

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO.: AAC 11-36

COMMITTEE DATE: May 31, 2011

BOARD DATE: June 7, 2011

**APPLICATION OF UNIVERSITY OF MASSACHUSETTS BOSTON TO AWARD THE
Ph.D. IN COUNSELING AND SCHOOL PSYCHOLOGY**

MOVED: The Board of Higher Education hereby approves the application of
University of Massachusetts Boston to award the **Ph.D. in
Counseling and School Psychology**

Upon graduating the first class for this program, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

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

University of Massachusetts Boston

Ph.D. in Counseling and School Psychology

INTENT AND MISSION

Intent

The University of Massachusetts Boston (UMB) filed an expedited application to offer the Ph.D. in Counseling and School Psychology. The purpose of the proposed program is to prepare doctoral-level professional counselors and school psychologists for careers as scholars, university faculty, practitioners, and professional leaders who will contribute to systems-level change towards social justice. In contrast to many applied psychology programs that train clinicians to work with individuals around individual problems, or to conduct research that improves the lives of individuals with specific problems or areas of dysfunction, this program intends to focus on preparing graduates to teach, practice, and to generate the scholarly and interdisciplinary work necessary to create new policy and lead the way towards better practice.

This proposed program builds on the Counseling and School Psychology Department's existing master's (M.Ed. and M.S.) and specialist level (Ed.S. and C.A.G.S.) degrees by providing increased knowledge, teaching skills, and research proficiency not acquired at existing levels of study. The program will offer specializations in school psychology and counseling psychology to maximize the professional flexibility and employability of its graduates, and therefore its appeal to potential applicants. The two specializations were developed to meet requirements to attain accreditation at the doctoral level by the American Psychological Association (APA) in School Psychology and Counseling Psychology and by the National Association of School Psychologists (NASP). The program makes good use of resources by combining students from all specializations in courses and using classes offered by other UMass Boston graduate programs to meet required and elective course requirements.

In addition to the program's focus on social justice and the improvement of systems that impact the psychological health of underrepresented populations, the program is uniquely positioned to respond to the APA mandate advocating for an increased collaboration among counseling psychology, school psychology, and school counseling. Integration of students with various areas of mental health specialization and interests will be accomplished by faculty with high degrees of cross-disciplinary specialization. Nine of the sixteen full-time faculty currently in the department hold credentials in both counseling and school psychology, thereby increasing the potential for the program to be highly innovative in helping students and graduates craft solutions to the challenges of educational policies and practices.

The proposed program has been approved by University's internal governance procedures and was approved by the Board of Trustees of the University of Massachusetts on February 23, 2011. The letter of intent was circulated on March 11, 2011 and responses were received.

Mission

UMass Boston endeavors to become one of the leading urban public universities in the nation and to be ranked as a “high research” university. In accord with these goals, the Ph.D. program in Counseling and School Psychology will add to the depth and breadth of UMass Boston’s commitment to:

provide innovative and often interdisciplinary programs that can respond in a timely manner to societal issues and problems; meet the needs of both traditional and nontraditional students; continue to promote diversity among students, faculty, and staff; and conduct educational, scholarly, and service activities that contribute to meeting the needs of a diverse society. (University of Massachusetts Boston Vision Statement, 2007)

The Ph.D. Program in Counseling and School Psychology aspires to further UMB’s commitment to public service by producing graduates able to develop innovative approaches to solving problems related to educational and mental health care disparities; influence the community educational enterprise, especially at the policy level; and improve the delivery of high quality mental health services. The proposed program will provide highly qualified faculty to the Commonwealth, regional, and national programs preparing practitioners at the master’s and specialist levels, as well as scholars who can integrate research with public service.

