

**Agenda  
Faculty Senate Meeting  
March 31, 2009**

**I. Roll Call**

**II. Approval of Minutes from the February 10, 2009 meeting**

**III. Reports from Committees**

- A. Executive Committee**
- B. Academic Affairs**

After reviewing the data in the 2008-2009 General Education Report, the Academic Affairs Committee finds:

- that the General Education goals are met and
- that the Institutional Effectiveness Committee and the Office of Institutional Research continue with the current model of assessment and prepare the report for the following academic year using the existing system.

**Item I. – concerns a change in the grading system of Biology 499**

**Item II. – concerns changes in the catalog, under Health Physics Concentration**

- A. concerns a change in the course listings**
- B. concerns a change in the number of hours**

**Item III. – concerns a proposal from the gender Studies Advisory Committee adding ENG 421: Gender and Public Rhetoric**

**Item IV. – concerns proposals from the Department of Mathematics**

- A. concerns adding 201L Calculus I Workshop**
- B. concerns changing the wording in the course description of 201**
- C. concerns adding 222 Problem Solving in the Sciences using Software**
- D. concerns adding 150 Discrete Dynamical Modeling**

**Item V. – concerns a proposal from the School of Business**

- A. concerns adding 301 Finance Fundamentals**
- B. concerns changes in the requirements for a finance major**
- C. concerns changes in the Four Year Plan for Finance Majors (Junior Year)**
- D. concerns changes in the Four Year Plan for Finance Majors (Senior Year)**
- E. concerns changes in the Four Year Plan for a Business Minor**
- F. concerns changing the course title for Finance 443**

**C. Graduate Council**

**Item I. – concerns Proposals from the Department of Psychology**

- A. concerns modifying the course title of PSY 601**
- B. concerns modifying the following course descriptions: 600B Psychological Assessment Practicum, 600C Psychological Intervention Practicum, 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders, 704 Academic Assessment and Intervention**
- C. concerns deleting 600D Psychological Consultation Practicum and 600 E Pre-internship Practicum**

**D. concerns adding the following new course descriptions: 700B Advanced Psychological Assessment Practicum, 700C Advanced Psychological Intervention Practicum, 700D Advanced Psychological Consultation Practicum, 700E Advanced Pre-internship Practicum,**

**E. concerns adding a new course description PSY 759 School-Wide Prevention, Intervention, and Crisis Programs**

**F concerns changes in the catalogue dealing with the Master of Science in Applied Psychology**

**IV. Old Business**

**V. New Business**

**VI. Announcements**

**VII. Adjournment**

Attachments to the Faculty Senate Agenda – March 31, 2009

**I. Proposal from the Department of Biology:**

**CHANGE** the grading system of Biology 499 Senior Seminar **FROM:**

Satisfactory/Unsatisfactory

**TO:**

a letter grade.

**Rationale:** This course has been treated differently by students because of the grading system. Differential credit has not been possible for differential effort. Changing to a letter grade should change the attitude of student and allow the instructor to reward good work. The grade will be based on assignments and a final exam. This course is the venue for administering an external exam for general assessment of the biology program. A letter grade for the course is likely to stimulate greater effort by students on their final exam.

**II. Proposal from the Department of Physics and Astronomy:**

**A. CHANGE**, on page 128 of the catalog, under Health Physics Concentration

**FROM:**

A concentration in health physics requires completion of:

1. Physics 200, 201, 202, 210, 220, 310, 314, 316, 415, 416, 417, 418, and 419
2. Biology 105, 106, and one course from Biology 301, 401, 402, or 406

**TO:**

A concentration in health physics requires completion of:

1. Physics 200, 201, 202, 210, 220, 310, 314, 316, 416, 417, 418, and 419

2. Biology 105, 106, 415 and one course from Biology 301, 401, 402, or 406

**B. CHANGE**, on page 129 of the catalog, the last paragraph under Health Physics,

**FROM:**

The minimum number of semester hours required in physics courses for a health physics concentration is 43. The minimum number of semester hours in all courses (major and non-major) required for the health physics concentration is 124.

**TO:**

The minimum number of semester hours required in physics courses for a health physics concentration is 40. The minimum number of semester hours in all courses (major and non-major) required for the health physics concentration is 124.

