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**RESEARCH ASSISTANCE**

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**STUDENT SIGNATURE PAGE**
PURPOSE OF HANDBOOK

The purpose of this handbook is to familiarize current and prospective school psychology students with the School Psychology program at Georgia Southern University (GSU). If any questions remain after the review of the handbook, please contact Dr. Dawn Tysinger at dtysinger@georgiasouthern.edu or (912) 478-5792.

GENERAL OVERVIEW OF THE PROGRAM

Georgia Southern University’s preparation for the Professional School Psychologist includes didactic and practical instruction in foundations, assessment, intervention, consultation, and research. Our program is intended to provide the preparation and field experience required for our graduates to deliver the highest quality comprehensive school psychological services.

A SCHOOL PSYCHOLOGIST IS TRAINED TO PROVIDE...

- **Assessment**
  - Cognitive processing
  - Level academic skills
  - Personality and emotional development
  - Intervention based on individual assessment
  - Eligibility for special education support and/or related services
  - Functional behavioral assessments to determine the purpose of the behavior and appropriate intervention

- **Intervention**
  - Psychological counseling for students and families
  - Social skills training, behavior management, problem solving strategies
  - Development and implementation of crisis response procedures
  - Group and individual crisis counseling

- **Consultation**
  - Understanding of child development and how it affects learning and behavior
  - Alternative interventions for teachers, parents, and administrators about problems in learning and behavior
  - Skills to engage in group and individual consultation
  - Stronger relationships between educators, parents, and community

- **Research**
  - Evaluations on the effectiveness of academic programs and behavior management systems
  - New knowledge about learning and behavior
  - Contributions to planning and evaluating school-wide reform
  - Consumer of research based interventions and data driven interventions

- **Prevention**
  - Classroom procedures that foster tolerance, understanding, and appreciation of diversity
  - Instructional techniques for “at-risk” children
  - Teaching and management strategies that prevent behavioral and learning difficulties

WHERE DO OUR SCHOOL PSYCHOLOGISTS WORK?

- Public Schools
- Private Schools
- Psychoeducational Centers
The School Psychology program at Georgia Southern University was established in 1968 and had its first graduating class (M.Ed.) in the Spring Quarter of 1970. A clear distinction between M.Ed. and Ed.S programs was evident in the Fall 1969 semester. While entry level for the profession in the 1960’s and 1970’s was the M.Ed. level, this changed in the 1980’s when the entry level for Professional School Psychologists transitioned to the Ed.S. level. The focus of the program has been to train school psychologists to work in public schools.

During the 2008-2009 academic year, the program was restructured such as it is now as a 78 credit hour Ed.S. program rather than separate M.Ed. and Ed.S. programs. The purpose of this restructuring was to better align the program with the training standards established by the National Association of School Psychologists (NASP) and enable students to complete the program in three years rather than the three and one-half years of the previous program. In the revised program, students are eligible to earn an interim M.Ed. degree after completing 36 credit hours and passing a written comprehensive exam. They then continue with the remainder of the program which includes field training (one semester of practicum and two semesters of internship) and an action research project. Training students to be competent providers of school psychological services in Georgia public school settings is the primary focus of graduate preparation in our program.

Currently, the program is approved by the National Association of School Psychologists (NASP), the Georgia Professional Standards Commission, the National Council for Accreditation of Teacher Education (NCATE), and the Southern Association of Colleges and Schools (SACS) (retrieved from http://coe.georgiasouthern.edu/about/accreditation/).

PHILOSOPHY AND TRAINING EMPHASIS

The School Psychology Program at Georgia Southern University is intended for candidates whose primary goal is to become certified as a school psychologist. The training is conducted in the context of a school psychologist who will be employed in public school settings. There is also a strong emphasis on the understanding and application of good research. This program design is aligned with the standards of the National Association of School Psychologists and the Georgia Professional Standards Commission. It is intended to provide the preparation and field experience required for our graduates to deliver the highest quality comprehensive school psychological services. Just as the pinnacle of the standards for school psychology is integrated into the complete role and function of a school psychologist, the program weaves these standards into the program curriculum.

The overall model of the program is professional with an emphasis in understanding, evaluating, and applying current research in all roles of the school psychologist. The focus of the program is to develop empirically-based problem solvers who can understand and address the needs of children today to facilitate learning applied in a Vygotskian cultural view. The child learner is viewed in context and his/her needs are addressed in context. This ecological or systemic approach incorporates strong aspects of social cognitive theory. All aspects (prior learning, family system, social system, school environment, classroom environment, culture, personality characteristics of the child/teacher/parents/guardian, etc.) are considered.
Training is designed to develop candidates who can deliver comprehensive school psychological services. A balance is achieved between the development of candidate knowledge, skills, and dispositions necessary to practice school psychology. The training follows a developmental curricular sequence from theory to practice. Upon completion, candidates have developed a clear theoretical orientation and skills needed to deliver comprehensive school psychological services and have the needed dispositions to function as a school psychologist.

The principal program is the Educational Specialist degree program. It consists of 78 credit hours. A candidate may obtain a Master’s in Education degree after 36 required credit hours. While the Education Specialist program is required for certification/licensure as a school psychologist, a Master’s degree is not required or sufficient for certification/licensure. However, some candidates choose to obtain it for personal edification. The first year of the program allows the candidate to gain basic knowledge and skills for the practice of school psychology. The second year refines the knowledge and skills for the practitioner and promotes consumerism in research. The internship is the capstone course requiring the candidate to demonstrate all necessary knowledge and skills in an integrated and complete fashion. Instructional methods used throughout the program are classroom, lab, partner schools, public schools, and on-line support platforms. Candidates are placed in cohorts and take courses in a specific developmental sequence. Candidates may be enrolled in either part-time or full-time tracks. For full-time candidates, the Ed.S. program usually takes three years to complete. Part-time candidates must take two required courses per semester. Graduates obtain a credential to practice as a school psychologist from the Georgia Professional Standards Commission or similar agency in other states upon passing certification exam(s).

<table>
<thead>
<tr>
<th>GOAL AND OBJECTIVES</th>
</tr>
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<tbody>
<tr>
<td><strong>GOAL:</strong></td>
</tr>
<tr>
<td>To produce highly-qualified, certified school psychologists.</td>
</tr>
<tr>
<td><strong>OBJECTIVES:</strong></td>
</tr>
<tr>
<td>Graduates will:</td>
</tr>
<tr>
<td>1. Possess the knowledge, skills, and dispositions necessary to practice school psychology</td>
</tr>
<tr>
<td>2. Exemplify the complete school psychologist who can deliver comprehensive school psychological services in public and private school settings</td>
</tr>
<tr>
<td>3. Use varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services</td>
</tr>
<tr>
<td>4. Develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; evaluate the effectiveness of intervention; and collaborate with others throughout the process</td>
</tr>
<tr>
<td>5. Understand and address the needs of children today to facilitate learning applied in a Vygotskian cultural view</td>
</tr>
<tr>
<td>6. View the child learner in context and address his/her needs in context</td>
</tr>
<tr>
<td>7. Use an ecological or systemic approach that incorporates dimensions of social cognitive theory while considering all aspects (prior learning, family system, social system, school environment, classroom environment, culture, personality characteristics of the child/teacher/parents/guardian, etc.)</td>
</tr>
<tr>
<td>8. Work with families, children, school professionals, and other professionals to assist children in learning</td>
</tr>
<tr>
<td>9. Formulate an explanation of the P-12 student’s characteristics, strengths, and needs (behavioral, affective, or academic) that demonstrates an awareness of issues related to diversity (e.g.,</td>
</tr>
</tbody>
</table>
physical, social, linguistic, cultural) when planning and implementing assessments and interventions.

10. Apply knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards to construct theoretically sound assessments and interventions for children, families, and schools.

### CONNECTION TO THE COE CONCEPTUAL FRAMEWORK

The conceptual framework adopted by the College of Education contains four commitments around the theme of *Reflective Educators for Diverse Learners*. The commitments are as follows: C1 – Commitment to the Knowledge, Skills, and Dispositions of the Profession, C2 – Commitment to Diversity, C3 – Commitment to Technology, and C4 – Commitment to the Practice of Continuous Reflection and Assessment. The school psychology program is connected directly to this conceptual framework by its goal of producing highly-qualified, certified school psychologists and the ten objectives of the program which are based on NASP standards for the training of school psychologists. The program faculty members evaluate program and candidate quality through the eight key assessments, which are also a derivative of the COE conceptual framework and the NASP training standards.

### PROGRAM FACULTY AND BRIEF BIOGRAPHIES

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**Dr. Bruce Rogers**  
N/A  
brrogers@georgiasouthern.edu  
N/A

**Dr. Terry Diamanduros**

Dr. Terry Diamanduros is a Full Professor of School Psychology. She earned a M.A. degree in Educational Psychology and a Ph.D. degree in School Psychology from New York University. She completed internship training at New York Presbyterian Medical Center. Prior to becoming a faculty member at Georgia Southern University in 2004, Dr. Diamanduros gained a wide range of experience in both New York City public and private school settings as well as a pediatric psychiatry outpatient clinic at New York Presbyterian Medical Center. She remains active in the field through publications, presentations at the local, state, and national levels, and has prior service as a NASP delegate, NASP presentation proposal reviewer, and member of the Executive Board of the GASP. Additionally, she has served as a book reviewer for several publishing companies and is currently on the editorial board of several journals. Dr. Diamanduros has been a member of NASP since 1991 and a member of GASP since 2004. Her research interests include bullying and cyber-bullying prevention, school violence, childhood trauma, social-emotional learning in preschoolers, and the influence of technology on child development.

**Dr. Jeffrey Tysinger**

Dr. Jeff Tysinger is a Full Professor in School Psychology. He earned a M.S. in Clinical Psychology from the University of Alaska, Anchorage. He then earned an Ed.S. in School Psychology and a Ph.D. in Psychology with a Concentration in School Psychology and a Subspecialization in Counseling Interventions from The University of Memphis in Memphis, Tennessee. He has worked as a school psychologist in Anchorage, Alaska and Louisiana in Lafourche Parish. Working at all levels of the profession (specialist and doctoral practitioner and now a trainer) has given him a unique perspective and influenced his philosophy of school psychology. He regularly presents at the
local, state, regional, and national conferences. He has been the President of the Kansas Association of School Psychologists (KASP), Editor of the KASP Newsletter, KASP Futures committee member, KASP NCSP committee member, member of National Association of School Psychologists (NASP) since 1997, Nationally Certified School Psychologist since 1997, NASP Program Reviewer, NCSP Portfolio Reviewer, Member of NCATE Board of Examiners, member of Georgia Association of School Psychologists, University Trainer for Georgia Association of School Psychologists, member of the Journal of School Psychology Editorial Board, Red Cross Volunteer, and member of the Georgia Southern University Institute Review Board.

Dr. Dawn Tysinger

Dr. Dawn Tysinger earned a Ph.D. in Psychology with a Concentration in School Psychology and a Subspecialization in Counseling Interventions from The University of Memphis in Memphis, Tennessee. Dr. Tysinger has also earned the Nationally Certified School Psychologist credential from the National Association of School Psychologists (NASP). Dr. Tysinger is a Full Professor in the nationally-recognized and National Association of School Psychologists – Approved School Psychology Program at Georgia Southern University. Before coming to Georgia Southern University, she practiced in the public schools in both Louisiana and Kansas and served as an adjunct faculty member for Emporia State University in Emporia, Kansas. Dr. Tysinger has contributed to her field through active participation in NASP, publications in school psychology journals, and presentations at the local, state, regional, and national levels. She currently serves on the NASP program review board for school psychology programs and as a member of the editorial boards of Journal of School Psychology, Psychology in the Schools, Trainers’ Forum: Journal of the Trainers of School Psychologists, National Youth-At-Risk Journal and Journal of Online Learning Research.

Dr. Lewis Kimball

Dr. Lewis Kimball earned M.Ed. and Ed.S. degrees in school psychology and an Ed.D. degree in educational leadership from Georgia Southern University. He has extensive experience as a school psychologist in the public schools of Georgia. He worked for over 30 years in the public schools of Georgia through Brooklet, Ga. based First District Regional Educational Services Agency, a shared services type agency serving 16 school systems in Southeast Georgia. He served as a multi-district school psychologist and at times also served as Coordinator of Student Services. He has also previously served as a part-time graduate faculty member for Georgia Southern University and as adjunct undergraduate instructor for Brewton Parker College in Mount Vernon, Ga. Currently, he is an adjunct faculty member in the school psychology program at Georgia Southern University. In addition to teaching courses, he is involved as a committee member on action research projects and in programing decisions. Throughout his career, he has been an active participant in professional organizations. He has served as President of the Georgia Association of School Psychologists, on the National Association of School Psychologists Georgia State Leadership Team, and was a founding member/first chairperson of the Southeast Georgia School Psychology Consortium.

Dr. Bruce Rogers

Dr. Bruce Rogers earned M.Ed. and Ed.S. degrees in school psychology and an Ed.D. degree in Curriculum Studies from Georgia Southern University. He has extensive experience as a school psychologist in the public schools of Georgia. He has worked for 20+ years in the public schools of Georgia including First District Regional Educational Services Agency (RESA) serving multiple county school systems around south Georgia. He also served as school psychologist in Effingham county and is currently the lead school psychologist in Bulloch county. Dr. Rogers has served for several years as an adjunct faculty within the LTHD college. He has remained active in state and national school psychology organizations. He has served in multiple positions in Georgia Association of School Psychologists (GASP) including region representative, treasurer and president. He was the charter developer of the website and remains webmaster for over 20 years. Dr. Rogers, while serving as GASP president, was able to coordinate and pilot
the Georgia School Psychology Services Evaluation Instrument (GASPSEI). This tool updated evaluation of services for school psychologists in alignment with the NASP service model. He has also been active on the Southeast Consortium Board for over twenty years planning and/or presenting on various school psychology topics relevant to the profession.

Dr. Melissa Cavins

Dr. Melissa Cavins is an Assistant Professor of School Psychology. She earned a Ph.D. degree in School Psychology with a specialization in Educational Research from The University of Alabama and completed her internship training with Gwinnett County Public Schools. Prior to joining the faculty at Georgia Southern University, she practiced as a school psychologist in Gwinnett County Public Schools for four years. Dr. Cavins earned the Nationally Certified School Psychologist credential from the National Association of School Psychologists (NASP) in 2016 and remains active in the field as a member of NASP, the Georgia Association of School Psychologists, Division 16 of the American Psychological Association, and the American Educational Research Association. Her research interests include mental health in schools, gender and sexual diversity issues in schools, bilingual education, culturally competent assessment, evidence-based academic and behavioral interventions, ethical decision making, and qualitative research methods.

SCHOOL PSYCHOLOGY TRAINING LAB

The school psychology training lab is a multipurpose facility including a classroom area, discussion/meeting area, and intervention/assessment room with observation and video capabilities. The lab includes an office for the graduate assistant who provides individual support to candidates by coordinating the sign out of equipment, with the practice of administration of assessments, and scoring of assessments. The facility also includes a computer lab, assessment materials, and intervention materials for school psychology candidate use. Finally, the lab may be used for collaboration with outside agencies, Local Educational Agencies, and other university programs for the provision of professional development opportunities.

RECRUITMENT PLAN

The school psychology program actively recruits candidates throughout the region with particular emphasis on the states of Georgia, South Carolina, and Florida. Program faculty members frequently offer presentations about the field to undergraduate students in psychology and education at Georgia Southern University. The program seeks opportunities to visit graduate school fairs held at geographically close universities that do not offer their own school psychology degree program. In addition, recruitment flyers and program information are routinely sent to university advisors and career counseling centers throughout the state. The program uses a Facebook site and a presence on GradSchools.com for further recruitment opportunities. Minority applicants are encouraged to apply.

ADMISSION REQUIREMENTS

REGULAR:

1. Complete requirements for a bachelor’s degree in the social sciences or in education from a regionally accredited institution.