NEED AND DEMAND

Counselors and school psychologists provide services essential to the well-being of children, adolescents, and adults in schools and the community but these services are threatened by rising costs, increasing demand, a shortage of providers, and a lack of leaders to ensure appropriate outcomes. In Massachusetts alone, an estimated 1,500 additional mental health workers are needed in the next few years in order to meet the need established by the 2008 Federal Mental Health Parity Legislation in addition to the recent 2008 Children Behavioral Health Initiative (M.G.L. 321). The counseling and school psychology fields are challenged to meet these needs due to a critical shortage of faculty qualified to provide training for professionals, particularly those committed to serving underprivileged and disenfranchised populations, and anticipated retirements. For example, the University reports that during the 2008 Northeast Regional NASP meeting it was discussed that by 2020, 75% of doctoral level school psychologists and 50% of all practicing school psychologists will have retired. In response, the U.S. Department of Education and the Office of Special Education Programs have funded grant programs directed towards the training of doctoral level students in specialized disciplines such as school psychology and to increase the number of future faculty in areas including rehabilitation counseling, school counseling, and family therapy.

Student demand for a doctoral counseling psychology program is also high. The University reports that 67 APA accredited Counseling Psychology doctoral programs account for 500 doctoral degrees per year, and the field has experienced continued growth over the last three decades. Graduates of doctoral counseling psychology programs are able to teach in a variety of institutions (e.g., 2 and 4 year colleges as well as universities and graduate and professional schools) and teach in a wide range of departments because of their preventive and developmental training, research, and emphasis on work and career issue. There is one doctoral program in Massachusetts with an APA accredited programs in Counseling Psychology: Boston College. Northeastern is currently working towards accreditation. These local programs have tended to produce practitioners rather than scholars, and the UMass

Boston program will be further distinguished from all of these programs by its accessibility, its systems focus, and its urban mission.

A review of job postings indicates that there are a very large number of job openings for future graduates of the UMass Boston Ph.D. Program in Counseling and School Psychology. The APA Monitor on Psychology advertises to the entire field of psychology and, as such, is employed primarily for hard-to-fill searches. Nonetheless, during the 27 months from December, 2007 through February, 2010, 187 faculty positions for which UMB graduates would be eligible were advertised in this publication. Of these positions, 121 specified counseling psychology, 55 specified school psychology, 9 specified rehabilitation counseling, 9 specified family therapy, 9 specified school counseling, and 10 specified counselor education (several positions suggested more than one possible specialization for the same position). Further, 46 indicated that they preferred graduates from APA accredited programs.

Currently, there are two doctoral programs in Massachusetts with APA accredited programs in School Psychology; University of Massachusetts Amherst and Northeastern University. A practitioner-focused program, (a Psy.D.) at the Massachusetts School of Professional Psychology has recently been approved by the Massachusetts Board of Higher Education. Other school psychology programs that focus on graduating doctoral level scholars, such as Lehigh University and Syracuse University are geographically distant.

ACADEMIC RELATED MATTERS

Admissions

Admissions to the proposed program will follow the admission requirements for all graduate studies programs as described in the “Admissions” section of the *University of Massachusetts Boston Graduate Bulletin*. The Admissions Committee will review all applications, interview candidates on campus, and recommend admission for those applicants who present evidence of their potential both to complete graduate work with distinction and to become committed and effective counseling or school psychologists. In order to be admitted to the UMB Doctoral Program in Counseling and School Psychology applicants must have:

- a. Completed at least a baccalaureate degree. Given the competitive nature of the program, most successful applicants are anticipated to have undergraduate GPAs of 3.5 or better. Applicants with a psychology major or minor should have graduated with at with a minimum 3.3. in psychology courses as well. Applicants with masters degree are required to have graduated with a minimum 3.5 GPA.
- b. Master’s level applicants are expected to show eligibility for licensure/certification in school psychology by a state board of education or the equivalent if applying for the school psychology specialization. Those applying to the counseling psychology specialization should show eligibility for licensure in family therapy, rehabilitation counseling, school counseling, or mental health by a state board of allied mental health or the equivalent if applying for admission to counseling psychology specialization.
- c. Three letters of recommendation. At least one letter should address academic promise and ability to succeed in conducting systematic inquiry and research.

