

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Degree Plan(s): Certificate of Advanced Graduate Studies in School Psychology/Department of Psychology

Course Number:

Rationale: The Certificate of Advanced Graduate Studies in School Psychology, a fully online program, is designed for school-based professionals from related fields with an existing Master's degree and school-based experience. Traditional specialists in school psychology programs are not designed to allow working professionals to access retraining and continue their employment in their current profession. This program will create a pathway for those with an existing master's degree in the education field who want to pursue their School Psychology license in the state of Texas. There is currently a shortage of school psychologists in Texas and no other universities offer this retraining pathway to capture this eligible student demographic.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A

17.	Minor — Revise	A	A	A	A	A	A
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		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2,3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

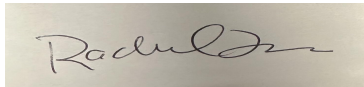
Department/School(s)



10/15/2025

Chair Signature

Date



10/17/25

Chair/Program Director Signature

Date

College Academic Council(s)



10/27/2025

Chair Signature

Date

Chair Signature

Date

Dean(s)



10/30/2025

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Program Application Instructions

Use this template to propose a new degree program. These include undergraduate majors, graduate degrees, or certificates. Use the [New Track or Minor Application](#) if your proposal is not a free-standing degree program.

Process Overview

Step 1: Campus Coordination

The applicant provides a brief sketch of the proposed program and sends to the dean and vice provost, who will consider campus resources and student needs. If the program application is approved to advance, the vice provost will provide faculty a market analysis to use in the next step. The dean and vice provost will note particular questions or issues that the proposal should address and suggest resources to help the applicant develop the proposal.

Step 2: Full Proposal

The applicant completes the full proposal and submits it to the vice provost, who consults with institutional partners who are also responsible for reviewing the application and requests any revisions necessary to create an accurate, complete picture of the program and ensure that it aligns with institutional policies and processes so that it will be ready to implement upon approval. After the vice provost is satisfied with revisions, the vice provost sends the proposal for review to:

1. the assistant vice president for academic affairs for review of institutional requirements
2. the library dean's designee for library resources review
3. the SACSCOC liaison for substantive change review
4. for graduate programs, to the associate provost for residential graduate programs for development of a budget model

Step 3: Curriculum Approval Process

After all reviews are complete, the vice provost will return the full proposal to the applicant, who will begin the process outlined on the [campus approval chart](#) to add a new educational program. This includes approval by the department/school, college academic council, dean, Teacher Education Council if it's a teaching certification program, campus academic council, provost, campus faculty, senior vice president for academic affairs, and president.

Abilene New Program Application

Certificate of Advanced Graduate Studies in School Psychology

Step 1: Campus Coordination Information

1. Program Identification

- A. Program title: Certificate of Advanced Graduate Studies in School Psychology
- B. Degree type: Graduate Certificate
- C. Home department or school: ACU Abilene, School Psychology Program, College of Behavioral and Health Sciences/Department of Psychology
- D. Program developer(s) and credentials:
Rachel Team, PhD, School Psychologist
Casey Westmoreland, MS, School Psychologist
- E. Where program will be offered and delivery method
Hybrid; between ACU Abilene School Psychology Program and ACU Dallas
- F. Proposed date of implementation: January 2026
- G. CIP code. Identify the 6-digit CIP code for the program. This is the system by which the government classifies all postsecondary educational programs. The program may have only one CIP code.
42.2805

2. Program Overview

A. Outlook

- 1. Market need. What students will be drawn to this program? What types of careers will they pursue after graduation? What is the job market/outlook like in this area?

The Certificate of Advanced Graduate Studies in School Psychology, a fully online program, is designed for school-based professionals from related fields with an existing Masters degree and school-based experience. Traditional specialists in school psychology programs are not designed to allow working professionals to access retraining and continue their employment in their current profession. This program will create a pathway for those that are already professionals with an existing master's degree in the education field who want to pursue their School Psychology license in the state of Texas. There is currently a shortage of school psychologists in Texas and no other universities offer this retraining pathway to capture this eligible student demographic. This program will set students up to apply for their school psychologists license upon completion of the program.

2. Which students will this program serve that the campus is not already serving?

The program provides a retraining pathway for professionals already holding a Master's degree in a related field (e.g., education, counseling, special education, psychology) with experience or employment in school settings. The retraining program offers a Certificate of Advanced Graduate Studies as opposed to an additional Masters degree. Designed with working professionals in mind, the program offers:

- Flexible course delivery, including a blend of hybrid, synchronous, and asynchronous formats
- Field-based supervision in the student's district of employment, reducing issues of access to qualified supervisors, relocation and job disruption
- Cohort-based learning communities that foster collaboration, support, and professional networking
- An expedited timeline for completion (approximately 2 years) in recognition of prior graduate coursework and school-based experience.

