

**BOARD OF HIGHER EDUCATION**  
**REQUEST FOR BOARD ACTION**

**NO.:** AAC 09-13

**BOARD DATE:** April 30, 2009

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**MASSACHUSETTS SCHOOL OF PROFESSIONAL PSYCHOLOGY, INC.**  
**Doctor of Psychology in School Psychology**

**MOVED:** The Board of Higher Education hereby approves the Articles of Amendment of **The Massachusetts School of Professional Psychology, Inc.**, to award the Doctor of Psychology in School Psychology.

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

**Contact:** Francesca B. Purcell, Ph.D., Associate Commissioner for Academic and P-16 Policy

## **BOARD OF HIGHER EDUCATION**

April 2009

The Massachusetts School of Professional Psychology, Inc.

### Doctor of Psychology in School Psychology

#### **INTENT**

The Massachusetts School of Professional Psychology, Inc. (MSPP) filed a petition with the Board of Higher Education to seek approval to offer a Doctor of Psychology in School Psychology (Psy.D.). The proposed program is designed for students who wish to work as school psychologists at an advanced level of competency, as school psychology supervisors or administrators, or as mental health professionals in school and related community settings. The proposed program builds upon the currently offered Master of Arts in Professional Psychology and the Certificate of Advanced Graduate Studies in School Psychology.

In regard to licensure and certification preparation and eligibility, program graduates would qualify for certification as school psychologists through the Massachusetts Department of Elementary and Secondary Education. The program would also help prepare students to pass the Praxis II examination in school psychology, which is required to transition from initial to professional level certification as a school psychologist in Massachusetts. The program would also qualify graduates to apply for licensure as psychologists in Massachusetts. At the national level, the program is designed to facilitate graduates' application to become a Nationally Certified School Psychologist.

#### **INSTITUTIONAL OVERVIEW**

In 1972 a group of psychologists from the Massachusetts Psychological Association and its affiliate, the Massachusetts Psychological Center, initiated plans for The Massachusetts School of Professional Psychology. MSPP received authority to award the Doctor of Psychology degree (Psy.D.) in 1980, the Master of Science in Clinical Psychopharmacology in 2000, and the Master of Arts in Professional Psychology and the Certificate of Advanced Graduate Studies in School Psychology in 2005. MSPP also provides re-specialization in clinical psychology and offers non-matriculating courses.

MSPP is accredited by the New England Association of Schools and Colleges and by the American Psychological Association.

#### **ACADEMIC AND RELATED MATTERS**

##### Admission Requirements

The admissions requirements for the proposed Psy.D. in School Psychology program are as follows:

1. Earned B.A. or B.S. degree;
2. Prior coursework or relevant experience in psychology or education;
3. GPA of 3.0 or better;
4. Completed application with three recommendations and official transcripts;
5. Interview;
6. GRE scores (a minimum combined verbal and quantitative score of 1100 and a writing score of 4.5); and

7. The student must pass the Massachusetts Test of Educator Literacy or the equivalent test required for certification/licensure in the state in which the student is currently employed or expects to be employed.

Students in the MSPP M.A./C.A.G.S. School Psychology program may apply to the proposed Psy.D. program after earning the C.A.G.S. and passing the comprehensive examination.

Projected Enrollments

	<b># of Students Year 1</b>	<b># of Students Year 2</b>	<b># of Students Year 3</b>	<b># of Students Year 4</b>
New Full Time	4	4	4	4
Continuing Full Time	0	4	8	8
New Part Time	12	12	12	12
Continuing Part Time	0	12	24	32
<b>Totals</b>	16	32	48	56

Curriculum (Attachment A)

The proposed program requires a total of 116 credits (46 courses). The first phase of the proposed program consists of the current M.A./C.A.G.S. core course requirements and related field work, which total 66 semester credits and require three years of full-time study. This will provide students with the essential skills and knowledge—and requisite coursework—to serve as a licensed school psychologist.

