

School Psychology at Georgia State University

Ph.D. Program

Student Handbook

2022-2023



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Introduction

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

Georgia State University

Since its founding in 1913, Georgia State University (GSU) has experienced remarkable growth. Today, it is the largest urban research university in the Southeast, with over 50,000 students enrolled in undergraduate, graduate, and professional degree programs. Georgia State University features ten academic colleges and an educational philosophy that combines teaching, research, and service into one learning experience.

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

Department of Counseling and Psychological Services

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

The Department: The School Psychology Program is part of the Department of Counseling and Psychological Services (CPS) within the College of Education & Human Development. The CPS department offers master's degree programs in clinical mental health counseling, clinical rehabilitation counseling, elementary/middle school counseling, secondary school counseling, and a combined Master's (M.Ed.)/Educational Specialist (Ed.S.) degree in 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, and mental health facilities. A concerted effort is devoted to providing students with the knowledge and skills to work in these particular environments. The CPS department

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

The CPS department is located on the ninth floor of the College of Education & Human Development. The department has been renovated and most classrooms are equipped with the latest technological features. Small conference rooms, observation areas, playrooms, and special classrooms were specifically designed for graduate level education. The department houses an extensive collection of assessment materials and equipment. Materials include books for bibliotherapy, kits for parent and teacher education programs, and other packaged materials for use with students.

School Psychology Program

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

Office of Program Consultation and Accreditation
750 First St, NE
Washington, DC 20002-4242
Telephone: (202) 336-5979
TDD/TTY: (202) 336-6123
Fax: (202) 336-5978

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

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

In comparison, doctoral-level education is oriented toward developing students who are proficient practitioners and researchers. At the doctoral-level, students learn and then refine their knowledge and skills in assessment, prevention/intervention, and consultation. Moreover, doctoral-level school psychology students are prepared to be producers of research. Thus, doctoral students learn to critically evaluate empirical studies, conduct original research, and contribute to the knowledge base in school psychology through scholarly publications and presentations.

Admission to the Ph.D. Program

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

Admission to the program is highly competitive, with an average of three students accepted each year out of a pool that typically ranges from about 25-35 applicants. The faculty places primary emphasis on multiple criteria when considering an applicant for admission. Specifically, major consideration is given to applicants who: (a) have completed undergraduate training in psychology, education, or a closely related field, (b) aspire to become proficient clinicians and researchers, (c) are willing to complete a rigorous course of study, (d) demonstrate awareness of multicultural perspectives, (e) provide evidence of excellent oral and written language skills, and (f) have outstanding potential for applied research on topics that are congruent with the faculty expertise available at Georgia State University. Our program also accepts students who have already completed some predoctoral training in school psychology (i.e., master's and specialist degree requirements equivalent to those at GSU; see Appendix A) or a closely related field. For students who are admitted after graduate work at other institutions, the faculty evaluates previous training to determine congruency to the GSU Ph.D. program requirements, and what, if any, additional coursework or practica are needed as part of each student's doctoral program of study at GSU. In addition to official transcripts, this faculty review requires submission of a portfolio of work that demonstrates competency in the major objectives of the GSU doctoral school psychology program (see Appendix A).

Based on these criteria, students accepted into the program over past decade have obtained a mean Graduate Record Examination (GRE) Verbal score at the 72nd percentile, a mean GRE Quantitative score at the 51st percentile; and a mean undergraduate grade point average of 3.59. **Our students are a diverse group in many respects and represent a variety of different cultures, geographic regions, and previous**

work and educational experience. Most of our doctoral students are registered as full-time students, and most complement their coursework and practica by working as part-time graduate research assistants or graduate teaching assistants. The program actively recruits historically underrepresented students and strongly encourages their application.

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

School Psychology Ph.D. Program

Ph.D. Program Philosophy

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

Successful integration of science, research, and practice enables doctoral students to appreciate how these components are essential to providing the most effective educational and mental health services to children, adolescents, and their families, and the most insightful consultation services to teachers, family members, and others. It also enables doctoral students to draw from many different knowledge bases and apply this information to answer questions, solve problems, and address challenges. The integration of research and practice also serves as the foundation for assuming leadership roles within the field of school psychology.

While a range of different theoretical orientations is accommodated (e.g., behavioral, cognitive, developmental), Georgia State University's School Psychology Program primarily espouses an ecological perspective. This perspective emphasizes how the reciprocal relationships among various components in an individual's environment may influence their perceptions, cognition, and behaviors. This perspective provides the lens through which the School Psychology Ph.D. Program fosters the development of expertise in assessment and diagnostic procedures, preventive and remedial interventions, consultation and program evaluation, and research methodologies. Most importantly, this ecological perspective aligns with our program's emphasis on understanding the multicultural factors that should guide professional practice across these domains.