- d. Scores from the Graduate Record Examination Combined Aptitude Test (GRE). Given the competitive nature of the program, scores at the 50% percentile or above on those measures are minimally expected.
- e. Test of English as a Foreign Language (TOEFL) or the International English Language Testing System exam (IELTS) for international applicants.
- f. A completed project or academic paper.
- g. Undergraduate or graduate statistics course with a grade of B or better.
- h. A 500-word professional goal statement that describes the kind of research the applicant is interested in, why he or she is a match with members in our department, and future career objectives.

It is expected that all bachelor level matriculating students will be enrolled full time in the doctoral program for four years, after which they will have completed a master's in course and have accepted a dissertation proposal, some dissertation data collected, and possibly their dissertation defended. Students who enter with a master's already may finish their dissertation at the end of the third year and move on to their internship in their fourth year. Others will need to complete their dissertation after their internship year or by adding another year onto their program.

Since UMB anticipates that every student will be supported via research and teaching assistantships for three to four years of study, the program has the potential to be considerably less costly and therefore more accessible to a highly diverse population. When supported, almost all tuition and fees for all four years are covered; currently non-covered fees are about \$700 per year. In addition, students would receive stipends of \$14,850 as research assistants and \$16,107 as teaching assistants (or \$15,400 for a combined position), which would contribute substantially toward living expenses and books. (In the budget the University estimated this as \$20,000 a year to include benefits.) The expectation is that students will earn their support via teaching assistantships starting the second half of the second year.

Projected Enrollment

The program is designed for full time study. While many graduates will go on to academic careers in order to prepare counselors and school psychologists, they will also be able to pursue careers in clinical or school settings. For the first two years, the program will accept 8 doctoral students each year. When fully implemented, the program will accept 12 doctoral students per year (see Table 1. Program Enrollment Projection).

Throughout its history, the Department of Counseling and School Psychology has focused on providing access to education for minority and non-traditional students. Like the current master's degree program, the proposed Ph.D. Program in Counseling and School Psychology will target recruitment of minority students with diverse ethnic and racial identities as well as minority and disadvantaged population counselors and school psychologists to expand the availability of certified, culturally competent, and culturally diverse advanced practitioners.

Table 1. Program Enrollment Projection

	# of Students Year 1 2011-2012	# of Students Year 2 2012-2013	# of Students Year 3 2013-2014	# of Students Year 4 2014-1015
New Full Time	8	8	12	12
Continuing Full Time	0	8	16	20
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	8	16	28	32

Members of the department will also continue to attend national professional meetings such as the American Psychological Association, the American Counseling Association, and the National Association of School Psychologists and disseminate information regarding the Ph.D. in Counseling and School Psychology at these meetings and on-line at the UMB website. At present, the UMB Counseling and Psychology faculty is both ethnically and racially diverse and representative of the student population the department seeks to recruit and the population it desires to serve.

Curriculum (Attachment A)

The program requires 88 credits for counseling specialization students and 91 credits for school psychology specialization students. Those coming in with a master's will have a reduction in course credits required to the extent their master's level courses match requirements for our core courses. All courses must be completed with grades of B or better. Core courses in systems change, evidence-based practice, supervision, teaching, statistics, and research design are universally required.

This program is designed to create a generation of doctoral level scholars and professionals who will do work that contributes to systems-level changes towards social justice. All students in the Ph.D. Program in Counseling and School Psychology, regardless of specialization, will attain the knowledge and skills necessary to critically review existing research and applications, conduct original research, teach graduate courses, and become the leaders in the discipline. Coursework will be shared between the specializations, but they will be differentiated by areas of research, the field in which the doctoral student will begin supervising master's level students, teaching opportunities, and accrediting processes.

