



MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SCHOOL PSYCHOLOGY

FRANCIS MARION UNIVERSITY



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Francis Marion University is a liberal arts institution with a growing number of graduate programs. FMU is located seven miles east of Florence, SC. The university's modern classroom buildings, laboratories and residence facilities provide a safe, comfortable learning environment for students.

The university holds foremost its teaching mission of making available quality education to qualified students. FMU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The psychology program meets the standards of training approved by the Council of Applied Master's Programs in Psychology (CAMPP) and is accredited by the Masters in Psychology Accreditation Council (MPAC), approved by the South Carolina State Department of Education/NCATE to train school psychologists (Level II), and approved by the National Association of School Psychologists (NASP).

NATURE OF THE PROGRAM

The Master of Science in Applied Psychology program-School Psychology Option is designed primarily to provide training in school psychology leading to employment in area schools. Consistent with this purpose, the program involves training in assessment, intervention, consultation and research. Additional uses of the program are for continuing education or for preparation of individuals interested in enrollment in doctoral-level programs.

Enrollment in the program is limited. Courses are offered during evening hours to accommodate daytime practica. Courses offer a blend of classroom activities and experiential training designed to acquaint students with both theory and practical applications of psychological knowledge.

More information is available on the department's website at www.fmarion.edu/academics/Psychology. In addition,

the FMU Catalog may be accessed at www.fmarion.edu/academics/Catalogs.

RESEARCH AND TRAINING FACILITIES

The Department of Psychology is located in the Caughen Educational Media Center. Its laboratory complex is large and varied in potential uses. For research on adult and child behavior, and for clinical training, there are: (1) two small general-purpose rooms for individual therapy, testing, and general research, each equipped with a one-way mirror; and (2) a social laboratory—for research in group dynamics—that can be divided into two smaller rooms, again with one-way mirrors. Each of these laboratories is positioned around a central observation/control room that offers a sophisticated audio/visual system for data collection and direct supervision of training sessions.

Research on basic human psychological processes such as learning and memory, sensation and perception, and motivation is conducted in another spacious laboratory that includes ten individual computer networked experimental rooms, an electrically-shielded room for use in psychophysiological research and biofeedback, a dark room for sensation and perception experiments, and a large workshop/equipment room. Finally, adjacent to department offices is a seminar room. Faculty offices are grouped around a comfortable, and frequently used, lounge.

The department has a computer instructional lab, and the university provides students Internet and email access. The James A. Rogers Library, with almost 400,000 volumes, has extensive holdings in psychology and related fields. The major psychological tests (e.g., intellectual, personality, and neuropsychological instruments, along with computer scoring) are available to students for supervised use in practica.

The Gail and Terry Richardson Center for the Child was newly constructed in 2008. The mission of the center is to develop and disseminate best practices in early childhood education and development to parents, educators and the community. The center will accomplish its mission through service, training, research and community outreach.



Central to the center is a quality preschool program providing service to over 100 children, six weeks to five years of age in a state-of-the-art facility and playground located on campus next to the Pee Dee Education Center (a consortium of 19 school districts). There are two FMU classrooms adjacent to two preschool classrooms. The center serves as a laboratory school to train FMU students in early childhood education, psychology, nursing and other disciplines.

Early diagnosis of developmental delays whether physical, cognitive, or social is critical. The center has a comprehensive diagnostic and intervention clinic for preschool children fully staffed by school psychology, clinical psychology, learning disabilities and nursing faculty, graduate students and developmental specialists.

The research and clinical wing contains two assessment rooms and two clinical interviewing rooms, each with a one-way mirror and audio/visual equipment for research and training purposes. The center also has a graduate student office and seminar room.

BACKGROUND REQUIREMENTS

The MS in Applied Psychology program-School Psychology Option is designed to accommodate students from varied academic backgrounds. However, all applicants must have completed an introductory or general psychology course, as well as a course in behavioral statistics.