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

GSU School Psychology Ph.D. Graduates are Scientist-Practitioners

Scientists

To understand and advance basic knowledge in school psychology, students must have a solid foundation in psychological science, research, and research methodologies. Students are educated to be highly skilled consumers of basic and applied research. A strong foundation is provided in the basic science of psychology. Training in research is applied across all areas of the Ph.D. Program. Graduates must be able to interpret published and unpublished writing and research. Students must have extensive background knowledge in research to determine the utility and efficacy of psychological and educational instruments and interventions. As producers

of research, students must apply appropriate research techniques to questions of local and national importance. Through faculty mentoring, students acquire an understanding of the scientific method, and learn the research skills necessary to conduct and evaluate research.

Practitioners

Graduates demonstrate a high-level of expertise in the practice of school psychology. Doctoral students are required to work toward completing coursework, practica, and internship experiences prior to, or as integral parts of their programs. Practitioner preparation encompasses over 3,000 hours of school-based practica and internship, in addition to coursework in assessment, intervention, consultation, and related areas. A minimum of 600 hours is required in pre-internship practicum experiences in school settings. Qualified faculty and site-based psychologists oversee all practica and internship experiences. This extensive preparation of practitioners is central to the program mission.

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

Mentoring of Students

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

During the second year, doctoral students form a Program Advisory Committee consisting of their faculty advisor (as committee chair) and two other faculty members, one of whom may be from outside the school psychology program. Post-Ed.S. students form the Program Advisory Committee after one year. After forming a Program Advisory

Committee, students should give committee members a tentative program of study with a projected timeline. This should be submitted to the committee no later than the fifth following admission into the doctoral program (or in the third semester for post-Ed.S. students). To encourage accountability, doctoral students are encouraged to meet with their committee and submit an annual summary of progress at the end of each academic year (this meeting will be held until the student begins their internship or graduates). Student progress is reviewed at least annually by the school psychology faculty. Students receive a letter about their progress based on that review. This document is kept in the student's permanent file. Students are encouraged to review the "*Characteristics Expected of a Successful School Psychology PhD Student*" (see table on p. 9), which outlines some expectations for students' performance and development during their doctoral studies.

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

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

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

Characteristics Expected of a Successful School Psychology PhD Student

- Integrity
- Self-Awareness
- Ability to successfully complete academic course work, practicum/internships, and research requirements of the program.
- Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
- Respect for and adherence to APA and NASP Professional and Ethical Standards.
- The ability to accept and make use of feedback from faculty and other professionals (e.g., field-based supervisors) regarding one's progress in the program as it relates to academics, interactions with fellow students and faculty, clinical skills, and performance in practicum and internship settings.
- 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.

**Adapted from the CPS Department Policy on Student Development and Retention.*

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 master's, specialist, and doctoral programs. Because completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students' suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. This policy describes the procedures for monitoring and supporting professional and personal development of all students. It also outlines the review and retention procedures in each of the CPS training programs (master's, 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.

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.
2. At the beginning of each fall semester, Program Coordinators for each Master's/Ed.S./Doctoral program will name a Review Committee of two faculty members who will have the responsibility of reviewing the non-academic reports for Master's/Ed.S./Doctoral students in their respective program. At their discretion, Program Coordinators assign this Review Committee to review students' files and the documentation therein contained related to students' academic and non-academic behaviors that have raised concern in the Program. Decisions and recommendations rendered by the Review Committee will be sent in writing to the Program Coordinator who will then disseminate those to the student being reviewed and the Chair of CPS.
3. Students' files may also 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. The Review Committee will then recommend a course of action to the Program Coordinator. This may result in a recommendation that requests the formation of a Faculty Retention Committee to review the matter. The Program Coordinator will communicate all recommendations to both the student involved in the review and the Chair of CPS.
4. If, in the faculty member's and/or Program Coordinator's opinion, the behavior rises to the level of referral to the Retention Committee, the Review Committee, as an intermediate step, may elect to conduct additional inquiry by contacting those faculty members who have contributed written documentation to the student's file. The intention is to develop plans prior to a full retention committee hearing which are considered "positive" and perhaps empowering the student to facilitate the process and to engage in self help.

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

In either event, copies of the Review Committee's recommendation will be sent to the

Program Coordinator and the faculty member/s initiating the process. The recommendations may also require referral to Georgia State University's Office of Legal Affairs.

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

Procedures for Retention Committee Hearings

The procedures for the Retention Committee Hearing are as follows:

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

University Grievance Procedures

Georgia State University seeks to maintain the highest standards of integrity and fairness in its relationships with students. The Undergraduate Catalog and the Graduate Catalog (both found at <https://catalogs.gsu.edu/>) and the Student Code of Conduct (<http://codeofconduct.gsu.edu/>) set forth policies and requirements for Georgia State students. Students are expected to know and comply with these policies. Students may, however, seek relief or resolution when they believe that:

- A. The application of these policies and procedures will create undue hardship for them or will not recognize their extraordinary or extenuating circumstances; or
- B. Specific actions, practices, or decisions on academic or non-academic matters have been made or carried out in an arbitrary, discriminatory, or inequitable manner.

