

Francis Marion University  
Program Modification  
Specialist in School Psychology  
November 15, 2009

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Luther F. Carter  
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## **Classification**

Program Title: Specialist in School Psychology

Academic Unit: Department of Psychology

Degree: Specialist

Date of Implementation: August 15, 2010

CIP Code: 42-0401-000

Identification of Program as New or Modification: Modification of current Masters of Science in Applied Psychology, School Psychology Option

Site: Main Campus, Florence, SC

Palmetto and Life Scholarships: Not Applicable

Delivery Mode: Traditional

## **Justification of Program Modification**

### *Overview*

Currently the Department of Psychology at Francis Marion University offers specialist level training in School Psychology within its Master of Science in Applied Psychology, School Psychology Option. The current 69 semester hour program is fully accredited by the National Association of School Psychologists at the specialist level and awards a masters degree at the end the 69 hour program. This is at variance with South Carolina's other two specialist level School Psychology training programs at The Citadel and Winthrop, which are masters plus specialist degree programs. The proposed program modification adds three semester hours (72 semester hours total) to current training, and awards a masters degree in route to a terminal specialist degree. The proposed changes have been approved by all FMU governance bodies (faculty, administrative, Board of Trustees). After recent review, the Southern Association of Colleges and Schools approved and reclassified FMU as a Level IV institution and included the Specialist in School Psychology within the scope of the University's current accreditation.

### *Statement of Purpose*

Francis Marion University is responsive to the needs of the region by offering the Master of Science Degree in Applied Psychology (MSAP), by proposing the Specialist Degree in School Psychology (SSP), and by proposing ongoing program modifications in these professional degrees as indicated. Graduates of the these programs will develop the knowledge and skills necessary to work as professionals in clinical, school, health, and other community settings as scientist practitioners. The MSAP program adheres to the standards of training of the Council of Applied Master's Programs in Psychology (CAMPP) and is accredited by the Masters in Psychology Accreditation Council (MPAC). The Specialist in School Psychology training program (currently offered as part of the MSAP program) is approved by the National Association of School Psychologists (NASP) and recognized by the National Council for Accreditation of Teacher Education (NCATE). Students and graduates of the MSAP and SSP programs bring scholarship and reflection to their work and an understanding of diversity in clientele, methodology, and application. Students and graduates of the MSAP/SSP programs report that their training occurred in a positive learning environment that recognized and nurtured diversity while emphasizing academic excellence. MSAP/SSP faculty produce scholarship that enhances teaching, involves students, and contributes to the profession of

psychology. The MSAP/SSP faculty consults with and renders academic and practical assistance to local human service agencies, hospitals, and regional schools.

### *Goal*

The goal of the School Psychology Training Program is to produce a graduate who can perform competently, not only the daily activities of a school psychologist, but who also can think critically, be an empirical problem solver, and serve as a leader within the school system and community.

### *Objectives of the Program*

Program training objectives for the FMU School Psychology training program are categorized according to NASP professional skills domains. Upon completion of training in the School Psychology Option of the MSAP and SSP program at Francis Marion University, students are required to meet the following objectives:

#### NASP Domain 2.1: Data-based Decision Making

1. Trainees will develop advanced assessment skills for the identification of children's behavioral, academic, social-emotional and neuropsychological assets and liabilities.
2. Trainees will employ multiple and varied assessment strategies for understanding and solving child and school problems.
3. Trainees will employ systematic assessment and data-collection strategies to make empirically-based decisions regarding placements, development of intervention strategies, the effectiveness of service delivery, and program evaluation.
4. Trainees will approach all aspects of practice from a scientist-practitioner, data-based decision-making, problem-solving orientation.

#### NASP Domain 2.2: Consultation and Collaboration

5. Trainees will employ behavioral, mental health, and/or collaborative consultation methods to develop and implement successful individual, classroom, school-wide, and systems level interventions.
6. Trainees will employ interpersonal interaction and collaborative relationship skills to facilitate individual, group and systems level planning, decision-making, intervention, evaluation and change activities.
7. Trainees will articulate a preferred personal approach to consultation, collaboration, and the delivery of indirect services based on empirical evidence and literature.

#### NASP Domain 2.3: Effective Instruction and Development of Cognitive/Academic Skills

8. Trainees will articulate empirically supported models of learning and instruction.

9. Trainees will develop and implement empirically sound interventions to facilitate child cognitive and academic growth.
10. Trainees will account for differences in development, competence, experience, previous instruction, and background when developing and implementing cognitive and academic interventions.
11. Trainees will include appropriate assessment, progress monitoring, and program outcome evaluation strategies whenever planning and implementing direct or consultive/indirect cognitive or academic intervention strategies.

#### NASP Domain 2.4: Socialization and Development of Life Skills

12. Trainees will articulate basic scientific principles and theories of human development.
13. Trainees will articulate scientifically supported principles regarding the effects of various environments and experiences on development of human characteristics, behavior, emotions, and social interactions.
14. Trainees will develop and implement empirically sound interventions to facilitate children's behavioral, social, emotional, and personal development.
15. Trainees will account for differences in development, experience, competence, and background when developing and implementing behavioral, social, emotional, and personal interventions.
16. Trainees will include appropriate assessment, progress monitoring, and program outcome evaluation strategies whenever planning and implementing direct and consultive/indirect behavioral, personal, social, and emotional interventions.

#### NASP Domain 2.5: Student Diversity in Development and Learning

17. Trainees will articulate scientifically supported principles and models of individual differences, abilities and disabilities, and the origins of such individual differences.
18. Trainees will articulate the scientifically supported effects of biological, social, cultural, ethnic, socioeconomic, gender-related and linguistic experiences on cognitive, social, and emotional development and learning.
19. Trainees will demonstrate sensitivity, tolerance, and cultural competence in work and interactions with individuals of diverse backgrounds and experiences.
20. Trainees will account for individual diversity in the planning, implementation, and evaluation of assessment and intervention activities.