B. Curriculum description

1. Describe the focus of this program and why it will be valuable to students.

The focus of this program is to prepare students to competently and comprehensively provide school psychological services and to apply for their school psychology license that will allow them to practice in the state of Texas as a school psychologist.

2. Name the existing ACU programs to which it will be most similar.

ACU Abilene currently has a specialist in school psychology program (SSP) that offers the traditional, residential, face-to-face training program.

3. Estimate how many new courses will be needed to deliver the program.

The program will utilize the current course work from the SSP program, but will consolidate the training based on Texas State Board of Examiners of Psychologists (TSBEP) requirements for retraining based on the student's prior graduate coursework in related fields and school-based experiences. The program will consist of 36 credit hours.

C. Resource estimates

1. Number of new faculty required to deliver the program.

All course work will be completed by current faculty or adjunct professors. A new position was added and hired in July 2025 for the Associate Program Director of the School Psychology Retraining Program.

	A	B	C	D	E	F	G	H
		FY2025	FY2026	FY2026	FY2027	FY2028	FY2029	
		2024-25	2025-26	2025-26	2026-27	2027-28	2028-29	
	DIRECT OPERATING EXPENSE DETAIL	YEAR 0	YEAR 1	YEAR 1	YEAR 2	YEAR 3	YEAR 4	COMMENTS
6	LABOR EXPENSES							
7	Full-Time Prog Director		\$ 75,000	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	
8	Co-Prod Director		\$ 3,000	\$ 3,000	\$ 5,000	\$ 5,150	\$ 5,305	Stipend
9	Co-Prod Director (year 0)				\$ -	\$ -	\$ -	
10	Curriculum Development Stipend/Overload	\$ -	\$ 20,000		\$ 10,000	\$ -	\$ -	1) 0.75 ACU Personnel 2) Year one cost covered by OGP, then integrated into university budget
11	Adjuncts for Program		\$ 25,000	\$ 25,000	\$ 70,000	\$ 70,000	\$ 70,000	
12	Admin Support							
13	Total Salaries	\$ -	\$ 123,000	\$ 103,000	\$ 162,250	\$ 154,718	\$ 157,259	
14	BENEFITS	\$ -	\$ 30,450	\$ 28,850	\$ 34,438	\$ 34,479	\$ 35,345	
15								
16								
17	TOTAL LABOR	\$ -	\$ 153,450	\$ 131,850	\$ 196,688	\$ 189,196	\$ 192,604	

2. Describe and estimate cost of equipment needs or facility renovation. As this program will be offered primarily online, there is no facility renovation needed at this time.

	A	B	C	D	E	F	G	H
		FY2025	FY2026	FY2026	FY2027	FY2028	FY2029	
		2024-25	2025-26	2025-26	2026-27	2027-28	2028-29	
	DIRECT OPERATING EXPENSE DETAIL	YEAR 0	YEAR 1	YEAR 1	YEAR 2	YEAR 3	YEAR 4	COMMENTS
10	OPERATING EXPENSES							
20	Online Development	\$ -	\$ 25,000		\$ 25,000	\$ 5,000	\$ 5,000	Year one cost covered by OGP, and then integrated into
21	Additional Curriculum Development Stipend/Overload		\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	.25 External personnel
22	Office supplies (computer, phone, etc.)	\$ 2,000	\$ 500	\$ 500	\$ 515	\$ 530	\$ 546	
23	Books & reference materials		\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	Fixed Costs
24	Test Kits		\$ 34,500	\$ 34,500	\$ 34,500	\$ 10,000	\$ 10,000	Fixed Costs?
25	ipads				\$ 12,000			Student Costs? Per student or??
26	Software							
27	Professional Dues							
28	Adjunct Training		\$ 12,000	\$ 12,000	\$ 6,000	\$ 6,000	\$ 6,000	
29	Travel/professional development	\$ 3,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	Travel is higher in final proforma with grant
30	Total Operating Expenses	\$ 5,000	\$ 84,000	\$ 59,000	\$ 85,045	\$ 28,591	\$ 28,639	
31								
32	TOTAL EXPENSES	\$ 5,000	\$ 237,450	\$ 190,850	\$ 281,733	\$ 217,787	\$ 221,243	

3. Will the program require disciplinary accreditation? Which organization?

The National Association of School Psychology (NASP) does not currently accredit retraining programs. The program is built in alignment with NASP professional standards to ensure adequate and robust student preparation. In the event NASP accreditation becomes available for retraining programs, the program will be prepared and well-situated to seek accreditation.