2. Present a cumulative 3.00 (4.0 scale) or higher GPA on all undergraduate and graduate work (if any) combined.

3. Submit a personal statement of purpose that includes reasons for selecting school psychology as a career, self-evaluation of personal qualities that would be brought into the program, and the impact the applicant believes school psychologists should have on the lives of children.

4. Submit three letters of recommendation from persons well acquainted with the applicant's
5. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance. Students who are accepted into the program must agree to abide by the ethical principles established by the National Association of School Psychologists. Documentation of professional liability insurance must be submitted to the assigned advisor at the beginning of the first semester.

6. The program faculty will review applications and interviews will be set up one week after the application cutoff date. All applicants who meet the minimum requirements will be interviewed.

7. The minimum requirements are 3.0 GPA, a ranking of 2 on the application rubric in statement of purpose, and 3 on quality of personal references. Graduate students accepted must obtain at least a 3 on the interview on the application rubric. Acceptance will be rank ordered until the acceptance quota is filled. Typically, that is 10-12 students for fall and 10-12 students for spring. There are no summer admissions.

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**CREDIT BY TRANSFER**

A graduate student may transfer graduate credit from a regionally accredited institution. Additionally, graduate credit from the American Council of Education (ACE) for National Board Certification may be accepted for elective credit in a Master's or Education Specialist's program of study. Maximum graduate credit of six (6) transferred semester hours may apply toward a Master’s or Education Specialist’s degree provided:

- The institution offers the graduate degree program for which the student has been admitted at Georgia Southern University. (Not required for transfer of ACE transcript credit.)
- An official transcript is sent directly to the College of Graduate Studies from the institution in which the graduate work was taken.
- The credit was earned no more than 7 years prior to the date of completion of the graduate degree.
- The student’s advisor or major professor has to approve the transfer credit as a part of the student’s approved program of study.
- A student pursuing a graduate degree at Georgia Southern University who plans to take graduate courses at another institution as a transient student must complete a Graduate Student Transient Permission Form, which must be approved by the advisor or major professor and the College of Graduate Studies prior to enrolling in the transient courses. This procedure insures that courses taken as a transient student at another institution will constitute a part of the planned program of study. Students who take courses without prior approval are doing so with the possibility that the course may not count in the degree program.
- A degree candidate may not graduate at the end of a term in which (s)he is enrolled as a transient student at another institution. The student, upon request, will be furnished a statement that all requirements for the degree have been completed when the said requirements have been satisfied.
- No grade lower than a "B" in a course earned at another institution may be accepted in transfer credit to count toward a graduate degree at Georgia Southern University.

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**REQUIRED ACADEMIC STANDING**

It is a College of Education policy that all Master’s and Education Specialist degree graduate students must maintain a cumulative graduate GPA of 3.0 or higher on all graduate work and in the Program of Study to graduate. Graduate students are ineligible to graduate with grades of "I" or "IP" on their graduate academic record. Credits
taken as a non-degree student in order to raise the GPA to meet admission standards may not be used to satisfy graduation requirements of the program. Students whose cumulative GPA falls below a 3.0 will be placed on academic probation and/or exclusion.

### INACTIVE STATUS AND PROBATION

#### Inactive Status

When a student does not enroll for one semester, he or she is considered inactive. He or she must have their enrollment eligibility updated to be eligible to enroll in subsequent semesters. A student who does not enroll for one academic year must re-apply to (and be accepted into) a graduate program before being considered for re-entry by the College of Graduate Studies. In order to be allowed to resume graduate studies, the student must meet all requirements for entry in force at the time of the new application. Inactive students who seek to regain active status will not, however, be required to recreate materials submitted with their original applications and held in their files by the College of Graduate Studies. If allowed to regain active status, the formerly inactive student will be subject to all requirements in force in his or her graduate program and in the College of Graduate Studies at the time the student returns to active status.

#### Probation

A student whose cumulative graduate grade point average falls below 3.0 upon the completion of nine (9) credit hours) will be placed on academic probation. If the cumulative GPA remains below 3.0 after the completion of nine (9) additional credit hours, the student will be excluded from the program and is ineligible to continue graduate work. Only credit earned in graduate courses at Georgia Southern University may be used to repair a GPA deficiency. In certain departments, a student will be excluded from the degree program upon earning more than two (2) grades of “C” or below.

#### Removal from Probation

Students placed on academic probation will be reinstated to good standing providing they raised their cumulative graduate point average to at least 3.0 upon completing a maximum of nine (9) semester hours following the effective probation term. Except in certain departments, courses may not be repeated in which a grade of “C” is earned.

#### Repeated Courses

The graduate catalog states,

Graduate courses in which a grade of “D” or “F” was recorded must be repeated. A graduate student may not repeat any course for credit for which he/she has already received a minimum grade of “C” unless specifically permitted by the degree program policy. All GEORGIA SOUTHERN UNIVERSITY grades and credit hours attempted count toward the institutional cumulative GPA. This includes repeated courses.
It is the school psychology program policy that candidates must have a B or above in all school psychology core courses (ESPY) or the classes must be repeated. Candidates may earn a C in courses in the program that are not school psychology courses (COUN, EDUR, EDUC, READ, etc.). All courses in which grades of “D” or below are earned must be repeated. The GPA is calculated based upon all work attempted, therefore, repeating a course will not remove the original grade or credit hour total. These grades will be calculated into the cumulative GPA.

**EXCLUSION AND REINSTATEMENT**

**Exclusion**

A graduate student will be denied continued enrollment at Georgia Southern University for any of the following reasons:

- Failure of a student placed on academic probation to meet the conditions of probation.
- Failure to meet the conditions of Provisional Admission.
- Failure to meet specified academic requirements as set by the department in which study is pursued.
- Failure to comply with the Academic Dishonesty section of the Student Conduct Code.

**Reinstatement**

Students excluded from a degree program due to academic reasons may appeal for reinstatement following exclusion. To appeal for reinstatement, the student must submit an appeal through the College of Graduate Studies appeals process on their webpage. If the Dean of the College of Graduate Studies approves the appeal, the appellant will be allowed to proceed toward the degree under conditions specified by the appropriate department and/or college.

**CURRICULUM**

**EDUCATION SPECIALIST PROGRAM**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Delivery Mode</th>
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<tbody>
<tr>
<td>EDUC 8130</td>
<td>Curriculum Theories</td>
<td>3</td>
<td>F, SP, S</td>
<td>Online</td>
</tr>
<tr>
<td>Or READ 7131</td>
<td>Approaches to Literacy Instruction</td>
<td>3</td>
<td>F, SP, S</td>
<td>Online</td>
</tr>
<tr>
<td>EDUF 7130</td>
<td>Learning Theories and Applications</td>
<td>3</td>
<td>F, SP, S</td>
<td>Online</td>
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<tr>
<td>ITEC 7430</td>
<td>Instructional Design</td>
<td>3</td>
<td>SP</td>
<td>Online</td>
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<tr>
<td><strong>Theoretical Courses</strong></td>
<td></td>
<td><strong>9</strong></td>
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<tr>
<td>EDUR 7130</td>
<td>Educational Research</td>
<td>3</td>
<td>F, SP, S</td>
<td>Online</td>
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<tr>
<td>EDUR 8131</td>
<td>Educational Statistics I (Prerequisite EDUR 7130)</td>
<td>3</td>
<td>F, SP, S</td>
<td>Online or Face to Face</td>
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<tr>
<td>EDUR 8434</td>
<td>Field-based Educational Research (Prerequisite EDUR 8131 &amp; program approved topic)</td>
<td>3</td>
<td>F, SP</td>
<td>Online</td>
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<tr>
<td>ESPY 8839</td>
<td>Action Research in Education (Prerequisite EDUR 8434)</td>
<td>3</td>
<td>F, SP</td>
<td>Online</td>
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<tr>
<td><strong>Research Sequence</strong></td>
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<td><strong>12</strong></td>
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**Other Program Requirements**

- Must successfully complete assessments identified at each program transition point
- Maintain liability insurance. Information on how to do so is provided in the supplemental information section of this handbook.
- Successful completion of the Comprehensive Examination
- Successful completion of Ed.S. Action Research Project; involves constituting a three-faculty advisory committee to guide field study, and requires the completion and oral presentation of a major field-based research paper
- Successful completion of GACE Examination required for S-6 Certification in School Psychology.
- As for other states, most require the Praxis II for certification. You would need to check with each state for their minimum passing scores. The Praxis II is also required for national certification (NCSP) by NASP with a passing score currently set at 147.

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**INTERIM MASTERS DEGREE**

An M.Ed. in School Psychology can be obtained after successful completion of 36 hours and the comprehensive exit examination. It is important to note that students will be unable to obtain school psychologist certification/license at the Masters level. However, some candidates obtain the degree for personal edification.
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1 = Primary Domains in Standard 2 of the NASP Standards for Training and Field Placement

2 = Secondary Domains in Standard 2 of the NASP Standards for Training and Field Placement

The NASP standards can be found by copying and pasting the following link:
## COURSE SEQUENCE: FALL TRACK

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<td>ESPY 7230: Developmental Diagnosis in Early Childhood</td>
<td>COUN 7338: Life Span Development</td>
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<td>ITEC 7430: Instructional Design</td>
<td>ESPY 8136: School, Home, and Community Partnering</td>
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ADVISING

You will be assigned a faculty advisor. You must meet with your advisor at the start of the program. Your advisor will assist you in scheduling your courses in the proper sequence and orient you to the program, key checkpoints, and facilities. He or she will be a consistent resource about the program and the profession. Your advisor must academically advise you each semester. This may be done in various ways. However, yearly face-to-face contact is required. After students register for courses, they must email a copy of the courses to their advisor.

MENTORING PROGRAM

Each candidate accepted into the school psychology program is assigned a peer mentor. The purpose of the mentoring program is to provide support for the incoming candidates and prevent attrition in the school psychology program. The peer mentor must have at least one phone or face-to-face contact per month with his/her assigned candidate. The peer mentor offers encouragement and suggestions from his/her perspective as an advanced candidate in the program. The peer mentor also serves as an additional inquiry contact for the candidate’s questions regarding courses, polices, or procedures. The peer mentors are volunteers who are experienced candidates in the program.

HOW TO FIND AND REGISTER FOR COURSES

1.) Go to https://my.georgiasouthern.edu/courses/ to search for courses.

2.) Once on the “Course Search” screen, search for the courses needed.

This way only allows you to search for courses. You cannot register without logging in. See below for the instructions on how to search and register for courses at the same time.

OR

1.) Go to https://my.georgiasouthern.edu/ and click on the blue rectangle labeled, “Log In”. Enter your MyGS username and password and click on the LOGIN box underneath.

2.) Under the “Registration Information” tab, click on the “Register (WINGS)” link. Next, click on the “Student” tab and then scroll down to click on the “Registration” box, click on “Add/Drop/Withdraw Classes”.

3.) Select the appropriate term, enter your pin*, and click on the “Class Search” button at the bottom of the page to search for courses needed.

*Your pin is your RAN number. This can be found on my.georgiasouthern.edu homepage under the “Registration Information” tab by clicking on the “Lookup RAN” link.

4.) You will be redirected to a page entitled, “Look-Up Classes to Add”. Once you have found the class you are looking for, you can check the “Select” box on the left hand side of the course then scroll down to the bottom of the page and click “Register”.

*
1. Classes are available for you to view. Registration begins in March for the fall and October for spring/summer. The program has been restructured into a cohort model. Attempt to follow either the fall or spring, depending on when you entered the program. These are when the courses will be offered. You may not have come in under this model, but do your best to fit what you have taken into the tracks.
   a. Print out your unofficial transcript and mark off the courses you have taken. Then try to fit your need to either cohort model.
   b. If you know what courses you must take and have no other questions, you may register. If you have never met with your advisor or have questions, please make an appointment to meet with your advisor.
   c. After you have registered for classes, email the classes to your advisor. You are able to enroll as soon as it is open for enrollment. Please schedule early. Classes fill up quickly.

2. You are an adult and responsible for your own education. Understand that the university considers a full time student to be a full time job. If you are employed full time and you are a full time student, you may be taking on too much. Make it manageable.

3. Part-time students must take 2 courses. You must contact your advisor for those courses.

PROGRAM REQUIREMENTS

GENERAL INFORMATION FOR ALL

1. Candidates are required to have background checks and have appropriate immunization. Some course requirements will involve working with children, and you may need to offer proof of these items.

2. Students must have and maintain liability insurance.
   a. You must have and maintain professional liability insurance throughout the program. A verification form must be completed and turned in to your advisor yearly. You will need to include a copy of the insurance card with amount of coverage.


   If NASP member: American Profession Agency


3. Misconduct Disclosure
   a. Students are expected to abide by the Georgia Southern University Student Conduct Code and to disclose any failure to do so. If a case has been brought to the University’s Judicial Affairs office, the student’s advisor and department chair should be informed. If Judicial Affairs rules in favor of the student, then no negative action should occur at the program level. However, if Judicial Affairs rules against the student, the program should have a process in place for determining if the student should be prevented from continuing in the program. If a student is excluded from the program as a result of the misconduct, the student may appeal to the COE Student Affairs Committee which will make a recommendation to the COE Dean.
4. Criminal Background Check

a. It is required that all students admitted to educator preparation programs at Georgia Southern University submit to a criminal background check. To do so, they are directed to the following site: www.certifiedbackground.com and click on “Applicants.” We provide them with the Georgia Southern University Package Code, which is ge00. A release form, which allows Georgia Southern to receive a student’s information, is required by CertifiedBackground.com and obtainable from their site. The cost is $33 for in-state applicants and an additional $13.50 for out-of-state applicants, payable by credit card (Visa or MasterCard) or money order; later rechecks, required every two years, cost $15 each.

b. This requirement is waived if valid Georgia certification is held in a teacher, leadership or service field and the graduate student is employed by a school system or other education/community agency and can provide verification of that employment and completion of a criminal background check. A letter from the employer’s Human Resources/Personnel director or submission of the Employment and Background Check Verification form will be sufficient verification.

c. For graduate students who satisfied the background check requirement through CertifiedBackground.com and do not complete their program within a two year period, a recheck is required (every two years). The COE’s Graduate Administrative Coordinator will maintain a spreadsheet that identifies when graduate students completed the background check with CertifiedBackground.com and will notify the graduate students by e-mail and their advisors when a recheck is due. Cost of rechecks with CertifiedBackground.com is $15. It is the responsibility of the program faculty to ensure that all graduate students placed in field experiences are up-to-date with the background check and that school/agency administrators are properly notified if an adverse finding occurs.

d. If there is an aberrant finding in your background check and/or something occurs that would result in an aberrant finding while you are currently in the program (after your check was conducted), you must:
   i. Contact the Georgia Professional Standards Commission to determine if this will affect your ability to be certified as a school psychologist.
   ii. You must then inform your advisor in writing that there was an incident and how it could affect your ability to be certified. A description of the incident is not necessary. If you choose to disclose the information, it may be helpful in advising you properly.
   iii. Failure to notify your advisor in writing will result in a meeting with the program faculty to determine appropriate action.
   iv. An aberrant finding can be defined as an arrest or conviction, plea of guilty, a plea of nolo contendere for a violation of a law punishable as a felony or misdemeanor; sanctioned by any professional ethics body, licensing board, or other regulatory body or by any professional or scientific organization.

5. Summer courses are required, since there are some courses that are only offered in the summer. However, 9 hours is the maximum recommended graduate load.

a. The University catalog states:
   i. Graduate students must receive advisor approval to enroll in more than 9 hours in the summer semester.

b. In reality, to take more than 9 hours in the summer, the Dean of Graduate Studies must approve it. Then, your banner access is changed to allow you to enroll in more than 9 hours. There must be a very good reason, and you must be a very good student for the exception to be considered.
6. The school psychology faculty members are on ten month contracts for the fall and spring semesters. The summer contracts are specific to teaching and advising. This means that they are not available in the summer for independent studies and/or action research projects. Faculty office hours may be limited during the summer months. Check with faculty and/or the department office during the spring semester to determine their availability.

