

Name of Institution

The Citadel

Name of Program (include concentrations, options, and tracks). **List all programs.**

Specialist in Education in School Psychology

Program Designation.

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | X Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation

Catalog 2016-17

CIP Code (Include all CIP codes for above programs.)

421701

Delivery Site(s)

The Citadel, 171 Moultrie Street, Charleston, SC, 29409

Delivery Mode

- | | |
|---------------------------------|---|
| x Traditional/face-to-face* | <input type="checkbox"/> Distance Education |
| *select if less than 50% online | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended (more than 50% online) |
| | <input type="checkbox"/> Other distance education |

Program Contact Information (name, title, telephone number, and email address)

Dr. Larry G. Daniel, Dean, (843) 953-5871, ldaniel@citadel.edu

Institutional Approvals and Dates of Approval

Zucker Family School of Education Curriculum Committee, Professional Education Board, Graduate Council, Academic Board, Provost

2014-15 Academic Year

- 11/11/2014 Graduate Council Approval
- 11/13/2014 School of Education Approval
- 11/18/2014 Academic Board Approval
- 11/20/2014 Professional Education Board Approval
- 04/29/2016 Provost Approval

Changes will be made to Graduate Catalog, 2016-17

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

[Explain changes being made to each program]

Modification of existing course to meet Read to Succeed mandate.

List the objectives of the modified program. (1500 characters)

Meet Read to Succeed state requirements.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

[State the changes being made are due to Read to Succeed legislation]

The changes being made are due to Read to Succeed legislation.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No No

If yes, explain. (1000 characters)

Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours

Curriculum

Attach a curriculum sheet identifying the courses required for each program.

1. Core knowledge areas provide an initial focus on psychological foundations as a basis for more specialized training with an emphasis on the role, functions, and scope of the profession of school psychology. The cluster of courses that comprise the psychological foundations component include:

PSYC 500	Human Growth and Development
PSYC 501	Principles of Behavior and Cognitive Change
PSYC 507	General Psychopathology: Assessment & Differential Diagnosis
PSYC 508	Counseling and Personality Theories
PSYC 512	Ethics, Roles, & Law
PSYC 523	Statistics and Research Design
PSYC 525	Basic Counseling Techniques
PSYC 549	Foundations of Psychometrics
PSYC 561	Cultural Issues in Psychological Practice

2. Acquisition of advanced knowledge and skills building on the psychological foundations component. Courses that support acquisition of advanced knowledge and skills in applied settings include:

PSYC 502	Psychological & Educational Exceptionalities: Child/Adolescent
PSYC 503	Objective Assessment
PSYC 504	Special Techniques in Assessment
PSYC 505	Personality, Social, & Emotional Assessment
PSYC 602	Social & Biological Basis of Child & Adolescent Behavior
PSYC 605	Systems Theory & Consultation: Prevention and Intervention
PSYC 606	Educational Interventions
PSYC 607	Behavioral and Emotional Interventions
PSYC 608	Advanced Counseling Techniques for School Psychologists
PSYC 612	Reading Assessment & Interventions: A Neuropsychological Approach
PSYC 620	Contemporary Issues In School Psychology

3. Acquisition of knowledge and skills critical to functioning as a data-based problem-solver in applied settings. This cluster of courses provides supervised, hands-on training in assessment and intervention skills within school settings, developmental evaluation clinics, and other appropriate settings. Courses which facilitate this process include:

PSYC 615	Practicum in School Psychology I
PSYC 616	Practicum in School Psychology II
PSYC 617	Consultation & Intervention Practicum I
PSYC 618	Consultation & Intervention Practicum II
PSYC 621	Internship in School Psychology I
PSYC 622	Internship in School Psychology II

4. A realistic experience as a scientist-practitioner in gathering and analyzing data relative to a topic of concern to the student and associated with issues relevant to children, professionals, and/or schools. This experience builds on PSYC 549 and PSYC 523 and culminates in a defended thesis.

PSYC 599	Thesis
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Curriculum Changes

Note: Complete this table for each program.

Courses Eliminated from Program	Courses Added to Program
N/A	N/A (Competencies will be embedded within existing coursework; hence, there is no change to the actual slate of courses required in the program.)

Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

N/A

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

N/A

Financial Support

[Complete this section if there are new costs associated with the modifications]

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration						
Faculty and Staff Salaries						
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
Total						
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding						
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total						
Net Total (i.e., Sources of Financing Minus Estimated New Costs)						

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

N/A

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Assessment to ensure requirements for Read to Succeed mandates are met.

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Results in compliance with R2S mandates. Programs listed here already result in specific accreditation.

Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

Yes Yes

No

If yes, complete the following components.

Area of Certification: School Psychology