## NASP Domain 2.6: School Systems Organization, Policy Development and Climate

21. Trainees will articulate the organizational, legal, and community structures and principles that underlie general education, special education, and related educational services.
22. Trainees will articulate and outline policies, practices, and programs that facilitate and insure safe, supportive, and effective learning environments for children and school personnel.
23. Trainees will describe and articulate empirically supported, integrated, and multi-tiered models of service delivery within schools that facilitate behavioral, social-emotional and academic growth and development of all children.

## NASP Domain 2.7: Prevention, Crisis Intervention, and Mental Health

24. Trainees will articulate the developmental, environmental, biological, cultural, and social factors that influence normal, abnormal, adaptive and maladaptive human behavior.
25. Trainees will articulate the current scientific principles and models of abnormal behavior and psychopathology.
26. Trainees will describe and articulate empirically supported, integrated, and multi-tiered models of service delivery within schools that prevent the development of maladaptive and pathological patterns of behavioral, and social-emotional, interactions in children.
27. Trainees will develop and implement prevention and intervention programs that promote the mental health and physical well-being of students.

## NASP Domain 2.8: Home/School/Community Collaboration

28. Trainees will articulate scientifically supported models of family systems.
29. Trainees will articulate methods to involve families in education and mental health services.
30. Trainees will develop and implement interventions that involve families and community resources to promote prevention of problems and insure behavioral and social-emotional development and academic success.
31. Trainees will articulate methods to integrate school and community resources into comprehensive, wrap-around services for severely challenged children and youth.

#### NASP Domain 2.9: Research and Program Evaluation

32. Trainees will demonstrate data collection, data summary and aggregation, data analysis, and data-based decision making skills.
33. Trainees will summarize and evaluate published research and translate such research results into empirically supported practices or hypotheses.
34. Trainees will develop and execute sound research strategies, program evaluation plans, and statistical analyses.
35. Trainees will conduct research investigations and program evaluations designed to improve school services and child and youth outcomes.

#### NASP Domain 2.10: School Psychology Practice and Development

36. Trainees will articulate the foundations, historical development and current role and mission of school psychology.
37. Trainees will articulate accepted and empirically supported current and anticipated service delivery models and methods in school psychology.
38. Trainees will articulate the legislative, legal and public policy factors that affect, influence, facilitate, and limit school psychology practice.
39. Trainees will articulate and demonstrate the prudent practice of ethical, professional and legal standards governing the practice of school psychology.
40. Trainees will exhibit the dispositions appropriate for successful practice of school psychology during all aspects of their training and practice, to include: respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, initiative and dependability.
41. Trainees will become active participants in the school psychology community through membership and participation in state and national professional organizations.

#### NASP Domain 2.11: Information Technology

42. Trainees will identify and employ information sources and technology relevant and necessary for effective school psychological practice.
43. Trainees will critically evaluate information sources according to ethical practice standards and empirically determined best practices.

44. Trainees will employ technology and information sources only in ways that enhance the quality of services and the well-being of children, youth, families and communities.
45. Trainees will maintain up-to-date knowledge and practice skills regarding information, technology, and the ethical and professional utilization of such resources.

#### *Discussion of the Need for the Program in the State*

Currently, the Department of Psychology at Francis Marion University offers a 69 semester hour Option in School Psychology of the Master of Science in Applied Psychology degree. Completion of the current degree program leads to South Carolina Department of Education certification as a School Psychologist II (sixth year/specialist level certification). This degree option is classified by the South Carolina Department of Education as an approved Advanced Program, approved by the National Association of School Psychologists as a Specialist Level School Psychology Training Program, and nationally recognized/accredited by the National Council for the Accreditation of Teacher Education. NASP/NCATE accreditation as a specialist level training program was first obtained in 2001 and has been maintained to the present. Students graduating from the program, in addition to being eligible for certification in South Carolina at the School Psychologist II level, also are eligible for certification as Nationally Certified School Psychologists through the National School Psychology Certification Board upon program completion and attainment of passing scores on the School Psychology Praxis II examination.

There are three specialist level training programs in South Carolina: Winthrop University, The Citadel, and Francis Marion University. The NASP/NCATE approved school psychology training programs at Winthrop and The Citadel provide the described training within the context of a master's degree plus a specialist degree model. Winthrop awards the Master of Science (M.S.) and the Specialist in School Psychology (S.S.P) degrees for completion of training in its program, while The Citadel awards the Master of Arts (M.A.) and Specialist in Education (Ed.S) upon completion of training in its program. Thus, Francis Marion University is the only specialist level school psychology training program in South Carolina providing this advanced level of training, while awarding only the master's degree upon completion of the program.

Nationally, transition from masters only to masters plus specialist or specialist degree only programs has been progressive in recent decades as well. Award of the specialist degree upon completion of NASP/NCATE approved non-doctoral training in school psychology is the current norm. Recent data (Miller, 2008) show that in a sample of 214 non-doctoral specialist level training programs in the United States and Canada, 137 (64%) granted a specialist degree or comparable certificate of advanced study, while 72 (34%) awarded only the masters degree upon completion of training. The five remaining programs offered variations of specialty certificates.

Revised South Carolina certification standards require that to receive credit and salary as a professional with a master's plus 30 hours, one must possess a single master's degree plus 30 post masters semester hours, 2 master's degrees, or a master's degree plus a specialist degree

(Bounds & Turner, 2008, p. 18). Currently, the School Psychology Option of the Master of Science at FMU and the Master of Arts Speech Pathology Program at South Carolina State University are granted a waiver from this requirement by SCDOE as special case 60+ semester hour master's degree programs (Personal Communication, James H. Turner, July 2006.) In short, these are the only 2 specialist/masters-plus certification programs in South Carolina requiring 60+ hour/specialist-level training without offering the specialist degree and, as a result, they require waivers for graduates to obtain certification.