During the program, students will be required to demonstrate core competencies through active participation in the following activities:

Cognate. Every student will complete a four course cognate. Each student will work with advisors/mentors and collaborating departments to create a cognate specific to his or her interests. Suggested groupings will also be made by program faculty.

Field work. Every student must participate in two semesters of the Advanced Practicum and take two semesters of Advanced Internship. The internship is typically completed during a fourth year after having completed all course requirements. The internship is designed to complete the student's preparation for functioning as an independent professional clinician.

Research Team Participation. Every student will participate on a Faculty-Student Research Team for four years. Each student works closely with a faculty research mentor and (after the first two years of the doctoral program's genesis) at least two other graduate students, collaborating on research projects, presentations, and papers. The first year student will take an assistive role: by the third or fourth year, the student will be directing his or her dissertation research project. With this collaborative approach, each student is expected to contribute to at least one co-authored article prior to graduation.

Teaching. Each student is required to co-teach at least three semesters and also take CSP 782 Teaching at the College Level.

The Qualifying Paper (QP) is completed during the second year. The QP is a critical, synthetic review of a focused body of literature in the area in which the student plans to do his or her doctoral dissertation. Students completing the qualifying paper successfully are admitted to doctoral candidacy.

Dissertation. The final requirement for the Ph.D. in Counseling and School Psychology is a doctoral dissertation that is an original empirical research project (quantitative or qualitative) that makes a substantive contribution to the knowledge base in Counseling or School Psychology. The doctoral dissertation is usually completed by the end of the fourth year, although specialists in School Psychology or Counseling Psychology may choose to complete the dissertation during or following the internship year. The dissertation is an original empirical project that makes a substantive contribution to the knowledge base in counseling or school psychology. The dissertation is supervised by a primary advisor and a doctoral committee consisting of at least two additional faculty members, one of whom comes from an area outside the area of specialization. The committee is responsible for approving the dissertation proposal, overseeing the data collection and analysis, and reviewing the dissertation. The dissertation must be approved by the doctoral committee, and an oral defense must be successfully completed. Completion of a dissertation is one of the most important requirements of the doctoral program.

Student Learning Outcomes

The Counseling and School Psychology Doctoral program was developed to achieve the following learning outcomes:

- Graduates will become critical consumers of current research and applications.
- Graduates will attain knowledge and skills necessary to demonstrate proficiency in serving in leadership roles in the community and profession.
- Graduates will attain knowledge and skills relative to and demonstrate proficiency in conducting qualitative and quantitative research in their field.
- Graduates will attain knowledge and skills relative to, and demonstrate proficiency in, teaching courses at the graduate level.

The goals, objectives, and measures relative to student progress throughout the program are summarized in Table 2.

Table 2. Student Goals, Objectives, and Measures

Goal	Measurable Objective	Strategy for Achievement	Timetable
Graduate will attain advanced knowledge regarding current research and applications in applied psychology	Each student will successfully complete required advanced coursework, achieving grades of B or higher.	Development and provision of core courses.	One year prior to course provision.
Graduates will attain knowledge and skills relative to, and demonstrate proficiency in, serving in leadership roles in the community and profession	Each student will successfully complete coursework related to leadership in systems change and will also complete an Advanced Practicum that requires the demonstration of skills in program/intervention monitoring, achieving grades of B or higher.	Development and provision of Advanced Practicum in affiliated agencies and schools.	One year prior to practicum provision.
Graduates will attain knowledge and skills relative to, and demonstrate proficiency in, conducting qualitative and quantitative research in Applied Psychology	Each student will participate in a research group throughout the three year doctoral program and participate in the production of research papers, resulting in presentations at professional conferences and published papers.	Development of collaborative research teams.	At initiation of program.
	Each student will complete coursework in statistics, quantitative, qualitative, and/or program evaluation/grant design, attaining grades of B or better.	Development and provision of coursework in statistics, quantitative, qualitative, and/or program evaluation/grant design.	One year prior to course provision.