The second phase of the proposed program (“post-M.A./C.A.G.S.”) consists of advanced coursework that enables candidates to broaden their scope of practice, enhance their effectiveness in leadership and supervisory roles, deliver specialized services that schools do not routinely have on staff, and complete the doctoral project.

At all stages of the proposed program, candidates are either in field placements (practica or internships) or working as practitioners. All field placements are associated with a concurrent clinical seminar that provides supervision and support by training program faculty.

**RESOURCES**

Human Resources

The MSPP School Psychology Program currently has three *core faculty* members (full-time or near full-time, with responsibilities for teaching, advising, and institutional service) and six part-time faculty members. One additional full-time/core faculty position and one part-time School Psychology Program faculty position will be hired to supplement existing faculty.

Primary administrative responsibility for the program will be assumed by Dr. Bob Lichtenstein, who currently directs the MSPP MA/CAGS School Psychology Program. The School Psychology Program is one of several programs and curricular activities that fall under the jurisdiction of Dr. Stanley Berman, Dean, Programs of Advanced Graduate Study. The MSPP

Field Placement Office, working in conjunction with the School Psychology Program's field placement director, will assume responsibility for field placement arrangements and quality assurance. In regard to administration, the following positions and areas will have increased responsibilities and support program director, field placement director, admissions and marketing, and student administrative support.

#### Fiscal Resources (Attachment B)

MSPP submitted a five-year financial plan based upon the enrollment of four full-time students and twelve part-time students. Revenues from tuition and fees minus the costs associated with the proposed programs would yield an anticipated profit of \$29,280 in year one, \$143,560 in year two, and \$215,340 in year three and beyond.

#### Library

The MSPP library has a core collection of books, scholarly periodicals, assessment materials, new reference materials, and audio-visual materials with over 7,000 monographs, access to electronic psychological journals, 200 videos, and a wide range of psychological assessment and testing tools. The library participates in a comprehensive interlibrary loan service and has access to the latest computerized and online bibliographic databases. The library also houses archival materials, promotes current awareness of research trends in the discipline (i.e., topical displays of current interest), and the Learning Resource Technology Center (a set of computers and Internet access) to support student technology needs.

Students have access to several online and full text databases, such as PsycInfo, PsychArticles, Behavioral Science, Expanded Academic and Health Reference, Psychoanalytic Electronic Publishing, Proquest Psychological Journals, Proquest Educational Journals and Proquest Social Science Journals. These resources provide access to 1,196 full-text scholarly publications in psychology, psychiatry and mental health; and 5,495 full-text titles in related field such as education, sociology, biomedical, nursing and allied health sciences, and other academic disciplines.

#### Facilities and Equipment

MSPP is located in the West Roxbury section of Boston, Massachusetts. The institution has expanded its former 17,000 square foot area by leasing an additional 11,000 square feet of its building as of January 2008. The building contains ten classrooms, accommodating between 15 and 40 persons each and can be combined to accommodate larger groups for conferences and special events. The building also has faculty and administrative offices, two kitchens, two lounges, a faculty lounge, two sets of restrooms, and a modern library that includes quiet study space, computer stations, and a copy area.

### **EVALUATION**

#### Visiting Committee

The proposed program was evaluated by an external visiting committee, comprising Robert W. Motta, Ph.D., ABPP (Chair), Director, Doctoral Program in School-Community Psychology, Hofstra University; Kevin J. Filter, Ph.D., NCSP, Assistant Professor, Minnesota State University; and Joel Erion, Ed.D. NSCP, Coordinator, School Psychology Program, Edinboro University of Pennsylvania. During the site visit, the committee toured the facilities and met with administrators, faculty, staff, and students.