Numerous other justifications exist for the School Psychology Option of the M.S. at FMU to modify its degree structure from masters only to the masters plus specialist degree model. (1) The 60+ semester hours required to maintain national accreditation and, thus, state certification approval at the specialist level represents too many required hours to continue granting only a master's degree; (2) Recently approved changes to the FMU program increased required hours to 72; (3) Students should receive a degree or degrees that recognize their level of work and investment in the program; (4) Students should be granted a degree or degrees that inform the public and professional communities accurately of graduates' level of training; Finally (5), students who can obtain the master's along the way to the Ed.S. or S.S.P degrees often have the advantage of being on a masters-plus pay scale when hired for internship, while masters only graduates may be permanently locked into a lower salary scale because of their lengthy masters degree when state regulations require hours or degrees beyond the masters. Why should a student enroll for a 60+ hour master's degree that may permanently penalize the student and make it more difficult for them to gain appropriately compensated employment in school districts or states where the specialist level is expected and/or required (Personal Communication, Fagan, August, 2009)? The FMU program has experienced this final point with increasing frequency in recent years as high quality applicants have declined acceptance in the program for the only reason that they also obtained acceptance into a different program that grants the specialist degree.

A continuing, urgent need exists for properly and highly trained, specialist level school psychologists in South Carolina and surrounding states, as well as the nation. The school psychology training program at FMU was founded largely on the basis of state and community need. A 1990 needs assessment survey of area school districts conducted by the program prior to program proposal and implementation found that only about 50% of practicing school psychologists in the region were graduates of the three training programs then in operation (which included the University of South Carolina, which no longer offers specialist level training). Thus, school districts frequently were required to search out of state for qualified school psychologists. One third of the regional school districts reported beginning the school year with school psychologist positions unfilled (FMU Department of Psychology, 1998-2009). A 2000 needs assessment survey indicated that the need for school psychologists remained high. Over 26 school psychologist positions remained unfilled in South Carolina during the 2000-2001 school year. The situation remains much the same, with, perhaps worse shortages projected (FMU Department of Psychology, 1998-2009). Thomas (2000) conducted a state-by-state survey. Of the school psychologists surveyed, 10% indicated that they planned to retire between 2001 and 2002. The remainder indicated a median of 12 years until retirement. Based on this analysis, Thomas projected that 27 states would experience a 50% or higher rate of retirement by school psychologists by 2012. An analysis of data collected by Curtis, Hunley, and Grier (2002)

found that 4 of 7 school psychologists might be expected to retire by 2010, and more than half by 2015, with 2 out of 3 being retired by 2020 (Curtis, Grier, & Hunley, 2004). It will be exceedingly difficult for existing training programs to keep pace with this loss rate. Our own experience has been that it is more likely for school districts to contact us inquiring whether we have interns or graduates who they could employ than for us to be required to approach school districts for placements.

Thus, it is noted that the normative, accepted, and expected training and degree level for school psychologists entering the employment market is the specialist degree. In-state training programs have, at best only met, but more frequently fallen behind demand. Additionally, the retirement and attrition rate for school psychologists is more likely to exceed the ability of existing training programs to produce replacements than the reverse.

#### *Discussion of the Centrality of the Program to the Mission of the Institution*

The purpose of Francis Marion University is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region of South Carolina.

Francis Marion University adheres to the primary purpose of its establishment as a college in 1970: to make available excellent undergraduate education in the liberal arts and selected professional programs. The university now offers Bachelors degrees in Liberal Arts disciplines, Business, Education, and Nursing, as well as Masters degrees in professional programs in Business, Education, and Psychology. While maintaining high standards, we serve students with a broad range of preparation and ability. We seek a wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, racial and ethnic background, and country of origin enriches the education of our students. To achieve its educational goals, the university has outstanding faculty members distinguished by high achievement and diverse academic background. We provide traditional classroom and laboratory instruction, access to an excellent library as well as electronic resources, and staff members committed to the success of the individual student. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goal. In addition, the university provides students with special learning opportunities, such as an honors program, internships, study abroad, and cooperative degree programs.

Since our highest priority is excellence in teaching and learning, we believe that intellectual inquiry and analysis by students and faculty members is essential. We encourage all scholarly pursuits, including student research for courses and faculty research for presentation and publication as well as the classroom. The university provides faculty members with support for academic development, such as research funds. Our goal of an academic experience built on inquiry and research as well as the transmission of information allows students to develop their ability to think and communicate, to gain the knowledge and skills to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.

The university also attempts to serve the needs of Florence and the surrounding area in ways beyond formal education. Our numerous cultural activities and athletic programs benefit not only students, but also the community. To foster the economic development of the region, we offer consulting services to business, industry, and government. Academic and practical assistance to area schools is basic to our endeavors. Faculty and staff members participate in and contribute to a great variety of community activities.

Francis Marion is a unique university. It focuses on traditional liberal arts education, but provides new technology and new academic programs. It is small enough to provide individualized attention to each student, but large enough to offer much variety in academic and cultural resources. It thus combines the advantages of a small liberal arts college with the resources of a public university.

The proposed modification to the School Psychology Option of the MSAP degree program, from a masters only to a masters plus specialist degree program, is central to the mission of the university. Students educated in the Pee Dee Region of South Carolina deserve all of the recognitions and benefits of students educated in other regions of South Carolina as well as other states. The modification of the school psychology training program at Francis Marion University from a masters only to a masters plus specialist degree program will provide such benefits and recognition. Additionally, students trained in the FMU school psychology training program have obtained experience within the Pee Dee Region's school districts through practica associated with course work, through classes and practicum experiences at the FMU Richardson Center for the Child, and interaction with the FMU Center of Excellence to Prepare Teachers of Children of Poverty. Students trained in the FMU school psychology program most frequently complete their one year internship experience in Pee Dee regional school systems. They are uniquely prepared to serve the school systems and children of the Pee Dee Region. Most FMU graduates remain and become employed within the region. The FMU School Psychology Specialist Level Program is a major resource for the region's schools and children, and it should grant degrees that provide its graduates with the recognition of the level of training and unique skills that they possess.