Stop here and submit to the dean for discussion. The dean may ask for some clarification or revision. If the dean agrees, the dean should send the proposal to the vice provost. Continue with Step 2 after the vice provost approves the proposal to advance. Adjust responses in the Step 1 section as requested by the vice provost.

This proposal

☐ should

☐ should not

advance for further consideration.



10/10/2025

Dean
Comments:

Date

This proposal
☒ should
☐ should not
advance for further consideration.

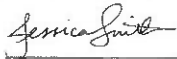

Wes Crawford [Oct 10, 2025 14:58:55 CDT]

10/10/2025

Vice Provost
Comments:

Date

This proposal
☒ should
☐ should not
advance for further consideration.



10/10/2025

Assistant Vice President for Academic Affairs

Date

Please see the attached market analysis to find the following information required in the application: schools to use for benchmarking and enrollment estimates.

Step 2: Full Proposal Information

3. Program Information

- A. Program description. This 50- to 200-word explanation will be included in the catalog with the degree plan.

The Certificate of Advanced Graduate Studies in School Psychology will provide masters-level professionals from related fields with school-based experience the necessary training, coursework, and experiences to apply for Texas licensure as a school psychologist. This program aligns with Texas State Board of Examiners of Psychologists requirements for school psychology licensure.

- B. Program mission statement. It should define what students will be equipped to do upon completion of the program.

Upon completion of this program students will have the coursework, practicum and internship experiences needed to apply for Texas licensure as a school psychologist. Students will be equipped with the knowledge and skills needed to competently perform school psychological services and support overall student outcomes.

- C. Student learning outcomes. Define the competencies for graduates of your program. They should be specific and measurable. You should have a minimum of three and no more than seven.

Student Learning Outcomes:

1. School psychology students will demonstrate foundational knowledge in order to make data-based decisions for school psychology context. Measure 1.1, 1.2: Final report: Client assessment report assignment.
2. School psychology students will demonstrate foundational knowledge in order to make ethical and legal decisions for school psychology contexts. Measure 2.1, 2.2; Domain assessment: exam assessment of legal and ethical codes and application and domain assessment: Summative assessment of legal and ethical codes and application
3. School psychologists will demonstrate the knowledge and skills for clinical practices in school psychology contexts. Measure 3.1, 3.2; Domain assessment: Summative assessment of developmental and learning content domains.
4. Students will demonstrate knowledge and competency of treatment and intervention strategies. Measure 4.1, 4.2; Summative assessment of behavior intervention and academic intervention.

NASP Domain Aligned SLOs

- D. Admission requirements. Describe prerequisites, which may include items such as application to the major, test scores, GPA, courses, skills, academic standing, etc.

- Conferred Master's degree from a regionally accredited institute of higher education documented on an official transcript with a minimum of 30 graduate hours
- Resident of Texas or preparing to work in Texas
- 3 years of school-based experience (public and/or private LEAs)
- Be in good standing with the employer as evidenced by supervisor attestation
- Required interview in order to be accepted into the program

E. Enrollment estimate provided in market analysis.

Our cohorts will be capped from 10-16 students, but there is room for multiple cohorts once the program is fully lined out. The need and interest for this program, along with support from the Texas Education Agency, will provide multiple candidates to consider for the program.

F. SOC code. Use the crosswalk document provided by IPEDS to take your previously identified CIP code and find the associated occupations in the Standard Occupational Classification system provided by the Bureau of Labor Statistics. The program may have only one SOC code.

The SOC code is 19-3034.00 (School Psychologists)

4. Rationale and Need for Program

A. Mission fit. How does the program fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the program fit with the university's current strategic plan or emphases?

The mission of ACU is "to educate students for Christian service and leadership throughout the world." The Certificate of Advanced Graduate Studies in School Psychology and the broader field of school psychology align well with ACU's mission. Successful school psychologists are service driven and bound by both professional and ethical standards to work collaboratively with students, parents, families, and educators to most positively address challenges and difficulties in the educational experience. The certificate program will continue in alignment with the resident SSP program mission of equipping even more students in the field of school psychology to go out into the world and provide competent, comprehensive psychological services to some of the most vulnerable students in schools.

B. Employment demand and career possibilities.

1. Identify jobs that graduates would be qualified to pursue.
School Psychologist, Licensed School Psychologist
2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.

