

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO.: AAC 11-16

COMMITTEE DATE: March 15, 2011

BOARD DATE: March 22, 2011

**APPLICATION OF SPRINGFIELD COLLEGE TO OFFER THE DOCTOR OF
PSYCHOLOGY**

MOVED: The Board hereby approves the application of **Springfield College** to offer the **Doctor of Psychology**.

Authority: Massachusetts General Laws Chapter 69 Section 30 et seq.

Contact: Dr. Francesca Purcell, Associate Commissioner for Academic and P-16 Policy

INTENT

Springfield College, a New England Association of Schools and Colleges-accredited, independent institution located in Springfield, Massachusetts seeks the authority of offer the Doctor of Psychology (Psy.D.). The mission of Springfield College is to educate students in spirit, mind, and body for leadership in service to humanity. The proposed program aligns with the College's mission by addressing the need for graduates with the leadership qualities, ethical sensitivity, skills and expertise demanded by human service professions.

The intent of the proposed program is to train and educate students as consumers of research who apply knowledge and skills to assist the client populations with whom they work. The coursework, practica, and research experiences of students in the program will be practitioner-focused, preparing graduates to pursue licensure and professional practice in the areas of counseling, psychotherapy, assessment, supervision, teaching, research, and evaluation. Graduates will be prepared to work competently in a variety of settings including counseling centers, hospitals, school, athletic departments, and private practice.

According to the U.S Bureau of Labor Statistics, employment of psychologists is expected to grow 12% from 2008 to 2018. Master's degree holders will face keen competition for jobs because of the limited number of positions that require only a master's degree. Job prospects are best for people who have a doctoral degree in an applied specialty.

Although there are existing psychology doctoral programs within the region, these tend to be either research-focused Ph.D. programs, often in clinical psychology programs. The Psy.D., in contrast to the research-oriented Ph.D., is focused on practice. In addition, acceptance rates at these institutions are quite low in comparison to the number of qualified applicants, indicating a demand for additional programs.

Currently there are three institutions nationwide with Psy.D. programs accredited by the American Psychological Association (APA): Our Lady of the Lake University in San Antonio, Texas; University of Northern Colorado in Greeley, Colorado; and University of St. Thomas in Minneapolis, Minnesota. If approved, Springfield College intends to seek APA accreditation, filling a regional void.

INSTITUTIONAL OVERVIEW

Founded in 1885 and serving as the International YMCA Training School for much of its early history, Springfield College is a private, non-profit, four-year institution. The College's mission is to educate students in service to humanity that is international, intercultural, interracial, and interreligious by building upon a foundation of Humanics—the education of the whole person in spirit, mind, and body for leadership in service to humanity—and academic excellence. The academic programs of Springfield College focus on fields that contribute to humanity within the arts and sciences, the health sciences, and in the fields of education, physical education, human services, health and movement studies, management, sport management, recreation, and social work. The College currently offers undergraduate degrees in more than 40 majors, master's degrees in 15 fields, and doctoral degrees in physical therapy and physical education. The College currently offers undergraduate and master's degrees in psychology in six

concentrations – athletic counseling, clinical mental health counseling, industrial and organizational psychology, marriage and family therapy, school guidance counseling, and student personnel administration. Springfield College now seeks additional authority to offer the Doctor of Psychology.

ACADEMIC AND RELATED MATTERS

Admission Requirements

Students wishing to be considered for admission to the proposed Psy.D. program must satisfy the following requirements: an undergraduate or graduate degree in psychology (or a related field) from a regionally accredited institution; three letters of recommendation; a completed Springfield College Graduate Program application, including an essay describing student's rationale for applying to the Psy.D. program; and a current resume that includes a description of their professional experience.

The College recommends that applicants to the program have a minimum of a 3.0 cumulative grade point average and a score of a minimum of 500 on both the verbal and quantitative sections of the Graduate Record Examination (GRE). Students with a cumulative grade point average of 2.8 or lower may be admitted to the program on probationary status, allowing them one semester to satisfy program requirements for formal admission to the program.

Projected Enrollment

Each year's program enrollment is projected to be 15 students. Target enrollments will be five students entering upon completion of bachelor's degrees, five students entering with 30 to 60 master's credits, and five students entering with 60 master's credits. Students will enroll in 18 to 27 credits per year depending on the number of accumulated transfer credits and year of study in the program.