#### *Discussion of the Relationship of the Proposed Program to Other Related Programs Within the Institution*

There are no other training programs at Francis Marion University that train or produce state or nationally certifiable school psychologists. The Clinical-Counseling Psychology Option of the Master of Science in Applied Psychology trains practitioners for agency employment as mental health counselors and for licensure as Licensed Professional Counselors, while the School Psychology Option trains practitioners for practice within public or private schools, state agencies providing educational services to school-aged individuals, and for licensure as Licensed Psycho-educational Specialists. Courses comprising 15 semester hours of course work are taken by students in both the Clinical-Counseling Psychology Option and the School Psychology Option (PSY 602 Biological Basis of Behavior, PSY 605, Personality and Social Psychology, PSY 632 Quantitative Psychology, PSY 634 Developmental Psychology, and PSY 635 Learning and Cognition). These courses comprise basic core preparation required of all applied

psychologists. The Clinical-Counseling Psychology Option requires 36 semester hours not taken by students in the School Psychology Option, while the School Psychology Option requires 57 semester hours not taken by Clinical-Counseling students, each representing independent specialty training areas. The FMU School of Education offers courses taken by students in the School Psychology Option in order to complete course and content requirements, but it does not offer comparable training or an approved degree program in school psychology. The Psychology Department offers courses in support of graduate training in School of Education's programs, but none leading to certification of school psychologists. There is interdisciplinary cooperation between university programs and schools, but no duplication.

*Description of Similarities or Differences Between the Proposed Program and Those with Similar Objectives Offered at Other Institutions*

As noted previously under the Discussion of the Need for the Program in the State, there are three specialist level training programs of school psychologists in South Carolina: Winthrop University, The Citadel, and Francis Marion University. The NASP/NCATE approved school psychology training programs at Winthrop and The Citadel provide the described training in the context of a master's degree plus a specialist degree model. Winthrop awards the Master of Science (M.S.) and the Specialist in School Psychology (S.S.P) degrees for completion of training in its program, while The Citadel awards the Master of Arts (M.A.) and Specialist in Education (Ed.S) upon completion of training in its program. Thus, Francis Marion University is the only specialist level school psychology training program in South Carolina providing this advanced level of training, while awarding only the master's degree upon completion of the program.

References

- Bounds, M. & Turner, J. H. (2008). Educator certification manual. Columbia, SC: SC Department of Education.
- Curtis, M. J., Grier, J. E. C., & Hunley, S. A. (2004). The changing face of school psychology: Trends in data and projections for the future. *School Psychology Review, 33*, 49-66.
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- Miller, D. C. Appendix VII – School psychology training programs. In A. Thomas & J. Grimes (2008) *Best practices in school psychology – V*. Bethesda, MD: National Association of School Psychologists.
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- Turner, J. H. SC State Department of Education approval of specialist level training programs. Personal Communication by phone, July 2006.

## **Enrollment**

### *Discussion of Admissions Criteria Specific to the Program*

Students at the graduate level are accepted to graduate study in psychology as either graduate degree students or as graduate non-degree students. Graduate degree students in psychology are accepted into either the Clinical/Counseling Psychology Option or the School Psychology Option. Students accepted into the Clinical/Counseling Psychology Option are accepted into the Master of Science in Applied Psychology (MSAP), Clinical Counseling Psychology Option. Students accepted into the School Psychology Option are accepted into the Master of Science in Applied Psychology, School Psychology Option, with the expectation that they will complete the Specialist in School Psychology (SSP) degree program. However, MSAP, School Psychology Option students will only be admitted to the Specialist degree program upon approval by school psychology faculty. Approval will be based upon performance in the MSAP program. Applicants who previously have obtained a master's degree in school psychology or a closely related field from another university and wish to improve their training to the specialist level may be accepted into the SSP degree program.

**NOTE: Applicants with a master's degree from another institution's program must submit all materials required of students applying for graduate degree status, outlined below. Additionally, applicants with a master's degree from another institution who are accepted into the SSP program may have additional coursework or practica to be completed. Students who have completed the school psychology option of the MSAP at FMU and received SC certification at the level of School Psychologist II or who have obtained NASP NCSP status may not apply for the SSP.**

Graduate non-degree students in psychology do not seek a graduate degree at Francis Marion University but typically already possess a graduate degree and wish to take a specific course or courses only for professional growth, certification upgrade, or recertification/license renewal.

### *Graduate Degree Status*

To be considered for admission as a graduate degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution as evidenced by the official transcript(s). The record should show promise of success as a graduate student, which requires maintenance of a minimum 3.0 grade point average throughout tenure within the program. Therefore, it is recommended that applicants have a 3.0 or higher grade point average in all undergraduate and graduate coursework completed at the time of application. Transcripts also are examined for relevance of undergraduate preparation for graduate education in psychology. All MSAP applicants

must have completed an introductory or general psychology course, as well as a course in behavioral statistics.

Note: All SSP applicants with a master's degree from another institution must document relevant master's level training in school psychology.

3. Submit scores on the Graduate Record Examination taken within the last five years. Only the General Test is required; the Psychology Subject Test is not required. A combined Verbal and Quantitative score of 850 or higher is recommended.
4. Submit two letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.
5. Submit a personal statement, 500 to 750 words in length, indicating one's interests in clinical/counseling or school psychology, career goals, and reasons for seeking admission to the Master of Science in Applied Psychology and/or Specialist in School Psychology programs.

All of the above materials must be submitted in one packet to:  
Graduate Office  
Francis Marion University  
Post Office Box 100547  
Florence, SC 29502-0547

Completed applications are reviewed for merit by the Psychology Department faculty. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the program at the time of application. Favorably reviewed applications are submitted to the FMU Graduate Council for review. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

To be guaranteed timely consideration for acceptance into the Master of Science in Applied Psychology, all of the above materials should be submitted by:

Fall Admission: March 15\*  
Spring Admission: October 15

**\*NOTE: Applicants for the School Psychology Option are only accepted for Fall Admission. Students applying for admission into the School Psychology Option must plan on beginning their studies during the Summer II session, which begins in July.**

Application materials received after the application deadlines may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's

responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission.

Application materials and instructions may be obtained from the Psychology Department or the FMU Graduate Office at 843-661-1284. To view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at <http://www.fmarion.edu/academics/Psychology>.