U.S. Bureau of Labor Statistics
<https://www.bls.gov/oes/2023/may/oes193034.htm>
Texas Workforce Commission
<https://texascareercheck.com/OccupationInfo/OccupationSummary/19-3034.00>

According to the U.S. Bureau of Labor Statistics (BLS), there were approximately 62,790 school psychologists employed nationwide as of May 2023, with a median salary of \$84,940 and mean salary of \$91,990, most working in elementary and secondary schools. Texas ranks third nationally, with about 6,180 employed at a mean salary of \$80,610, concentrated in metro areas such as Houston (≈1,890) and Dallas–Fort Worth (≈1,750). National employment projections show modest growth of 1% for school psychologists between 2024–2034, compared to 6% for psychologists overall. By contrast, Texas Workforce Commission (TWC) data indicate much stronger state-level demand: 5,677 employed in 2022 with projections for 6,484 by 2032—a 14.2% increase, averaging 469 annual openings from growth and replacements. Average statewide wages are about \$39.04 per hour (\$81,212 annually). Roughly 84% of school psychologists are employed directly in K–12 schools, though educational support services and some healthcare or agency settings are emerging as smaller, sometimes higher-paying niches. Overall, the Texas labor market for school psychologists shows significantly stronger growth signals than the national outlook, reflecting rising K–12 enrollment and district hiring needs.

2. Using the SOC code chosen in 3.G., find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).

Entry-level Statewide: \$63,782
Mean wages Statewide: \$81,212

- C. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?

This program will address the critical shortage of school psychologists in the state of Texas. The program will attract students who are already working professionals with at least three years of education experience. It will draw new students to the university as all applicants will have already graduated with a masters degree and will be enrolling as a new student in the program. Although the certificate pathway to licensure as a school psychologist has existed with the Texas State Board of Examiners of Psychologists for a few years, there are no other Texas universities offering this pathway and therefore there has already proven to be interest from prospective students across the state.

- D. Disciplinary benchmarking. Use the benchmark schools named in the market analysis that you received. It will tell you about the programs' enrollment, and you should review their curriculum and co-curricular offerings online. You may add any other programs you find relevant. How does this program curriculum

compare to other programs in your discipline? What market opportunities do you see based on the market analysis?

This is the only program of its kind in Texas. The following are a selection of programs outside of Texas that are comparable. Each of these programs was interviewed and analyzed during the development of the Certificate of Advanced Graduate Studies in School Psychology program.

Eastern Washington University- Educational Specialist (EdS) Degree; Prospective student eligibility is based on the following requirements: Graduate degree from a regionally accredited university in psychology, education, early childhood education, or related fields, with the applicant's transcript showing evidence of courses in inferential statistics and developmental psychology (evidence of courses in research methods, learning, abnormal psychology, tests and measurement, and biopsychology are highly recommended). A GPA of at least 3.0 in the last 90 quarter or 60 semester graded post-secondary credits. Applicants must have at least three years of full-time experience teaching in schools or at least five years of relevant professional experience in a closely related field.

University of Wisconsin La Crosse- Master of Science in Education and Educational Specialist (Eds) Degree; Prospective student eligibility is based on the following requirements: Wisconsin licensed educators with at least one year of experience in K–12. The program is 61 credit hours and spans four years (three years of coursework and one year of internship).

Eastern University in Pennsylvania- Certificate of Advanced Graduate Studies in School Psychology (Respecialization); Varies based on incoming credits and credit load per semester. Typically completed in 24-36 months with start dates each August, January, May, and June. Prospective student eligibility is based on the following requirements: Students who have already earned a master's degree in a related field qualify for the CAGS in School Psychology (Respecialization) with a transcript review completed prior to applying to determine eligibility and an individualized programs of study with a minimum of 33 and a maximum of 48 credits (between 11 and 16 courses).

Curriculum

- A. Degree plan. List the major requirements ***as they would appear in the catalog***. For undergraduate degree plans, include 74 credit hours of major requirements and electives, and mark which courses are the capstone and writing-intensive courses. A master's degree must have a minimum of 30 credit hours. A doctoral degree must have a minimum of 30 hours beyond the master's degree.

Course Descriptions

PSYC 608- School Psychology: Organization, Operation, and Ethics Credit Hours: 3

PSYC 637- Academic Assessment and Intervention Credit Hours: 3

PSYC 627- Child/Adolescent Development and Psychopathology Credit Hours: 3

PSYC 642- Cognitive Assessment Credit Hours: 3

PSYC 645- Child & Adolescent Assessment Credit Hours: 3

PSYC 633- Biological Bases of Behavior and Intervention Credit Hours: 3

PSYC 654- Research Methods and Statistics Credit Hours: 3

PSYC 624- Social and Multicultural Bases of Behavior Credit Hours: 3

PSYC 678- School Consultation and Counseling Credit Hours: 3

PSYC 690- Practicum Credit Hours: 3

PSYC 695- Internship I Credit Hours: 3

PSYC 696- Internship II Credit Hours: 3

PSYC XXX- Residency I Credit Hours: 0

PSYC XXX- Residency II Credit Hours: 0

- B. Course coordination. Attach a memo or email of support from the department chair of each department outside the home department that will provide a course for the program.
Not applicable at this time.