Enrollment projections for the first five years of the program, including an annual 10% attrition rate, are presented in the table below. These are conservative enrollment projections based on enrollments in similar Psy.D. programs and on data collected from current students and alumni.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------|---------------|---------------|---------------|---------------|---------------|
| First Cohort | 15 | 14 | 12 | 11 | 7 |
| Second Cohort | | 15 | 14 | 12 | 11 |
| Third Cohort | | | 15 | 14 | 12 |
| Fourth Cohort | | | | 15 | 14 |
| Fifth Cohort | | | | | 15 |
| Total Enrollment | 15 | 29 | 41 | 52 | 59 |

Current Tuition and Fee Charges

Graduate tuition and fees for 2010-2011 is \$12,525 (based on 15 credits per semester). The College estimates that the real net means cost will be lower using a calculated discounted rate of 19% to reflect the application of scholarships.

Curriculum (Attachment A)

The proposed Psy.D. Degree is comprised of 115 credits: a core curriculum of 91 credits and a concentration of a minimum of 24 credits. The core offers a foundation in counseling psychology and students may choose from one of three concentrations: athletic counseling, mental health counseling, or marriage and family therapy. These concentrations are currently available through the College's master's level psychology programs.

Because the proposed program is designed for practitioners, a high level of applied experience will be required. Students will be required to complete a counseling practicum; at least three credits of fieldwork prior to the completion of an advanced counseling practicum; two semesters of supervised placements and a one year full-time off campus internship experience. See Attachment C for a list of potential internship placements. In addition to this practical training is a research sequence, including coursework on research methods, a doctoral research practicum, a doctoral research seminar, culminating with a doctoral research project, similar to a dissertation. Students must also pass three comprehensive exams throughout the program in order to advance.

The primary delivery method of the proposed program will occur in a traditional classroom setting with Monday-Friday instruction during day and evening hours, augmented with practice experiences in applied settings. The program can be completed in four to six years. A student entering with an appropriate master degree can transfer in up to 60 credits.

Student Learning Outcomes

Students will be prepared to work in such settings by training in three broad areas: knowledge of psychological theories, research methods, and professional practice; skills in counseling and assessment; and ethics of practice and research.

Knowledge

Students will be required to demonstrate an understanding of the historical, cognitive/affective, biological social, and research (i.e., measurement, methodology, analysis) underpinnings of scientific psychology, as well as the scientific, methodological, and theoretical foundations of counseling psychology with respect to individual and cultural differences in behavior, human development, and psychopathology. Students must also demonstrate an ability to integrate this knowledge ethically with professional practice in terms of psychological assessment, diagnosis, and intervention. Competency in these areas will be demonstrated through student performance in required courses, research projects, comprehensive exams, and faculty/supervisor evaluations.

Skills

Students will be required to demonstrate skills in individual and group counseling, consultation, supervision, psychological assessment, career counseling, and evaluation of intervention efficacy. These skills include sensitivity to cross cultural counseling and diversity issues. Competency in these areas will be demonstrated through academic performance, supervisor observation and feedback, videotapes of counseling sessions, and clinical performance evaluations.

Ethics

Students will be required to be knowledgeable about ethical guidelines of various governing bodies (e.g., American Psychological Association) regarding practice and research, and to demonstrate ethical behavior in their work with clients and when working on research projects. Competency in ethics will be assessed by student performance on relevant coursework, comprehensive exams, and faculty/supervisor evaluations.

Licensure

Students who complete the athletic concentration will satisfy criteria for certification through the Association for Applied Sport Psychology. Those students completing the clinical mental health counseling and family theory concentration will satisfy counselor licensure requirements of the Commonwealth of Massachusetts.

RESOURCES

Faculty and Staff

The College currently has 14 psychology faculty who can support the program. Two new faculty members will devote 100% of their workload to the proposed program: the program chair, and the director of clinical training. In the second year of the program, the College plans to hire an additional full time faculty position to provide support for the doctoral research component of the program, whose workload will be wholly or largely devoted to the Psy.D. program.

In addition to these three faculty positions, at least three additional full-time faculty members in the master level athletic counseling, marriage and family therapy, and mental health counseling programs will serve as core faculty members for the Psy.D. program, although each of these individuals will also continue to provide support for the existing master program concentrations.