7. Some courses are online, some are hybrid (a combination of online and face to face), and some are face-to-face. The program is designed so that you will be on campus for at least one course most semesters. During the skill-based courses, you will be required to be on campus for most of your courses.

8. When you are enrolled in an assessment class (ESPY 7132, 8131, 8132, or 8133), please understand that assessment instruments are very expensive. Due to the excessive cost of the tools, candidates are required to share the instruments with their classmates. However, note that this is also the standard of practice in the field. Rarely does a district have resources to provide each school psychologist his/her own test kit. In addition, when an assessment instrument is checked out to you, you are financially responsible for all components of the kit. If a kit or component of a kit becomes lost for any reason while the instrument is checked out to you, you are financially responsible for its replacement. Finally, if you drop an assessment class, you must return any kits and unused protocols to the course instructor within one week, or you may face academic and/or financial penalties.

9. There is a great deal of work that must be completed outside of class. Consider the course work to require a 4 to 1 ratio. For every 1 hour of class time, you will be required to spend 4 hours of out of class time.

10. For those interested in the NCSP
   a. The course structure is aligned with the NASP Standards.
   b. Although the program is NASP approved, you will still need to take the Praxis II in addition to the GACE for the NCSP. The Praxis II school psychologist exam is required to obtain the NCSP.

11. Key websites and forms for candidates:
   • http://coe.georgiasouthern.edu/lthd/schoolpsych.html
      o Frequently asked questions
      o For application forms for the comprehensive exam
      o For course descriptions and rotations
   • http://cogs.georgiasouthern.edu/admission/start/applynow/
      o Applications and forms link
      o Forms for Prospective Students
      o Application for Admission (for the EdS program)
      o Forms for Enrolled Students
      o Master’s Program of Study Form
      o EDS Program of Study Form
      o Amended Program of Study Form
      o Forms for Graduate Student Research/Travel Grants
   • http://students.georgiasouthern.edu/registrar/
      o Schedules
   • http://em.georgiasouthern.edu/registrar/students/graduationinformation/
      o Graduation information
   • http://em.georgiasouthern.edu/registrar/resources/calendars/
      o Georgia Southern University Calendars

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**OBTAINING THE M.ED.**

1. After successful completion of 36 hours of course work and passing a written comprehensive examination, candidates may choose to be awarded an interim M.Ed. degree for their personal edification and continue on in the program to complete the remaining requirements of the Ed.S. degree. Candidates may also choose to be awarded a M.Ed. degree and exit the program. It is important to note that students will be unable to obtain school psychologist certification/license at the Masters level.
2. Students will complete an Application for Graduation for the term that the M.Ed. degree will be awarded and pay $35 graduation fee.
3. Candidates must contact the School Psychology Program Director, who will send the COGS notification of their eligibility and the COGS will notify the Registrar's office of approval to award the degree.
4. Candidates must submit a Graduate Application to the Registrar's Office by the first class day of fall semester, if they plan to complete their graduation requirements in fall.
5. Candidates must submit a Graduate Application to the Registrar's Office by the first class day of spring semester if they plan to complete their graduation requirements in spring or summer.

THE ED.S. PROGRAM

1. You must apply for the comprehensive exam once you have completed the required courses. They are ESPY 7130 Professional School Psychology, ESPY 7131 Behavioral Interventions, ESPY 7230 Developmental Diagnosis in Early Childhood, and COUN 7332 Theories of Counseling. Apply the semester before you want to sit for the exam or very early in the semester you wish to take the exam. The application is available at
   a. [http://coe.georgiasouthern.edu/lthd/schoolpsych.html](http://coe.georgiasouthern.edu/lthd/schoolpsych.html)
   b. You will be enrolled in a Folio course that has preparation materials available.
   c. You must pass the comprehensive exam before enrolling further in courses.
2. Develop a clear research idea. The topic approval form must be signed by a faculty member before you can register for the 8434 course. The program faculty must have at least 4 weeks to review and revise it, before the course begins. Keep in mind that faculty members are not always available in the summer. The form can be obtained on the school psychology website.
   a. [http://coe.georgiasouthern.edu/lthd/schoolpsych.html](http://coe.georgiasouthern.edu/lthd/schoolpsych.html)
3. Start thinking about practicum sites. You must complete ESPY 8132 before you can take practicum. Practicum sites must be approved by the program. A background check must be completed before practicum.
4. While completing the EDUR 8434 Field-based Educational Research, create a three-faculty advisory committee to guide the research field study (8839 instructor, EDUR 8434 instructor, and one other school psychology faculty member).
   a. Present the proposal (Complete the written research proposal in the EDUR 8434 course)
   b. Collect the data, write the major field-based research paper, and orally defend your action research project.
5. Contract with an internship site. Internship sites must be approved by the program.
6. Apply for graduation (the semester before you plan to graduate)
   a. [http://em.georgiasouthern.edu/registrar/students/graduationinformation/applicationforgraduation/](http://em.georgiasouthern.edu/registrar/students/graduationinformation/applicationforgraduation/)
7. Apply for and successfully complete the GACE Examination required for S-6 Certification in School Psychology. You must complete ESPY 8631 Seminar in School Psychology before taking the GACE (this is only a summer course).
   a. Georgia Assessment for the Certification of Educators (GACE School Psychology)
      i. The examination is broken into 2 tests and must be completed within four hours. The total test score is placed on a scale of 100 to 300, with 220 as the lowest passing score
      ii. The content areas covered by the first test are: learning, development, and diversity; and student assessment and data-based decision making.
      iii. The content areas covered by the second test are: prevention, intervention, collaboration, and program evaluation; and the professional context of school psychology practice.
8. Internship
   a. Internship will begin when the school system you are interning in starts. This may not coincide with the university schedule. Thus, make sure you have all paperwork in order before you start (keep in mind faculty are not always available in the summer).

**ASSESSMENT SYSTEM**

**OVERVIEW**

The key assessments are used in the assessment system requirement for graduate education programs at Georgia Southern University. They are used to evaluate how candidates are progressing throughout the program and to evaluate the program.

The COE uses an electronic assessment and management system for the collection of performance assessment data for all College of Education students. The system is used to aggregate performance data, generate reports, and in some cases manage electronic portfolios including both numerical data and electronic artifacts.

**SCHOOL PSYCHOLOGY KEY ASSESSMENTS**

The Georgia Southern University College of Education assessment program and the Georgia Southern School Psychology Program use the following Key Assessments (KA) for program improvement. The Key Assessments are candidate products, scores, or grades that are used to inform the program about the delivery, courses, structure, policy, etc. of the program. The Key Assessments are numbered to be consistent with the COE. They do not occur in the order they are numbered. These assessments may occur in conjunction with a course or may occur at a specific transition point in the program (for example admissions, field placement, etc.). The faculty members will use data collected throughout this process to make program improvements. No identifying information will be used when the data is reported to agencies outside of the program. Data will be aggregated, disaggregated, and analyzed for program reports to the COE, University, University System, GA Professional Standards Commission, CAEP, NASP and other accrediting bodies.

1. **KA 1** Content Knowledge: GACE scores
2. **KA 2** Content Knowledge and Skills: Grades in courses addressing NASP Standards
3. **KA 3** Professional Knowledge, Skills & Dispositions: Practicum ESPY 8737 Ratings fall and spring
4. **KA 4** Pedagogical & Professional Knowledge, Skills, & Dispositions: Intern Evaluations by Field Supervisors (ESPY 8739 Internship II) fall and spring
5. **KA 5** Professional Domains: Internship Portfolio Evaluated by Faculty (ESPY 8739 Internship II) fall and spring
6. **KA 6** Impact on Student (K-12) Learning: Academic and Behavioral Case Studies (ESPY 8739 Internship II) fall and spring
7. **KA 8** COE Disposition Evaluation: College wide disposition evaluation (ESPY 8739 Internship II) fall and spring

**ED.S. PROGRAM TRANSITION POINTS**

There are 13 transition points throughout the program. Many occur at a specific point in the program (e.g. graduation), while others occur during a specific course (e.g. practicum). At each of these transition points
candidates are evaluated, given feedback, and given an opportunity to make improvement if the rating is Below
Expectations. If this is necessary, the faculty members and candidate meet and develop a plan to address the need.
The only exception to this is at admissions. At this transition point, potential candidates are only given feedback.

TRANSITION POINT 1 ADMISSIONS TO THE PROGRAM

REGULAR ADMISSION REQUIREMENTS:

1. Complete requirements for a bachelor's degree in the social sciences or in education from a
regionally accredited institution.
2. Present a cumulative 3.00 (4.0 scale) or higher GPA on all undergraduate and graduate work (if
any) combined.
3. Submit a personal statement of purpose that includes reasons for selecting school psychology as
a career, self-evaluation of personal qualities that would be brought into the program, and the
impacts the applicant believes school psychologists should have on the lives of children.
4. Submit three letters of recommendation from persons well acquainted with the applicant's
academic and/or professional performance.
5. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure,
criminal background check, the Code of Ethics for Educators, and tort liability insurance. Students
who are accepted into the program must agree to abide by the ethical principles established by
the National Association of School Psychologists. Documentation of professional liability
insurance must be submitted to the assigned advisor at the beginning of the first semester.
6. Applications will be reviewed by the program faculty and interviews will be set up one week after
the application cutoff date. All applicants that meet minimal requirements will be interviewed.
7. The minimal requirements are 3.0 GPA, taken either the GRE or Miller Analogy Test, a ranking of
2 on the application rubric in statement of purpose, and 3 on quality of personal references.
Graduate students accepted must obtain at least a 3 on the interview on the application rubric.
Acceptance will be rank ordered until the acceptance quota is filled. Typically that is 10-12 full-
time for fall and 10-12 full-time for spring (4 part-time for fall and 4 for spring). There are no
summer admissions.

PART TIME AND FULL TIME ADMISSION REQUIREMENTS:

Full-time students must take a minimum of 9 credit hours in fall and spring although 12 hours are required to finish
in three years. Part-time students must take 6 credit hours (specified by the advisor) in fall and spring. Summer
courses are required for all candidates.
SCHOOL PSYCHOLOGY APPLICANT EVALUATION

Applicant’s Name: _______________________________ Rater’s Initials: ________

1. **Grade Point Average:**
   - 5 = 3.8 +
   - 4 = 3.6 - 3.79
   - 3 = 3.4 - 3.59
   - 2 = 3.2 – 3.39
   - 1 = 3.0 – 3.19 Below 3.0 No Admissions
   
   Pts: ______

2. **GRE Rating:**
   - 5 = 160 - 170
   - 4 = 155 - 159
   - 3 = 150 - 154
   - 2 = 145 - 149
   - 1 = 140 - 144
   - 0= Below 140 (below 140 No Regular Admissions)

   OR

   Miller Analogies Test
   - 5 = 475 +
   - 4 = 450 - 474
   - 3 = 425 - 449
   - 2 = 400 - 424
   - 1 = 375 - 399
   - 0= 350 - 374(below 350 No Regular Admissions)

   Pts: ______

3. **Statement of Purpose** (Clear focus on school psych., Georgia Southern University program, logical or overall connectedness, appropriate grammar, addressed any deficiencies):
   - 5 = All areas
   - 4= Clear focus on school psych., logical or overall connectedness, and appropriate grammar,
   - 3 = Limited focus on school psych., appropriate grammar, and logical or overall connectedness
   - 2 = Limited focus on school psych. and appropriate grammar
   - 1 = Any one of the areas

   Pts: ______

4. **Quality Of Personal References:**
   - 5 = Knows them well, high recommendation, school psych focus, Georgia Southern University’s program
   - 4 = Knows them well, high recommendation, school psych focus
   - 3 = High recommendation, school psych focus
   - 2 = Medium recommendation
   - 1 = Limited recommendation

   Pts: ______

5. **Interview**
   - 5 = Knows them well, high recommendation, school psych focus, Georgia Southern University’s program
   - 4 = Knows them well, high recommendation, school psych focus
   - 3 = High recommendation, school psych focus
   - 2 = Medium recommendation
   - 1 = Limited recommendation

   Pts: ______

   - 3 = Experience in Schools
   - 2 = Experience with Children and/or active role in research
   - 1 = Experience Mental Health

   Pts: ______

Special Consideration (i.e., special talents or skills, quality of undergraduate program, presentations/publications, conferences attended, unusual life experiences, GRE Writing Score above 4):

TOTAL POINTS: ________
possible 28
GEORGIA SOUTHERN UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM

The purpose of this Agreement is to assure the understanding of the conduct expected of a professional school psychologist and a candidate in the Georgia Southern University School Psychology program.

Have you at any time engaged in a violation of University rules and regulations, policies, violations of national, state, and local laws that occur on-campus, off-campus, or on the internet?

☐ Yes  ☐ No

Have you at any time had a conviction, plea of guilty, or a plea of nolo contendere for a violation of a law punishable as a felony or misdemeanor; sanctioned by any professional ethics body, licensing board, or other regulatory body or by any professional or scientific organization?

☐ Yes  ☐ No

If yes to either question above, please explain with attached statement and any necessary documents. Without an explanation, the program will follow COE policy on undisclosed incidents that could affect practicum and internship placement.

I hereby agree that I, __________________________, will conduct myself professionally and ethically.

Specifically, I agree to the following:

1. I acknowledge that I am familiar with APA’s Ethical Principles of Psychologists and Code of Conduct, NASP’s Principles of Professional Ethics, and Georgia Code of Ethics for Educators. I agree to abide by these standards.

2. I understand and agree that I will not misrepresent myself. I am a School Psychology Candidate. I will clearly explain this fact to all individuals that I interact with while completing project for the program. I must sign with the title “School Psychology Candidate” on all documents.

3. I understand that any information about a student is confidential and is protected by the Family Education Rights and Privacy Act of 1974 (FERPA) and other Federal and State law.

4. I understand the obligations of FERPA and agree to act in accordance with FERPA while I am a School Psychology Candidate.

5. I understand and agree to abide by all ethical and professional conduct requirements. However, if I violate these requirements, I further understand that information concerning the violation will be addressed by the Georgia Southern University school psychology committee. This information may be used to take further action (e.g. action plan to address the issue, removal from the program, etc.).

I verify the information I have provided is true and accurate. I further affirm that I will abide by NASP’s Principles for Professional Ethics and agree to submit to Georgia Southern University School Psychology program faculty for adjudicating alleged violation of same.

Signature: __________________________ Date: __________

University Supervisor: __________________________ Date: __________

Note: FERPA supersedes the Health Insurance Portability and Accountability Act (HIPAA).
GENERAL INFORMATION

Name_________________________________________ Date______________

What Semester and Year are you in the Program? __________________________

Graduate GPA ________________________________

If you have received Bs or Cs in your school psychology coursework, please list those courses and the grade received.

________________________________________________________________________

________________________________________________________________________

Membership to Professional Organizations

☐ NASP
☐ GASP
☐ APA
☐ Other

Professional Research Experience

Please list the project.

☐ Research Assistant
☐ Workshop Assistant
☐ Submission to a Conference
☐ Submission to a Journal
☐ Submission to a Newsletter
☐ Presentation at a Conference
☐ Poster Presentation at a Conference
☐ Presentation at Georgia Southern
☐ Presentation at in-service
☐ Article in a Journal
☐ Article in a Newsletter
☐ Attendance to a Conference
☐ Attendance of Faculty Presentations
☐ Attendance of in-service Presentations

Professional Experience

Please list the job.

☐ On Campus Job
☐ Off Campus Job
☐ Volunteer Service

Other Important Information

________________________________________________________________________

________________________________________________________________________
VERIFICATION OF PROFESSIONAL LIABILITY INSURANCE

GEORGIA SOUTHERN UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM

As part of my professional training in School Psychology, I understand that I will participate in field experiences, pre-practicum, practicum and internship experiences in school systems, and/or agencies beyond the university campus. I am further aware of the policy established by the School Psychology Program requiring that students show proof of liability insurance prior to participation in field experiences, pre-practicum, practicum or internship courses and activities.