- C. Courses. Create a table with one row for every course, existing and new, included in the program/major requirements. Create five columns that provide the following information:
1. Rotation and frequency (e.g., fall odd years)
 2. Whether the course is required or on a menu
 3. Which track(s) the course serves, if applicable
 4. Current faculty credentialed to teach (everyone who is eligible to teach the course, not just who *will* teach the course)

Course	Rotation/ Frequency	Required?	Tracks Served	Names of Credentialed Faculty
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PSYC 608 School Psychology: Organization, Operation and Ethics	First session of each semester	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen
PSYC 637 Academic Assessment and Intervention	Spring Session I Spring Session II Fall Session II	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen
PSYC 627 Child/Adolescent Development and Psychopathology	Spring Session II Summer Session II Fall Session II	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen
PSYC 642 Cognitive Assessment	Spring Session I Spring Session II Fall Session II	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen
PSYC 645 Child & Adolescent Assessment	Summer Session I Fall Session I Spring Session II	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen
PSYC 633 Biological Bases of Behavior and Intervention	Summer Session I Spring Session I Spring Session II	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen, John Casada
PSYC 654 Research Methods and Statistics	Summer Session II (two cohorts/sections) Fall Session I	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen, Richard Beck, Josh Rhodes
PSYC 624 Social and Multicultural Bases of Behavior	Fall Session II Summer II	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen, Josh Rhodes
PSYC 678 School Consultation and Counseling	Fall Session I Summer I	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen

PSYC 690 Practicum	Fall Session (15 weeks) Spring Session (15 weeks)	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen
PSYC 695 Internship I	Fall Session (15 weeks) Spring Session (15 weeks)	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen
PSYC 696 Internship II	Fall Session (15 weeks) Spring Session (15 weeks)	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen
PSYC XXX Residency I	Summer Year 1	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen
PSYC XXX Residency II	Summer Year 2	Yes	N/A	Rachel Team, Casey Westmoreland, Brit'ny Stein, Tim Allen

D. New courses. For each new course included in the program requirements, list the following information. The vice provost will insert a curriculum approval schedule to set deadlines for introducing each new course.

1. PSYC 627 Child/Adolescent Development and Psychopathology

Course Description

This course offers an overview of conceptual, theoretical, and methodological issues in the study of human development across childhood and adolescence. Topics include social, emotional, biological, cognitive, and moral development from prenatal to early adulthood. Overview of conceptual and diagnostic issues in understanding children and adolescents who experience emotional and behavioral disorders. Emphasis on the development of diagnostic skills using the DSM and associated assessment strategies in school settings. (Combination of PSYC 647 Child Psychopathology and PSYC 646 Lifespan Development)

2. PSYC 633 Biological Bases of Behavior and Intervention

Course Description

This course will discuss the biological bases of behavior, including definitions of learning and memory, and the basics of physiological neuroscience. It will go on to provide students with the knowledge and comprehension of the principles and procedures of behavior modification. In addition, the students will demonstrate the ability to analyze and modify inappropriate behaviors and evaluate intervention programs. (Combination of PSYC 649 Behavior Interventions and PSYC 668 Advanced Behavioral Neuroscience)

3. PSYC 654 Research Methods and Statistics

Course Description

Clinical Research Methods and Statistics is a graduate course focused on developing an understanding and appreciation for applied psychological research in the field of school psychology. An introduction to basic formulas, methods, and interpretations of statistical measures, both descriptive and inferential. (PSYC 657 Multivariate Statistics and PSYC 612 Clinical Research Methods)

4. PSYC 678 School Consultation and Counseling

Course Description

This course focuses on understanding family dynamics and communicating and collaborating effectively with parents and other professionals in the educational environment. Emphasizes training in problem identification and problem solving, consensus building, conflict resolution, consultation, and effective communication skills in the context of educating exceptional children. Surveys psychotherapeutic approaches and techniques for child and adolescent problems and how they can be addressed in the school setting. (Combination of PSYC 683 School Consultation and PSYC 644 Child, Adolescent, and Family Therapy)

5. PSYC 696 Internship II

Course Description

The second semester of internship: The opportunity to demonstrate, under conditions of appropriate supervision, the ability to apply knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice. The internship may be completed over one year on a full-time basis or two years on a half-time basis. (Extension/second semester of PSYC 695 Internship I)

6. PSYC XXX Residency I

Course Description

This required residency brings students to campus for two-to-three days to meet in-person with their cohort, faculty, and program staff and receive essential program materials. The experience includes professional