**Rationale:** The cross-listing of PHYS/BIOL 415 was motivated in part by a desire to encourage and facilitate health physics majors pursuing minors or second majors in biology. By requiring BIOL 415 in the health physics major (instead of PHYS 415) students will be able to also count BIOL 415 toward a biology minor or major.

Obviously, this will not result in a meaningful change to the health physics curriculum, as the same courses are still required. The health physics major goes from 43 to 40 hours in PHYSICS, which still represents a substantial number of credit hours in the major department.

In the past the health physics curriculum required 4 biology courses. When PHYS 415 was created, the number of biology courses required was reduced to 3 courses. In a sense, this restores the curriculum to requiring 4 courses, with one of them mandated as BIOL 415. Students majoring in health physics will now only be 3 credit hours shy of a minor in biology.

**III. Proposal from the Gender Studies Advisory Committee:**

**ADD** on page 179 of the current catalog, under “Courses eligible for the Gender Studies minor and collateral include the following:” after “ENG 369: Sex, Gender, and Literature”:

ENG 421: Gender and Public Rhetoric

**IV. Proposal from the Department of Mathematics:**

**A. ADD**, on page 117, of the 2008-09 catalog, the following:

201L Calculus I Workshop (1:3) (Corequisite: 201) F, S, SU. Intensive calculus workshop for students enrolled in Math 201. Students work collaboratively in small groups on problems that emphasize the key ideas of calculus. The workshop will also introduce students to technology that can automate and visualize calculus concepts. Math 201L is required for students who are repeating Math 201 after receiving a grade of D+ or lower and is strongly recommended for students who have not received a grade of B or higher in Math 132 or 137.

**Rationale:** Students need more intensive, structured time spent on calculus. The laboratory will add three additional hours per week devoted to calculus discussion. It will also provide challenging worksheets that develop a deeper conceptual understanding of calculus. Additional homework is not assigned in the workshop.

B. **CHANGE**, on page 117 of the 2008-09 catalog, the wording in the course description of Math 201:

**FROM:**

**201 Calculus I (3)** (Prerequisite: Grade of C or higher in either 132 or Math or placement scores or permission of department) F, S, SU. The first of a three-course sequence covering an introduction to the analysis of real-valued functions of one real variable. Topics include the limit of a function, continuity, the derivative, and applications. Credit toward graduation cannot be earned for both Math 140 and 201

**TO:**

**201 Calculus I (3)** (Prerequisite: Grade of C or higher in either 132 or 137 or placement scores or permission of department) F, S, SU. The first of a three-course sequence covering an introduction to the analysis of real-valued functions of one real variable. Topics include the limit of a function, continuity, the derivative, and applications. Credit toward graduation cannot be earned for both Math 140 and 201. Math 201L, while open to all Math 201 students, is a co-requisite for students who are repeating Math 201 after receiving a grade of D+ or lower and is strongly recommended for students who did not receive a grade of B or higher in Math 132 or 137.

C. **ADD**, on page 118, of the 2008-09 catalog, the following:

**222 Problem Solving in the Sciences using Software (3)** (Prerequisite: Grade of C or higher in 201 or placement scores). Provides students from diverse areas of science an introduction to software currently available to solve problems in the sciences with the aid of computers. Packages include, but are not limited to, Maple, Matlab, SAS, and SPSS. Skills that pertain to the practical implementation of solutions to applied problems in the use of these software packages will be presented. Problems from the sciences that require elementary concepts from calculus, algebra, and statistics will be considered. Appropriate presentation of solutions containing computational and graphical components together with documentation will be emphasized.

**Rationale:** Computers play a major role in today's business and academic settings. Exposure to commercial packages is a major advantage for graduates seeking employment or continuing their studies at graduate school. This course will expose students to at least four major commercial packages widely used in the sciences. This course will reduce the time currently spent in upper-level classes teaching students to use these packages. The time saved will enable upper-level classes that use these packages to spend more time on mathematical topics.