Goal	Measurable Objective	Strategy for Achievement	Timetable
	Each student attain proficiency in completing self-designed research, demonstrated by successful dissertation defenses.	Development of collaborative research teams. Development and provision of coursework in statistics, quantitative, qualitative, and/or program evaluation/grant design.	Third year of program.
	Each student will develop a research agenda sustainable as an Assistant Professor, demonstrated by a faculty review of exit interviews	Development of collaborative research teams. Development and provision of coursework in statistics, quantitative, qualitative, and/or program evaluation/grant design. Successful dissertation.	Fourth year of program.
Graduates will attain knowledge and skills relative to, and demonstrate proficiency in, teaching Applied Psychology	Each student will successfully collaboratively teach content and practicum courses, as well as independently teach content and practicum courses, demonstrated through course evaluations, student grades, and student proficiency.	Development of collaborative teaching assignments. Development and provision of course in teaching. Development and provision of course in supervision. Development and provision of master's level practica in affiliated agencies and schools.	First year of program.

RESOURCES AND BUDGET (Attachment B)

The Ph.D. Program in Counseling and School Psychology is designed to make use of resources related to faculty and administration, student support, facilities and equipment, and library and technology. The department will accomplish this by building upon already existing master's and specialist-level programs; utilizing already existing doctoral-level courses in other UMass Boston programs for statistics, systems and theories of psychology, and electives; and combining program students across areas of specialization in courses and on research teams.

Faculty and Staff

Because the University is using current resources, no new faculty will need to be hired. During AY2008-2009 and AY2009-2010, the University recruited four nationally recognized faculty with specializations in school and mental health counseling. Although they were replacements for faculty who had resigned and retired, these national searches for new full time Counseling and School Psychology faculty considered the needs of the proposed Ph.D. in Counseling and

School Psychology Program as well as the current master's programs in those areas of specialization, and thus are a resource available to the doctoral program. In the Spring of 2011, the department hired a Tenure Track Associate Professor with a degree in Counseling Psychology and a Clinical Faculty member, who will teach 8 courses in the department, in order to accommodate the change in teaching load when full time faculty begin to advise doctoral students.

The UMass Boston administration has committed to funding the new faculty and staff salaries and benefits within its annual budget. The department has committed to providing \$60,000/year in graduate stipend funding out of its department budget. It has also assumed that \$64,000 - \$195,000 in money currently paid to adjunct faculty can be used instead to fund doctoral student teaching. Doctoral students will have tuition and fees covered by their graduate stipends and thus will not themselves generate tuition and fee revenue. In addition, the department will consider grant-funding potential of all new tenure track faculty hires. It expects grant funding to become more accessible with the addition of the proposed Ph.D. program.

Facilities and Equipment

The proposed program will be housed in the Department of Counseling and School Psychology within the Graduate College of Education, University of Massachusetts Boston. Additional required equipment will include offices for new faculty and shared office space for Graduate Assistants/Teachers of Record, computers, phones, and SPSS, SAS, and NVIVO software installed in the already existing CEHD computer lab.

Student Support

Doctoral students will have their tuition and fees covered by their graduate stipends. Stipends are valued at \$20,000 per student per year

Library and Information Technology

The Healey Library serves the entire UMass Boston community but also has services targeted specifically to students in the Department of Counseling and School Psychology. Students are able to use the library on site or by remote access. In addition to book collections, Healey Library subscribes to print and electronic journals and offers individual, group and class library instruction and extensive reference services. The University's Library holdings are entered in an on-line public access catalog, available via telecommunication outside the library. The services provide access to databases, library catalogs, and academic resources throughout the world. In addition, UMass Boston students may obtain borrowing privileges at more than 46 local college and universities. Overall, the current library and technology resources are sufficient to sustain the program. Help and support for faculty and students can be accessed through a number of sources including, but not limited to the Office of Research, UMB Instructional Technology Center, and the Office of Continuing and Distance Education. The University is currently developing an award for doctoral students in conjunction with the library and based on a foundation gift to the library and department.