*Projected Total Student Enrolment in Each Term of the First Five Years*

Over the past five years, enrollment in the specialist level training program currently offered as the School Psychology Option of the MSAP has ranged from a headcount of 26 during 2004-2005 to a headcount of 29 in each of the academic years 2006-2007 and 2007-2008. Mean headcount enrollment for the five year period from 2004-2005 to the present has been 27.8. The five year projection employing linear regression from the above data predicts an enrollment of approximately 31 by 2013-2014. Because of the benefits to students engendered by transition to the masters plus specialist degrees rather than only a master’s degree, it is anticipated that headcount enrollment in the program could increase above current projections from previous program data due to increased demand. However, enrollment in the program is limited due to the intense and clinical nature of the required training and would not be allowed to increase in an uncontrolled fashion. Therefore, levels of headcount enrollment will not be allowed to increase dramatically. Additionally, since students are only admitted in the fall, the only variability during spring and summer would be due to possible attrition. Attrition is unpredictable enough that it was not factored into the projections. Credit hour estimates are based on the schedule of courses taken by each of the first, second, and third year cohorts. The number of students projected to be in each cohort was multiplied by the number of semester hours required of each cohort by semester. The model program will be presented later under **Curriculum**.

<b>PROJECTED TOTAL ENROLLMENT</b>						
<b>YEAR</b>	<b>FALL</b>		<b>SPRING</b>		<b>SUMMER</b>	
	<b>Headcount</b>	<b>Credit Hours</b>	<b>Headcount</b>	<b>Credit Hours</b>	<b>Headcount</b>	<b>Credit Hours</b>
<b>2010-11</b>	29	247	29	357	29	207
<b>2011-12</b>	30	250	30	260	30	210
<b>2012-13</b>	31	261	31	261	31	216
<b>2013-14</b>	32	272	32	283	32	228
<b>2014-15</b>	32	272	32	283	32	228

### *Estimated New Student Enrollments*

As noted above, enrollment in the program has held relatively stable at an average of 27.8 over the past five years with slight annual variations from 26 to 29. As also noted, enrollment in the program will be controlled due to the intense and clinical nature of the required training. However, it is anticipated that the program will be more attractive to applicants after transitioning to a masters plus specialist model than it has been as a masters only program. This should allow admissions to increase slightly. The table below projects the new students aggregate each year compared to current enrollment, who would not have applied and therefore not attended under the old degree structure, but who may be attracted to apply and become accepted under the new degree structure.

<b>ESTIMATED NEW ENROLLMENT</b>						
<b>YEAR</b>	<b>FALL</b>		<b>SPRING</b>		<b>SUMMER</b>	
	<b>Headcount</b>	<b>Credit Hours</b>	<b>Headcount</b>	<b>Credit Hours</b>	<b>Headcount</b>	<b>Credit Hours</b>
<b>2010-11</b>	0	0	0	0	0	0
<b>2011-12</b>	1	11	1	11	1	12
<b>2012-13</b>	2	22	2	22	2	24
<b>2013-14</b>	3	33	3	33	3	36
<b>2014-15</b>	3	33	2	33	3	36

### **Curriculum**

The curriculum to be pursued by each student in the program is presented below. All courses are required. All courses required in the in the proposed program have been approved by FMU governance bodies.

#### New Course

759 School-Wide Prevention, Intervention, and Crisis Programs (3) (Prerequisites: PSY 704, PSY 706, PSY 749). This course culminates both the assessment and intervention/consultation course sequences. It is designed to integrate assessment, intervention, and consultation skills with knowledge of the educational system, community characteristics, and societal issues to facilitate development of systems-level prevention, intervention, and crisis intervention skills.

### ***REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)***

To receive a Master's Degree in Applied Psychology (School Psychology Option) from Francis Marion University, a student must fulfill the following requirements:

1. Complete a minimum of 40 graduate hours for the school option, including the courses listed below:
  - a) Basic Core Courses 15 Hours
    - PSY 602 Biological Basis of Behavior
    - PSY 605 Personality and Social Psychology
    - PSY 632 Quantitative Psychology
    - PSY 634 Developmental Psychology
    - PSY 635 Learning and Cognition
  - b) Applied Core Courses 13 Hours
    - PSY 600 Practicum (minimum of 4 hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions. PSY 600A is a stand alone practicum for first year students in the school psychology option.
    - PSY 606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology
    - PSY 615 Child/Adolescent Psychopathology
    - PSY 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders
  - c) Applied Specialty Courses 12 Hours
    - PSY 601 Psychology of Intellectual and Neurodevelopmental Disabilities
    - PSY 604 Behavioral Assessment and Intervention
    - PSY 650 Professional and Ethical Issues in School Psychology
    - EDUC 616 Curriculum and Organization of Public Schools, K-12
2. Achieve a 3.0 cumulative grade point average on all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses.
3. Satisfactorily complete all other requirements as outlined for graduate students earlier.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

**Students in the School Psychology Option will receive the MSAP upon satisfactory completion of all requirements outlined above. Only students who continue in the program to complete the SSP will be endorsed by the university or qualify for state or national certification in school psychology. South Carolina Certification as a School Psychologist and Licensure as a Psychoeducational Specialist require completion of the SSP degree. Any student who leaves the program after completion of the MSAP but prior to completion of the SSP degree will not be eligible for certification or licensure.**

## ***REQUIREMENTS FOR SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY***

To receive a Specialist's Degree in School Psychology from Francis Marion University, a student must fulfill the following requirements:

1. Complete the MSAP (School Psychology Option) from FMU, or possess a documented master's degree in school psychology or closely related field from another university, and be accepted as a SSP degree seeking student in school psychology.
2. Complete the following group of courses, practica, and internship. **NOTE:** Students with master's degrees from other programs who are accepted into the SSP program may have additional coursework or practica to be completed.

*Specialist Degree courses, practica, and internship (minimum) 32 Hours*

PSY 700 Practicum (minimum of 5 hours). Specific practica (e.g., B, C, D, and E) are required concurrently with certain courses as indicated in the course descriptions. PSY 700E is a stand alone practicum required of students during the spring semester of the year preceding the specialist internship in the school psychology option.

PSY 704 Academic Assessment and Intervention

PSY 706 Advanced Topics in Child and Adolescent Assessment and Diagnosis

PSY 714 Child/Adolescent Counseling and Therapy

PSY 749 Psychological Consultation in Schools and Agencies

PSY 759 School-Wide Prevention, Intervention, and Crisis Programs (**NEW COURSE**)

PSY 799-F Internship: School Psychology (fall semester)

PSY 799-S Internship: School Psychology (spring semester)

Plus one course from the following:

EDUC 620 Foundations of Education

EDUC 721 Family, Community, and Early Childhood Education

Plus one course from the following:

EDUC 742 Procedures for the Divergent Learner

EDUC 744 Quantitative Processing and the Divergent Learner

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

***Model Program Sequence***

Summer I (6)

- 3 PSY 650 Prof. & Ethical Issues
- 3 EDUC 620 Foundations of Ed.
  