All Georgia State University students have the right to file grievances following the university policy that can be found at <http://deanofstudents.gsu.edu/student-assistance/student-complaints-petitions/>. The GSU School Psychology Ph.D. Program recognizes students' right to file grievances and adheres to the University Policy.

CPS Faculty & Staff

Dr. Brian Dew, Department Chair

Dr. Andrew Roach, Program Coordinator

Primary School Psychology Faculty 2022-2023

Dr. Tamika La Salle

Dr. Joel Meyers

Dr. Catherine Perkins

Dr. Chavez Phelps

Dr. Kristen Varjas

Dr. Kimberly Robinson

Dr. Tamara D'Anjou Turner

Associated School Psychology Faculty

Dr. Paul Alberto (College of Education & Human Development Dean and Regents' Professor in Intellectual Disabilities)

Dr. Emily Graybill (Director of the Center for Leadership in Disability and Clinical Associate Professor of Public Health)

Other CPS Department Faculty

Dr. Jeff Ashby Coleman	Dr. Catharina Chang	Dr. Jamian
Dr. Don Davis DeBlaere	Dr. Franco Dispenza	Dr. Cirleen
Dr. Dennis Gilbride	Dr. Natalie Grubbs	Dr. Kan Guvensel
Dr. Erin Mason	Dr. Jonathan Orr	Dr. Ken Rice
Dr. Han Na Suh	Dr. Laura Shannonhouse	Dr. Leslie Wofford

CPS Department Staff

Fritz Kroncke, Administrative Specialist - Managerial
Katie Lowry, Business Manager II
Yolande Miller, Fiscal Grants Specialist
Yolanda Parker, Administrative Specialist – Administrative
Sharieka Savage, Administrative Specialist – Administrative

School Psychology Faculty

Major responsibility for the school psychology program is shared by five full-time school psychology faculty members (Roach, La Salle, Meyers, Perkins, and Phelps); an additional faculty member contributes to the program on a half-time basis (Turner). The College's Associate Dean for Graduate Studies & Research (Varjas) also maintains a faculty appointment with the program, mentoring doctoral students, serving on committees, and occasionally teaching program courses. Finally, our program's assessment sequence is coordinated by a part-time instructor (Robinsons), who also contributes to program planning and operations. Other support for the program is

provided by the remaining faculty members in the Department of Counseling and Psychological Services (CPS), and by faculty members in other departments within the College of Education & Human Development.

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

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

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

School Psychology Faculty

Andrew Roach, Ph.D.

**Professor, School Psychology;
Ph.D. Program Coordinator**

Dr. Roach received his doctorate in Educational Psychology with an emphasis in School Psychology from the University of Wisconsin-Madison in 2005. He was an elementary teacher for nine years prior to his doctoral work and also has a graduate degree in Education (elementary education emphasis) from Claremont Graduate University. Dr. Roach is a core faculty member and evaluation team leader for the Georgia Leadership Education in Neurodevelopmental and Related Disabilities (GaLEND) program, which is part of a nationwide network of grant-funded LEND programs that provide interdisciplinary leadership training program for future professionals, disability advocates, and community members. From 2013-2018, he served as associate director for the Center for Leadership in Disability, a federally-funded University Center for Excellence in Development Disabilities Education, Research and Service. He also is co-founder and affiliate faculty for the Inclusive Digital Expression and Literacy Program, Georgia State's inclusive postsecondary education program for students with intellectual disabilities.

His current research/scholarship focuses on inclusion and disability studies in education;

developing and sustaining authentic and trustworthy leadership in schools, agencies, and nonprofit organizations; and the implementation of mindfulness and contemplative practices in school and community contexts. Dr. Roach is co-principal investigator for the *CARE for Special Educators* project—a multi-year grant from the US Department of Education Institute for Education Sciences to evaluate a mindfulness-based professional development program for special education teachers. He received the Lightner Witmer Early Career Research Award from the American Psychological Association – Division 16 in 2010 and the Council for Exceptional Children's Early Career Publication Award in 2007.

Tamika La Salle, Ph.D.

**Associate Professor, School Psychology
Director, Center for School Safety, School
Climate, and Classroom Management**

Dr. La Salle received her Ph.D. in school psychology from Georgia State University. She is a Nationally Certified School Psychologist. Prior to joining the faculty at Georgia State University, she served on the faculty at the University of Connecticut. Dr. La Salle currently serves as Chair of the NASP-ERT Minority Scholarship Program. She is also the Editor-in-Chief of the *International Journal of School & Educational Psychology*. Dr. La Salle is the Director of the Center for Research on School Safety, School Climate and Classroom Management. She teaches courses related to applied practice, cultural diversity, and child psychopathology.