While the College may use appropriately qualified adjunct faculty members to assist with this program, the primary staffing will be provided by full-time faculty members who have the qualifications, time, and expertise needed to support the doctoral program. In addition, the proposed program will be supported by a full-time administrative staff member of the psychology department, as well as a full-time graduate fellow.

Facilities and Library and Information Technologies

The program will be housed in Locklin Hall, the building which currently houses the Psychology Department and one of the last buildings that the College intends to renovate as part of a larger campus-wide renovation project. This renovation plan will include a redesign of the current Department space to include the additional faculty offices needed to support the proposed program and space for graduate students, including the Psy.D. students to study, use the College's computer network system, and socialize while on campus. Additional space will also be provided in that plan for offices for adjunct faculty and graduate fellows.

Since the timeline for this renovation is not yet firmly established, the College will provide additional space for the Psy.D. students on campus in an alternate location if the program is implemented prior to the renovation of Locklin Hall.

The College is planning on adding to its library collections to support the program by increasing its \$2,500 annual allocation to \$9,500 for the next four years to allow for purchasing subscriptions of research journals, books, and videos appropriate for doctoral level students. Additional technology-enhanced classrooms have been built; the implementation of Moodle, the College's learning management system, is underway; and additional wireless zones have been established across the campus. Included in these initiatives are faculty and staff training programs to ensure that the technology is both implemented and effectively used to enhance the learning environment for students.

Fiscal (Attachment B)

Springfield College has detailed enrollment projection income and dedicated program expenses for the first four years of the program.

EVALUATION

The proposed program was reviewed October 3-5, 2011 by a visiting committee, accompanied by a DHE staff representative, comprised of faculty members Joan Biever, Our Lady of the Lake University; Kathi Borden, Antioch University New England; and Dorothy Holmes, George Washington University.

Overall, the committee was impressed with the institution's planning and commitment to the program and made recommendations for improvement. The committee suggested that the College differentiate the proposed program with advanced work that is qualitatively distinct from the master's program. This included revising course expectations; developing a separate Psy.D. program mission; refining program components, including the research project and the comprehensive examinations, and learning outcomes in relationship to professional competencies; and setting aside physical space on campus for doctoral-level students to meet and study. In addition, the committee felt that the curriculum was incomplete and suggested adding an advanced course in theories and practice of counseling and psychotherapy. The budget also needed further refinement to reflect the College's plans. The committee specifically suggested the College allocate funds for faculty travel for appropriate training, library expenditures, and expenses related to APA accreditation, as desired by the institution.

The institution revised its curriculum and program to align with doctoral level expectations, including revamping courses distinct from master's level courses, refining expectations of the research project and comprehensive examinations, developing a specific program mission statement, providing course sequencing for students coming into the program at different levels, revising learning outcomes, and adding an advanced course in theories and practice. In addition, the College revised their budget to better reflect its stated plans. After reviewing the College's response, the committee chair expressed that the College substantively and thoroughly addressed all of the committee's concerns.

PUBLIC HEARING

The required public hearing was held March 1, 2011 at the Department of Higher Education, located at One Ashburton Place in Boston, Massachusetts. No comment was offered in opposition to the proposed program.

STAFF ANALYSIS AND RECOMMENDATION

The staff has thoroughly evaluated all materials submitted by Springfield College and finds that the proposal meets the requirements for NEASC-accredited institutions outlined in 610 CMR 2.08. Recommendation is for approval of the school's petition to offer the Doctor of Psychology.