Therefore: I, ___________________________ verify that I have professional liability insurance as follows:

(Name of professional organization, e.g. NASP, PAGE)

(Verification is required. Attach a copy of your policy’s declaration page.)

(OR)

I verify that I have professional liability insurance through my current professional employment through a private insurance company as follows:

(Name of insurance company) (Period of Coverage)

Furthermore, having attested to liability insurance coverage, as described above, I assume full responsibility for my own professional liability during field experiences, practicum and internship and relieve all parties of any responsibility.

(Signature of Student) (Date)

(Witnessed By: Signature of Faculty Member) (Date)
At the completion of 36 hours, students are required to complete a comprehensive exam. Candidates should apply for the comprehensive exam when they have completed the required courses listed below:

- ESPY 7130 Professional School Psychology
- ESPY 7131 Behavioral Interventions
- ESPY 7230 Developmental Diagnosis in Early Childhood
- COUN 7332 Theories of Counseling

Candidates should apply at least 1 semester before they want to sit for the exam. This will give you time to prepare for the exam. The application is available at https://drive.google.com/file/d/0B8FnAX2Of91GaGV2ZjRwUFloUzg/edit?pli=1

You will be enrolled in a Folio course that has preparation materials available. The comprehensive exam will consist of four essay style questions. The content of the questions are as follows: ethics, behavioral assessment and intervention, DSM-V diagnosis and IDEIA eligibility in developmental diagnosis, and counseling. It will begin promptly at 9:00 a.m. and end at 4:00 p.m. There will be a one hour lunch break from noon until 1:00 p.m. Two questions will be in the morning session, and two questions will be in the afternoon session.

Exams will be reviewed by the School Psychology faculty members, and students will be notified in writing of the results of the exam. Students who do not pass one or two of the four exam questions will have a two-week period to prepare for an oral re-test of the section(s) that was/were failed. If the oral re-test is not passed, students will have to take the written exam for that section during the following semester when the exam is offered again. Students who fail three or four questions are not eligible for the oral re-test. Those students will have to take the written exam during the following semester.

The exam must be passed in order to move forward in the program and to obtain an interim Master’s degree.

**DIRECTIONS FOR THE APPLICATION FOR THE COMPREHENSIVE EXAMINATION IN SCHOOL PSYCHOLOGY**

**Instructions:**

1. Choose the semester and year you wish to take the exam from the drop-down menu. You should apply the semester before you wish to take the exam (e.g. a fulltime student would apply the second semester and complete the exam the third semester).
2. Continue to press Tab to fill out the rest of the information on the form. Fill in only the grey/blue areas.
3. Save the changes and keep a copy for your records.
4. You must have completed the courses or be currently enrolled **BEFORE**, you can sit for the exam.
5. If you are currently enrolled, the instructor must give permission to sit for the exam.
6. E-mail the saved document to Dr. Dawn Tysinger dtysinger@georgiasouthern.edu
7. You will be enrolled in the School Psychology Preparatory Materials in Folio.
8. Open the School Psychology Preparatory Materials in Folio, and download the school psychology study materials.
9. Start preparing for the exam.
10. The exam date and time will be emailed to you at the beginning of the following semester (the semester you plan to take the exam).
11. The exam will be administered at 9 am to 4 pm (12-1 lunch hour) on a Friday in the IRC in the COE at Georgia Southern University. The Friday will be scheduled early in the semester.
12. Bring your ID and something to write with.

<table>
<thead>
<tr>
<th>Term for Administration of Exam:</th>
<th>FALL 2017</th>
</tr>
</thead>
</table>

Name: Eagle ID

<table>
<thead>
<tr>
<th>COURSE COMPLETED</th>
<th>TERM/YEAR COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 7332 Theories of Counseling</td>
<td></td>
</tr>
<tr>
<td>ESPY 7130 Professional School Psychology</td>
<td></td>
</tr>
<tr>
<td>ESPY 7131 Behavioral Interventions</td>
<td></td>
</tr>
<tr>
<td>ESPY 7230 Developmental Diagnosis in Early Childhood</td>
<td></td>
</tr>
</tbody>
</table>

Note: You must have completed the courses or be currently enrolled BEFORE, you can sit for the exam.

The Student Disability Resource Center (SDRC) coordinates support services for Georgia Southern University students with disabilities. Please contact the SDRC if disability services are desired during the examination.

TRANSITION POINT 3 COMPLETION OF THE PRACTICUM IN SCHOOL PSYCHOLOGY

Students will gain practice with school children experiencing learning difficulties by completing case studies. Additionally, students will develop competence in working with children, parents, teachers, and education specialists under supervision. Students will be expected to seek out their practicum site. A full semester of practicum service is required and students are expected to attend the practicum class each week. Liability insurance must be obtained and an additional background check must be conducted prior to entering the practicum site. Other student responsibilities include:

- Attendance and active participation in class discussions, activities, and assignments.
- Regular supervision time with the practicum supervisor. This includes 45-60 minutes per week with the field supervisor and 30 minutes per week with the university supervisor.
- Completion of practicum Internet Logging System log. This report must be signed by the field supervisor and turned into the university supervisor at the end of each month. The total hours must be at least 150 hours.
- Completion of four comprehensive individual psycho-educational evaluations referred for learning, behavioral, emotional, or adjustment problems. Completion of re-evaluations as needed by the field site. Completion of an academic or behavioral intervention project. These copies will be kept in an electronic portfolio with a copy of your ILS logs. All identifying information of the child should be removed. Reports are to be signed as a School Psychology Practicum Student.
- Participation in a meeting with the field supervisor and the university supervisor evaluating performance and progress.
- Present at a site visit by the university supervisor.
• Attendance of workshops/seminars scheduled by university, professional consortia, or professional associations.
• Report writing and completion of eligibility reports.
• Close communication with the field supervisor and university supervisor about any issues/concerns that may arise.

Please see field experience handbook for additional information.

TRANSITION POINT 4 PROFESSIONAL KNOWLEDGE, SKILLS & DISPOSITIONS

Key Assessment 3

The first formal evaluation of field experience and the professional practice of school psychology to determine overall readiness for internship will be conducted at the completion of ESPY 8737 Practicum in School Psychology.

The purpose of the practicum is to gain experience in test administration and developing an RTI-related intervention plan in the school setting. Candidates have a practicum site and field supervisor. The field supervisor will provide supervision for you regarding your assigned cases in the field. You will also be required to attend practicum group supervision and individual supervision with the practicum instructor who will serve as your university supervisor. A practicum cooperative agreement must be completed and signed by all persons involved in establishing the practicum. You must also obtain professional liability insurance before beginning practicum. Practicum students are required to utilize the Internet Logging System (ILS) to record activities and hours acquired on practicum.

Practicum involves working in the school one full day a week or two half days per week. You are expected to act professionally while you are there. Your supervisor will assign cases to you. It is expected that each of you will administer at least 4 re-evaluations and conduct either an academic or behavioral intervention. Do your best to obtain this goal. Remember that you are to follow standardized procedures while administering any test and best practices when conducting an intervention. Practicum also provides an opportunity to learn new testing instruments so become familiar with the manuals and protocols. Field supervisors will be asked to complete a mid-semester evaluation and end-of-semester evaluation of your performance. There will be a site visit at the end of the semester which will involve coming to your site and meeting with you and your field supervisor to discuss your performance while on practicum. Your performance on practicum counts 70% of the course grade and will be determined by the evaluation of your performance. No student can move forward to internship without having a satisfactory performance on practicum.

This assessment will be used to assess the following Domains in Standard 2 of the NASP Standards for Training and Field Placement:

- 2. Data Based Decision Making and Accountability
- 3. Consultation and Collaboration
- 4. Direct and Indirect Services: Student Level Services
- 5. Systems Level Services – Schools
- 6. Systems Level Services: Family-School Collaboration Services
- 7. Foundations of School Psychologists’ Service Delivery: Diversity in Development and Learning
- 8. Research, Program Evaluation, Legal, Ethical and Professional Practice
College of Education Conceptual Framework Outcomes addressed in this course include the following:

- C1: Commitment to the Knowledge and Dispositions of the Profession
- C2: Commitment to Diversity
- C3: Commitment to Technology
- C4: Commitment to the Practice of Continuous Reflection and Assessment
- C4: Commitment to the Practice of Continuous Reflection and Assessment
FIELD SUPERVISOR END-OF-SEMESTER EVALUATION

GEORGIA SOUTHERN UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM
ESPY 8737 PRACTICUM IN SCHOOL PSYCHOLOGY

School Psychology Practicum Evaluation (Circle one) Mid-Semester / End of Semester

School Psychology Practicum Student: ________________________________

Practicum Placement Site: ___________________________________________

School Psychology Practicum Field Supervisor: ________________________

School Psychology Practicum University Supervisor: ______________________

Date: ____________________

To Practicum Field Supervisors: We appreciate the time, energy and expertise that you provide in training the school psychology practicum student. Your feedback to us concerning the practicum student’s performance is very important. The purpose of this evaluation is to assess the practicum student’s performance in psycho-educational assessment, report writing, eligibility determination, consultation/collaboration, academic/behavioral interventions and professional conduct. Please share with the practicum student the results of the evaluation and then return the evaluation to the address provided at the end of the evaluation. Thank you very much for your cooperation on this important task.

Instructions:
The ratings should be based on your observations and/or reports received from school staff, parents, etc. regarding the practicum student’s performance. Please use a developmental approach in your ratings and select the rating that seems most appropriate at this time based on his/her performance and level of training. Be sure to mark a rating for each item. If the practicum student has not yet had an opportunity to gain experience in a particular area, please marked “Activity Planned” to indicate that training in this area is planned.

Rating Scale

1  **Below Expectations for level of training:** The practicum student’s skills are not at a level expected for his/her current level of training; the practicum student needs to improve his/her performance; the practicum student exhibits minimal interest in activities and participates in most related activities but needs to be more motivated to complete them appropriately and in a timely manner; the practicum student needs to put more effort in making sure that he/she was following guidelines.

2  **Meets Expectations for level of training:** The practicum student demonstrated satisfactory skills; the practicum student was interested in most activities and usually motivated to complete them appropriately and in a timely manner; the practicum student participated actively in most related activities; the practicum student usually demonstrated effort to make sure that he/she was following guidelines.

3  **Exceeds Expectations for level of training:** The practicum student demonstrated advanced skills; the practicum student was very interested in activities and motivated to complete them appropriately and in a timely manner; the practicum student demonstrated genuine effort in assigned tasks/activities; the practicum student participated actively in related activities; the practicum student was conscientious in his/her efforts to make sure that he/she was following guidelines.

Please indicate whether the school psychology practicum student has been oriented to the policies/procedures of the practicum site and participated in the planning of objectives to be attained during practicum training.  Yes, No
<table>
<thead>
<tr>
<th>NASP Standard: 2-Data-Based Decision Making and Accountability</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Activity Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determines appropriate responses and actions to the referral by identifying all aspects of the presenting concern to be addressed by the assessment, checking that preliminary information is included, and adhering to local procedures in processing referrals.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Plans an appropriate response to the referral that includes gathering background information needed and obtaining information about child’s current functioning at school and home through the use of various data collection techniques such as interviews, record review, and observations.</td>
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<tr>
<td>3. Completes any required paperwork related to referral, and plans an appropriate assessment battery to use.</td>
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<tr>
<td>4. Effectively uses various methods of assessment to identify strengths and weaknesses in the domains of cognitive, achievement, and social-emotional functioning.</td>
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<tr>
<td>5. Adheres to standardized procedures when administering test instruments, accurately scores testing protocols, and correctly interprets assessment data.</td>
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<tr>
<td>6. Plans and prepares written reports that address the reason for the referral and include data that is</td>
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</tbody>
</table>
accurately analyzed and interpreted. Reports are well organized and written clearly so that they are easily understood by parents and other school professionals.

7. Develops an intervention plan that appropriately addresses area of concern, monitors its progress and ensures it is implemented with fidelity.

**NASP Standard:**

**3- Consultation and Collaboration**

1. Applies educational and psychological tenets to obtain favorable outcomes that benefit children.

2. Adapts communication to a level that leads to listener understanding.

3. Participates actively and communicates effectively in meetings to reach decisions and make final recommendations.

4. Plans how to present results in a meeting and how to communicate the findings to teachers and parents.

5. Utilizes a problem-solving approach when working with school professionals and parents.

**NASP Standard:**

**4.1- NASP Domain 3: Interventions and Instructional Support to Develop Academic Skills**
1. Demonstrates an understanding of various influences (cultural, social, biological, etc.) that impact learning and the attainment of academic skills

2. Demonstrates knowledge of instructional strategies that support academic achievement.

3. Identifies processing deficits (based on assessment data) that impact learning and the attainment of academic skills.

4. Utilizes assessment data to set appropriate academic goals and recommend effective instructional strategies designed to address academic deficiencies.

5. Plans and implements an academic intervention in consultation with a teacher or has knowledge of how to plan and implement an academic intervention.

6. Utilizes progress monitoring data to evaluate outcomes of academic intervention or demonstrates knowledge of how to use progress monitoring data to evaluate outcomes of an academic intervention.

**NASP Standard:**

4.2- Interventions and Mental Health Services to Develop Social & Life Skills
1. Demonstrates an understanding of various influences (cultural, social, biological, etc.) that impact behavior and social-emotional functioning.

2. Demonstrates an understanding of social development in children and adolescents through their work with children and continues to understand the importance of individual differences among children’s behavior and social interactions.

3. Demonstrates knowledge of strategies used to promote positive behavior and social-emotional functioning and attainment of life skills.

4. Utilizes assessment data to set appropriate behavioral and social skills goals.

5. Plans and implements a behavioral or social-emotional learning intervention in consultation with a teacher or demonstrates knowledge of how to plan and implement a behavioral or social-emotional learning intervention.

6. Utilizes progress monitoring data to determine effectiveness of a behavioral or social-emotional learning intervention or demonstrates knowledge of how to use progress monitoring data to plan a behavioral or social-emotional learning intervention.

**NASP Standard:**

5.1 - School-Wide Practices to Support Learning
<p>| | | | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of school organization and structure</td>
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<tr>
<td>2. Demonstrates knowledge of a multi-tiered problem-solving system of school-based services.</td>
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<tr>
<td>3. Utilizes district or school-level support systems and resources appropriately.</td>
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<tr>
<td><strong>NASP Standard:</strong></td>
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<td></td>
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<tr>
<td><strong>5.2 – Preventive and Responsive Services</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Demonstrates knowledge of risk factors associated with learning and social-emotional well-being.</td>
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<tr>
<td>2. Demonstrates knowledge of a multi-tiered problem-solving system of school-based services to promote learning and positive behavior.</td>
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<td></td>
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<tr>
<td><strong>NASP Standard:</strong></td>
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<tr>
<td><strong>6 – Family-School Collaboration Services</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Seeks input and engages the student’s family in discussion regarding the student’s current functioning, educational needs and recommendations (based on assessment data) that will support learning.</td>
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<td></td>
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</tr>
<tr>
<td>NASP Standard:</td>
<td>7 – Diversity in Development and Learning</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1. Demonstrates an understanding of diversity factors and practices related to diversity.</td>
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<tr>
<td></td>
<td>2. Includes cultural considerations in assessment and intervention and other school-based services.</td>
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<tr>
<td></td>
<td>3. Demonstrates respect for diversity and culturally-sensitive practice.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NASP Standard:</th>
<th>8 – Legal, Ethical, and Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Demonstrates knowledge of ethical standards and engages in ethical practice in the delivery of school psychological services.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrates knowledge of federal/state legislation and regulations related to education such as IDEIA, 504, NCLB, FAPE, and FERPA.</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrates appropriate professional conduct and maintains confidentiality.</td>
</tr>
</tbody>
</table>

Please comment on the practicum student’s areas of strengths and any areas identified as “Below Expectations”. 
Thank you for completing this evaluation. It can be returned to the university at the address below or emailed to Dr. Diamanduros at tdiamanduros@georgiasouthern.edu.