Dr. La Salle's primary areas of research interests include culturally responsive education practices, school climate, and the interrelationships among cultural and ecological variables including the community, family, and school on student outcomes. Dr. La Salle co-developed the Georgia School Climate Survey Suite used nationally and internationally. She also serves as a consultant to states and district leaders to promote a positive school climate and equity. a school climate survey site for students, school personnel, and parents. Dr. La Salle has received grants and contracts to support her work related to school climate, cultural diversity, and multi-tiered systems of support. Dr. La Salle also engages in international work and is a member of the International Association of School Psychologists. She is the leader of the *International School Climate Collaborative* aimed at integrating trans-national efforts to support positive and affirming educational environments for students. Dr. La Salle received the 2022 Perry A. Zirkel Distinguished Teacher Award and the 2018 Excellence in Research & Creativity: Early Career Award.

Joel Meyers, Ph.D.

**Regents Professor, School Psychology;
Executive Director, Center for School Safety,
School Climate and Classroom Management**

Dr. Meyers received his Ph.D. in educational psychology with a specialization in school psychology from the University of Texas at Austin. Prior to joining the faculty at Georgia State University, he served on the faculties in School Psychology at Temple University and at the University at Albany. Dr. Meyers has served as the director of the School

intervention programs and the use of mixed methodology in school psychology practice. Dr. Varjas is the co-author of a book published by the American Psychological Association entitled *School-Based Mental Health Services: Creating Comprehensive Culturally Appropriate Service Programs*. She has received awards from the Georgia Association of School Psychologists and Georgia State University for her work with diverse populations in the United States and in Sri Lanka. Dr. Varjas is a member of the Society for the Study of School Psychology. She served as the Chair of the National Association of School Psychologists (NASP) LGBTQI2-S Committee for seven years. During her tenure, she led the development of three positions statements focused on creating safe schools for LGBTQ+ children and youth. Dr. Varjas also served as the APA Division 16 representative to the writing group for the APA and NASP Resolutions (2015; 2020) focused on sexual and gender diverse children and youth in schools. Dr. Varjas received the 2008 Outstanding Faculty Research Award and the 2014 Distinguished Faculty Member Award from the GSU College of Education & Human Development.

Catherine Perkins, Ph.D. **Clinical Professor, School Psychology;
M.Ed./Ed.S. Program Coordinator**

Dr. Perkins received her Ph.D. in school psychology with a specialization in developmental neuropsychology/biopsychology from Georgia State University (GSU) in 1994. Prior to joining the faculty at GSU, she worked for ten years with the Georgia Psychoeducational Network as both a school psychologist and administrator. Dr. Perkins has been a practicing school psychologist in the state of Georgia for over 30 years. She is a Licensed Psychologist in the state of Georgia and holds certification at the doctoral level both as a school psychologist and school leader (S-7, L-7). Dr. Perkins is a member of the International School Psychology Association (ISPA), the National Association of School Psychologists (NASP), and the Georgia Association of School Psychologists (GASP), for whom she served as President in 2010. She currently serves on the GASP Executive Board, the NASP Leadership Development Committee, and represents NASP as Secretary of the National Joint Committee on Learning Disabilities (NJCLD).

Dr. Perkins currently serves as the Coordinator for the M.Ed./Ed.S. School Psychology training program and is a research fellow with the Center for Research on School Safety, School Climate, and Classroom Management. She teaches a variety of courses in the CPS department including Multicultural Counseling, Child and Adolescent Psychopathology, Social Emotional Assessment of Children and Adolescents, Biopsychosocial Aspects of Addiction, School Psychology Internship, and Advanced Practicum. Her research interests include national and international inquiry into school climate, mental health and wellness for marginalized youth, and cultural conceptions of psychological wellbeing.

Tamara D'Anjou Turner, Ph.D. **Clinical Assistant Professor;
Doctoral Internship Coordinator**

Dr. Turner completed her Ph.D. in Clinical Psychology at the University of Miami. She is a

licensed psychologist with more than a decade's experience in individual therapy, group therapy, couples' therapy, and psychological assessment for adults and adolescents. Her clinical interests include depression, anxiety, motivation, goal setting, women's issues, and relationships. In the CPS Department, Dr. Turner coordinates and supervises doctoral internships and advanced practica for School Psychology and Counseling Psychology doctoral students

Kimberly Robinson, Ph.D.