D. **ADD**, on page 117, of the 2008-09 catalog, the following:

**150 Discrete Dynamical Modeling (3)** (Prerequisite: Grade of C or higher in 111, 121, or a higher-numbered mathematics course than 121 or placement scores). Students will use discrete dynamical systems to mathematically model and solve real-world problems.

**Rationale:** For the student wishing to fulfill general education requirements but who has no need for Calculus. In conjunction with College, Algebra, Statistics, Trigonometry, or Precalculus, this course could fulfill general education requirements for students not needing Calculus.

**V. Proposal from the School of Business:**

A. **ADD**, on page 151 of the current catalog, the following;

**301 Finance Fundamentals (3)** (Prerequisite: Admitted to School of Business or permission of the school) Sources of personal income, saving and consumer spending patterns. Development of techniques for planning and budgeting consumption expenditures and saving, with special emphasis on the use of saving allocations to achieve personal goals; real property, insurance, financial investment, retirement, estate and tax planning, time value of money, and applied statistics.

**Rationale:** As students leave the FMU School of Business, they should be prepared for issues that will arise in both their personal life and business career. This course will prepare students in the School of Business with fundamental concepts of time value of money as well as applied statistics. As finance majors matriculate through the finance major, this course will provide a base of knowledge to help garner a deeper understanding of both fundamental corporate finance concepts, as well as a better understanding of the role investment securities play in life. The class will also introduce the students to a range of financial topics and products related to the financial decisions made in a financial planning process.

To judge the current state of student knowledge in the areas mentioned above, a survey designed by the Jump\$tart Coalition for Personal Financial Literacy was administered to junior and senior business majors during the Summer 2008 semester. The results of the survey show that FMU business majors tend to score lower on the exam than their counterparts at other colleges in the United States.

B. **CHANGE**, on page 145 of the current catalog, the requirements for a finance major

**FROM:**

d) Finance – Total Required Hours	123	.....	21 hours
ACTG 323 Intermediate Accounting or			
ACTG 325 Cost Accounting		.....	3
ECON 310 Intermediate Microeconomic Theory or			
ECON 321 Money and Banking		.....	3
FIN 347 Investments I		.....	3
FIN 348 Investments I		.....	3
FIN 442 Advanced Financial Problems		.....	3
FIN 443 Financial Institutions and Markets		.....	3
FIN 450 Cash Management		.....	3

**TO:**

d) Finance – Total Required Hours 123.....	21 hours
Finance 301 Finance Fundamentals .....	3
ECON 321 Money and Banking or	
FIN-344 Real Estate Finance.....	3
FIN 347 Investments I.....	3
FIN 348 Investments II.....	3
FIN 442 Advanced Corporate Finance.....	3
FIN 443 Financial Markets.....	3
FIN 450 Cash Management.....	3

C. **CHANGE**, on page 152 of the current catalog, the Four Year Plan for Finance Majors

**FROM:**

(In Junior Year)

<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Non-Bus Elective	3	Humanities Elec	3
English 305	3	MKT 331	3
FIN 341	3	ECON 310 or 321	3
MGT 351	3	MGT 308	3
ACTG 323 or 325	3	Non-Bus Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

**TO:**

<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
ECON 321		FIN 341	3
Or FIN 344*	3		
English 305	3	MIS 327	3
MKT 331	3	MGT 308	3
MGT 351	3	Humanities Elec	3
FIN 301	3	Non-Bus Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

\* Note: FIN-344 will only be offered during the Summer II term. If a student does not plan on taking summer classes, the ECON-321 must be taken to satisfy this requirement. Also, FIN-341 is a prerequisite for FIN-344.

D. **CHANGE**, on page 152 of the current catalog, the Four Year Plan for Finance Majors

**FROM:**

(In Senior Year)

	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem. Hrs.</b>	<b>Course</b>	<b>Sem. Hrs.</b>
MIS 327	3	FIN 442	3
FIN 347	3	FIN 348	3
FIN 450	3	BUS 458	3
FIN 443	3	Non-Bus Elective	3
Humanities Elective	3	Non-Bus Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

**TO:**

	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem. Hrs.</b>	<b>Course</b>	<b>Sem. Hrs.</b>
FIN 450	3	FIN 348	3
FIN 442	3	FIN 443	3
FIN 347	3	BUS 458	3
Humanities Elective	3	Non-Bus Elective	3
Non-Bus Elective	3	Non-Bus Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