Dr. Terry Diamanduros
Box 8131, 239 Forest Drive
College of Education
Dept. of LTHD
Georgia Southern University
Statesboro, GA 30460
Phone: 912-478-1548
Fax 912-478-7104
Key Assessment 6

This assessment is based on the academic and behavioral interventions case studies conducted in the field during Internship. The case studies are completed within a preschool, elementary, or middle school setting. After obtaining parental permission, the candidate works with the classroom teacher to assess a behavior concern, to design and implement an intervention, and to evaluate outcomes. Thus, candidates use their knowledge of learning theory, data-based decision-making, empirically-validated academic/behavioral intervention, and evaluation procedures. Candidate case studies are evaluated in the following areas:

- Problem Identification
- Problem Analysis
- Intervention Plan
- Intervention Evaluation
- Impact on Student (PreK-12) Learning
- Overall Rating

The intern must achieve at least 80% competency on each rubric to be considered competent in each area of academic and behavioral intervention. If the intern does not achieve 80% competency, a plan for professional development in that area must be developed with faculty members.

Effect size estimates are used to determine impact on learning. Effect sizes are determined by dividing the absolute value of average of the baseline by the absolute value of the post-intervention data. The effect sizes and actual percent change are then reported to NASP along with a comparison of the other ratings in this key assessment by student and as aggregated data.

This assessment will be used to assess the following Domains in Standard 2 of the NASP Standards for Training and Field Placement:

- 2. Data-based Decision Making and Accountability
- 3. Consultation and Collaboration
- 4.1 Interventions and Instructional Support to Develop Academic Skills
- 4.2 Interventions and Mental Health Services to Develop Social and Life Skills
- 7. Diversity in Development and Learning
### Academic Intervention Rubric

<table>
<thead>
<tr>
<th>Rating</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The academic area is identified but not operationally defined. Teacher and/or parental collaboration are limited. Current and target levels of performance are addressed minimally. There is no support for skill or performance deficit.</td>
<td>The academic area is operationally defined with some teacher and/or parental input. Academic baseline data is established with a discussion of skill or performance deficit.</td>
<td>The area for academic remediation or enrichment is defined collaboratively with the parent and/or in the context of grade and/or peer expectations, including baseline data and the discrepancy between current and target performance. A clear justification for skill or performance deficit is made.</td>
</tr>
<tr>
<td>2</td>
<td>Hypotheses are not developed or limited in scope. The data collected are inappropriate for the problem or do not converge on the hypothesis. Diversity issues are not addressed.</td>
<td>Hypotheses are developed with some collaborative input using more than one source of data. Some issues of diversity are explored in decision-making.</td>
<td>Hypotheses are generated through collaboration using multiple sources of data. The discussion and decisions incorporate issues of diversity.</td>
</tr>
<tr>
<td>3</td>
<td>The intervention is not empirically-based and/or not selected in collaboration. It is not linked to measurable goals that are based on previously collected data. Issues of individual differences, resources, and feasibility are not addressed in the plan. Plans for monitoring of academic progress and adherence to treatment integrity are limited.</td>
<td>The intervention is empirically-based and selected in collaboration but is weakly linked to appropriate measurable goals. The plan is limited in one of the following issues: individual differences, resources, or feasibility. Plans for monitoring academic progress and treatment integrity are included.</td>
<td>The intervention is empirically-based and selected in collaboration. It is linked to measurable goals that are based on previously collected data. Issues of individual differences, resources, and feasibility are addressed in the plan. Plans for monitoring of academic progress and adherence to treatment integrity are included.</td>
</tr>
</tbody>
</table>
### Intervention Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Interpretation</td>
<td>Data were limited and/or used incorrectly for decision-making. Charting is not used effectively for collaboration. The evaluation did not include strategies for generalization or future interventions that are developed collaboratively.</td>
</tr>
<tr>
<td>Data Quality</td>
<td>Data was mostly interpreted correctly but some conclusions may be suspect or over-interpreted. Charting is used for collaboration. The evaluation includes strategies for generalization and/or future interventions that are developed collaboratively.</td>
</tr>
<tr>
<td>Data Sources</td>
<td>Data from multiple sources are interpreted correctly and used to inform decision-making. Charting is used effectively for collaboration. The evaluation includes strategies for generalization and future interventions that are developed collaboratively.</td>
</tr>
</tbody>
</table>

### Impact on Student Learning

<table>
<thead>
<tr>
<th>Impact on Student Learning</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect Size</td>
<td>Calculated effect size for change in the academic area is less than 0.2.</td>
</tr>
<tr>
<td>Effect Size</td>
<td>Calculated effect size for change in the academic area is in the small to medium range of 0.2 – 0.49.</td>
</tr>
<tr>
<td>Effect Size</td>
<td>Calculated effect size for change in the academic area is in the medium to large range of greater than 0.5.</td>
</tr>
</tbody>
</table>

**Total Rubric Score**  

The intern must earn a Total Rubric Score of at least 8 points to demonstrate competency in academic intervention.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Identification</strong></td>
<td>The target behavior is identified but not operationally defined. Observation plan was poorly developed or missing. Collaboration is limited. Current and target levels of performance are addressed minimally. There is no support for skill or performance deficit.</td>
<td>The target behavior is operationally defined with some teacher input. A systematic observation plan was outlined that was appropriately suited to the background and target behavior. Behavioral baseline data is established with a discussion of skill or performance deficit.</td>
<td>The target behavior is defined collaboratively with the teacher in the context of grade and/or peer expectations, including baseline data and the discrepancy between current and target performance. A clear justification for skill or performance deficit is made.</td>
</tr>
<tr>
<td><strong>Problem Analysis</strong></td>
<td>Target behavior was not quantifiably defined. Antecedents and consequences were not defined and/or evaluated. Hypothesized function of the behavior was inappropriate based on the data. Hypotheses are not developed or limited in scope. The data collected are inappropriate for the problem or do not converge on the hypothesis. Diversity issues are not addressed.</td>
<td>Target behavior was quantifiably defined. Antecedents and/or consequences were defined and evaluated. Function of the behavior was hypothesized. Hypotheses are developed with some collaborative input using more than one source of data. Some issues of diversity are explored in decision-making.</td>
<td>Target behavior was quantifiably defined. Antecedents and consequences were defined and evaluated. Function of the behavior was hypothesized based on existing data. Hypotheses are generated through collaboration using multiple sources of data. The discussion and decisions incorporate issues of diversity.</td>
</tr>
<tr>
<td><strong>Intervention Plan</strong></td>
<td>The intervention is not empirically-based and/or not selected in collaboration. It is not linked to measurable goals that are based on previously collected data.</td>
<td>The intervention is empirically-based and selected in collaboration but is weakly linked to appropriate measurable goals. The plan is limited in one of the following</td>
<td>The intervention is empirically-based and selected in collaboration. It is linked to measurable goals that are based on previously collected data. Issues of individual differences,</td>
</tr>
<tr>
<td></td>
<td>Issues of individual differences, resources, and feasibility are not addressed in the plan. Plans for monitoring of academic progress and adherence to treatment integrity are not included.</td>
<td>issues: individual differences, resources, or feasibility. Plans for monitoring academic progress and treatment integrity are limited.</td>
<td>resources, and feasibility are addressed in the plan. Plans for monitoring of academic progress and adherence to treatment integrity are included.</td>
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<tr>
<td>--------------------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Intervention Evaluation</strong></td>
<td>Data were limited and/or used incorrectly for decision-making. Charting is not used effectively for collaboration. The evaluation did not include strategies for generalization or future interventions that are developed collaboratively.</td>
<td>Data was mostly interpreted correctly but some conclusions may be suspect or over-interpreted. Charting is used for collaboration. The evaluation includes strategies for generalization and/or future interventions that are developed collaboratively.</td>
<td>Data from multiple sources are interpreted correctly and used to inform decision-making. Charting is used effectively for collaboration. The evaluation includes strategies for generalization and future interventions that are developed collaboratively.</td>
</tr>
<tr>
<td><strong>Impact on Student Learning</strong></td>
<td>Calculated effect size for change in the academic area is less than 0.2.</td>
<td>Calculated effect size for change in the academic area is in the small to medium range of 0.2 – 0.49.</td>
<td>Calculated effect size for change in the academic area is in the medium to large range of greater than 0.5.</td>
</tr>
</tbody>
</table>

Total Rubric Score  

The intern must earn a Total Rubric Score of at least 8 points to demonstrate competency in behavioral intervention.
**TRANSITION POINT 6 CONTENT KNOWLEDGE**

**Key Assessment 1**

Overall professional Content Knowledge is evaluated with the Georgia Assessment for the Certification of Educators School Psychology (GACE School Psychology) and is required to obtain certification as a school psychologist in Georgia. The examination is broken into 2 tests and must be completed within four hours. The total test score is placed on a scale of 100 to 300, with 220 as the lowest passing score. The first test consists of 80 selected-response questions. The content areas covered by the first test are: Data-Based Decision Making and Accountability (60%), School and Systems Organization, Policy, and Practices (20%) and Legal, Ethical, and Professional Practice (20%). The second test consists of 80 selected-response questions. The content areas covered by the second test are: Consultation and Collaboration (34%) and Social and Academic Development and Interventions (66%). Content from all ten NASP domains are covered across the subareas of the exam. You must complete ESPY 8631 Seminar in School Psychology before taking the GACE (this is only offered as a summer course). Candidates are required to complete the exam by the beginning of the second semester of internship.

1. Candidates will provide their advisor with a copy of their results.
   - Results provided are Pass and Fail for test one and two. Candidates must pass both for a passing rating.
2. The results will be given to the graduate assistant and placed in the data base.

**This assessment will be used to assess the following Domains in Standard 2 of the NASP Standards for Training and Field Placement:**

- 2. Data-based Decision Making and Accountability
- 3. Consultation and Collaboration
- 4.1 Interventions and Instructional Support to Develop Academic Skills
- 4.2 Interventions and mental Health Services to Develop Social and Life Skills
- 5.1 School-Wide Practices to Promote Learning
- 5.2 Preventive and Responsive Services
- 6 Family-School Collaboration Services
- 7 Diversity in Development and Learning
- 8.1 Research and Program Evaluation
- 8.2 Legal, Ethical, and Professional Practice

**KEY ASSESSMENT 1 CONTENT KNOWLEDGE RUBIC**

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>GACE Test 1</td>
<td>Pass = 2</td>
<td>Fail = 1</td>
</tr>
<tr>
<td>GACE Test 2</td>
<td>Pass = 2</td>
<td>Fail = 1</td>
</tr>
</tbody>
</table>
## TRANSITION POINT 7 INTERNSHIP COMPLETION

### OVERVIEW:

Students will complete a 1200-hour supervised field experience that allows for students to apply the knowledge and skills obtained throughout their coursework. Upon entering the internship site, students and supervisors will develop an individual plan based on program objectives and the Georgia School Psychologist Evaluation Instrument competencies. Throughout internship, students will participate in a comprehensive range of experiences, including assessment, direct interventions, indirect interventions, and evaluation/research. These experiences are designed to expose students to the multiple roles of a school psychologist. Students will be responsible for seeking out their internship site. Interns must possess liability insurance throughout their internship.

### TIME FRAME:

An Internship can be completed full-time over one year or part-time over two years. A minimum of 1200 clock hours must be completed, 600 of which must be in a school setting.

### SUPERVISOR REQUIREMENTS:

Field supervisors are not required to have an NCSP, but he or she must meet the NCSP requirements (Ed.S or equivalent in school psychology) and have **THREE** years of experience as a practicing school psychologist (one year at the site that he or she will supervise) and licensed as or be a certified in school psychologist by the State in which he or she practices.

### REQUIRED DOCUMENTS TO BE TURNED INTO THE SUPERVISOR DURING INTERNSHIP:

A digital folio is also required at the end of Internship II. The digital folio is a PowerPoint folio with basic identifying information of the Intern and links to internship related documents:

- Vita
- Supervision Plan
- Log service report
- Log detailed report
- 1 Field Based Initial-evaluation Assessment Report (Remove all identifying information)
- 1 Field Based Re-evaluation Assessment Report (Remove all identifying information)
- 1 Individual Counseling Case including consent form, intervention plan, case notes, and summary report (Remove all identifying information)
- 1 IEP that the intern helped design (academic issues) (Remove all identifying information)
- 1 IEP that the intern helped design (behavioral issues) and include how the interventions will be evaluated for effectiveness
- 1 behavior intervention case
- 1 academic intervention case
- Field supervisor’s evaluations
- University supervisor’s evaluations
Final self-evaluation

The digital folio will be saved on a flash drive, CD, or DVD and turned in before grades are submitted. All documents will be saved in Adobe on the disk and linked to the appropriate hyperlink to the PowerPoint folio. The basic template will be provided and assistance will be available.

Please see field experience handbook for additional information.

TRANSLATION POINT 8 PEDAGOGICAL & PROFESSIONAL KNOWLEDGE, SKILLS, & DISPOSITIONS

Key Assessment 4

Completion of internship requires 1200 hours of full-time training over a 1 year period or half-time over a 2 year period. A total of 600 hours in a school setting are required. The purpose of internship is to provide candidates with opportunities to gain skills, knowledge, and experience in providing a variety of services in the school. A comprehensive range of field experiences will be completed during the internship (ESPY 8739 School Psychology Internship). The experiences are designed to provide the School Psychology Intern with a full range of experiences typical of School Psychologist’s multiple roles. All interns must engage in all service roles of a school psychologist. To successfully complete the internship, candidates must maintain not less than 10% and not more than 40% of time in any one service category (Consultation, Intervention, Assessment, and Conference and Staffings) in the log. The intervention category includes direct, indirect, academic, behavioral, and crisis interventions. The percentage requirement for each service area ensures that the intern has experience in all roles. To ensure that interns are competent in those roles interns are formally evaluated at mid semester and at the completion of the internship semester by the field supervisor and university supervisor.

Assessment 4 is an evaluation of intern performance in specific field experience dimensions. It is used in general to evaluate and develop areas for improvement for interns. It is also used in the Georgia Southern University College of Education assessment program and the Georgia Southern School Psychology Program for program improvement. The data from this instrument is used differently when evaluating an intern (field experience dimensions) or evaluating the program using aggregated data from interns (Standard 2 Domains). Candidates are formally evaluated three times a semester to measure progress and make improvements. Candidates will be summatively evaluated by supervisor at the end of the internship in all elements of the evaluation form. The intern must achieve 80% competency based on the overall score. Individual elements rated as Below Expectations at the end of Internship will be addressed through a formal plan of professional development.

The program will also analyze intern evaluation data in an aggregated form by Standard 2 Domains. However, this is only for program feedback and does not affect the interns’ evaluation.

This assessment will be used to assess the following Domains in Standard 2 of the NASP Standards for Training and Field Placement:

- 2. Data-based Decision Making and Accountability
- 3. Consultation and Collaboration
- 4.1 Interventions and Instructional Support to Develop Academic Skills
- 4.2 Interventions and mental Health Services to Develop Social and Life Skills
- 5.1 School-Wide Practices to Promote Learning
- 5.2 Preventive and Responsive Services
6. Family-School Collaboration Services
7. Diversity in Development and Learning
8.1 Research and Program Evaluation
8.2 Legal, Ethical, and Professional Practice

SCHOOL PSYCHOLOGY INTERN EVALUATION

GEORGIA SOUTHERN UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM

School Psychology Intern Evaluation

(Circle one) Self-evaluation / Mid-Semester / End of Semester

School Psychology Intern

Placement Site

School Psychology Intern Field Supervisor

Directions to the evaluator: Please circle a response for EVERY item on the evaluation form. Possible evaluations include the following: Below Expectations, Meets Expectations, Exceeds Expectations, or Activity Planned. Please direct any questions about the evaluation to your intern’s university-based supervisor.