Assessment Sequence Coordinator/Instructor

Dr. Robinson is a Georgia State University alumnus, who has received her Ph.D. in school psychology. She is both a licensed psychologist and certified school psychologist in the state of Georgia. Beginning with her pre-doctoral internship, Dr. Robinson served children and families as a school psychologist with the Georgia Network for Educational and Therapeutic Supports for seven years providing direct services to students, consultation with families and educators, and supervision of intern and practicum students. She has also taught Social Emotional Assessment of Children and Adolescents at Georgia State University, and is certified in Life Space Crisis Intervention and Brain Story. Her professional interests include autism spectrum disorder, educational advocacy, emotional and behavioral interventions, positive psychology and well-being, and assessment.

Ph.D. Program of Study

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

The Ph.D. program of study includes College of Education & Human Development and school psychology program requirements. The program requires 147 credits of coursework beyond the Bachelor's degree (or 141 if a student chooses to do an advanced practicum in lieu of the full EdS internship) and 74 credits beyond the educational specialist's degree, including doctoral internship and dissertation requirements. A student's program of study is planned in consultation with his or her graduate advisor and program advisory committee.

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

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

Practicum Placements. Practicum placements are essential parts of doctoral training in school psychology. They provide students with opportunities to learn practical skills, applications of science and theory, and to practice the school psychologist's major professional roles and functions under the direct supervision of university faculty and site-based supervisors. Students participate in a graduated sequence of practicum experiences over the course of at least three semesters. Throughout practica, students receive extensive supervision and professional role modeling. There are three required practicum experiences in the GSU School Psychology Program. Applied Practice I and II take place in public schools in the greater Atlanta area. Together, they require *at least* two semesters of approximately two days per week to total 600 hours and six credit hours of coursework. Placements are arranged by the Practicum Coordinator with input from the student and local school districts. *CPS 8680 Internship in School Psychology* is the Advanced Doctoral Practicum for students in the PhD Program. The PhD program requires at least two semesters of part-time placement in CPS 8680 (600 hours across the two semesters). **However, to receive Ed.S. certification you must complete 12 credit hours of CPS 8680, which is 1200 hours over at least two semesters.** At least half of the 1200 hours

(in CPS 8680) must be completed in a school-based setting to receive the Ed.S. certification. It is possible, with the prior approval of the faculty, to arrange a 600-hour advanced doctoral practicum in a special school, clinic, or non-school setting if the setting provides experiences that are consistent with professional school psychology practices and includes appropriate supervision by a licensed psychologist. For students entering with an Ed.S. or the equivalent, the student's doctoral advisory committee will determine whether the student has completed a comparable course in their prior graduate work and has sufficient skills and field experience to meet the criteria for this doctoral practicum. Based on input from the doctoral advisory committee, some students may be required to enroll in an additional practicum experience. **In all cases, PhD students must complete 1200 total hours in supervised school-based settings** across all practica and the doctoral internship.

****Important note for students entering with an Ed.S. or other prior graduate degrees:** Your previous coursework will be evaluated to determine whether it meets the GSU Ph.D. program requirements, objectives and competencies. To facilitate that process, you must compile a portfolio of prior classwork, syllabi, and evidence of competence. The school psychology faculty will review your portfolio to determine which competencies and courses you have completed. *You may be required to retake coursework or practica taken previously and/or supplement your previous coursework with courses taken at GSU.*

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

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

Professional Studies (6)

Required (6):

- EPRS 7900 Methods of Research in Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)

Major (28)

Required (28):

- 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 II: Lab (2)
- CPS 7520 Data-Based Decision Making for Academic Interventions in School Psychology (3)
- CPS 7570 Psychological Consultation in the Schools I (3)
- CPS 7662 Applied Practice I: School Psychology (3)
- CPS 8440 Social/Emotional Assessment of Children and Adolescents (3)

M.Ed. Program total: minimum of 34 semester hours

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

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

Professional Studies (9)

Required (9):

- EPRS 8530 Quantitative Methods and Analysis in Education I (3)
- CPS 7500 Individual and Family Over the Life Span (3)
- Any 7000-level or above EXC course with permission of advisor (3)

Teaching Field/Major (36)

Required (36):

- CPS 6160 Ethical, Legal, and Professional Standards in School Psychology (3)
- CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
- CPS 8431 Counseling Skills and Strategies for School Aged Children (3)
- CPS 8470 Crisis Intervention (3)
- 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)

Ed.S. total: minimum of 45 semester hours

* * *

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

Core Area: 18 credits (12 for B.A.-to-Ph.D students) (College of Education & Human Development requires 18 minimum semester credit, of which, 6 are carried forward from the M.Ed./Ed.S. for students who enter directly from undergraduate studies)

The purpose of the core area is to develop knowledge about key educational concepts and general research competences including expertise in at least one particular research paradigm appropriate to a student's major field of study and/or dissertation research. In addition, the core area is intended to develop doctoral student's awareness of the context in which educational issues can be understood

and interpreted. Thus, the core area represents a uniform requirement of the College of Education & Human Development to provide a common body of knowledge to all doctoral students.