#### Findings

The visiting committee commended MSPP for its current, well-established and successful graduate programs, noting that the Psy.D. in Clinical Psychology earned the highest level of approval that can be achieved from the American Psychological Association. The visiting

committee was very favorably impressed with the overall academic climate at MSPP and noted that it should serve as a model for larger traditional programs. The committee recommendations included that MSPP apply for approval from the National Association of School Psychologists for the proposed Psy.D. program, reconsider and improve the progression of coursework in the proposed curriculum, present admissions requirements more clearly, and fully define the nature of the doctoral projects. The visiting committee also noted that the faculty have extensive teaching, practitioner, and professional experience but expressed concern over a lack of readiness for chairing doctoral projects.

#### Institutional Response

MSPP responded that it will seek approval from the National Association of School Psychologists at the earliest possible opportunity. MSPP made substantial curriculum revisions to provide for more specialized courses in a more logical progression, clarified admissions requirements, and submitted a comprehensive list of guidelines for the doctoral projects. MSPP agreed that faculty will need preparation to serve as doctoral project chairs and determined that such faculty members will be required to serve on at least two doctoral committees prior to chairing. Capability to chair doctoral projects will also be added as a criterion in the faculty search.

#### **PUBLIC HEARING**

The required public hearing was held on Thursday, April 9, 2009, at 10:30 a.m. in the Department of Higher Education's office. No comments were offered in opposition to the proposed program.

#### **STAFF ANALYSIS AND RECOMMENDATION**

After a thorough evaluation of all documentation submitted, staff is satisfied that the proposed Doctor of Psychology in School Psychology meets the criteria set forth in 610 CMR 2.08(3) in the Degree-Granting Regulations for Independent Institutions of Higher Education. Recommendation is for approval.

**ATTACHMENT A: Curriculum Outline**

<b>Required (Core) Courses, M.A./CAGS Level (Total courses required = 24)</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
IA 520	Instructional Assessment & Intervention	3
RS 526	Statistics	3
LS 659	Life Span Development	3
SN 512	Educating Children and Adolescents with Special Needs	3
FP 501	Practicum I: School Environment and Educational Assessment	2
PA 500	Psychoeducational Assessment	3
BC 521	Behavioral Assessment, Intervention, and Consultation	3
PY 521	Psychopathology of Childhood and Adolescence	3
RS 555	Research Methods and Program Evaluation	3
FP 502	Practicum II: Psychoeducational Assessment and Intervention	2
CC 522	Diversity and Cross-Cultural Psychology	3
PH 501	Preventive Mental Health in the Schools	3
PA 600	Social-Emotional Assessment	3
CX 610	Counseling and Psychotherapy in Schools	3
GR 611	Group Process and Group Therapy	3
FP 601	Practicum III: Clinical Practice	2
PS 630	Legal, Ethical and Professional Issues in School Psychology	3
BL 622	Biological Bases of Behavior and Learning	3
ST 631	School and Family Systems	3
FP 602	Practicum IV: Clinical Practice	2
FP 701	Internship A	3
CS 701	Internship Seminar A	2
FP 702	Internship B	3
CS 702	Internship Seminar B	2
	Subtotal # Core Credits Required	66