Below Expectations: The intern requires more support, guidance, and feedback than is typical for his/her stage in the field experience. You must offer comments for any items marked as Below Expectations.

Meets Expectations: The intern demonstrates competency commensurate with his/her stage in the field experience.
Exceeds Expectations: The intern exhibits a level of mastery beyond what is expected at his/her stage in the field experience.

Activity Planned: The intern has not had the opportunity to demonstrate the skill but it is planned for later in his/her semester. Please note that interns must have the opportunity to demonstrate all evaluated elements by the final evaluation in Internship II.

University faculty members will develop a total competency score for the intern by converting the ranking on a three point scale. The intern must reach 80% total competency for successful completion of internship. Any element ranked as Below Expectations at the end of internship will be discussed with the intern, and a plan of professional development relevant to that area will be developed.

NASP Elements from the Standards of Graduate Preparation for School Psychologists (NASP, 2010)

2. Data-Based Decision Making and Accountability

3. Consultation and Collaboration

4.1 Interventions and Instructional Support to Develop Academic Skills

4.2 Interventions and Mental Health Services to Develop Social and Life Skills

5.1 School-Wide Practices to Promote Learning

5.2 Preventive and Responsive Services

6. Family-School Collaboration Services

7. Diversity in Development and Learning

8.1 Research and Program Evaluation

8.2 Legal, Ethical, and Professional Practice

FIELD EXPERIENCE DIMENSIONS

<table>
<thead>
<tr>
<th>NASP Element</th>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Activity Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Identifies appropriate data collection techniques</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td></td>
<td><strong>Effectively uses a variety of data collection techniques</strong></td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
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</tr>
<tr>
<td>2</td>
<td>Gathers appropriate information through the use of interviews</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>2</td>
<td>Employs appropriate observation techniques</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>2</td>
<td>Identifies appropriate assessment tools</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>2</td>
<td>Effectively uses a variety of assessment tools</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>2</td>
<td>Accurately analyzes data</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>2</td>
<td>Utilizes data-based decision-making in the design, implementation, and evaluation of interventions</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>2</td>
<td>Written reports are accurate and useful to stakeholders</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>2</td>
<td>Utilizes functional behavioral assessment effectively</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
</tbody>
</table>

Required comments for NASP standard 2 Data-Based Decision Making and Accountability elements rated as Below Expectations:
### Required comments for NASP standard 2 Data-Based Decision Making and Accountability elements rated as Exceeds Expectations:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Activity Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Utilizes a variety of models/strategies for consultation and collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Communicates effectively with all stakeholders (teachers, students, parents, colleagues)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Works with others as a partner in designing, implementing, and evaluating interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Effectively engages others in problem-solving efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Participates as an effective member of school-based support teams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required comments for NASP standard 3. Consultation and Collaboration elements rated as Below Expectations:

### Required comments for NASP standard 3. Consultation and Collaboration elements rated as Exceeds Expectations:
<table>
<thead>
<tr>
<th>4.1</th>
<th>Offers practical, evidence-based strategies for academic intervention</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Activity Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effectively monitors academic intervention progress and treatment integrity</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td></td>
<td>Uses appropriate technology to analyze and communicate academic data</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td></td>
<td>Understands and utilizes school-based, academic systems of support</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
</tbody>
</table>

Required comments for NASP standard 4.1 Interventions and Instructional Support to Develop Academic Skills elements rated as Below Expectations:

Required comments for NASP standard 4.1 Interventions and Instructional Support to Develop Academic Skills elements rated as Exceeds Expectations:

<table>
<thead>
<tr>
<th>4.2</th>
<th>Offers effective, evidence-based individual counseling services</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Activity Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Offers effective, evidence-based group counseling services</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>4.2</td>
<td>Offers practical, evidence-based strategies for behavioral intervention</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>4.2</td>
<td>Effectively monitors behavioral intervention progress and treatment integrity</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>4.2</td>
<td>Uses appropriate technology to analyze and communicate behavioral data</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>4.2</td>
<td>Understands and utilizes school-based, behavioral systems of support</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
</tbody>
</table>

Required comments for NASP standard 4.2 Interventions and Mental Health Services to Develop Social and Life Skills elements rated as Below Expectations:

Required comments for NASP standard 4.2 Interventions and Mental Health Services to Develop Social and Life Skills elements rated as Exceeds Expectations:

<table>
<thead>
<tr>
<th>5.1</th>
<th>Effectively designs, implements and evaluates system-wide intervention</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Activity Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>5.1</strong></td>
<td>Demonstrates knowledge of school organization and structure</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td><strong>5.1</strong></td>
<td>Provides and/or participates in in-service opportunities</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td><strong>5.1</strong></td>
<td>Utilizes district or school-level support systems and resources appropriately</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
</tbody>
</table>

Required comments for NASP standard 5.1 School-Wide Practices to Promote Learning elements rated as Below Expectations:

Required comments for NASP standard 5.1 School-Wide Practices to Promote Learning elements rated as Exceeds Expectations:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.2</strong></td>
<td>Provides risk assessments when necessary <strong>See note</strong></td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td><strong>5.2</strong></td>
<td>Demonstrates knowledge of evidence-based crisis response</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td><strong>5.2</strong></td>
<td>Utilizes effect prevention strategies</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td><strong>5.2</strong></td>
<td>Promotes well-being among students and stakeholders</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>
Required comments for NASP standard 5.2 Preventive and Responsive Services elements rated as Below Expectations:

Required comments for NASP standard 5.2 Preventive and Responsive Services elements rated as Exceeds Expectations:

<table>
<thead>
<tr>
<th></th>
<th>Promotes collaboration with families among school-based personnel</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Activity Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Effectively engages families in problem-solving efforts</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>6.</td>
<td>Communicates effectively with families</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>6.</td>
<td>Offers evidence-based strategies for home-based intervention, enrichment, or support</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>6.</td>
<td>Facilitates interagency collaboration</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>6.</td>
<td>Communicates effectively with personnel from community resources or agencies to support student well-being</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
</tbody>
</table>
Required comments for NASP standard 6. Family-School Collaboration Services elements rated as Below Expectations:

Required comments for NASP standard 6. Family-School Collaboration Services elements rated as Exceeds Expectations:

<table>
<thead>
<tr>
<th>7.</th>
<th>Demonstrates knowledge of diversity factors for children</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Activity Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Incorporates aspects of diversity into assessment and intervention-related activities</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>7.</td>
<td>Advocates effectively for diverse learners</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>7.</td>
<td>Engages in culturally-sensitive practice in all aspects of service delivery</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>7.</td>
<td>Incorporates strengths of diverse learners into intervention planning</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
</tbody>
</table>

Required comments for NASP standard 7. Diversity in Development and Learning elements rated as Below Expectations:
Required comments for NASP standard 7. Diversity in Development and Learning elements rated as Exceeds Expectations:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Activity Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Demonstrates knowledge of program evaluation principles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>Assists with evaluation of implemented programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>Demonstrates understanding of applied research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>Uses research to support learners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required comments for NASP standard 8.1 Research and Program Evaluation elements rated as Below Expectations:

Required comments for NASP standard 8.1 Research and Program Evaluation elements rated as Exceeds Expectations:
<table>
<thead>
<tr>
<th>8.2</th>
<th>Demonstrates knowledge of and adheres to ethical standards</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Activity Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2</td>
<td>Demonstrates knowledge of and adhere to legal standards</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>8.2</td>
<td>Demonstrates appropriate professional work characteristics</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
<tr>
<td>8.2</td>
<td>Utilizes multiple service models</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>Activity Planned</td>
</tr>
</tbody>
</table>

Required comments for NASP standard 8.2 Legal, Ethical, and Professional Practice elements rated as Below Expectations:

Required comments for NASP standard 8.2 Legal, Ethical, and Professional Practice elements rated as Exceeds Expectations:

_____________________________  __________
Field-Based Supervisor          Date
Intern Total Competency Score: 

Areas of Improvement for Professional Development:

______________________________    ____________________
University-Based Supervisor   Date

**If no opportunity arises for the intern to demonstrate his/her skill in risk assessment in the field by the end of internship. He/she can demonstrate competence with the field-based supervisor through the use of scenarios during supervision.
Key Assessment 5

Comprehensive, performance-based assessment of candidate abilities is evaluated by faculty (ESPY 8739 Internship II) fall and spring. Each of the following products from the digital portfolio submitted by the intern is rated by faculty members on individual rubrics: Assessment report, Behavior Intervention Case Study, Academic Intervention Case Study, IEP, Individual Counseling Case, Group Counseling Case, and Action Research Paper. Please see the Field Experience Handbook for the individual rubrics. The evaluation of the products is then combined for the overall comprehensive, performance based assessment for Key Assessment 5.

This assessment will be used to assess the following Domains in Standard 2 of the NASP Standards for Training and Field Placement:

- 2 Data-based Decision Making and Accountability
- 3. Consultation and Collaboration
- 4.1 Interventions and Instructional Support to Develop Academic Skills
- 4.2 Interventions and mental Health Services to Develop Social and Life Skills
- 5.1 School-Wide Practices to Promote Learning
- 5.2 Preventive and Responsive Services
- 6. Family-School Collaboration Services
- 7. Diversity in Development and Learning
- 8.1 Research and Program Evaluation
- 8.2 Legal, Ethical, and Professional Practice

Directions:

This evaluation is conducted by the University Supervisors. It is an evaluation of the Intern/complete Internship experience for all Domains in Standard 2. It is based on the overall score from the products in the Internship Portfolio and Field Based Supervisor’s Ratings. Overall scores are used for each of the products and the performance indicators are used to indicate the quality of Intern competency in each Domain of Standard 2 (with average scores).
<table>
<thead>
<tr>
<th>Overall Intern Rating for:</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Data-Based Decision Making and Accountability</td>
<td>Does not meet the expectation for this domain given the level of training.</td>
<td>Meets expectation for this domain given the current level of training.</td>
<td>Demonstrates a level of mastery of a certified school psychologist for this domain.</td>
</tr>
<tr>
<td>Behavioral Rubric Overall Rating by Score</td>
<td>Average Score _______</td>
<td>Average Score _______</td>
<td>Average Score _______</td>
</tr>
<tr>
<td>Overall Intern Rating for:</td>
<td>Field Supervisor Rating of Intern for 3. by Score</td>
<td>Overall Intern Rating for:</td>
<td>Field Supervisor Rating of Intern for 4.1 by Score</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>3. Consultation and Collaboration</td>
<td>Does not meet the expectation for this domain given the level of training.</td>
<td>Meets expectation for this domain given the current level of training.</td>
<td>Demonstrates a level of mastery of a certified school psychologist for this domain.</td>
</tr>
<tr>
<td>Academic Rubric Overall Rating by Score</td>
<td>Average Score</td>
<td>Average Score</td>
<td>Average Score</td>
</tr>
<tr>
<td>IEP Rubric Overall Rating by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Supervisor Rating of Intern for 4.1 by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Intern Rating for:</td>
<td>Does not meet the expectation for this domain given the level of training.</td>
<td>Meets expectation for this domain given the current level of training.</td>
<td>Demonstrates a level of mastery of a certified school psychologist for this domain.</td>
</tr>
<tr>
<td>4.1 Interventions and Instructional Support to Develop Academic Skills</td>
<td>Average Score</td>
<td>Average Score</td>
<td>Average Score</td>
</tr>
<tr>
<td>Individual Intervention Rubric Overall Rating by Score</td>
<td>Group Intervention Rubric Overall Rating by Score</td>
<td>Field Supervisor Rating of Intern for 4.2 by Score</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Intern Rating for:</strong></td>
<td><strong>4.2 Interventions and Mental Health Services to Develop Social and Life Skills</strong></td>
<td>Average Score [ ] Average Score [ ] Average Score [ ]</td>
<td></td>
</tr>
<tr>
<td><strong>5.1 School-Wide Practices to Promote Learning</strong></td>
<td><strong>Does not meet the expectation for this domain given the level of training.</strong></td>
<td><strong>Meets expectation for this domain given the current level of training.</strong></td>
<td><strong>Demonstrates a level of mastery of a certified school psychologist for this domain.</strong></td>
</tr>
<tr>
<td>Individual Intervention Rubric Overall Rating by Score</td>
<td>Average Score</td>
<td>Average Score</td>
<td>Average Score</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
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<td>---------------</td>
</tr>
<tr>
<td>Group Intervention Rubric Overall Rating by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Supervisor Rating of Intern for 5.2 by Score</td>
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</tbody>
</table>

**Overall Intern Rating for:**

**5.2 Preventive and Responsive Services**

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Average Score</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet the expectation for this domain given the level of training.</td>
<td>Meets expectation for this domain given the current level of training.</td>
<td>Demonstrates a level of mastery of a certified school psychologist for this domain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral Rubric Overall Rating by Score</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rubric Overall Rating by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Intern Rating for:</td>
<td>Does not meet the expectation for this domain given the level of training.</td>
<td>Meets expectation for this domain given the current level of training.</td>
<td>Demonstrates a level of mastery of a certified school psychologist for this domain.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Family–School Collaboration Services</td>
<td>Average Score ______</td>
<td>Average Score ______</td>
<td>Average Score ______</td>
</tr>
<tr>
<td>Assessment Rubric Overall Rating by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Rubric Overall Rating by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Rubric Overall Rating by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Rubric Overall Rating by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Intervention Rubric Overall Rating by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Intervention Rubric Overall Rating by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Supervisor Rating of Intern for 7. by Score</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Intern Rating for:**

**7. Diversity in Development and Learning**

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Average Score</th>
<th>Average Score</th>
</tr>
</thead>
</table>

**Action Research Rubric Overall Rating by Score**

**Field Supervisor Rating of Intern for 8.1 by Score**

**Overall Intern Rating for:**

**8.1 Research and Program Evaluation**

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Average Score</th>
<th>Average Score</th>
</tr>
</thead>
</table>

- Does not meet the expectation for this domain given the level of training.
- Meets expectation for this domain given the current level of training.
- Demonstrates a level of mastery of a certified school psychologist for this domain.
<table>
<thead>
<tr>
<th>Rubric</th>
<th>Overall Rating by Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Intervention Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Intervention Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Research Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Supervisor Rating of Intern for 8.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Intern Rating for:**

- **8.2 Legal, Ethical, and Professional Practice**

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not meet the expectation for this domain given the level of training.</td>
</tr>
<tr>
<td></td>
<td>Meets expectation for this domain given the current level of training.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates a level of mastery of a certified school psychologist for this domain.</td>
</tr>
<tr>
<td>Overall Intern Rating for Domains of Standard 2</td>
<td>Does not meet the expectation for all domains given the level of training.</td>
</tr>
<tr>
<td>Average Score</td>
<td>Average Score</td>
</tr>
</tbody>
</table>

**TRANSITION POINT 10 DISPOSITION EVALUATION**

**Key Assessment 8**

COE Disposition Evaluation: College wide disposition evaluation is a means to assess candidate dispositions within graduate programs across the College of Education. It is intended to address educator dispositions as outlined in accreditation standards. These dispositional elements were chosen based upon the Georgia Framework for Teaching and the COE Conceptual Framework.

Data will be collected in ESPY 8739 on Knowledge, Diversity, Technology, and Reflection. The evaluation will occur in the ESPY 8739 Internship II. The average will be determined in each area (Knowledge, Diversity, Technology, and Reflection) and the average will be reported.
Dispositions Rubric for COE Graduate Programs

Candidate’s Name: ___________________________  Course/Semester/Year: ___________________________
Evaluator: ___________________________  Program: ___________________________

This instrument is used to rate each element relative to expectation levels of students within their current program. These expectations may differ among programs due to different contexts and graduate levels.
Score using whole numbers 1, 2, or 3.