E. **CHANGE**, on page 145 of the current catalog, the Four Year Plan for a Business Minor

**FROM:**

MIS 327 .....	Information Systems Fundamentals
ECON 310 .....	Intermediate Microeconomic Theory
ECON 325 .....	International Economics
FIN 246 .....	Investments and Personal Finance
FIN 366 .....	Principles of Real Estate
MGT 351 .....	Management of Organizations
MKT 331 .....	Principles of Marketing
MKT 335 .....	International Marketing

**TO:**

MIS 327 .....	Information Systems Fundamentals
ECON 310 .....	Intermediate Microeconomic Theory
ECON 325 .....	International Economics
FIN 301 .....	Finance Fundamentals
FIN 341* .....	Financial Management
MGT 351 .....	Management of Organizations
MKT 331 .....	Principles of Marketing
MKT 335 .....	International Marketing

\*Finance 341 has a prerequisite Accounting 201 and Accounting 202.

F. **CHANGE**, on page 151 of the current catalog, the course title for Finance 443.

**FROM:**

**443 Financial Institutions and Markets**

**TO:**

**443 Financial Markets**

**Rationale:** The name change more closely reflects the nature of the course and is consistent with that of other universities.

**I. Proposals from the Department of Psychology**

A. **MODIFY**, on pages 207 and 208 of the current catalog, course title of PSY 601

**FROM**

PSY 601 Psychology of Mental Retardation and Developmental Disabilities

**TO**

PSY 601 Psychology of Intellectual and Neurodevelopmental Disabilities

**Rationale:** To more accurately reflect the content of this course, employing current, evolving terminology. No change in the content or nature of the course is proposed.

B. **MODIFY** the following course descriptions on pages 207-209 of the current catalog

**FROM**

**GRADUATE COURSES FOR PSYCHOLOGY**

**600B Psychological Assessment Practicum** (1) F, S, SU. Students enrolled in PSY 606, PSY 616, PSY 630, PSY 631, PSY 639 and PSY 706 must be enrolled concurrently in this practicum. This practicum involves administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**600C Psychological Intervention Practicum** (1) F, S, SU. Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643, PSY 644, PSY 704, and PSY 714 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders** (3) (Prerequisites: 606 and 615) S. Examination of traditional, behavioral and curriculum-based assessment techniques for classification and treatment planning in the areas of school-related learning and behavioral or social-emotional disabilities,

developmental, attention deficits, and health-related problems.

Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**704 Academic Assessment and Intervention (3)** (Prerequisite: 604) SU. Linking of direct classroom behavioral and curriculum-based assessment results to academic interventions with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

## TO

### GRADUATE COURSES FOR PSYCHOLOGY

**600B Psychological Assessment Practicum (1)** F, S, SU. Students enrolled in PSY 606, PSY 616, PSY 630, PSY 631, and PSY 639 must be enrolled concurrently in this practicum. This practicum involves administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**600C Psychological Intervention Practicum (1)** F, S, SU. Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643, and PSY 644 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders (3)** (Prerequisites: 615, and a grade of B or higher in 606) S. Examination of traditional, behavioral and curriculum-based assessment techniques for classification and treatment planning in the areas of school-related learning and behavioral or social-emotional disabilities, developmental, attention deficits, and health-related problems. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**704 Academic Assessment and Intervention (3)** (Prerequisite: A grade of B or higher in 604) SU. Linking of direct classroom behavioral and curriculum-based assessment results to academic interventions with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in Psychology 700C, Psychological Intervention Practicum.

**Rationale:** Some practica (600 level course numbers) are being proposed to be renumbered to the 700 level to be consistent with the courses to which they are companioned (see later proposals). The 700 level companion courses have been eliminated from the descriptions of the 600 level practica noted above. No

changes to the content or nature of the practica for the remaining courses are proposed. The prerequisites for 616 are being changed to include a required grade of B or higher in 606, because students who have not mastered prerequisite material tend to struggle in 616. For similar reasons, it is proposed that the prerequisite to 704 be changed to include a required grade of B or higher in 604.