- 6

Fall I (11)

- 3 PSY 605 Pers. & Soc. Psy.
- 3 PSY 606 Psychoed. Assess.: Intel.
- 1 PSY 600A Prof. Pract.
- 1 PSY 600B Assess. Pract.
- 3 PSY 615 Child/Ad. Psychopath.
  
- 17

Spring I (11)

- 3 PSY 604 Beh. Assess. & Interven.
- 1 PSY 600C Interven. Pract.
- 3 PSY 616 Psychoed. Assess.: Dx
- 1 PSY 600B Assess. Pract.
- 3 PSY 632 Quant. Psy.
  
- 28

Summer II (12)

- 3 PSY 634 Dev. Psy.
- 3 PSY 635 Learning & Cog.
- 3 EDUC 616 Pub School Curric & Org
- 3 PSY 601 Intell. & Neurodev. Dis.
  
- 40 M.S. Degree granted**

Fall II (11)

- 3 PSY 704 Acad. Assess. & Int.
- 1 PSY 700C Int. Pract.
- 3 PSY 602 Bio. Basis of Beh.
- 3 PSY 706 Adv. Topics Ch/Ad. Assess
- 1 PSY 700B Adv. Assess. Pract.

51

Spring II (12)

- 3 PSY 714 Child/Adol. Couns./Ther.
- 1 PSY 700C Int. Pract.
- 3 PSY 749 Psy. Consult.
- 1 PSY 700D Consult. Pract.
- 3 PSY 759 Sch.-Wide Prev/Int.
- 1 PSY 700E Pre-Intern Pract.

63

Summer III (3)

- 3 EDUC 745 Teach Read & Writing  
(or 742 or 744)

66

Fall III (3)

- 3PSY 799F Internship

69

Spring III (3)

- 3 PSY 799S Internship

**72 S.S.P. Degree granted**

*Explanation of the Assessments of Student Learning Outcome*

Student learning outcomes will be assessed by a variety of methods, including but not limited to in-class and take-home examinations, course related term papers and research reports, classroom presentations, observed key clinical performances during practica, practicum field supervisor ratings and evaluations, internship field supervisor ratings and evaluations, first- and second-year and internship portfolio reviews by faculty, first- and second-year written comprehensive examinations, first- and second-year oral examinations, post-internship exit interview, Praxis II Examination in School Psychology. Students entering and matriculated in the program are evaluated according to the following methods at the indicated evaluation points:

<b><u>Evaluation Point</u></b>	<b><u>Assessment</u></b>	<b><u>Outcomes</u></b>
<b>Entry</b>	Undergraduate GPA GRE scores Written Personal Statement Prerequisite courses	Admission Personal-Development/Reapply Admission Denial
<b>First Year Courses</b>	Maintain 3.0 or higher GPA In courses and practica: Tests Papers Presentations Field supervisor evaluations Key Performances: Psychoed. Evaluation & Report FBA & BIP CBA & Intervention Plan	Sit for First Year Review Remediation Academic Probation
<b>First Year Review</b>	Maintain 3.0 or higher GPA Portfolio Review Oral Examination Written Examination	Continue to 2 <sup>nd</sup> year courses Remediation Probation Dismissal
<b>Second Year Courses</b>	Maintain 3.0 or higher GPA In courses and practicum:	Apply for Internship Apply for temp.
<b>Certification</b>	Tests Papers Presentations Field supervisor evaluations  Key Performances: Comprehensive Psychoed. Evaluations Comprehensive Treatment Plans Consultation Logs	Remediation Probation Dismissal

**Application for Internship/** 3.0 Cumulative GPA or higher  
**Second Year Review** Portfolio/Key Performance Review Negotiate Internship  
 Oral Examination contracts  
 Written Examination  
 Course and Practicum work complete

**Internship** Field supervisor evaluations Application for Graduation  
 University supervisor evaluations Graduation  
 Applied research/program eval. PRAXIS Examination  
 In-service presentations State Certification  
 Portfolio review National Certification  
 Oral Examination/Exit Interview Employment

**Post-Degree** Employer surveys Prog. revisions/ improvements  
 Alumni surveys

**Faculty**

<u>Faculty by Rank</u>	<u>Degree</u>	<u>Field of Study</u>	<u>Teaching in Field</u>
Professor 1	PhD	School Psychology	Yes
Professor 2	PhD	School Psychology	Yes
Professor 3	PhD	Social Psychology	Yes
Professor 4	PhD	Biological Psychology	Yes
Professor 5	EdD	Early Childhood Education	Yes
Assistant Professor 1	PhD	School Psychology	Yes
Assistant Professor 2	PhD	School Psychology	Yes
Assistant Professor 3	PhD	Developmental Psychology	Yes
Assistant Professor 4	PhD	Cognitive Psychology	Yes
Assistant Professor 5	PhD	Elementary Educ./Ed Admin	Yes
Assistant Professor 6	PhD	Elementary Education	Yes
Adjunct Professor 1	PhD	School Psychology	Yes
Adjunct Professor 2	PhD	Psychological Services	Yes

*New Faculty/Proposed Changes in Assignment*

Since the modified program will only add one course (3 semester hours) no new faculty will be required. A current school psychology faculty member will teach the new course and be relieved from one of their current undergraduate courses. An adjunct faculty member will be hired to teach the three hour undergraduate course once per year.

*Faculty Development*

The proposed program modification will not alter any of the Institution's current faculty development programs. The Department of Psychology currently experiences, as do all

academic units at FMU, a 3:4 teaching load and graduate practicum and internship assignments fully count toward that load. The coordinator of the school psychology program teaches a 2:3 load and will continue to do so. There is an ample faculty travel budget at FMU where currently faculty presenting research can receive up to \$2,000. For tenure track faculty summer research stipends are available.