A. Research Core (15 hours)

Choose one course (3):

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

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

[**Note that EPS 8530 is required as part of the EdS program]

~ and ~

Required (12):

A two-course sequence (6 hours) in research methodology and two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee.

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

Quantitative Methodology

EPRS 8540 Quantitative Methods and Analysis in Education II (3)

EPRS 8550 Quantitative Methods and Analysis in Education III (3)

EPRS 8820 Institutional Research (3)

EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)

EPRS 8840 Meta-Analysis (3)

EPRS 8660 Bayesian Statistics (3)

EPRS 9550 Multivariate Analysis (3)

EPRS 9560 Structural Equation Modeling (3)

EPRS 9570 Hierarchical Linear Modeling I (3)

EPRS 9571 Hierarchical Linear Modeling II (3)

EPRS 9900 Advanced Research (3)

Qualitative Methodology

ANTH 8010 Qualitative Methods in Anthropology (3)

EPRS 8510 Qualitative Research in Education II (3)

EPRS 8520 Qualitative Research in Education III (3)

EPRS 8640 Case Study Methods (3)

EPRS 8700 Visual Research Methods (3)

EPRS 9120 Poststructural Inquiry (3)

EPRS 9400 Writing Qualitative Research Manuscripts (3)

EPSF 9280 Interpretive Inquiry in Education (3)

Single-Case Methodology

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

Measurement Methodology

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

B. Social Foundations of Education and Psychology of Learning Core (3 hours)

In addition to highly specialized research in specific areas, doctoral students in the College of Education & Human Development must possess a deep understanding of comprehensive, theoretical principles and broad ideological conceptualizations. Through historical, philosophical, sociological, and anthropological inquiry, knowledge of social foundations fosters the types of speculative investigations essential for thorough understandings of those theoretical principles and ideological conceptualizations necessary to uphold the integrity of the Ph.D. degree. *[**Note: EPY 8220 is required as part of the Ed.S. program in School Psychology.]*

**EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)

EPSF 8270 Philosophy of Education (3)
EPSF 8280 Anthropology of Education (3)
EPSF 8310 Sociology of Education (3)
EPSF 8320 Politics and Policy in Education (3)
EPSF 8340 History of American Education (3)
EPSF 9260 Epistemology and Learning (3)
EPY 8030 Advanced Applied Behavior Analysis (3)
EPY 8050 The Psychology of Instruction (3)
EPY 8070 Understanding and Facilitating Adult Learning (3)
EPY 8080 Memory and Cognition (3)
EPY 8180 Development During School Age (5 to 18 Years) (3)

Major Area: 41 credits required

The major area of requirements complete the basic body of knowledge for applied professional practice as a school psychologist, building upon the foundation acquired at earlier graduate levels school psychology. A minimum of credits must be earned in the doctoral major, and these must include the courses listed below. Content for some of the

required courses listed below may have been obtained in the master's or specialist program prior to admission to the doctoral program. In such cases, appropriate substitutions and/or credit for prior coursework, may be made with approval of the student's doctoral advisory committee. Students who have prior coursework that is judged by the advisory committee to meet some of these course requirements must earn a minimum of 36 semester hours at Georgia State University to complete the major area of the doctoral program.

Required:

- CPS 8350 Biopsychology and Medication (3)
- CPS 8640 Administration and Supervision in Pupil Personnel Services (3)
- CPS 8760 Topical Seminar in School Psychology (All Ph.D. students must take 9 credits total) [Topics rotate]
- CPS 9680 Doctoral Internship (9)
- CPS 9760 School Psychology Research Seminar (3-9) [Must be taken at three times (minimum total = 9 credits). Student must maintain continuous enrollment until doctoral candidacy is reached.]
- CPS 9920 Research and Publication (2)
- EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
- PSYC 8500 History of Psychology (3)

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

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

Dissertation (Required: 15)

CPS 9990 Dissertation (15)

Program total: minimum of 74 semester hours (68 semester hours for B.A.-to-Ph.D. students)

Sample Ph.D. Programs of Study

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

2022-2023 Sample BA-PhD program

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

M.Ed./Ed.S. coursework

Students should refer to the 2021-2022 M.Ed./Ed.S. School Psychology Program handbook for additional information about completing the M.Ed./Ed.S. requirements.

Year One

Fall (1st Session) total hours (17 + hours)

- 1) CPS 6040 Introduction to School Psychological Services (3)
- 2) CPS 6410 Basic Counseling Skills (3)

- 3) CPS 7490 Individual Assessment I (3)
- 4) CPS 7495 Assessment Practicum I (2)
- 5) CPS 7340 Social/Cultural Issues in CPS (3)
- 6) CPS 9760 School Psychology Research Seminar (3)
note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.

