliant.pdf>

11. What is a GRA and how do I get one?

Graduate Research Assistantships are available in most academic departments in the university and many student support offices (the recreation center, tutoring, housing, etc.). There is no central listing of all GRA opportunities. Update your resume and stop by each department to see if they have any GRA openings.

GRA policies may be found at <https://hr.gsu.edu/download/gra-policy/?wpdmdl=6539402&refresh=5ce4465197f501558464081>

12. Graduation: I plan to graduate in two semesters. What do I need to do?

You have to file a Graduation Application in PAWS by the deadline shown at <https://registrar.gsu.edu/graduation/> (be sure you are looking at the deadlines for GRADUATE applications) and turn it in with the graduation fee. You may choose to participate in the ceremony or not. If you do, please visit the GSU Bookstore for information about cap, gown and hood. Your hood color is ordered by degree (MEd/EdS for school psychology) only – not by major.

12a. I have questions about the Georgia State University Commencement Ceremony. Who can answer these questions?

Georgia State University employs an entire office charged with handling the commencement ceremony and its detail/rules. All questions regarding the commencement ceremony should be directed to the commencement office:

<http://commencement.gsu.edu/commencement/>

Note: Please do not ask CPS staff or faculty these questions. The commencement office can change details/rules about the ceremony without notifying faculty or staff. Always direct your questions about the commencement ceremony to the commencement office.

12b. I have questions about the College of Education & Human Development Convocation Ceremony for College of Education & Human Development graduates. Who can answer these questions?

While the University Commencement ceremony signifies the official conferral of degrees, the College of Education & Human Development Convocation, a pre-commencement ceremony, is an opportunity for the college to recognize its graduates by name and degree and celebrate its students' achievements. We encourage our graduates to participate in both events.

The convocation is organized and hosted by the College of Education & Human Development Dean's office. Normally, invitations and information about this ceremony are sent out to prospective graduates 2 months prior to the convocation ceremony date. Please allow time for your invitation and information to arrive (usually by email). CPS faculty and staff are not involved with the planning or organizing of this event. All questions should be directed to that office. Currently in charge of the convocation is: Claire Miller at (404) 413-8118 or [coeconvocation@gsu.edu](mailto:coeconvocation@gsu.edu).