C. **DELETE** on pages 207 and 208 of the current catalog

**600D Psychological Consultation Practicum** (1) F, S, SU. Students enrolled in PSY 749 must be enrolled concurrently in this practicum. This practicum involves experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. A minimum of 50 clock hours is required per practicum.

**600E Pre-internship Practicum** (1) (Prerequisite: This course must be taken during the spring prior to beginning internship in the fall.) S. This practicum will allow the student to integrate the consultation, assessment, intervention and counseling skills they have learned while working with a practicing school psychologist. The student will also be able to interact with other professionals in the various settings and roles in which a school psychologist practices. Among other activities, the student will follow a case from the initial concerns of the teacher through the pre-referral intervention team, the referral to special education, the psychoeducational evaluation (including the parts completed by other professionals), the eligibility meeting and the IEP meeting where the educational plan and placement is determined.

Rationale: These course numbers are being replaced with 700 level courses described below.

D. **ADD** on pages 209 and 210 of the current catalog, the following new course descriptions (Descriptions of Proposed New Courses attached):

**700B Advanced Psychological Assessment Practicum** (1) F. Students enrolled in PSY 706 must be concurrently in this practicum. This practicum involves conducting developmental, neuropsychological and psychoeducational evaluations. This includes gathering developmental, medical, educational and other relevant background information, assessing a child's environment, interviewing the parent(s), care givers, educators and other relevant individuals, and using this information to select an appropriate assessment battery. The student will demonstrate the ability to properly administer, score and interpret the information from the instruments administered within the context of the other information gathered. The student will be able to provide a written and oral report of his/her findings in a concise and respectful manner. To gain these experiences the student may be assigned to a psychoeducational, mental health or developmental clinic or a school system.

**700C Advanced Psychological Intervention Practicum** (1) S, SU. Students enrolled in PSY 704, and PSY 714 must be enrolled concurrently in this practicum. This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention,

and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**700D Advanced Psychological Consultation Practicum (1) S.** Students enrolled in PSY 749 must be enrolled concurrently in this practicum. This practicum builds on consultation experiences obtained during intervention courses and involves advanced experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. A minimum of 50 clock hours is required per practicum.

**700E Advanced Pre-internship Practicum (1)** (Prerequisite: This course must be taken during the spring prior to beginning internship in the fall.) S. This practicum will allow the student to integrate the consultation, assessment, intervention and counseling skills they have learned while working with a practicing school psychologist. The student will also be able to interact with other professionals in the various settings and roles in which a school psychologist practices. Among other activities, the student will follow a case from the initial concerns of the teacher through the intervention team, the referral to special education, the psychoeducational evaluation (including the parts completed by other professionals), the eligibility meeting and the IEP meeting where the educational plan and placement is determined.

**Rationale:** To update course descriptions to reflect new course/practicum offerings. PSY 700B, PSY 700C, and PSY 700D are proposed to replace PSY 600B, PSY 600C, and PSY 600D in those cases where the courses that the practica accompany have been renumbered previously to the 700 level to appropriately reflect the specialist level training represented by the courses and practica.

E. **ADD** on page 210 of the current catalog, the following new course description (Descriptions of Proposed New Course attached):

**PSY 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.

**Rationale:** PSY 759 School-Wide Prevention, Intervention, and Crisis Programs is a new course that will centralize and emphasize coverage of important practitioner knowledge and skill, which currently is imbedded in two other courses (PSY 714 and PSY 749). More detailed and focused coverage of prevention and systems-level intervention is a program need that has been determined through exit interviews with graduate interns, discussions with intern supervisors, and examination of accreditation standards in school psychology.