ATTACHMENT A: Curriculum Guide

Composite Graduate Program Curriculum Outline

| Major Required (Core) Courses (Total # of courses required = 28) | | |
|---|---|--------------|
| Course Number | Course Title | Credit Hours |
| PSYC 603 | Psychological Testing | 3 |
| PSYC 610 | Foundations and Methods of Psychological Research | 3 |
| PSYC 612 | Psychopharmacology | 3 |
| PSYC 613 | Professional Ethics | 3 |
| PSYC 614 | Counseling Diverse Populations | 3 |
| PSYC 618 | Qualitative Methods of Psychological Research | 3 |
| PSYC 621 | Theories of Personality | 3 |
| PSYC 622 | Principles of Counseling | 3 |
| PSYC 624 | Psychological Statistics | 3 |
| PSYC 625 | Group Counseling | 3 |
| PSYC 631 | Psychopathology | 3 |
| PSYC 639 | Human Lifespan Development | 3 |
| PSYC 643 | Career Development and Counseling | 3 |
| PSYC 685 | Counseling Practicum | 3 |
| PSYC 687 | Advanced Counseling Practicum | 3 |
| PSYC 704 | Physiological Psychology | 3 |
| PSYC 705 | Doctoral Research Practicum I | 3 |
| PSYC 708 | Learning and Cognitive Psychology | 3 |
| PSYC 709 | Social Psychology | 3 |
| PSYC 710 | Doctoral Research Practicum II | 3 |
| PSYC 716 | History and Systems of Psychology | 3 |
| PSYC 720 | Doctoral Research Seminar | 3 |
| PSYC 727 | Individual Intellectual Testing | 3 |
| PSYC 730 | Doctoral Research Project | 3 |
| PSYC 733 | Theories and Practice of Counseling and Psychotherapy | 3 |
| PSYC 735 | PreDoctoral Internship | 1 |
| PSYC 736 | Supervision and Consultation | 3 |
| PSYC 786 | Doctoral Practicum and Seminar | 12 |
| | SubTotal # Core Credits Required | 91 |

| Elective Course Choices (Total courses required = 8) (attach list of choices if needed) | | |
|--|---|----|
| Athletic Counseling Required Courses | | |
| PSYC 654 | Issues and Techniques in Athletic Counseling | 3 |
| PSYC 657 | Professional Studies in Athletic Counseling | 3 |
| PSYC 670 | Psychology of College Age Adult | 3 |
| PSYC 672 | Laboratory in Counseling Athletes | 3 |
| PSYC 674 | Counseling for Enhanced Performance | 3 |
| PSYC 686 | Practicum/Internship and Seminar | 3 |
| Athletic Counseling Electives (Choose 2) | | |
| PSYC 530 | Psychology of Sport Injury | 3 |
| PSYC 545 | Imagery, Hypnosis, and Self-Hypnosis | 3 |
| PSYC 620 | Health Psychology | 3 |
| PSYC 630 | Adventure Therapy: Facilitating Life Skills through Experiential Learning | 3 |
| | SubTotal # Elective Credits Required | 24 |
| Clinical Mental Health Counseling Required Courses | | |
| PSYC 623 | Crisis Intervention | 3 |
| PSYC 633 | Introductory to Psychotherapy | 3 |
| PSYC 675 | Clinical Seminar in Diagnosis, Assessment and Treatment Planning | 3 |
| PSYC 686 | Practicum/Internship and Seminar | 3 |
| Clinical Mental Health Counseling Electives (Choose 4) | | |
| PSYC 515 | Child Development and Counseling | 3 |
| PSYC 611 | Psychology of Humor | 3 |
| PSYC 668 | Forensic Psychology | 3 |
| PSYC 753 | Personality Assessment | 3 |
| PSYC 758 | Neuropsychological Assessment | 3 |
| PSYC 759 | Child Assessment | 3 |
| | SubTotal# Elective Credits Required | 24 |
| | | |
| | | |
| | | |

| Marriage and Family Therapy Required Courses | | |
|---|--------------------------------------|-----|
| PSYC 660 | Introduction to MFT | 3 |
| PSYC 661 | Postmodern Models | 3 |
| PSYC 663 | Structural Family Therapy | 3 |
| PSYC 664 | Couples Therapy | 3 |
| PSYC 667 | Strategic Family Therapy | 3 |
| PSYC 686 | Practicum/Internship and Seminar | 3 |
| Marriage and Family Therapy Electives (Choose 2) | | |
| PSYC 641 | Psychology of Sexual Behavior | 3 |
| PSYC 662 | Marital & Family Interactions | 3 |
| PSYC 759 | Child Assessment | 3 |
| RHDS 587 | Substance Abuse and Family Treatment | 3 |
| | SubTotal# Elective Credits Required | 24 |
| Curriculum Summary | | |
| Total number of courses required for the degree | | 36 |
| Total credit hours required for degree | | 115 |
| Prerequisite, Concentration, Dissertation or Other Requirements: | | |
| | | |

ATTACHMENT B: Budget

Institution: Springfield College

Proposed Degree: Doctor of Psychology (Psy.D.)