Spring (2nd Session) 17+ hours

- 1) CPS 6160 Ethical, Legal and Professional Standards in School Psychology (3)
- 2) CPS 7510 Individual Assessment II (3)
- 3) CPS 7515 Assessment Practicum II (2)
- 4) CPS 7570 Psychological Consultation in the Schools I (3)
- 5) CPS 8540 Child/Adolescent Psychopathology (3)
- 6) CPS 9760 School Psychology Research Seminar (3)
note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.

Summer (3rd Session) 9+ hours

- 1) CPS 7520 Data-Based Decision Making for Instructional Planning in School Psych. (3)
- 2) CPS 8440 Social/Emotional Assessment of Children and Adolescents (3)
- 3) EPRS 7900 Methods of Research in Education (3)

Year Two

Fall (4th Session) 16+ hours

- 1) CPS 7662 Applied Practice I: School Psychology (3)
- 2) CPS 8665 Intervention Strategies for Diverse Learners (3)
- 3) EPRS 8530 Quantitative Methods and Analysis in Education I (3)
- 4) CPS 8570 Psychological Consultation in the Schools II (3)
- 5) CPS 9920 Research and Publication (1)
- 6) CPS 9760 School Psychology Research Seminar (3)
note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.

Spring (5th Session) 16+ hours

- 1) CPS 8662 Applied Practice II: Consultation & Intervention Practicum (3)
- 2) CPS 8431 Counseling Skills and Strategies for School-Aged Children (3)
- 3) CPS 9920 Research and Publication (1)
- 4) CPS 7500 Individual and Family Over the Life Span (3)
- 5) EPRS XXXX [Select course #3 from CEHD Ph.D. Research core] (3)
- 6) CPS 9760 School Psychology Research Seminar (3)
note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.

Summer (6th Session) 9+ hours

- 1) CPS 8470 Crisis Intervention (3)
- 2) EXC ___ Any EXC 7000 level course (3)
 - (Recommended) EXC 7160 Strategies for Social and Emotional Behavior in Students with Behavior and Learning Disabilities
- 3) EPSF 7120 Social and Cultural Foundations of Education

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

***Be sure to register with ETS to take the Praxis II-School Psychology Exam (5402), which serves as the comprehensive examination for the School Psychology M.Ed. program.

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

Full Ed.S. Internship Option

Year Three

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

Fall (7th Session) 15+ hours

1. CPS 8680 Internship in School Psychology (6)
2. EPRS XXXX [Select course #3 from CEHD Ph.D. Research core] (3)
3. CPS 8760 Topical Seminar in School Psychology #1 (3)
Note: Topics rotate. Must take 3 times for 9 credits total.
4. CPS 9760 School Psychology Research Seminar (3)
Note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.

Spring (8th Session) 15+ hours

1. CPS 8680 Internship in School Psychology (6)
2. EPRS XXXX [Select course #4 from CEHD Ph.D. Research core] (3)
3. CPS 8760 Topical Seminar in School Psychology #2 (3)
Note: Topics rotate. Must take 3 times for 9 credits total.
4. CPS 9760 School Psychology Research Seminar (3)
Note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.

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

Summer (9th Session) 6 hours

1. EPRS XXXX [Select course #5 from CEHD Ph.D. Research core] (3)
2. CPS 8350 Biopsychology & Medication (3)

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

Year Four

Fall (10th Session) 12+ hours

1. CPS 8760 Topical Seminar in School Psychology #3 (3)
Note: Topics rotate. Must take 3 times for 9 credits total.
2. PSYC 8500 History of Psychology (3)
4. EPY 8220: Advanced Developmental Psychology: Personality & Socialization (3)
5. CPS 9760 School Psychology Research Seminar (3)
Note: Students must take CPS 9760 a minimum of 3 times and maintain continuous enrollment until the prospectus is defended.

Spring (11th Session) 9+ hours

1. CPS 8640 Administration and Supervision in Pupil Personnel Services
2. EPY 8200 Advanced Developmental Psychology: Cognition & Intellect
3. CPS 9760 School Psychology Research Seminar (3)
Note: Students must take CPS 9760 a minimum of 2 times and maintain continuous enrollment until the prospectus is defended.