F. **CHANGE** Graduate Psychology Program section of current Catalog (pages 205 through 207)

**FROM:**

**MASTER OF SCIENCE IN APPLIED**

## PSYCHOLOGY

Coordinator of Clinical/Counseling Psychology: Dr. Farrah M. Hughes

Coordinator of School Psychology: Dr. Samuel F. Broughton

Francis Marion University is responsive to the needs of the region by offering the Master of Science Degree in Applied Psychology (MSAP) and proposing program modifications in this professional degree as indicated. Graduates of the MSAP program 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), is accredited by the Masters in Psychology Accreditation Council (MPAC), and is approved as a specialist-level training program by the National Association of School Psychologists (NASP). Students and graduates of the MSAP program bring scholarship and reflection to their work, and an understanding of diversity in clientele, methodology, and application. Students and graduates of the MSAP program report that their training occurred in a positive learning environment that recognized and nurtured diversity while emphasizing academic excellence. MSAP faculty produce scholarship that enhances teaching, involves students, and contributes to the profession of psychology. MSAP faculty consult with and render academic and practical assistance to local human service agencies, hospitals, and regional schools.

Enrollment in the program is limited. Students must be accepted as a graduate degree student or graduate non-degree student in order to register for courses. Students develop an organized plan of study in consultation with an adviser. Courses are offered during evening hours. Practicum and other clinical experiences generally occur during normal business/school hours, but may require evening or weekend commitments. Courses offer a blend of classroom activities and experiential training designed to acquaint the student with both the theory and the practical applications of psychological knowledge.

While classes are taught in the evening, school psychology students should be mindful that practicum experiences must occur during the day. Additionally, the internship must be a full-time experience as a school psychologist in a public school setting during the fall and spring semesters. Clinical/counseling students should be aware that their internship also requires a full-time, six-month commitment that may require them to take a leave of absence from other employment.

After being admitted to the program and prior to enrolling in classes, students must meet with the Coordinator of the Clinical/ Counseling Option or the School Option (as appropriate) in the Department of Psychology for advising.

### ADMISSION REQUIREMENTS

Students are accepted to graduate study in psychology as either graduate degree students or as graduate non-degree students. Graduate non-degree students in psychology do not seek a master's degree at Francis Marion University but typically already have an advanced degree and wish to take courses only for professional growth, certification upgrade, or recertification.

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

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 program.

All of the above materials must be submitted in one packet

to:

Graduate Office  
Francis Marion University  
Post Office Box 100547  
Florence, SC 29501-0547

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 program, all of the above materials should be submitted by:

Fall Admission: March 15

Spring Admission: October 15

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.

To receive an application or for any questions, please call the Graduate Office at 843-661-1284. For more information about the program and to view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at <http://www.fmarion.edu/academics/Psychology>.

## **GRADUATE NON-DEGREE STATUS**

To be considered for admission as a graduate non-degree student, one 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.

3. Provide the department with a written statement specifying the course(s) for which admission is being sought and why. Unless part of a program of study previously approved, step 3 must be repeated for each course.

A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student. The written recommendation of the student's adviser and the department chairperson that these hours conform to an approved sequence in the student's designated program must be obtained.

## **GENERAL REGULATIONS**

### **COURSE REPETITION**

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be retaken at Francis Marion University. A course may be repeated only once. Psychology graduate students may repeat only one course. That one course may be repeated only with written approval from the department chairperson. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

### **REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN APPLIED PSYCHOLOGY**

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

1. Complete a minimum of 51 graduate hours for the clinical/counseling option or 68 graduate hours for the school option, including the courses listed below:

- a) Basic Core Courses (All options) 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

Clinical/Counseling Option 18 Hours  
 School Psychology Option 23 Hours

### **CLINICAL/COUNSELING**

PSY 600 Practicum (minimum of 6 hours) Specific practica (e.g., A, B, C, or D) are required concurrently with certain courses as indicated in the course descriptions.  
 PSY 620 Psychopathology  
 PSY 630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology  
 PSY 631 Psychological Assessment: Personality and Psychopathology  
 PSY 699-A Internship: Clinical Psychology

**SCHOOL PSYCHOLOGY**

PSY 600	Practicum (minimum of 8 hours) Specific practica (e.g., A, B, C, or D or E) are required concurrently with certain courses as indicated in the course descriptions.
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
PSY 799-F	Internship: School Psychology (fall semester)
PSY 799-S	Internship: School Psychology (spring semester)