DEGREE REQUIREMENTS FOR THE SCHOOL OPTION

To earn the Master of Science Degree in School Psychology, students must complete the following courses.
(Minimum of 69 graduate hours is required)

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

Applied Core Courses, 24 hours:

- PSY 600/700 - Practica (9)
- PSY 606 - Psychoeducational Assessment: Intelligence, Abilities and Achievement
- PSY 615 - Child/Adolescent Psychopathology
- PSY 616 - Psychoeducational Assessment: Diagnosis of Learning & Behavior Disorders
- PSY 799F - Internship, Fall Semester
- PSY 799S - Internship, Spring Semester



Applied Specialty Courses, 18 hours:

- PSY 601 - Mental Retardation and Developmental Disabilities
- PSY 604 - Behavioral Assessment and Intervention
- PSY 650 - Professional & Ethical Issues in School Psychology
- PSY 704 - Academic Assessment and Intervention
- PSY 706 - Advanced Topics in Child & Adolescent Assessment
- PSY 714 - Child/Adolescent Counseling and Therapy
- PSY 749 - Psychological Consultation in Schools & Agencies
- EDUC 616 - Public Schools Curriculum & Organization K-12
- EDUC 620 - Foundations of Education

Plus one course from the following, 3 hours:

- EDUC 742 - Procedures for the Divergent Learner
- EDUC 744 - Quantitative Processing & the Divergent Learner
- EDUC 745 - Teaching Reading and Written Language to Divergent and Exceptional Learners

While classes are taught in the evening, school psychology students should be mindful that practicum experiences must occur during the school 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. Students are expected to complete the program in three or four years of continuous study.

Students are expected to be involved in research in conjunction with the Basic Core Courses. Research involves work within faculty members' research programs leading to published works and presentations at professional meetings. Students are expected to complete an applied research project during internship.

Experience in applied settings is an integral part of the graduate program at Francis Marion.

APPLICATION PROCEDURES

Required information and documentation

It is the applicant's responsibility to gather ALL material to complete the application. Only completed applications will be reviewed for admission.

- Graduate application and non-refundable application fee of \$30.
- Official transcripts of all undergraduate and graduate work.
- Two professional letters of recommendation from former professors or associates who can attest to your academic potential. Letters from faculty members in academic settings are preferred.
- Graduate Record Exam (GRE) - Official report of scores achieved within the last five years. Only the general test is required. A combined verbal and quantitative score of 850 or higher is recommended.
- 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 program.

Application packets should be on file by:

March 15 for fall admission

October 15 for spring admission

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.

Note: A completed health form must be on file with the Graduate Office prior to initial course registration.

INTERNATIONAL APPLICANTS

Students whose native language is one other than English must submit examination scores of the Test of English as a Foreign Language (TOEFL) and evidence of ability to finance the program.

FINANCIAL AID

A limited number of graduate assistantships are available. The university administers a variety of loan programs including federal, state, and institutionally backed loans.

For additional information contact: 843-661-1190.

ADDITIONAL INFORMATION AND APPLICATION

For additional information or to request an application packet, call the Department of Psychology at 843-661-1378 or visit www.fmarion.edu/academics/Psychology.

FACULTY

Bob Bridger, PhD, University of Georgia
School Psychology: Early Childhood; Assessment; Ethics & Legal Issues; Temperament

Sam Broughton, PhD, University of Georgia
Coordinator, School Psychology Option
School Psychology: Disorders in Children; Applied Behavior Analysis

Erica N. Hernandez, PhD, University of Southern Mississippi
Cognitive Psychology: Learning and adaptability, Marine Mammal Hearing and Communication

Teresa K. Herzog, PhD, University of Montana
Developmental Psychology: Mother-infant Interaction; Attachment; Socioemotional Physiology

John R. Hester, PhD, University of South Carolina
Chair, Department of Psychology
School Psychology: Cognitive-Behavioral Interventions; Child/Adolescent Assessment

Crystal Hill-Chapman, PhD, Texas A & M University
Clinical Child/School Psychology: Autism Spectrum, Genetic, & Neurodevelopmental Disorders; Behavioral Genetics; Family Functioning under Environmental Stress; Prevention Science

Farrah M. Hughes, PhD, University of Tennessee
Coordinator, Clinical/Counseling Option
Clinical Psychology: Marital and Parent-child Relationships; Domestic Violence; Parenting Alliance.

J. J. "Mike" Jordan, PhD, Georgia State University
Social Psychology: Social Cognition; Romantic Relationships; Use of Internet for Teaching

Ron Murphy, PhD, SUNY-Binghamton
Clinical Psychology: Readiness to change in mental health treatment; Treatment of PTSD; Academic Engagement and Motivation Among College Students

Charlene Wages, PhD, Georgia State University
Physiological Psychology: Limbic System; Spatial Memory

William Wattles, PhD, University of South Carolina
Clinical Psychology: Computer-Applications in Teaching Psychology; Exercise Adherence



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