[illegible]

- B. Outcome assessment measures. For each program outcome (from Section 3.C), identify *at least* two measures. These may be course-embedded components (e.g., assignments, projects, exams) or other measures, such as pre- and post-tests, external certification or licensure, portfolio assessment, standardized exams, research presentation, juries, etc. You should be able to collect each measure every year unless the course is offered less frequently. Each measure will include:
1. Measure description. These are details about the artifact or assignment
 2. Measure location. This is the course (or other exam or jury source) in which the measure occurs.
 3. Student target. What percentage of students will meet what threshold of performance? This is the minimum acceptable target (e.g., 80% of students will demonstrate competency; 75% of students will earn a C or higher) that defines success.
 4. Timeline. When will you measure the outcome? This may happen every time the class is taught, during a particular semester (e.g. annually in fall), or on a regular basis (e.g., every other year).

Outcome 1. Certificate in School Psychology students will demonstrate foundational knowledge in order to make data-based decisions for school psychology context.

Measure 1

Measure Description: Final report- Client assessment report assignment.

Measure Location: PSYC 645

Student Target: 90% earned grade of A or B

Measurement Timeline: each time the associated class is taught; end of semester

Measure 2

Measure Description: Final report- Client assessment report assignment.

Measure Location: PSYC 642

Student Target: : 90% earned grade of A or B

Measurement Timeline: each time the associated class is taught; end of semester

Outcome 2. Certificate in School Psychology students will demonstrate foundational knowledge in order to make ethical and legal decisions for school psychology contexts.

Measure 1

Measure Description: Domain assessment- exam assessment of legal and ethical codes and application.

Measure Location: PSYC 608

Student Target: 90% earned grade of A or B

Measurement Timeline: each time the associated class is taught;
end of semester

Measure 2

Measure Description: Domain assessment- Summative assessment of legal and ethical codes and application.

Measure Location: PSYC 608

Student Target: : 90% earned grade of A or B

Measurement Timeline: each time the associated class is taught;
end of semester

Outcome 3. Certificate in School Psychology students will demonstrate the knowledge and skills for clinical practices in school psychology contexts.

Measure 1

Measure Description: Domain assessment- Summative assessment of developmental and learning content domains.

Measure Location: PSYC 678

Student Target: 90% earned grade of A or B

Measurement Timeline: each time the associated class is taught;
end of semester

Measure 2

Measure Description: Domain assessment- Summative assessment of developmental and learning content domains.

Measure Location: PSYC 678

Student Target: : 90% earned grade of A or B

Measurement Timeline: each time the associated class is taught;
end of semester

Outcome 4. Certificate in School Psychology students will demonstrate knowledge and competency of treatment and intervention strategies.

Measure 1

Measure Description: Summative assessment of behavior intervention.

Measure Location: PSYC 633

Student Target: 90% earned grade of A or B

Measurement Timeline: each time the associated class is taught;
end of semester

Measure 2

Measure Description: Summative assessment of academic intervention.

Measure Location: PSYC 637

Student Target: : 90% earned grade of A or B

Measurement Timeline: each time the associated class is taught;
end of semester

7. Required Institutional Support

A. Faculty requirements and availability.

1. Describe the new program's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program.

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.

Ass. Program Director

3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

	A	B	C	D	E	F	G	H
		FY2025	FY2026	FY2027	FY2028	FY2029		
		2024-25	2025-26	2026-27	2027-28	2028-29		
		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	COMMENTS	
1	DIRECT OPERATING EXPENSE DETAIL							
2	LABOR EXPENSES							
3	Full-Time Prog Director		\$ 75,000	\$ 75,000	\$ 77,250	\$ 79,588	\$ 81,955	
4	Co-Prod Director		\$ 3,000	\$ 3,000	\$ 5,000	\$ 5,150	\$ 5,305	Stipend
5	Co-Prod Director (year 0)							
6	Curriculum Development Stipend/Overload	\$ -	\$ 20,000		\$ 10,000	\$ -	\$ -	1) 0.75 ACU Personnel 2) Year one cost covered by OGP, then integrated into university budget
7	Adjuncts for Program		\$ 25,000	\$ 25,000	\$ 70,000	\$ 70,000	\$ 70,000	
8	Admin Support							
9	Total Salaries	\$ -	\$ 123,000	\$ 103,000	\$ 162,250	\$ 154,738	\$ 157,259	
10	BENEFITS	\$ -	\$ 30,450	\$ 28,850	\$ 34,438	\$ 34,479	\$ 35,345	
11	TOTAL LABOR	\$ -	\$ 153,450	\$ 131,850	\$ 196,688	\$ 189,196	\$ 192,604	

B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.