## c) Applied Specialty Courses

Clinical/Counseling Option.....	18 Hours
School Psychology Option.....	30 Hours

**CLINICAL/COUNSELING**

PSY 610	Interviewing, Observation, and Case Formulation
PSY 633	Group Counseling and Psychotherapy
PSY 636	Individual Counseling and Psychotherapy
PSY 643	Couple and Family Therapy
PSY 651	Professional/Ethical Issues in Counseling Psychology
Elective three hours	
(Practica may NOT be counted as electives)	

**SCHOOL PSYCHOLOGY**

PSY 601	Psychology of Mental Retardation and Developmental Disabilities
PSY 604	Behavioral Assessment and Intervention
PSY 650	Professional and Ethical Issues in School Psychology
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 School and Agencies
EDUC 616	Curriculum and Organization of Public Schools, K-12
EDUC 620	Foundations of 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

- 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. (See exceptions under Time Limit and Repeating Courses).
- Satisfactorily complete all other requirements as outlined for graduate students earlier.
- Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

**TO:****MASTER OF SCIENCE IN APPLIED  
PSYCHOLOGY****SPECIALIST IN SCHOOL PSYCHOLOGY**

Coordinator of Clinical/Counseling Psychology: Dr. Farrah M. Hughes

Coordinator of School Psychology: Dr. Samuel F. Broughton

Francis Marion University is responsive to the needs of the region by offering the Master of Science Degree in Applied Psychology (MSAP) and the Specialist Degree in School Psychology (SSP), and by proposing program modifications to these professional degrees as indicated. Graduates of the MSAP and SSP 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 combined MSAP (School Psychology Option) and Specialist in School Psychology is approved as a specialist-level training program by the National Association of School Psychologists (NASP) and is 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 and SSP programs report that their training occurred in a positive learning environment that recognized and nurtured diversity while emphasizing academic excellence. MSAP and SSP faculty produce scholarship that enhances teaching, involves students, and contributes to the profession of psychology. MSAP and SSP faculty consult with and render academic and practical assistance to local human service agencies, hospitals, and regional schools.

Enrollment in the program is limited. Students must be accepted as a graduate degree student or graduate non-degree student in order to register for courses. Students develop an organized plan of study in consultation with an adviser. Courses are offered during afternoon and evening hours. Practicum and other clinical experiences generally occur during normal business/school hours, but may require evening or weekend commitments. Courses offer a blend of classroom activities and experiential training designed to acquaint the student with both the theory and the practical applications of psychological knowledge.

While classes are taught in the afternoon and evening, school psychology students should be mindful that practicum experiences must occur during the morning and early afternoon. Additionally, the internship must be a full-time experience as a school psychologist in a public school setting during the fall and spring semesters. Clinical/counseling students should be aware that their internship also requires a full-time, six-month commitment that may require them to take a leave of absence from other employment.

After being admitted to the program and prior to enrolling in classes, students must meet with the Graduate Coordinator of Clinical/ Counseling Psychology or the Graduate Coordinator of School Psychology (as appropriate) in the Department of Psychology for advising.

**ADMISSION REQUIREMENTS**

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 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.

All SSP applicants with a master's degree from another institution must document relevant master's level training in school psychology or closely related field.

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.

To receive an application or for any questions, please call the FMU Graduate Office at 843-661-1284. For more information about the program and to view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at <http://www.fmarion.edu/academics/Psychology>.

## **GRADUATE NON-DEGREE STATUS**

As stated above, graduate non-degree students 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. To be considered for admission as a graduate non-degree student, one 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.
3. Provide the department with a written statement specifying the course(s) for which admission is being sought and why. Unless part of a program of study previously approved, step 3 must be repeated for each course.

A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student. The written recommendation of the student's adviser and the department chairperson that these hours conform to an approved sequence in the student's designated program must be obtained.