*FTE Definition*

The full time equivalent at FMU for faculty is a teaching load of 3:4. Whereby, a faculty member teaches three course contacts in either the fall or spring semester and then four in the other.

<b>UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT</b>						
<b>YEAR</b>	<b>NEW</b>		<b>EXISTING</b>		<b>TOTAL</b>	
	<b>Headcount</b>	<b>FTE</b>	<b>Headcount</b>	<b>FTE</b>	<b>Headcount</b>	<b>FTE</b>
<b>ADMINISTRATION</b>						
<b>2010-11</b>	0	0	2	.43	2	.43
<b>2011-12</b>	0	0	2	.43	2	.43
<b>2012-13</b>	0	0	2	.43	2	.43
<b>2013-14</b>	0	0	2	.43	2	.43
<b>2014-15</b>	0	0	2	.43	2	.43
<b>FACULTY</b>						
<b>2010-11</b>	1	.33	12	5.0	13	5.33
<b>2011-12</b>	1	.33	12	5.0	13	5.33
<b>2012-13</b>	1	.33	12	5.0	13	5.33
<b>2013-14</b>	1	.33	12	5.0	13	5.33
<b>2014-15</b>	1	.33	12	5.0	13	5.33
<b>STAFF</b>						
<b>2010-11</b>	0	0	1	.25	1	.25

<b>2011-12</b>	0	0	1	.25	1	.25
<b>2012-13</b>	0	0	1	.25	1	.25
<b>2013-14</b>	0	0	1	.25	1	.25
<b>2014-15</b>	0	0	1	.25	1	.25

### **Physical Plant**

Given the addition of only one course and the fact that the institution currently trains school psychologists at the specialist level (as recognized by the National Association of School Psychologists), additional physical facilities will not be required.

In August of 2008 Francis Marion University opened the 17,000 square foot Gail and Terry Richardson Center for the Child. This facility has a childcare wing that currently houses 65 preschool (eventual capacity 112) children age 6 weeks to 4 years. An FMU classroom in the Center is fully equipped to allow for direct observation from the FMU classroom into preschool classes. Graduate classes meet at the Center. On the other side of the building is a developmental clinic with four rooms for psychological assessments, intervention, and parent consultation. Adjoining these rooms is space for faculty observation and recording of sessions. Graduate school psychology classes work in the clinic with children and subsequently meet with faculty for debriefing and instruction. The clinic also provides space for faculty and student research and data analysis. The current specialist level program is using the Richardson Center for training and research.

Such facilities, in addition to testing, therapy, computer and research facilities previously available within the psychology department facilities, will more than meet the needs of the proposed modified program and for years to come.

### **Equipment**

Since the modification is adding one course to the training, no additional equipment needs are anticipated. The particular course being added will not require special materials or equipment. Any equipment purchases over the next five years would be normal acquisitions of commonly used items for instruction and research.

### **Library Resources**

Quantitative comparison of institution's current holdings

The James A. Rogers Library encompasses 77,000 square feet of space and houses more than 405,000 volumes of bibliographic holdings. The library is open 85 hours per week, and provides over 60 computers for student use. Currently, the library provides over 18,000 print monographs, 850 e-books, and over 400 print serials related to psychology and education. Additionally, students have electronic access to over 500 psychology journals through subscription databases such as *ERIC*, *Science Direct*, and Ebsco's *Psychology and Behavioral Sciences Collection*. These databases include journals such as: *Journal of School Psychology*, *School Psychology*

*Quarterly, and School Psychology Review.* Additional resources are provided through the use of traditional interlibrary loan, and Pascal Delivers, a statewide consortium of academic libraries that lend and borrow resources at no cost to all students and faculty.

*Qualitative assessment of current holdings*

Given the collection's current strength of support for the existing school psychology program we do not anticipate having to add additional resources for the Specialist Degree. Rogers Library continually monitors holdings in psychology and education for both print monographs and e-journals, adding new resources where needed, and judiciously weeding old and outdated ones as necessary. During our recent reaccreditation visit, the SACS team saw no deficiencies in our collections for print or electronic resources.

*Quantitative estimate of acquisitions that may be needed*

No additional acquisitions outside of what is normally ordered to support the existing School Psychology Degree program will be necessary. New acquisitions will continue to be made at our regular pace.

**Accreditation, Approval, Licensure or Certification**

Francis Marion University is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The university was approved by SACS on October 21, 2009 to change to Level IV and include the Specialist in School Psychology within the scope of the current accreditation. The university is approved by the S.C. State Board of Education and is a member of the American Council on Education and the American Association of State Colleges and Universities.

Specialist level school psychology training programs are subject to specialized accreditation. Specialist programs in school psychology are reviewed and approved under a process organized through the National Council for Accreditation of Teacher Education (NCATE). NCATE assigns specialist programs in school psychology to the National Association of School Psychologists (NASP) Program Approval Board for review. Results of the NASP program review are reported back to NCATE. School psychology programs are reviewed as 1.) NASP Approved/NCATE Nationally Recognized, 2.) NASP Conditionally Approved/NCATE Nationally Recognized with Conditions, or 3.) Not Approved or Nationally Recognized. As previously noted the School Psychology Option of the Master of Science in Psychology program at Francis Marion University underwent a NASP/NCATE review in 2001 and was reviewed as NASP Approved/NCATE Nationally Recognized at that time. The initial period of approval and recognition was five years. The program underwent its second review in 2005 and again was reviewed as NASP Approved/NCATE Nationally Recognized for a five year period. The next NASP/NCATE review of the program will occur in fall 2010. The program intends and is on schedule to submit itself for review at that time. The South Carolina Department of Education recognizes and approves all certification training programs in the state which are nationally recognized by NCATE. Therefore, the School Psychology Option of the Master of Science in Applied Psychology Program is recognized by the South Carolina Department of Education as an approved advanced certification training program in school psychology.