Summer (12th Session) 9+ hours

1. CPS 9990 Dissertation (3-9)
Suggested: Pass Comprehensive Examination by end of Year Four

Year Five

Fall (13th Session) 10 hours

CPS 9990 Dissertation (3-9)
Suggested: Defend Dissertation Prospectus early in Year 5

Spring (14th Session) 9 hours

CPS 9990 Dissertation (3-9)

Summer (15th Session) 9 hours

CPS 9990 Dissertation (3-9)

Highly Suggested: Defend dissertation before Internship

Year Six

Fall (16th Session) 6 hours

CPS 9680 Doctoral Internship (6)

Spring (17th Session) 6 hours

CPS 9680 Doctoral Internship (6)

Key Steps in Ph.D. Program

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

Doctoral Residency Requirement

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

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

Comprehensive Examination

A comprehensive examination is required of all doctoral students. The comprehensive examination is designed to provide doctoral students with an opportunity to demonstrate their expertise and integration of knowledge across the school psychology program content areas. These areas include: (a) Theoretical Foundations of Psychology and Education; (b) Professional Issues in School Psychology; (c) Research Design and Methodology; (d) Psychological and Behavioral Assessment; and (e) Consultation. The comprehensive examination consists of five days of written examination and is offered twice each year. With approval of their doctoral advisory committee, a student may take the Examination for Professional Practice in Psychology (EPPP) in lieu of the written exam. It is recommended that the examination be scheduled soon after the completion of the residency requirements.

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

Please note: Students will NOT be allowed to apply for internship prior to successful completion of the comprehensive examination.

Doctoral Internship

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

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

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

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

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

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

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

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

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

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

Joyce-Beaulieu, D., & Rossen, E. A. (2016). *The school psychology practicum and internship handbook*. Springer Publishing Company.

Keilin, W. G. (2015). Internships in school psychology: Selection and accreditation issues. *Psychology in the Schools*, 52(10), 962-971.

Newman, D. S. (2019). *The school psychology internship: A guide for interns and supervisors*. Routledge.

Perfect, M. M., Thompson, M. E., & Mahoney, E. (2015). Internship attainment and program policies: Trends in APA-accredited school psychology programs. *Psychology in the Schools*, 52(10), 1008-1019.

CPS Department Policies on Predissertation and Dissertation Research

General

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

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

Predissertation Project

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

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

Dissertation

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

Authorship on any publications derived from the dissertation will be determined by the

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

Adopted 1/2007

Dissertation

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

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

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

The latest edition of the *Publication Manual of the American Psychological Association* must be used to govern the style of the dissertation. Format requirements can be found in a guide available on the College of Education & Human Development website: <https://education.gsu.edu/admissions/a-guide-to-creating-your-dissertation/>. Further, a Thesis and Dissertation Assistance Unit, established by the Counseling Center, employs a

writing specialist to help students organize, develop, and compose their thoughts related to the dissertation. Finally, copies of all dissertations are available in the library in hard copy (or more recently in electronic format) for students to review.

Students in the doctoral program attend informal program meetings during the academic year and the summer to help them formulate research ideas for their dissertation. In addition, students are expected to attend dissertation defenses within the department in order to understand how the process works. Attendance at defenses also enhances scholarly awareness and shows support for fellow students' efforts.

Prospectus Timeline

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

Dissertation Timeline

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

4. After successfully defending the dissertation, the student and the committee chair are responsible for completing edits required by the committee. **The committee chair does not sign the dissertation until all edits are complete.**
5. After all edits are completed, the student submits the dissertation to the **department chair for review two weeks prior to submitting it to OAA.**

Professional Organizations

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

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

APA Division 16

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

student members of APA Division 16.

Student Affiliates in School Psychology

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

NASP

With over 26,000 members, the National Association of School Psychologists (NASP) is an important school psychology organization. NASP is committed to enhancing psychological services to children and adolescents in the schools by improving the effectiveness and stature of school psychologists across the country. NASP publishes a professional journal, *School Psychology Review*, and a newsletter, the *Communique*. NASP also publishes an extensive array of edited books for school psychologists. All GSU school psychology students are strongly encouraged to become student members of NASP.

GASP

The Georgia Association of School Psychologists (GASP) represents and advocates for the approximately 800 school psychologists who work with and support students, families, and educators in Georgia's schools. GASP is dedicated to enriching school psychologists and other professionals who work in educational settings and becoming a GASP member is an important step toward your professional growth. We encourage you to participate in this organization to help remain effective, viable and current in the profession. GASP Membership includes discounted access to GASP-sponsored statewide conferences traditionally held in the Fall and Spring each year, various regional workshops which may be available, quarterly issues of the *Dialogue* publication, facilitation towards earning your required continuing education hours (NASP approved).

Appendix A

Prerequisites of the Ph.D. Program

The GSU School Psychology PhD program is designed for both students directly from undergraduate degree programs and for those who already possess M.Ed./Ed.S. or equivalent degrees in school psychology. We value graduates of various undergraduate degree programs such as psychology, education, and special education. We generally require a basic selection of undergraduate psychology courses for acceptance. These can be taken as an undergraduate major, minor, or as electives. Stand-alone courses (taken post-bachelors) are another option for students who did not take psychology courses as part of their undergraduate degrees.

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

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