PROGRAM EFFECTIVENESS

The proposed program intends to meet and maintain high educational and professional standards as promulgated by the American Psychological Association and the National Association of School Psychologists. The proposed program will use a variety of sources of information to achieve the goal of meeting these standards. The Ph.D. in Counseling and School Psychology Advisory Council will be composed of current and former students, faculty, and practitioners from the greater Boston area who meet to discuss the program needs.

While student input will be solicited throughout the program, particularly through course evaluations, success of the program will also be measured by student scores on the national certification examinations. Student progress will be evaluated yearly by program faculty and provided, in writing to each student. Evaluation of student performance will consider academic progress, grades, professional dispositions, and professional behaviors.

All faculty will be reviewed annually by the Department Personnel Committee for quality of teaching, scholarly work, and service contributions. Student evaluations are part of the annual review for all faculty teaching in the program. In addition, the program director will conduct course reviews that provide an opportunity for faculty to receive peer feedback on the effectiveness of their courses and promoting the desired learning outcomes for students. Courses will be reviewed individually and necessary changes recommended according to criteria for continuous quality improvement.

EXTERNAL REVIEW

The proposed program was reviewed by the evaluation team of Tammy Hughes, Associate Professor, Duquesne University and Kathleen Davis, Emerita Professor, University of Tennessee, Memphis. The team conducted an on-site visit from December 6-8, 2010 and met with Provost Winston Langley, deans of education and graduate studies Carol Colbeck and Joan Liem, department chair Sharon Lamb, as well as other faculty and local supervisors that would be involved in the field-based training of the proposed program. Following the review of the proposal and the site visit, the team recommended the Ph.D. in Counseling and Psychology program for approval. The team found the program to be of high quality, with the potential to meet the highest accreditation standards and to attract and retain students and faculty able to advance the reach and reputation of the University.

The team characterized the curriculum content of the program as well developed and cited the collaborative nature of the planning as one of the major strengths of its development. The social justice framework was also praised as a distinctive element of the program and a clear indication of the faculty's commitment to serving immigrant, low socioeconomic and underrepresented groups through curriculum and field experiences. The creation of vertical research teams was viewed as a well chosen and viable means of producing high quality research and maximizing faculty and student scholarly productivity. The team suggested that the faculty develop more practicum and field experiences in under-served settings and populations. UMB was also urged to consider adding two semesters of doctoral practicum courses and to make the internship a requirement. The team questioned the feasibility of the decision to only accept masters level students and professionals and strongly recommended that the UMB reconsider enrolling post-bachelor level students.

The team was confident that APA and NASP accreditation were achievable and recommended the University withdraw seeking accreditation from the Council for Accreditation of Counseling &

Related Education Programs (CACREP). The team advocated for using resources to prioritize the APA accreditation and to secure faculty hires in counseling psychology and other senior faculty to assist in planning and decision making. The team suggested that the program should seek and develop additional sources of revenue; add start up funds for new faculty; and increase support for doctoral level students. To ensure that UMB meets accreditation criteria, the team recommended further development of rubrics to identify how students meet core, specialty, and cognate requirements, as well as social justice expectations from field placement and practicum.

Institutional Response

UMB revised the curriculum to include additional practicum courses and a required internship. The University's accepted the recommendation from the review team to admit bachelor level students (in addition to post masters and post credential students). The curriculum was also changed to incorporate an additional rubric to show how the social justice expectations are being addressed. In addition, the department has plans to outline the exact courses a student would take for each concentration. Also, after careful consideration, UMB decided to drop a preliminarily proposed counselor educator concentration and the attendant accreditation from CACREP. The department will offer two concentrations and apply its fiscal and human resources to activities germane to the goals and objectives of the program and the APA accreditation process.