<table>
<thead>
<tr>
<th>Georgia Framework Domains 1, 2, 6</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Commitment to the Knowledge, Skills and Dispositions of the Profession</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Educational decisions not grounded in relevant research and/or theory related to area of specialization.</td>
<td>Uses knowledge specific to the area of specialization to make educational decisions.</td>
<td>Regularly applies current research and theory related to area of specialization to make educational decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Skills used reflect outdated, “that’s the way we’ve always done it” approaches.</td>
<td>Employs skills characteristic of the area of specialization in educational practice.</td>
<td>Demonstrates advanced level of skills characteristic of the area of specialization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c No evidence of use of professional development strategies (i.e. use of current literature, participation in workshops or conferences) to improve professional practice.</td>
<td>Demonstrates commitment to activities in support of the education profession, and the desire to work toward improvement of the field of education.</td>
<td>Serves as a leader in the educational setting (i.e. grade level team, curriculum team, other leadership team, etc.) to develop strategies for the unit to explore a range of solutions to challenges within the setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Professionalism in decision making is not evident or consistent. Does not consistently demonstrate honesty and integrity within work (e.g. Plagiarism or other cheating). May be disruptive.</td>
<td>Demonstrates professionalism in decision making. Shows honesty and integrity in work, including awareness and avoidance of plagiarism or other cheating. Typically fulfills responsibilities, does not disrupt, interacts constructively, is responsive to feedback, and demonstrates self-initiative.</td>
<td>Consistently demonstrates excellent professionalism in decision making. Shows honesty and integrity in all work, including awareness and avoidance of all forms of plagiarism or other cheating. Fulfills responsibilities, does not disrupt, interacts constructively, is responsive to feedback, and demonstrates self-initiative.</td>
<td></td>
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Comments or Examples on Performance for Profession Elements:

<table>
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<tr>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
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</table>

2. Commitment to Diversity
### Georgia Framework Domains 2, 3, 5

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<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
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<tbody>
<tr>
<td></td>
<td>Demonstrates a lack of awareness of the range of issues related to diversity in the area of specialization.</td>
<td>Attention to diversity is an &quot;add on&quot; that is not embedded within educational practice. Behaviors do not demonstrate knowledge of cultural awareness or responsiveness relevant to the area of specialization.</td>
<td>Interactions with learners do not demonstrate attention to the diversity of learners' needs or to the notion that all students can learn.</td>
</tr>
<tr>
<td></td>
<td>Acts in ways that demonstrate awareness of diversity concerns appropriate to the area of specialization and educational practice in general.</td>
<td>Engages in processes which enhance cultural awareness, cultural sensitivity, cultural relevance and cultural responsiveness appropriate to the area of specialization. (These processes are embedded in candidate's educational practice.)</td>
<td>Acts to address the diverse needs of learners demonstrating a commitment to the idea that all students can learn.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an advanced level of knowledge of diversity concerns related to the area of specialization and educational practice.</td>
<td>Serves as a leader in the educational setting to develop strategies to address cultural sensitivity, cultural relevance and cultural responsiveness.</td>
<td>Interactions with learners demonstrate a full range of differentiated instructional principles demonstrating a strong commitment to the idea that all students can learn.</td>
</tr>
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#### Comments or Examples on Performance for Diversity Elements:

<table>
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<tr>
<th></th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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</table>

### Georgia Framework Domains 1, 4, 5

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<thead>
<tr>
<th></th>
<th>a</th>
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<tbody>
<tr>
<td></td>
<td>Fails to use advanced technology available as a regular part of educational practice.</td>
<td>Narrow focus on the barriers to use of emerging technologies within area of educational practice and demonstrates little knowledge of relevant emerging technologies.</td>
</tr>
<tr>
<td></td>
<td>Uses advanced technology, as available, appropriate to area of specialization in educational practice.</td>
<td>Demonstrates an awareness of emerging technologies and a willingness to utilize emerging technologies in educational practice as appropriate.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an advanced level of knowledge and skill with available technologies appropriate to area of specialization.</td>
<td>Serves as a leader in the educational setting in modeling the use of appropriate emerging technologies.</td>
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</table>

#### Comments or Examples on Performance for Technology Elements:

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<th></th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
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</table>

### 3. Commitment to Technology

#### Comments or Examples on Performance for Diversity Elements:

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<tr>
<th></th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
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### 4. Commitment to the Practice of Continuous Reflection and Assessment

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<tr>
<th></th>
<th>a</th>
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<tr>
<td></td>
<td>Reflective practices are not clearly embedded within educational practice.</td>
<td>Assessments are single dimensional and do not address advanced levels of learner performance.</td>
</tr>
<tr>
<td></td>
<td>Engages in processes of reflection appropriate to the area of specialization. (These practices are embedded in candidate’s educational practice.)</td>
<td>Engages in authentic and reliable assessments appropriate to the area of specialization.</td>
</tr>
<tr>
<td></td>
<td>Utilizes systematic reflection processes such as action research as part of educational practice within area of specialization.</td>
<td>Serves as a leader in the educational setting in designing, developing, and administering a range of authentic, multi-dimensional assessments.</td>
</tr>
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#### Comments or Examples on Performance for Technology Elements:

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
</tr>
</thead>
</table>

Comments or Examples on Performance for Reflection/Assessment Elements:

|   | Overall Rubric Score out of 3 |   |   |


Candidates must develop a clear research idea. This idea must be very well thought out before taking EDUR 8434 Field-based Educational Research. You must submit the Topic Approval Form to the School Psychology Program well before the class begins. The program faculty must have at least 4 weeks to review and revise it, before the course begins. Keep in mind that faculty are not always available in the summer. The form can be obtained on the school psychology website.

a. [http://coe.georgiasouthern.edu/lthd/schoolpsych.html](http://coe.georgiasouthern.edu/lthd/schoolpsych.html)

While completing the EDUR 8434 Field-based Educational Research, create a three-faculty advisory committee to guide the research field study (ESPY 8839, EDUR 8434 instructor, and one other school psychology faculty member).

b. Present the proposal (Complete the written research proposal in the EDUR 8434 course)
c. Collect the data, write the major field-based research paper, and orally defend your action research project.

Ed.S. students are required to conduct an independent research project to further their growth as a practitioner and to fulfill graduation requirements. Students will complete a research project related to a practical problem in school psychology or student services. Course credit is repeatable for up to nine hours. Specific student requirements are as follows:

- An application for the proposed study will be presented to the Georgia Southern University Institutional Review Board (IRB).
- The study will be conducted in accordance with the plan designed in EDUR 8434 and approved by the IRB.
- Data will then be analyzed to reach conclusions, implications, and recommendations.
- A written report will be composed in APA format.
- An oral defense will be conducted for the committee to review and approve.

For more information on the IRB, please see the IRB webpage:

[http://research.georgiasouthern.edu/researchintegrity/institutional-review-board/](http://research.georgiasouthern.edu/researchintegrity/institutional-review-board/)
This form is to be completed by the candidate and Ed.S. Committee Chair. Submit this form, along with any revisions made during the course of the program, to the instructor of EDUR 8434 at the first class session. If not completed satisfactorily and submitted by at least the second class session, the candidate will be expected to withdraw from EDUR 8434 and reschedule the course at a later date. A completed copy of this form is to be filed with the Ed.S. Committee Chair.

<table>
<thead>
<tr>
<th>Department:</th>
<th>Program:</th>
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<th>City:</th>
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<th>Email Address:</th>
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<tr>
<th>Eagle ID:</th>
<th>Daytime Phone:</th>
<th>Home Phone:</th>
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**Subject of Research Project:**

**Brief Description of Action Research Project:**

______________________________  __________________
Ed.S. Committee Chair          Date

______________________________  __________________
Candidate                      Date
Key Assessment 2

Grades will provide data addressing NASP Standards 2-8.2. The courses incorporate knowledge evaluations and practical application projects. Advisors will print out the unofficial transcripts, and the graduate assistant will place the grades into the database.

This assessment will be used to assess the following Domains in Standard 2 of the NASP Standards for Training and Field Placement:

- 2 Data-based Decision Making and Accountability
- 3. Consultation and Collaboration
- 4.1 Interventions and Instructional Support to Develop Academic Skills
- 4.2 Interventions and mental Health Services to Develop Social and Life Skills
- 5.1 School-Wide Practices to Promote Learning
- 5.2 Preventive and Responsive Services
- 6. Family-School Collaboration Services
- 7. Diversity in Development and Learning
- 8.1 Research and Program Evaluation
- 8.2 Legal, Ethical, and Professional Practice

<table>
<thead>
<tr>
<th>Area Strength</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Course</td>
<td>A = 4</td>
<td>B = 3</td>
</tr>
<tr>
<td>Average Grade</td>
<td>A = 4</td>
<td>B = 3</td>
</tr>
</tbody>
</table>

TRANSITION POINT 13 GRADUATION

The semester before you graduate, contact your advisor to complete your DegreeWorks. This is your official Specialist’s Program of Study.

Apply for graduation (the semester before you plan to graduate)

http://em.georgiasouthern.edu/registrar/students/graduationinformation/applicationforgraduation/

CERTIFICATION

Professional entry-level in the field of School Psychology requires Professional Level Six (S-6) Certification which is acquired after successful completion of the prescribed Ed.S. Program of Study and a passing score on the GACE examination or Praxis II examination in School Psychology. A passing score on the GACE examination is required for certification in the state of Georgia. A passing score on the Praxis II examination is required for certification in most other states. Be sure to check with the individual state for which you may be working for their certification requirements. A passing score on the Praxis II examination is also required for national certification by NASP. See the following links for information on the GACE and Praxis II examinations.
GACE webpage: http://www.gace.nesinc.com/
Praxis II webpage: www.ets.org/praxis/

RESEARCH ASSISTANCE

Your advisor is a key source for research assistance. There is a reference self-study course that is free and available for all students. The link is: http://library.georgiasouthern.edu/research/modules/

STUDENT ACTIVITIES AND PROFESSIONAL ORGANIZATIONS

School Psychology Student Association (SPSA)

The School Psychology Student Association (SPSA) was founded in Spring 2016 under the leadership of the school psychology faculty; Dr. Terry Diamanduros, Dr. Jeffery Tysinger, Dr. Dawn Tysinger, and Dr. Lewis Kimball.

The purpose of the SPSA is to present Georgia Southern University’s school psychology graduate students, as a unified body in order to discuss issues and concerns that affect students, both professionally and academically;

- to increase communication between cohorts,
- to provide opportunities to develop and nurture leadership skills,
- to allow student mentorship and occasions for sharing relevant resources,
- to provide additional education and training in the field of school psychology,
- to institute a means to affect changes within the department/program,
- to sponsor speakers and extracurricular training; to organize and host community events and service projects,
- to establish links with professional organizations and school psychology professionals in the community,
- to afford networking opportunities for school psychology graduate students,
- to promote ethical leadership and academic achievement, and to cultivate civic responsibility,
- and to provide the students opportunities for association and interaction with the faculty and administration of Georgia Southern University, and with the members of the community.

To adequately function and fulfill its purposes, revenue is generated through fundraisers, approved grant requests and the collection of dues.

Each school year, officers are voted into office and a faculty advisor is named. Officer positions include the president, vice president, secretary, treasurer, publicity chair and volunteer coordinator chair, membership chair, social and mentorship coordinator and lastly, the first-year cohort representative.

For more information, please contact the current executive committee at georgiasouthernspsa@gmail.com.

Students are also encouraged to join one or more professional associations as student members. Possible organizations include, but are not limited to, the National Association of School Psychologists (NASP), the Georgia Association of School Psychologists (GASP), the American Psychological Association (APA), particularly Division 16, the Georgia Psychological Association, and the Southeastern Psychological Association (SEPA). Students are also encouraged to attend conferences held by these associations and/or present at these conferences.

CODE OF CONDUCT

ETHICS

Students are expected to adhere to ethical guidelines established by NASP and APA throughout their training experience. These guidelines are provided in Appendices A and C. All students are responsible for becoming familiar with and abiding by,
these guidelines. In addition, students are expected to abide by Georgia Southern University’s honor system. The honor
pledge can be found in Georgia Southern University’s code of conduct. Students are responsible for familiarizing themselves
with Georgia Southern University’s code of conduct, violations, and consequences. Please see the following link to view the
code of conduct:

http://deanofstudents.georgiasouthern.edu/conduct/student-code-of-conduct/

### PROFESSIONAL APPEARANCE

Students are expected to adhere to appropriate professional presentation. When working with children, teachers, and/or
parents in a school or home setting, students should dress in a professional manner. Appropriate professional dress includes
dress slacks, skirts/dresses of an appropriate length, and suits. Appropriate professional dress does not include jeans, shorts,
tank tops, or any type of revealing clothing. Furthermore, students are expected to refrain from wearing distracting jewelry
and clothing. Students should also be sensitive to possible allergies to cologne, perfume, and/or lotions when working in a
school or home setting.

### FINANCIAL AID

Georgia Southern University offers various types of financial aid to help ensure that any qualified student can complete their
degree. There are four broad categories: grants, scholarships, loans, and work-study. Please see the following links for
further information on the various categories and how to obtain the financial aid sought.

#### TRAVEL AND RESEARCH GRANTS

http://cogs.georgiasouthern.edu/students/forms/

#### INSTITUTIONAL SCHOLARSHIPS

http://admissions.georgiasouthern.edu/scholarships.htm

University departments administer scholarships for continuing students.

#### EXTERNAL SCHOLARSHIPS

http://em.georgiasouthern.edu/finaid/external-scholarships/

Scholarship search engines: FASTWEB and SCHOOL SOUP

#### LOANS

http://em.georgiasouthern.edu/finaid/types-of-aid/loans/

#### FEDERAL WORK STUDY

http://em.georgiasouthern.edu/finaid/types-of-aid/federal-work-study/

Financial Aid Contact Information:

**Address:**

Department of Financial Aid

Georgia Southern University
Assistantships may only be awarded to new graduate students who have unqualified admission to the College of Graduate Studies under the “Regular” (not Provisional) classification, and to any current students who are not Provisional. Graduate assistants must maintain a cumulative 3.0 grade point average and register for and earn 9 credit hours of course work or the equivalent each semester within the program of study throughout the period of the assistantship appointment. If an Incomplete (I) grade is received, the graduate assistant must remove the "I" during the semester following the semester in which the "I" was recorded.

1. If you have not applied for admission, please do so first and pay the application fee.
2. Complete the online Graduate Assistantship application.
3. Ask the Graduate Program Director or Department Chair for your department. This is often your best chance of an assistantship. Ask for advice on where to look for assistantships if your department’s assistantships are already full.
4. Check the College of Graduate Studies website often for listed VACANT ASSISTANTSHIPS. Ask us if we are aware of vacant assistantships that are about to be advertised.
5. March 1 is the deadline for the receipt of applications by the College of Graduate Studies to have priority consideration for employment during the upcoming Fall Semester. Applicants are encouraged to submit applications early.
6. Go to Human Resources the week before classes begin to fill out required paperwork.

ASSISTANTSHIP POLICIES

A normal load for a full time graduate assistant is 20 hrs./wk. in both the fall and spring semesters. Graduate assistants are limited to a maximum of 25 hrs./wk. in each of the fall and spring semesters in any combination of on-campus appointments. Federal law generally limits the number of hours that international students can work on campus to 20 hrs./wk. in the fall and spring semesters.

The standard starting date for a graduate assistant shall be one week before the first day of classes and the standard ending date shall be the last day of final exams.

The stipend for a full time graduate assistantship is determined by the department/unit awarding the assistantship, with the MINIMUM AMOUNT being $7,200.00 for the academic year beginning Fall 2009. Payment is made on a regular schedule.
Graduate assistants MUST PAY all appropriate fees, including a reduced matriculation fee, a technology fee, a university health fee, an activity fee, RAC fees, an athletic fee, a transit fee and mandatory health insurance.

Graduate Assistants who already have their own personal health insurance may apply for a waiver of the mandatory student health insurance through the Pearce & Pearce website at: https://www.studentinsurance.com/PearceSite/ViewProvider.asp and select "Waive Online". Proof of insurance must be provided each semester.