Not applicable. The prospective students are those who are already working professionals in education. We do not anticipate this to conflict or draw from the existing SSP program, as they are participating in a full-time, in-person program and differ from the individuals who are already working in schools full-time this program will attract.

C. Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.

Dr. Rachel Team, PhD; Director of School Psychology Program and Associate Professor

Casey Westmoreland, MS; Associate Program Director

Casey is a Licensed Specialist in School Psychology with a Master of Science in School Psychology. She brings more than 20 years of professional experience in public schools, serving as a school psychologist providing evaluations, behavioral supports, related services counseling, consultation, and participation on the multidisciplinary autism team. Her work has included supervising practicum students and interns, mentoring educational diagnosticians and other education professionals, and delivering professional development and technical assistance to educators, administrators, and school personnel.

For five years, Casey also served as an Evaluation and Special Education Transition Consultant at a regional Education Service Center, where she provided professional development and technical assistance to school psychologists, educational diagnosticians, special education teachers, administrators, paraprofessionals, and related service providers. During this time, she was also a member of the Jobs for the Future Pathways to Prosperity Network.

Casey has held both elected and appointed positions on the Texas Association of School Psychologists Executive Board of professional associations throughout her career. These collective experiences uniquely prepare her to deliver comprehensive, practitioner-focused programmatic support that bridges evaluation, intervention, consultation, and leadership.

- D. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.

Associate Program Director hired 8/2025

	A	B	C	D	E	F	G	H
		FY2025	FY2026	FY2026	FY2027	FY2028	FY2029	
		2024-25	2025-26	2025-26	2026-27	2027-28	2028-29	
	DIRECT OPERATING EXPENSE DETAIL	YEAR 0	YEAR 1	YEAR 1	YEAR 2	YEAR 3	YEAR 4	COMMENTS
5	LABOR EXPENSES							
7	Full-Time Prog Director		\$ 75,000	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	
8	Co-Prog Director		\$ 3,000	\$ 3,000	\$ 5,000	\$ 5,150	\$ 5,305	Stipend
9	Co-Prog Director (year 0)				\$ -	\$ -	\$ -	
10	Curriculum Development Stipend/Overload	\$ -	\$ 20,000		\$ 10,000	\$ -	\$ -	1) 0.75 ACU Personnel 2) Year one cost covered by OGP, then integrated into university budget
11	Adjuncts for Program	\$ 25,000	\$ 25,000	\$ 25,000	\$ 70,000	\$ 70,000	\$ 70,000	
12	Admin Support							
13	Total Salaries	\$ -	\$ 123,000	\$ 103,000	\$ 162,250	\$ 154,718	\$ 157,259	
14								
15	BENEFITS	\$ -	\$ 30,450	\$ 28,850	\$ 34,438	\$ 34,479	\$ 35,945	
16								
17	TOTAL LABOR	\$ -	\$ 153,450	\$ 131,850	\$ 196,688	\$ 189,196	\$ 192,604	
18								

- E. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.

As stated in the University Catalog, the Margaret and Herman Brown Library provides resources, instruction, and research assistance to support teaching, learning, and scholarship at ACU. Students have Internet access to the library's catalog of more than one million volumes and one million microforms held by ACU and other members of the Abilene Library Consortium. Students can also access more than 30,000 journals, many of them full text.

The library serves students and faculty by participating in the statewide information network, TexShare, which supports database searching and document delivery, and by borrowing materials from research libraries throughout the world. Specialized collections at ACU include a selective depository for U.S. Government Publications, archives and rare books, and the Center for Heritage

and Renewal in Spirituality (CHARIS) which facilitates the study of Churches of Christ and related theological movements.

All courses are delivered in the Canvas Learning Management System and most, if not all texts and resources are made available electronically through the Canvas course navigation menu. For ACU library resources, each online course has a link to the ACU Library Distance Education Portal and the resources available in the university library. Students are supported in the use of textbooks and learning resources available in the Canvas LMS by a dedicated team of Student Services Advisors, in addition to the faculty. The ACU Brown Library provides two full-time librarians dedicated to assisting ACU online students.

- F. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.

There will be no impact on current spaces. We will need access to campus classrooms during our residency weekends, three days each summer. This will be done in the current psychology space and during times that the spaces are not being used by current on campus students.

- G. Scholarships. Will the unit provide any unique scholarships to students in the program?

There are currently no unique scholarships for the program. ACU's partner organization, Education Service Center, Region 20, continues to seek grant-funded tuition scholarship opportunities at the state level through the Texas Education Agency and at federal level in the Department of Education (DoE). The DoE's Mental Health Service Professional grant application will be submitted by 10/29/2025.

- H. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur?