The University has adjusted its plans and expects to take 8 students or fewer per year. This change is a reflection of the department's continued dependence on the University to support stipends. As additional funding from other sources develops, admissions may increase to up to 12 students per year. UMB agrees that the department should support first year doctoral students with stipends but respectfully disagrees with the suggestion from the reviewers that this can be done by increasing online course offerings. Budget concerns related to facilities and equipment have been addressed in the revised budget.

Faculty needs have been recalculated in response to the recommendations from the external review team that the department should admit students directly from their bachelor's degree, rather than admitting them post-master's as originally indicated in the proposal. The external reviewers recommended 3 tenure-track faculty and 3 clinical faculty (no research responsibilities, 4/4 load). The revised budget indicates the hiring of three tenure-track and 2 clinical faculty in the first four years of the program. The budget assumes \$90,000 salaries plus benefits for the two associate professors, \$75,000 plus benefits for the assistant professors, and \$60,000 for the clinical faculty in addition to cost of living salary increases as currently funded in the union contract.

STAFF ANALYSIS AND RECOMMENDATION

Department staff thoroughly reviewed all documentation submitted by UMB and external reviewers. Staff recommendation is for approval of the Ph.D. in Counseling and School Psychology.

Upon graduating the first class for this program, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources and program effectiveness.

ATTACHMENT A: GRADUATE PROGRAM CURRICULUM OUTLINE

1. Courses that are already existing Master's Level courses have prefixes of COU and SPY and an asterisk to signify an additional doctoral component.
2. When requirements for each track (COU vs SPY) diverge, both courses are listed side by side below, separated by a slash, with the counseling requirement always listed before the school psychology one.
3. At the discretion of the program faculty, credits in equivalent graduate level courses that have been used to attain previous graduate degrees may be applied to waive specific requirements and reduce the number of required credits.***

Major Required (Core) Courses (Total courses required =26 for COU- 27 for SPY track		
Course Number	Course Title	Credit Hours
	YEAR ONE (students will also be in research groups and a 5 hour a week Practicum)	
COU 614*	Counseling Theories and Practice I (taken in summer)	3
COU 615*/COU 635*	Counseling Theories and Practice II /Behavioral Counseling (taken in summer)	3
CSP 701	Social Behavior and Systems from a Social Justice Perspective	3
COU 620*/SPY 601*	Human Development/Issues and Ethics in School Psychology	3
COU 608*/ SPY 611*	Abnormal Psychology/ Child Psychopathology	3
COU 622*/ SPY 607*	Family Therapy Theories / Prevention and Intervention	3
CSP 717	Psychotherapy with Children and Adolescents: Individual, Group, and Family	3
COU 653*/SPY 653*	Cross-Cultural Issues in Counseling	3
COU 613*/ CSP 746	Vocational Assessment/ Advanced Educational Psychology (although a new course will be created for school psychology doctoral students only, talented master's level students will be permitted to take it to meet enrollment requirements) / Each course will have a 5 hour Practicum component	3
COU 674*/SPY 610*	Psychopharmacology/ Neuropsychology	3
	YEAR TWO (students will be in research groups, a 10 hour a week Practicum; and teach one course each semester)	
CSP 708	Statistics	3
CSP 704	Research Methods	3

COU 632*	Consultation (only for SPY students) / taken in summer	(3)
CSP 782	Teaching at the College Level	3
CSP 705	Assessment and Diagnosis I	3
CSP 706	Assessment and Diagnosis II	3
	YEAR THREE (students will be in research groups, a 10-15 hour a week Practicum, and teach one course each semester)	
CSP 702	Evidence-based Practice and Policy	3
CSP 703	Individual Bases of Behavior	3
PSYCH 770	Advanced Statistics	3
PSYCH 680	History and Systems	3
CSP 788	Advanced Practicum First Semester	3
CSP 788	Advanced Practicum Second Semester	3
	YEAR FOUR (students will be in research groups and teach one course each semester; some may choose to do an additional practicum)	
CSP 780	Supervision	3
CSP 891	Dissertation Seminar and Qualifying Paper	3
CSP 899	Dissertation Research (can be repeated)	1
	YEAR FIVE	
	Students will be at full-time internships	
CSP 888	Internship First Semester	3
CSP 888	Internship Second Semester	3
	SubTotal # Core Credits Required	76/79