Renewal of a previous year's contract is **not** automatic. Each year the student must compete with other applicants for a position. A student’s acceptance of an assistantship constitutes an agreement which the College of Graduate Studies expects the student to honor. If the student accepts the offer and subsequently desires to withdraw, the student may submit, in writing, a resignation of the appointment within two weeks after accepting the offer. However, an acceptance left in force after this date prevents the student from accepting another offer without first obtaining a written release from the College of Graduate Studies.

Suspension or dismissal of a graduate student from the University for disciplinary reasons will terminate the assistantship. A graduate assistant may also be terminated for the following reasons: (a) the overall GPA drops below 3.0, (b) the semester course load falls below the minimum full-time load of 9 hours or the equivalent, (c) an allegation of academic or scientific misconduct, and (d) failure to perform work assignments at a satisfactory level. Note that all graduate assistants should receive prior written notice of termination, with a minimum expectation of two weeks' notice. Failure to satisfactorily perform work assignments in particular needs to be documented in writing prior to the dismissal notification. Additionally, the University reserves the right to terminate a graduate assistant if, in the discretion of the Dean of the College of Graduate Studies, the circumstances of a particular situation warrant such action. A student choosing to resign or terminate employment must submit a letter of resignation to the Dean of the College of Graduate Studies through the Department/Division Chair of the employing unit.

**OFFICE OF CAREER SERVICES**

The Office of Career Services offers candidate assistance in the transition from student to professional. The website is:

http://students.georgiasouthern.edu/career/index.php?f=0

**STUDENT EMPLOYMENT CENTER**

The Purpose of the Student Employment Center is to enhance student learning and meet department student employment needs by providing meaningful work experiences to students.

The Student Employment Center (SEC) is located in Room 1104 of the Rosenwald Building (located on Sweetheart Circle). Normal hours of operation are 8:00 a.m. - 5:00 p.m. The SEC can be reached via phone at 912-478-7159 or email at studentemployment@georgiasouthern.edu. We'll help you find employment opportunities at Georgia Southern University and the Statesboro community while you're enrolled.

The Student Employment Center maintains the "student job postings" for Georgia Southern that can be found online at https://employment.georgiasouthern.edu.

**JUDICIAL AFFAIRS AND CODE OF CONDUCT**

The Office of Judicial Affairs emphasizes a developmental approach toward discipline that is educational and proactive and allows for maximum student growth. The office embraces the concept of a student-centered University. A student-centered University is committed to developing and establishing programs designed to enhance lifelong learning opportunities, foster a climate of personal growth and development, set high expectations for personal integrity, and assist students in the
development of an informed set of values, ethics, and beliefs. A student-centered University embraces a campus climate in which civility and respect among members of the campus community is viewed vital to the overall ethical development of its students. Georgia Southern University expects all students to adhere to the code of conduct.

Resources for Students: [http://deanofstudents.georgiasouthern.edu/resources/](http://deanofstudents.georgiasouthern.edu/resources/)


Accident Report: [http://students.georgiasouthern.edu/judicial/student_wbir.htm](http://students.georgiasouthern.edu/judicial/student_wbir.htm)

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**GRADUATE STUDENT ORGANIZATION (GSO)**

The Graduate Student Organization (GSO) is committed to representing and supporting the interests of all current and prospective graduate students at Georgia Southern University. GSO seeks to support scholarly activities as well as promote social opportunities for the development of graduate students.

The GSO council consists of seven members from the graduate student body that are elected by the President of the GSO. The council is the main governing body of the GSO and the duties include, but are not limited to, making final decisions regarding grant applications, running GSO meets, and helping to organize any social events sponsored by the GSO. The council meets every one to two weeks to discuss grant applications and other GSO issue.

The GSO Representatives consist of a maximum of two and not less than one member from each department on campus. These positions are elected by the council based on applications from graduate students. Representatives will receive email copies of each application to review and send back to the council for final decisions.

GSO Webpage: [http://cogs.georgiasouthern.edu/gso/](http://cogs.georgiasouthern.edu/gso/)

College of Graduate Studies: [http://cogs.georgiasouthern.edu/](http://cogs.georgiasouthern.edu/)

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**INSTRUCTIONAL RESOURCES CENTER (IRC)**

The IRC is located on the 2nd floor in the College of Education. The IRC provides computer access as well as a study location. The IRC also offers rental services for video cameras, digital cameras, laptop computers, among other electronic devices.

Phone: (912) 478-5528

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**INFORMATION TECHNOLOGY SERVICES**

Information Technology Service offers Support and assistance for desktop computing in both administrative and academic environments, including equipment acquisition and repair; operating system and database administration for the central campus computing environment; data and voice communications; support for Banner, peopleSoft, and related applications; software support and distribution; web assistance; maintenance of campus network infrastructure; network and email account setup and management; and management of student computing labs.

ITS Webpage- [http://its.georgiasouthern.edu/](http://its.georgiasouthern.edu/)

List of computer lab locations- [http://its.georgiasouthern.edu/campus-computer-labs/](http://its.georgiasouthern.edu/campus-computer-labs/)
STUDENT RESEARCH AND TRAVEL AWARDS

Students may be able to obtain funds for research and/or travel while enrolled at Georgia Southern University. Please see the following links for more information on how to obtain these grants:

Guidelines and Requirements for Research Grants: http://cogs.georgiasouthern.edu/gso/

Research Grant Application: http://cogs.georgiasouthern.edu/students/forms/

Guidelines and Requirements for Travel Grants: http://cogs.georgiasouthern.edu/students/forms/

Travel Grant Application: http://cogs.georgiasouthern.edu/students/forms/

COURSE DESCRIPTIONS

SCHOOL PSYCHOLOGY COURSES TAUGHT BY PROGRAM FACULTY

ESPY 7090-Selected Topics in School Psychology

Participants are introduced to topics in school psychology that will be useful in their practice as school psychologists. This course is designed to meet the special needs of pre-service or in-service school psychologists. Some topics might include assessment, intervention, consultation or evaluation/research in school psychology. Prerequisite: Permission of instructor.

ESPY 7130-Professional School Psychology

A study will be made of the development of school psychology and its present status and trends. The professional responsibilities of the school psychologist will be explored in the context of social, legal and ethical issues that affect practice. Prerequisite: Admission to the School Psychology program or permission of instructor.

ESPY 7131-Behavioral Interventions

Prepares school psychologists, counselors and classroom consultants to manage children with moderate to severe conduct problems so that they can profit from classroom instruction. Includes symptoms, diagnosis, treatment and management of children with conduct disorders that hamper learning. Prerequisite: Admission to the School Psychology program or permission of instructor.

ESPY 7132-Classroom-based Performance and Psychometrics

This course is designed to develop a basic understanding of comprehensive psychoeducational assessment procedures for children with learning or behavioral problems. The focus is basic multi-factor assessment design and psychometrics. Training in multi-factored assessment skills, particularly as they relate to classroom performance, observation, interviewing skills, oral language tests, and achievement tests. Prerequisite: Admission to the School Psychology program.

ESPY 7133-Implications of Child Psychopathology in Schools

This course is designed to provide graduate students with knowledge of childhood psychopathology and its implications in educational settings. Students will become aware of various mental health disorders in childhood and learn about a range of behaviors that differ from accepted social standards within our cultural institutions. Discussion will focus on the diagnostic criteria of various childhood mental health disorders and implications of childhood psychopathology for schools.

ESPY 7230-Developmental Diagnosis in Early Childhood
This course prepares school psychologists, counselors, social workers, special education personnel, and classroom teachers and consultants to develop awareness of theoretical foundations, research and practice relevant to the development of children birth through twenty-one. Developmental diagnosis in early childhood is the focus, incorporating physical, cognitive, language, social-emotional, and adaptive development areas. Also included is discussion of symptoms, diagnosis, early intervention and treatment, IDEIA disability categories and eligibility, and management of children at-risk. Prerequisites: 
EDUF 8136, PSYC 7331, COUN 7338 or equivalent background.

ESPY 8130- Curriculum-based Assessment and Response-to-Intervention

This course is designed to provide knowledge and skills in Curriculum Based Assessment (CBA), specific Curriculum Based Measures (CBM), problem-solving assessment, and response to intervention (RTI), as it relates to academic achievement. Specifically, the course will enable candidates to engage in early identification, determining the magnitude of deficits when they are present, develop academic goals and intervention plans, and monitor student progress toward academic goals. Prerequisite: A minimum grade of "B" in EDUC 7132 and admission to the School Psychology program

ESPY 8131-Individual Intellectual Assessment

This course is designed for students majoring in School Psychology. It provides intensive experience in the administration, scoring, and score-based interpretation of individual psychological tests for educational purposes. Prerequisites: A minimum grade of "B" in ESPY 7132 and admission to the School Psychology program.

ESPY 8132- Addressing Diversity in School-based Conceptualization

This course builds on knowledge and skills in intellectual assessment that school psychology students gained in ESPY 8131. It provides experience in integrating all assessment data, interpreting test data, conceptualizing, and report writing. The focus of the course is to provide graduate students with a foundation of knowledge, awareness, and skills in multicultural issues related to school-based conceptualization. The course will cover theories, research, and practices associated with school-based conceptualization utilizing multicultural competence with emphases on within-group differences and the intersections of race, ethnicity, gender, religion, sexuality, social class, and disability/exceptionality. Prerequisites: A minimum grade of "B" in ESPY 8131 and admission to the School Psychology program.

ESPY 8133-Personality and Behavioral Assessment in the Schools

This course provides school psychology students with extensive experience in administering, scoring, and interpreting personality and behavioral assessment measures. School psychology students will also learn to conduct a clinical interview and integrate information from various assessment sources to write an integrated report. Prerequisite: A minimum grade of "B" in ESPY 7132.

ESPY 8135-Crisis Intervention and Prevention

The course investigates exemplary crisis intervention and prevention programs that promote the mental health and physical well-being of ALL individuals (schools and communities). This course also examines the history and development of crisis intervention. A focus will be developing skills and knowledge required to effectively intervene and assist children, adults, and families (including teachers and administrators in schools) during periods of crisis. The course will highlight the importance of prevention in decreasing the number and severity of crisis situations. Criteria for determining empirically validated programs are discussed. Prerequisites: A minimum grade of "B" in COUN 7332 or PSYC 7333.

ESPY 8136-School, Home, and Community Partnering

This course is designed for students majoring in School Psychology. Graduate candidates develop skills in partnering with parents/guardians and community agencies/resources to improve the academic, behavioral, and social-emotional functioning of the Pre-K through 12 student.

ESPY 8230-Consulting in Educational Settings
Presents theories and develops skills needed to assist adults working with children at risk and with special needs in both rural and urban educational settings. Intervention during crises affecting children in schools will be presented. Prerequisite: Admission to Ed.S. in School Psychology program or permission of instructor.

**ESPY 8631-Seminar in School Psychology**

Provides a review of professional competency issues, legal/ethical issues, practice guidelines and practice applications for students entering the School Psychology Internship. Prerequisite: Permission of instructor. Repeatable for credit up to 6 hours.

**ESPY 8737-Practicum in School Psychology**

Experience with school children having learning problems will be provided. Complete case studies will be made and students will develop competence in working with children, teachers, educational specialists and parents under supervision. Prerequisites: Prior or concurrent enrollment with a minimum grade of “B” in ESPY 8133 or permission of instructor and proof of professional liability insurance.

**ESPY 8738-School Psychology Internship I**

Supervised field experience to provide the comprehensive range of experiences in the professional role of school psychologists. Experiences will be individually planned to include assessment, direct interventions, indirect interventions and evaluation/research. Prerequisites: ESPY 8737, admission to Ed.S. in School Psychology and proof of professional liability insurance.

**ESPY 8739-School Psychology Internship II**

Supervised field experience to provide the comprehensive range of experiences in the professional role of school psychologists. Experiences will be individually planned to include assessment, direct interventions, indirect interventions and evaluation/research. Prerequisites: ESPY 8738, admission to Ed.S. in School Psychology and proof of professional liability insurance.

**ESPY 8839-Action Research in School Psychology**

Students will apply their knowledge of research skills by preparing and completing a research project related to a practical problem in school psychology or student services. Ethical and legal guidelines as appropriate for the project are to be followed. Format decisions will be made in consultation with appropriate faculty member. Prerequisite: EDUR 8434. Repeatable for credit up to 9 hours.

**ESPY 8890-Directed Individual Study**

This course permits specialization beyond regular course content through in-depth study of individually selected topics of interest and importance in school psychology or student services. The study will be directed by the instructor. Prerequisite: Permission of advisor.

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**COURSES TAUGHT BY INSTRUCTORS IN OTHER COLLEGE OF EDUCATION PROGRAMS**

**COUN 7332-Theories of Counseling**

Study of the nature of counseling, alternative theoretical strategies and the process of counseling. Provides a base from which the student can build a personal theory of counseling.

**COUN 7333-Counseling Skills**

Systematic, developmental counseling models are presented in which theoretical approaches may be practiced. Role playing and other experimental techniques are utilized to demonstrate effective counselor/client relationships and processes. Pre-
practicum activities include analysis of audio and video taped counseling sessions. Prerequisites: COUN 7332 and proof of professional liability insurance coverage.

**COUN 7338- Life Span Development**

Developmental processes throughout the life span are covered in the physical, cognitive and social/emotional areas. Theoretical and practical instruction is designed for application of developmental research and theory to counseling and related educational settings.

**EDUC 8130- Curriculum, Theories, and Design**

A comprehensive overview of the field of curriculum designed to develop the theoretical knowledge competencies and strategies needed by teachers and other curriculum developers at all levels of education to participate in the curriculum change process.

OR

**READ 7131-Approaches to Literacy Instruction**

Provides an overview of the basic program of literacy instruction. Includes activities that foster the development of strategic readers, familiarity with current literacy resources, integration of technology into literacy education, and familiarity with approaches to and models of instruction. Considers the stages of an individual's literacy development, as well as effective teaching strategies, assessment techniques, and organization for instruction.

**EDUF 7130-Learning Theories and Applications**

Examines the principles and theories of learning that serve as the basis for educational models and practices. Special emphasis is given to recent empirical findings and to practical applications and theory to educational settings.

**EDUR 7130- Educational Research**

A comprehensive overview of topics related to research as it is applied to educational settings. Emphasis is placed upon methods of quantitative and qualitative research, especially in regard to applied and basic research in education.

**EDUR 8131-Educational Statistics I**

Topics covered in this course include central tendency, variability, distributions, correlation, significance testing, t-tests, linear regression, and chi-square analysis. Emphasis is placed on application of statistics in educational research situations. Prerequisite: EDUR 7130 or equivalent or permission of instructor.

**EDUR 8434-Field-Based Educational Research**

Designed primarily to assist Ed.S. level students in developing a sound research proposal for the conduct of an independent research project required as part of their Ed.S. program. Prerequisite: EDUR 8131 or equivalent.

**ITEC 7430-Instructional Design**

An introduction to systems theory as applied to the design of instruction. Examines principles of systems theory in the context of the design, development, selection and utilization of curriculum, instruction and instructional materials.

**DOMAINS IN STANDARD 2 OF THE NASP STANDARDS FOR GRADUATE PREPARATION OF SCHOOL PSYCHOLOGISTS (NASP, 2010)**

2. Data-Based Decision Making and Accountability
• School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
• As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

3. Consultation and Collaboration

• School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
• As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

4.1 Interventions and Instructional Support to Develop Academic Skills

• School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.
• School psychologists, in collaboration with other, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

4.2 Interventions and Mental Health Services to Develop Social and Life Skills

• School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
• School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

5.1 School-Wide Practices to Promote Learning

• School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
• School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

5.2 Preventive and Responsive Services

• School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
• School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

6 Family-School Collaboration Services

• School psychologist have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
• School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluation services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

7. Diversity in Development and Learning

• School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
• School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundation of all aspects of service delivery.

8.1 Research and Program Evaluation

• School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
• School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

8.2 Legal, Ethical, and Professional Practice

• School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
• School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.
School Psychology Program, Georgia Southern University

I, ____________________________, have read the School Psychology Handbook and agree to abide by the requirements within the handbook.

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Student Signature                Date