8. Program Budget (cont.)

Psy.D.
FINANCIAL ANALYSIS – BUSINESS PLAN
DIRECT REVENUE & EXPENSES

| Projected Revenues: | Year 1 | Year 2 | Year 3 | Year 4 |
|----------------------------|-----------|-----------|-----------|-----------|
| Students (1) | 15 | 29 | 41 | 52 |
| Projected Credit Hours (2) | 390 | 735 | 975 | 1067 |
| Net Annual Tuition (3) | \$308,100 | \$580,650 | \$770,250 | \$842,930 |

| Projected Expenses: | Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------------|------------------|------------------|------------------|------------------|
| Psy.D. Director (4) | \$64,060 | \$64,060 | \$64,060 | \$64,060 |
| Director of Clinical Training (5) | \$79,444 | \$79,444 | \$79,444 | \$79,444 |
| Tuition remission (6) | \$37,920 | \$66,360 | \$104,280 | \$137,720 |
| Graduate Associate (half time) (7) | \$11,980 | \$23,960 | \$23,960 | \$23,960 |
| Adjunct Faculty (8) | \$2,325 | \$2,325 | \$16,275 | \$16,275 |
| New Faculty Salary/Benefits (9) | | \$65,000 | \$65,000 | \$65,000 |
| Library Resources | \$9,500 | \$9,500 | \$9,500 | \$9,500 |
| Materials/Marketing | \$10,000 | \$7,500 | \$5,000 | \$5,000 |
| APA Professional Development | \$2,500 | \$2,500 | \$2,500 | \$2,500 |
| Contingency Funds (10) | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| Total Expenses | \$227,729 | \$330,649 | \$380,019 | \$413,459 |
| Net Revenue | \$80,371 | \$250,001 | \$390,231 | \$429,471 |

Notes:

- (1) Total number of students in the program. An annual attrition rate of 8-10% was assumed. Each year, one or two students were projected to withdraw from the program;
- (2) It is assumed that there are three types of students; bachelor's degree students, students transferring in between 30 and 60 credits, and students transferring in 60 credits. For the purposes of estimating tuition revenue, different numbers of credits hours were estimated according to different programs of study for each of these student groups;
- (3) Net annual tuition at \$790 per credit hour using 2009-2010 tuition rate;
- (4) Assumes Psy.D. director (associate professor level) ½ time for 12 months;
- (5) Assumes Director of Clinical Training ¼ time administrative ¾ teaching for 11 months;
- (6) Assumes 4 half-tuition grants per class adjusted for attrition in year 2 and 4;
- (7) Assumes 1 half-associate in year one, and 2 half-associates in year 2-4;
- (8) One course is budgeted to be taught by adjuncts in years 1 and 2 and seven courses to be taught by adjuncts in years 3 and 4. These adjuncts would teach sections of core courses and additional sections of concentration courses if needed due to increased enrollment.
- (9) Assumes one new assistant professor faculty position in year 2;
- (10) Assumes contingency expenses including accreditation application and site visit fees.

Appendix C: Potential Internship Sites

The following sites have been approved by the College's internal evaluation process and have affiliation agreements in place for current graduate students in psychology.

Massachusetts Locations:

Community and Support Options, Springfield
Center for Human Development:
Pine Street Outpatient Services, Springfield
Greenfield Outpatient Services, Greenfield
Easthampton Outpatient Services, Easthampton
Department of Youth Services Girls Detention Center, Springfield
Department of Youth Services Boys Detention Center, Westfield
Pace School, West Springfield
Hampden County Corrections Women's Facility, Chicopee
Hampden County corrections Men's Facility, Ludlow
Carson Center, Westfield
Providence Hospital, West Springfield
Geriatric Inpatient Psychiatric Unit
Acute Residential Treatment for Adolescents
Adolescent Inpatient Unit
Holyoke Rehabilitation Center, Holyoke
Baystate Medical Center, Springfield
Adult Inpatient Psychiatric Unit
Adolescent Partial hospitalization Unit
ServiceNet Mental Health Recovery Services, Northampton
Westfield State College Counseling Center, Westfield
Behavioral Health Network
BHN Liberty St. Clinic, Springfield
BHN Clinic, Holyoke
Child Guidance Clinic, Springfield
Key Program, Springfield

Connecticut Locations:

Wheeler, Clinic, Plainville
Bridge Family Center, West Hartford
Charter Oaks Health Center, Hartford
Community Health Resources, Hartford