

Graduate Associate of School Psychology

(GrASP)

BYLAWS

Article I. INTRODUCTION

SECTION 1. Statement of Need

The proposed organization seeks to support graduate students in psychology committed to the educational and mental health needs of children and youth. Corresponding to these interests include:

1. Research involving the education of children and adolescents.
2. Advocacy and awareness for issues involving children and adolescents.
3. Enhanced training in assessment of children and adolescents.
4. Interdisciplinary collaboration of students and professionals to promote the health of children and adolescents.
5. A forum for mentorship activities with fellow students and professionals from a variety of disciplines.

SECTION 2. Statement of Purpose

To educate, motivate, and provide opportunities to graduate psychology students to advance their understanding of the educational process and mental health needs of children and adolescents through research, advocacy, assessment, collaboration, and mentorship. These articles will remain consistent with the graduate psychology department's Policies and Procedures Handbook at Nova Southeastern University.

SECTION 3. Limitations

This association shall remain non-partisan in its form and function. GrASP may take a stance on public policy or legislative issues that affect education, physical, and mental well-being of children, school psychology, or psychology.

ARTICLE II. OBJECTIVES

SECTION 1.

- A. *Provide graduate students in psychology with opportunities for involvement in research focusing on children and adolescents in the field of education and psychology.*

1. Disseminate information to students regarding research projects consistent with this goal at the Center for Psychological Studies.
2. Provide students across all graduate programs opportunities to become actively involved in research.
3. Encourage students to develop ideas for research and provide support to carry out their proposals.

B. Increase student opportunities for involvement in legislative efforts and advocacy for children and adolescents at the local, state, and national level.

1. Educate students on the importance of legislative involvement at the local, state, and national level.
2. Equip students with the tools to be effective in speaking with state and national legislators and representatives from the department of education regarding the issues affecting children and youth.
3. Motivate students to become involved in projects involving the advocacy of the children and adolescents they will serve.
4. Motivate students to become involved with service activities.

C. Educate and train students in the assessment of children and adolescents.

1. Provide students with opportunities for enhanced training in psychological assessment.

D. Create interdisciplinary opportunities for students and professionals from various disciplines to promote the educational and psychological health of children and adolescents.

1. Provide opportunities to collaborate with students and faculty across the university.
2. Demonstrate the value of interdisciplinary collaboration for the psychological and educational well-being of children and adolescents.

E. Provide opportunities for mentorship by fellow graduate students, alumni, and practitioners to enhance professional development.

1. Provide professionals an opportunity to speak to students about their knowledge and experiences in working with children and adolescents.
2. Provide students an opportunity to ask questions and receive advice from fellow students, alumni, and practitioners within the university and the community.
3. Motivate students to network within cohorts, between cohorts, throughout the university, and at a state and national level.

SECTION 2. Funding

Monies acquired through fundraising events and CPS-SGA appropriated funds will fund this association.

ARTICLE III. IMPLEMENTATION OF OBJECTIVES

SECTION 1.

- A. *Provide graduate students with opportunities for involvement in research focusing on children and adolescents.*
 - 1. Hold regular meetings with students and provide information pertaining to current and ongoing research projects in the center and within the university. This information will be provided through a monthly newsletter as well.
 - 2. Allow students to share their research interests and provide opportunities for interdisciplinary collaboration.
 - 3. Encourage students to pursue research interests and support for their implementation.

- B. *Increase student opportunities to become involved in legislative advocacy for children and adolescents. Provide opportunities for graduate students to become involved in community service projects at the local, state, and national level.*
 - 1. Disseminate information regarding advocacy and current legislative and public policy issues at meetings and through a monthly newsletter.
 - 2. Work in conjunction with local, state, and national fundraising efforts.

- C. *Educate and train students in the assessment of children and adolescents.*
 - 1. Hold regular meetings to educate students on test instruments relevant to understanding the educational and mental needs of children and adolescents.

- D. *Create interdisciplinary collaboration of students, faculty, and professionals in the community to promote the educational and mental health needs of children and adolescents.*
 - 1. Invite students, faculty, and community professionals to speak at monthly meetings and/or be interviewed for the monthly newsletter.
 - 2. Organize presentations and brown bag meetings with guest speakers.

E. Provide students with mentorship opportunities with students, alumni, faculty, and practitioners.

1. Hold quarterly mentoring events in which students, alumni, faculty, and practitioners share their experiences with current students.

ARTICLE IV. GrASP MEMBERSHIP

SECTION 1. GrASP Membership

Membership forms for GrASP will be made available to the entire CPS student body. The forms must be returned to GrASP to be added to the list-serv and to be apprised of meetings and events.

ARTICLE V. GrASP EXECUTIVE BOARD

SECTION 1. Selection of Board Members

The executive board will be formed through an informal process in which members interested in leadership roles meet to discuss their specific interests. Selection for positions will be made amongst interested parties based on interest and experience, allowing for leadership roles for all students. For the inaugural year, the Chair and Co-Chair positions will work collaboratively and share responsibilities as outlined below. In each subsequent year, the Chair and Co-Chair will be selected independently and will assume responsibilities as outlined. A maximum of two students may share an Executive Board position. In the event that more than two students show interest in a position, interested parties must submit a short essay demonstrating commitment to the GrASP mission, qualifications for the position, and a description of their leadership skills. The Chair will collect and de-identify submitted essays, and disseminate to outgoing Executive Board members. Outgoing Executive Board members will vote on the essays to nominate the top two candidates. The top two candidates will then share the position. One position may be held per academic year per student. Students may hold a position for no more than two consecutive academic terms.