Other/Elective Course Choices (Total courses required =4)		
Cognate	These four cognate courses permit our students to specialize in important areas that will enhance their employability upon graduation	3
Cognate	Cognate Areas: International Psychology; Policy and Administration; Critical Psychology; Positive Psychology	3
Cognate	In this way, outstanding courses from other disciplines and other colleges at UMass Boston can be used.	3
Cognate	Students develop their 4 course cognate in discussion with their advisor. They take them primarily in their 4 th year.	3
	SubTotal # Elective Credits Required	12
Curriculum Summary		
Total number of courses required for the degree (Number of new courses = 17)		30/31 (including 1 credit course)
Total credit hours required for degree		88/91
Prerequisite or Other Additional Requirements: Practica Experiences, Qualifying Paper, Dissertation, Internship		

ATTACHMENT B: BUDGET PROJECTION

NEW ACADEMIC PROGRAM BUDGET

One Time/ Start Up Costs	Cost Categories	Annual Expenses			
		Year 1	Year 2	Year 3	Year 4
30,000	Full Time Faculty – salary and Fringe (approximate) 2 nd tenure line to come in year 2 Clinical instructor to come in year 3 3 rd tenure line assistant professor and 1 additional clinical professor	\$120,747	\$124,406	\$128,118	\$131,960
30,000			\$124,406	\$128,118	\$131,960
				\$80,576	\$83,460
30,000					\$100,722
	Part Time/Adjunct Faculty <i>(Salary & Fringe)</i>				\$83,460
	Staff (approximate)	\$53,888	\$55,494	\$57,143	\$58,851
	General Administrative Costs Accreditation Fees	\$5000	\$5000	\$5000	\$5000
	Instructional Materials, Library Acquisitions				
	Facilities/Space/Equipment Computers <i>Renovation costs are unknown until space is provided. We assume university will take care of renovation costs out of operational budget.</i>	8,400 One new Faculty Office and one staff office	1,200 A second new faculty office	3,600 A third faculty Office	1,200 A 4 th and 5 th faculty office
	Field & Clinical Resources/ Assessment equipment		\$16,000	\$200	\$200
	Marketing/ Publications	\$2500	\$1000	\$1000	\$1000
	Other (Specify)/ Stipends average of \$20,000 per student for 8 students (each student .5 RA/.5 TA II for three years) Year one (8 students); Year two (16); Year three (24); Year four (32)	160,000	320,000	480,000	640,000
	TOTALS	\$350,535	\$647,506	\$883,755	\$1,237,813

One Time/Start-Up Support		Annual Income			
		Year 1	Year 2	Year 3	Year 4
	Revenue Sources				
	Grants – anticipated support for 3 GA's for first three years		\$46,659	\$48,058	\$39,500
	Tuition (summer courses)	20,000	25,000	25,000	25,000
	Tuition (Masters Courses)	25,920	51,840	77,760	129,600
	Fees (Masters Courses)	93,840	187,680	281,520	469,200
	Departmental: <i>from savings of revenue from online programs</i>	\$60,000	\$60,000	\$60,000	\$60,000
	Reallocated Funds – (assuming base rate of \$4000 per class with 3 annual increase)		\$64,000	\$131,840	\$195,000
	UMB Budget (Faculty and Staff Salaries)	174,635	304,306	393,955	590,413
	Total Revenue	374,395	675,485	1,018,133	1,508,713