Graduates of the specialist level training program in school psychology at Francis Marion University must obtain initial certification as a School Psychologist II through the South Carolina Department of Education in order to become employed by and practice in South Carolina's public school systems. Since the specialist level training program in school psychology at FMU is NASP Approved/NCATE Nationally Recognized and recognized as an approved advanced certification training program by the South Carolina Department of Education, graduates automatically are granted certification at the level of School Psychologist II upon successful program completion and attainment of a satisfactory score on the Praxis II School Psychology Examination. Graduates of the program must submit applications for certification and Praxis II scores to the State Department of Education, and the program must submit the names of all successful program completers in order for a School Psychologist II certificate to be issued to the student. The program submits the names of all successful program completers to the State Department through the university's official certification officer in the School of Education.

Specialist level trained school psychologists are eligible to become Nationally Certified School Psychologists through the National School Psychology Certification Board. Application for and attainment of this certificate is voluntary and not required in order to engage in practice or obtain employment as a School Psychologist II in South Carolina. Graduates of the FMU program are automatically eligible for this certificate upon attainment of a satisfactory score on the Praxis II Examination in School Psychology and upon successful completion of the application process since the FMU training program is NASP Approved/NCATE Nationally Recognized.

Specialist level school psychologists in South Carolina are eligible for licensure as Licensed Psycho-Educational Specialists through the Board of Examiners for Licensure of Professional Counselors, Marriage and Family Therapists and Psycho-Educational Specialists upon completion of two years of post-degree experience, with at least one year being professionally supervised. Application for and acquisition of this license is voluntary and not required for employment or practice in South Carolina public school districts. Graduates of the FMU specialist level training program in school psychology are qualified and eligible for this license upon completion of the required post-degree experience if they choose to pursue it.

Thus, the specialist level School Psychology Option of the Master of Science in Applied Psychology has been reviewed by NASP/NCATE and by the South Carolina State Department of Education and found to meet all accreditation requirements for the training and certification of specialist level school psychologists. Transition to a masters plus specialist degree structure will only enhance these circumstances.

### **Articulation**

The proposed modification to a specialist degree is a terminal degree. The proposal does include a provision whereby an applicant with a master's degree in school psychology from another institution or a master's degree in a related area may apply for admission to the proposed specialist degree program. The other two school psychology specialist degree programs in South Carolina are Winthrop and The Citadel. Each of the two programs and FMU are National Association of School Psychologists approved programs and as such have met a similar set of standards. It is unusual for a student to leave a specialist degree program after the masters degree and before the specialist degree. Approved practice and required certification in South Carolina schools is at the specialist level. Given the alignment of the three state specialist

programs, a student in good standing might be able to transition to the FMU program. Routinely through the South Carolina Association of School Psychologists the three specialist level training programs meet to discuss curriculum and issues related to the training of school psychologists in South Carolina.

### **Estimated New Costs**

As the accompanying table indicates the estimated new costs of the proposed modification are minimal. This is again due to the fact that currently FMU trains students at the specialist level and the modifications to the current program are in the form of adding one new course. Projected additional tuition will more than cover costs. The addition to existing departmental resources of the Richardson Center for the Child offers ample classroom, clinic and research space for the proposed program.

No unique costs or other special state appropriations are required or requested.

<b>ESTIMATED NEW COSTS BY YEAR</b>						
<b>CATEGORY</b>	<b>1<sup>ST</sup></b>	<b>2<sup>ND</sup></b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>TOTALS</b>
<b>Program Administration</b>	0	0	0	0	0	0
<b>Faculty Salaries</b>	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$9,000
<b>Graduate Assistants</b>	0	0	0	0	0	0
<b>Clerical/Support Personnel</b>	0	0	0	0	0	0
<b>Supplies and Materials</b>	0	0	0	0	0	0
<b>Library Resources</b>	0	0	0	0	0	0
<b>Equipment</b>	0	0	0	0	0	0
<b>Facilities</b>	0	0	0	0	0	0
<b>Other (Identify)</b>	0	0	0	0	0	0
<b>TOTALS</b>	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$9,000
<b>SOURCES OF FINANCING BY YEAR</b>						
<b>Estimated FTE Revenue Generated from the State</b>	0	0	0	0	0	0
<b>Tuition Funding* (New students only)</b>	0	\$13,302	\$26,605	\$39,907	\$39,907	\$119,721
<b>Other State Funding (Legislative Approp.)</b>	0	0	0	0	0	0
<b>Reallocation of Existing Funds</b>	\$1,800	0	0	0	0	\$1,800
<b>Federal Funding</b>	0	0	0	0	0	0
<b>Other Funding (Endowment, Auxiliary etc.)</b>	0	0	0	0	0	0
<b>TOTALS</b>	\$1,800	\$13,302	\$26,605	\$39,907	\$39,907	\$121,521

\*Tuition estimates bases on the current in-state fee of \$391.50 per credit hour

## **Institutional Approval**

Department of Psychology – program development, progress monitoring and program evaluation by the School Psychology faculty is reported to the Department of Psychology chair and presented to the department faculty. Department faculty review progress reports and must approve proposed program modifications for submission to the Francis Marion University Graduate Council. **SSP Modification Approved December 2, 2008**

Francis Marion University Graduate Council – reviews program modifications submitted by the Department of Psychology. **SSP Modification Approved March 10, 2009**

Francis Marion University Faculty Senate – reviews program modifications approved and forwarded from the Francis Marion University Graduate Council. **SSP Modification Approved March 31, 2009**

Francis Marion University General Faculty– reviews recommendation of faculty senate and votes at meetings. **SSP Modification Approved April 14, 2009**

Francis Marion University Administration– review of program modifications approved through faculty governance procedures is forwarded from the Francis Marion University General Faculty to FMU Board of Trustees. **SSP Modification Approved by Provost May 1, 2009; SSP Modification Approved by President May 15, 2009**

Francis Marion University Board of Trustees – review and approval of degrees approved and forwarded from the Francis Marion University Administration. **SSP Modification Approved June 19, 2009**

Southern Association of Colleges and Schools- Institutional change to Level IV and inclusion of Specialist in School psychology in scope of current accreditation. **SSP Modification Approved October 21, 2009**

Additional oversight from beyond the university occurs through program accreditation reviews by the Masters of Psychology Accreditation Council for the Master of Science in Applied Psychology Degree, and by the National Association of School Psychologists and the National Council for the Accreditation of Teacher Education for the Specialist in School Psychology program.