SECTION II. Selection of Faculty Supervisor

The executive board will select a faculty advisor at the time of the creation of the board. The board will nominate three qualified individuals for the position. If more than one nominee is interested, the board will vote to retain one as Faculty advisor. The advisor must be a faculty member within the Center for Psychological Studies. The selection will be based upon the faculty member's expertise in research, service, advocacy, and assessment of children and adolescents in the school setting. The advisor will be informed of all ongoing projects of the association during scheduled meetings.

SECTION III. Executive Board Meetings

Executive board meetings will be held at a mutually agreed upon time decided at the start of each semester. Meetings will be scheduled monthly for board members and the faculty advisor, and monthly for executive board and current members. All board members are expected to attend both meetings unless granted permission otherwise. In the event of a board member's absence, he or she becomes responsible for disseminating chaired project updates to all board members. A simple majority (51%) of officers constitutes a quorum to transact business. A simple majority (51%) vote is needed to decide on an issue.

SECTION IV. GrASP Executive Board Roles

Faculty Advisor: Sarah Valley-Gray, Psy D.

Chair

- Organize monthly meetings with faculty advisor
- Organize monthly meetings with executive board members
- Organize training series for supplemental assessment tools
- Oversee projects and events carried out by chaired positions
- Vote in Executive Board meetings only to break a tie
- Form committees of the Executive Board as needed

Chair Elect

- Needs to be 1st or 2nd year Specialist program student or 1st, 2nd, or 3rd year Doctoral student
- Will work closely with the current Chair in all of its responsibilities
- Will assume the Chair position at the end of the current Chair's term in approximately 1 year.

Vice-Chair

- Communicate and collaborate with the Center for Psychological Services Student Government Association as well as other organizations within the university as necessary
- Coordinate membership events for GrASP
- Keep accurate contact information for all members
- Assist Chair in overseeing projects and events carried out by the chaired positions
- Assume the duties of the chair in his/her absence and shall become chair in the event of a vacancy

- Coordinate all Executive Board positions at the beginning of each new academic year and in the event of position vacancies or removals

Technology Chair (Secretary)

- Send out monthly newsletter to all GrASP members and interested graduate psychology students
- Regularly check GrASP email
- Record minutes during meetings and email them to GrASP members
- Maintain active and up to date list-serv of membership
- Update GrASP website

Social and Professional Development Chair

- Organize professional development events
- Arrange for ongoing presentations of Brown Bag Series
- Organize regular social and networking events

Alumni Relations and Mentorship Chair

- Communicate with program alumni about programs and organization update, events, and support needed
- Facilitate the pairing of students with peer mentors and alumni
- Maintain records of all mentorship information
- Maintain records for all alumni

Fundraising and Philanthropic Chair

- Coordinate events and projects to raise money for GrASP
- Coordinate events and projects to raise money and support charities and other associations
- Endorse all approved GrASP expenditures

Public Policy Chair

- Promote and coordinate School Psychology Awareness Week
- Gather information to create informational/advocacy materials

- Assist in researching scholarship resources
- Provide support to Best Practices in Internship training
- Relay pertinent information from the state and national organizations to the GrASP Executive Board as well as to all interested graduate psychology students via GrASP newsletter

ARTICLE VI. RESIGNATIONS, REMOVALS, AND VACANCIES

SECTION 1. Resignations

An officer may resign from the Executive Board by delivering a written resignation to the Chair, or if the resigning officer is the Chair, then the Chair shall submit the resignation to the Co-Chair. That office is thereupon deemed vacant and the selection of board member process, as outlined above, will take place.

Section 2. Removal

An officer may be removed from office before his or her term would have otherwise expired by a 2/3 majority of votes cast at an executive meeting. At least one of the following conditions must be met before said removal can take place:

1. Appropriate grounds leading to the termination of that office due to not fulfilling the duties of his or her respective position, as outline in the bylaws, and that office becomes vacant upon said removal; or
2. Appropriate grounds leading to the termination of that office due to a blatant disregard of one or more of the provisions of the Bylaws, or of a blatant disregard for said office characterized by a lack of “good Faith” effort to carry out the necessary and appropriate duties and responsibilities of said office, will cite that officer for removal, and that office becomes vacant upon said removal.
3. The position of an officer who ceases to be in good standing will automatically become vacant.

SECTION 3. Filling Vacancies

If an officer’s position becomes vacant, the vacancy will be filled within one month of said vacancy by appointment of the Executive Board with the final approval granted by the Chair.

ARTICLE VII. AMENDMENTS AND REVISIONS

SECTION 1. Purpose

Amendments to these Bylaws may be necessary in order to maintain consistent and impartial service to the students of the Center for Psychological Studies at Nova Southeastern University, and to address issues or needs pertinent to the educational and mental health needs of children and adolescents.

SECTION 2. Process

- A. Proposed amendments to these Bylaws may be initiated by any student and presented to the Chair.
- B. To be placed on a ballot for referendum, proposed amendments to the Bylaws must receive one of the following:
 - 1. A two-thirds majority roll-call vote from the GrASP Executive Board, or
 - 2. A signed petition of 15% of enrolled GrASP members
- C. An amendment shall be considered passed by referendum if a simple majority of members vote in the affirmative

SECTION 3. Revisions

Revisions to these Bylaws must be made by Chair and approved two-thirds majority vote by the executive board.

SECTION 4. Ratification

If approved by the referendum, the amendment shall be incorporated into these Bylaws.