Local Education Agencies, special education directors, superintendents, Education Service Centers

- I. Additional cost to deliver the program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

	A	B	C	D	E	F	G	H
		FY2025	FY2026	FY2026	FY2027	FY2028	FY2029	
		2024-25	2025-26	2025-26	2026-27	2027-28	2028-29	
	DIRECT OPERATING EXPENSE DETAIL	YEAR 0	YEAR 1	YEAR 1	YEAR 2	YEAR 3	YEAR 4	COMMENTS
5	LABOR EXPENSES							
7	Full-Time Prog Director		\$ 75,000	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	
8	Co-Prog Director		\$ 3,000	\$ 3,000	\$ 5,000	\$ 5,150	\$ 5,305	Stipend
9	Co-Prog Director (year 0)				\$ -	\$ -	\$ -	
10	Curriculum Development Stipend/Overload	\$ -	\$ 20,000		\$ 10,000	\$ -	\$ -	1) 0.75 ACU Personnel 2) Year one cost covered by OGP, then integrated into university budget
11	Adjuncts for Program		\$ 25,000	\$ 25,000	\$ 70,000	\$ 70,000	\$ 70,000	
12	Admin Support							
13	Total Salaries	\$ -	\$ 123,000	\$ 103,000	\$ 162,250	\$ 154,718	\$ 157,259	
14								
15	BENEFITS	\$ -	\$ 30,450	\$ 28,850	\$ 34,438	\$ 34,479	\$ 35,345	
16								
17	TOTAL LABOR	\$ -	\$ 153,450	\$ 131,850	\$ 196,688	\$ 189,196	\$ 192,604	
18								
	A	B	C	D	E	F	G	H
		FY2025	FY2026	FY2026	FY2027	FY2028	FY2029	
		2024-25	2025-26	2025-26	2026-27	2027-28	2028-29	
	DIRECT OPERATING EXPENSE DETAIL	YEAR 0	YEAR 1	YEAR 1	YEAR 2	YEAR 3	YEAR 4	COMMENTS
19	OPERATING EXPENSES							
20	Online Development	\$ -	\$ 25,000		\$ 25,000	\$ 5,000	\$ 5,000	Year one cost covered by OGP, and then integrated into .25 External personnel
21	Additional Curriculum Development Stipend/Overload		\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	
22	Office supplies (computer, phone, etc.)	\$ 2,000	\$ 500	\$ 500	\$ 515	\$ 530	\$ 546	
23	Books & reference materials		\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	Fixed Costs
24	Test Kits		\$ 34,500	\$ 34,500	\$ 34,500	\$ 10,000	\$ 10,000	Fixed Costs?
25	Ipads				\$ 11,000			Student Costs? Per student or??
26	Software							
27	Professional Dues							
28	Adjunct Training		\$ 12,000	\$ 12,000	\$ 6,000	\$ 6,000	\$ 6,000	
29	Travel/professional development	\$ 3,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	Travel is higher in final proforma with grant
30	Total Operating Expenses	\$ 5,000	\$ 84,000	\$ 59,000	\$ 85,045	\$ 28,591	\$ 28,639	
31								
32	TOTAL EXPENSES	\$ 5,000	\$ 237,450	\$ 190,850	\$ 281,733	\$ 217,787	\$ 221,243	

Stop here and resubmit to the vice provost. Section 8 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

8. Additional Information Required for Substantive Changes

- A. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
- B. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
- C. Provide contingency plans in the event required resources do not materialize.

Approvals

The proposal aligns with institutional policies and processes, and the campus is prepared to support the proposed program as presented.

Wes Crawford
Wes Crawford Oct 10, 2025 14:56:55 CDT

Vice Provost

10/10/2025

Date

This proposal connects the program's student learning outcomes, curriculum, and assessment plan completely and has designed a program that institutional systems can support.

Jessica Smith

10/10/2025

Assistant Vice President for Academic Affairs

Date

The library has sufficient resources to support the program, or the comments below outline additional acquisitions required and their associated costs.

Mark McCallon

10/10/2025

Associate Dean of the Library

Date

Comments, if needed:

We have developed a pro forma budget for the graduate program under consideration.

Chris Riley

10/10/2025

Associate Provost for Residential Graduate Programs

Date

This proposal does not require additional review for institutional accreditation purposes, or I have worked with the faculty to gather the information necessary to notify SACSCOC or gain its approval.

Chris Riley

10/14/2025

SACSCOC Liaison

Date

Step 3: Curriculum Approval Process

When all signatures are complete, attach an Abilene Approval Chart for Curriculum Changes, conduct the department faculty vote to approve the new program, and continue the approval process as specified by the approval chart.

Updated 8/18/2025