## GENERAL REGULATIONS

### COURSE REPETITION

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be retaken at Francis Marion University. A course may be repeated only once. Psychology graduate students may repeat only one course. That one course may be repeated only with written approval from the department chairperson. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

### REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN APPLIED PSYCHOLOGY

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

1. Complete a minimum of 51 graduate hours for the clinical/counseling option or 40 graduate hours for the school option, including the courses listed below:

- a) Basic Core Courses (Both options) 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

Clinical/Counseling Option.....18 Hours  
 School Psychology Option.....13 Hours

### CLINICAL/COUNSELING

PSY 600 Practicum (minimum of 6 hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions.  
 PSY 620 Psychopathology  
 PSY 630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology  
 PSY 631 Psychological Assessment: Personality and Psychopathology  
 PSY 699-A Internship: Clinical Psychology

### SCHOOL PSYCHOLOGY

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

Clinical/Counseling Option.....18 Hours

School Psychology Option.....12 Hours

**CLINICAL/COUNSELING**

PSY 610      Interviewing, Observation, and Case Formulation

PSY 633      Group Counseling and Psychotherapy

PSY 636      Individual Counseling and Psychotherapy

PSY 643      Couple and Family Therapy

PSY 651      Professional/Ethical Issues in Counseling Psychology

Elective three hours

(Practica may NOT be counted as electives)

**SCHOOL PSYCHOLOGY**

PSY 601      Psychology of Mental Retardation 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. (See exceptions under Time Limit and Repeating 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

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

**Rationale:** To more clearly describe and articulate the new structure of the school psychology option into a master's plus specialist degree program rather than a master's program.

### **Summary Rationale for transition to Specialist Degree:**

The national trend in school psychology is toward the Specialist Degree as the standard nondoctoral level of training rather than the master's degree. [Fagan, T. K., & Wise, P. S. (2007), *School Psychology: Past, present, and future*. Bethesda, MD: NASP; Prus, J. (October 27, 2004) personal communication]. Of the 3 nondoctoral training programs in SC (Winthrop, Citadel, and FMU), FMU is the only program that does not offer the specialist degree as the final outcome of study, even though all three programs are approved by NASP and recognized by NCATE as specialist level training programs and offer similar courses of study.

The majority of training programs in the USA and in the Southeastern States of SC, NC, and GA have moved to the Specialist Degree paradigm. (*Best Practices in School Psychology*, NASP, 2002).

The current training program at FMU requires 69 semester hours of training. Graduates of our program already receive South Carolina Department of Education certification at the Level II or specialist level. Sixty-nine semester hours is too many required hours to continue granting only a master's degree, and proposed changes to the program will increase required hours slightly (3 semester hours) beyond the current level. Students should receive a degree that recognizes their level of training and their work investment in the program. Students should be granted a degree that informs the public and professional communities accurately of the graduate's level of training.

Revised South Carolina certification standards to receive credit and salary as a professional with a master's plus 30 hours requires a single master's degree plus 30 post masters semester hours, 2 master's degrees, or a master's degree plus a specialist degree (Personal Communication, Jim Turner, July 2006; South Carolina Educator Certification Manual, 2008, p. 18). Currently, the SP Option at FMU and the Speech Pathology Program at SCSU are exempted from this requirement as special case 60+ semester hour master's degree programs (Personal Communication, Jim Turner, July 2006). In short, these are the only 2 certification programs in the state requiring 60+ hours without offering the specialist.

We have lost high quality applicants to competing programs that offer the Specialist Degree and more generous assistantships/stipends. Offering a Masters plus Specialist model would create an opportunity to generate funding for students in the program, making us more competitive with other training programs [Prus, J. (October 27, 2004) personal communication]. Students with a master's degree could practice at the school psychologist I level in clinics or schools (under supervision) while continuing toward the specialist degree. Additionally, with NASP/NCATE recognition, the program is receiving increasing numbers of applications from outside of the Pee Dee and from multiple states along the east coast, and we need to be able to compete in that environment and market. The majority of our students continue to be in-state and local students. However, as an advanced graduate training program, our pool of applicants must be larger than the regional pool in order to maintain adequate applications, enrolled student FTE, and meet accreditation standards for diversity requirements.

There are important salary issues for graduates of the program. Graduates who seek employment in Georgia are paid according to their degree level rather than their training level (GA Professional Standards Commission, personal communication November 10, 2004). Graduates who seek employment in North Carolina are paid according to their highest degree status (NC Board of Public Instruction, personal communication November 10, 2004). We regularly are required to send additional program documentation descriptions to NC in order to assist students with certification. Given SC's new certification regulations and requirements, SC may move in a similar direction in the near future, revoking the waiver currently enjoyed by FMU and SC State.