<b>Required (Core) Courses, Post-M.A./CAGS (Total courses required = 19)</b>		
	<b>Psychological Foundations (All)</b>	
CA 601	Cognitive and Affective Bases of Behavior	3
PS 600	History and Systems	2
PS 603	Social Bases of Behavior	3
	<b>System Interventions and Indirect Services (All)</b>	
CO 870	Consultation in Schools	3
MH 732	Children's Mental Health Systems and Policy	3
SU 871	Supervision of School Psychological Services	2
	<b>Psychoeducational Theory and Practice (minimum of 2)*</b>	
LD 772	Learning Disabilities: Research to Practice	2
PR 776	Preschool Services: Assessment and Intervention	2
RL 774	Reading and Language Arts: Research to Practice	2
ET 773	Educational Therapy	2
	<b>Assessment (minimum of 2)*</b>	
PA 700	Advanced Psychoeducational Assessment	2
PA 725	Advanced Social-Emotional Assessment of Children and Adolescents	2
PA 775	Bilingual Assessment	2
	<b>Clinical Interventions (minimum of 2)*</b>	
CL 520	Clinical Interviewing	2
CP 770	Brief Counseling in School Practice	2
GR 523	Advanced Theory of Groups: Practice/Therapy	2
FX 615	Advanced Family Theory	2
	<b>Doctoral Project and Internship coursework</b>	
PR 811	Doctoral Project I: Advanced Research Methods*	3
PR 911	Doctoral Project II: Project Design and Development	2
PR 912	Doctoral Project III (individual mentorship)	3
CS 801	Doctoral Internship Seminar A	2
CS 802	Doctoral Internship Seminar B	2
CS 803	<i>Doctoral Internship Seminar C (continuing, as needed)</i>	(2)
FP 801	Doctoral Internship A**	2
FP 802	Doctoral Internship B**	2
FP 803	<i>Doctoral Internship C** (continuing, as needed)</i>	(2)
	Subtotal # Core Credits Required	44

	*Non-selected post-M.A./CAGS courses in these categories may be used as electives	
<b>Concentration Course Choices</b> (Required for Latino Mental Health students only)		
CS 722	Clinical Seminar in Latino Mental Health	2
MH 681	Latino Mental Health in the U.S., Part 1	1
MH 682	Latino Mental Health in the U.S., Part 2	1
<b>Other/Elective Course Choices (Total Courses Required = 3)</b>		
BX 700	Clinical Practice of Cognitive Behavioral Therapies	2
DS 620	Directed Study in School Psychology	2
FX 600	Infant, Toddler, Parent Intervention	2
GT 520	Gender Theory	2
HP 530	Theoretical Foundations in Clinical Health Psychology	2
MH 512	Forensic Psychology: Children and Families	2
PY 621	Advanced Seminar: Child/Adolescent Clinical Practice	2
SB 522	Addictive Disorders: Theory and Treatment	2
SB 631	Eating Disorders	2
	Subtotal # Elective Credits Required	6
<b>Curriculum Summary</b>		
Total number of courses required for the program		46
Total credit hours required for program		116
<b>Prerequisite, Dissertation or Other Additional Requirements:</b>		
<p>Doctoral project has associated course credits, as indicated above. Also, as needed:  PR 950 Doctoral Project IV (continuation—tuition only) – 0 credits</p>		



**ATTACHMENT B: Budget**

	Sep 2009	Sep 2010		Sep 2011			Sep 2012			
	Group A Year 1	Group B Year 1	Group A Year 2	Group C Year 1	Group B Year 2	Group A Year 3	Group D Year 1	Group C Year 2	Group B Year 3	Group A Year 4
Tuition	274,880	274,880	274,880	274,880	274,880	274,880	274,880	274,880	274,880	54,976
Student Service Fee	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	3,600
Application Fee	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	600
<b>Total Revenue</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>59,176</b>
Instruction	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	45,000
Administration - Director	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	-
Administrative Assistant	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	-
Library Staff	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	-
Fringe Benefits @ 10%	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	4,500
Networking Infrastructure	20,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-
Marketing	20,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-
Library Books, Periodicals	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	2,500
Memberships	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	1,000
Student Services	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	3,500
Student Activities	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	1,500
Contribution of new space	30,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	-
Use Allowance	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	-
Custodial, Utilities, Insurance	15,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-
Recovery of Development costs (Surplus)	29,280	71,780	71,780	71,780	71,780	71,780	71,780	71,780	71,780	1,176
<b>Total Expenditures</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>283,280</b>	<b>59,176</b>
<b>Number of Students</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>8</b>

**Assumptions**

- Students - 16/class
- Credits per year - 20
- Three to Four Year Program
- Tuition - \$859 per credit hour