

(DRAFT 8/25/09)

**Proposal to Change the Terminal Degree  
Awarded in School Psychology from  
Certificate of Advanced Graduate Study (C.A.G.S.)  
to Educational Specialist (Ed.S.)**

Submitted by:

Steven Luz-Alterman, Ph.D., Interim Director, School Psychology Program  
Analucia Schliemann, Ph.D., Chair, Department of Education  
Silas Pinto, Ph.D., Core Faculty, School Psychology Program  
Laura Rogers, Ed.D., Core Faculty, School Psychology Program

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## PROPOSED DEGREE CHANGE IN SCHOOL PSYCHOLOGY

### OVERVIEW

#### Executive Summary

With this proposal we are seeking to change the current Certificate of Advanced Graduate Study (CAGS) as the credential awarded to our graduates upon completion of the School Psychology program, replacing it with the degree of Educational Specialist (Ed.S.). Our current proposal does not require any significant changes in the structure, organization, or operation of the School Psychology Program from its present configuration.

The School Psychology Program has been in operation in the Department of Education since the mid 1970s. Until 1992, the terminal degree was the Master of Arts (MA) awarded upon completion of the then two-year program. In 1993, the program expanded from 20 to 23 courses, and from two years required for completion to three years. The MA degree was awarded after 20 courses were completed, and a new credential approved by the Trustees, the CAGS, was awarded upon completion of the three year program. These changes were made to address new state certification requirements that were then put in place. Beginning in the Fall of 1996, the MA and CAGS were restructured such that the MA was awarded upon the completion of 12 courses, and the CAGS was awarded upon completion of the remaining 11 courses. This was done for several reasons, including consistency with other Masters programs within the University which were 10-12 courses in length; salary benefits for our graduates; elimination of our terminal Masters program as recommended by national training standards; and recognizing the CAGS as an additional level of competence and expertise beyond the Masters degree and equivalent to it in the rigor of its requirements.

We are seeking to change the CAGS as the credential awarded to our graduates upon completion of the program, and to replace it with the Educational Specialist (Ed.S.) degree. There are several reasons for this recommendation. First, national training standards designate programs such as ours as 'Specialist Level' programs. This is intended to recognize a level of training that is post-Masters, but pre-Doctorate. No states allow for the licensed practice of school psychology with only a Masters degree. The Ed.S. degree is consistent with this usage. Second, the CAGS is limited to regional recognition and is largely unknown in other parts of the country. Third, the word 'certificate' is often associated with a less rigorous course of study and not considered as the equivalent of a degree. This difficulty has occurred for one of our students within Tufts when he was told that the Loan Repayment Assistance Program did not apply to certificate programs. Finally, the significant majority of other specialist level programs nationally award the Ed.S. as the culminating degree. Of the 62 institutions accredited by the National Association of School Psychologists (NASP) offering a practitioner degree, 43 offer the Ed.S., 7 offer the Specialist in School Psychology, 5 offer the CAGS, and the remaining 7 offer other degrees. Other local programs are moving in this direction, and we see making this change as necessary to remain competitive in attracting the top applicants in the future.

## Introduction

The School Psychology Program is currently a three-year, twenty-four course program leading to a Master of Arts and Certificate of Advanced Graduate Study (MA/CAGS) in School Psychology, as well as institutional recommendation for licensure. The MA degree requires completion of 13 courses, as well as the 150-hour pre-practicum experience. The CAGS requires completion of 11 additional courses, including the 600-hour practicum and the 1200-hour internship. Students already holding at least a masters degree in a closely related field, such as counseling, social work, or clinical psychology, may apply for admission to the CAGS only track. Students not holding at least a masters degree in a closely related field apply to the combined MA/CAGS program. When students complete the program they are eligible to apply for licensure, but must meet any other state requirements as determined by the Massachusetts Department of Education. With approval of this proposal, instead of a CAGS, graduating students will be awarded the Ed.S. degree. Dawn Terkla, Associate Provost for Institutional Research and Evaluation, has consulted with the New England Association of Schools and Colleges (NEASC) and confirmed that Tufts University can grant that Ed.S. degree under its current accreditation status.

The demographics of our nation continue to change, and along with them life in our schools. These complex changes are not limited to urban and urban rim communities, but are frequent in suburban communities as well. Active engagement in the life of complex school systems, with the aim of confronting difficult social problems and promoting equity and fairness for all in the school community, presents many challenges to the practice of school psychology. School psychology has a vital responsibility in the nation's schools to promote mental health and secure quality education for all children. Given this responsibility, our mission is to prepare effective, culturally competent problem solvers ready to serve all children in general public education and children with disabilities. Our program utilizes an approach to problem solving that is well grounded in various scholarly traditions. The problem solving process is central to our overarching commitment to an eco-systemic, developmental, and multicultural framework that exposes students to a broad spectrum of assessment and intervention techniques from various theoretical orientations.

A hallmark of the Tufts program is the emphasis on the application of classroom-based knowledge to school-based problems encountered in the field throughout the three years of the program. We have ongoing affiliations with a number of urban / diverse school systems where many students complete their first two years of field experience. These include Boston, Cambridge, Chelsea, Lawrence, Medford, and Methuen. In addition, we have unique training partnerships with the Children's Hospital Neighborhood Partnership program and Wediko Children's Services in Boston that offer special opportunities for work in urban schools. Suburban placements include Acton, Concord, Lexington, Lincoln-Sudbury, Natick, Newton, Reading, and Winchester, among others within the metropolitan Boston area. Upon completion of the program, students have a minimum of 1950 hours of supervised experience.

Following from our view of contemporary practice, we have identified six objectives for our students. These objectives are designed to promote the development of

proficiency in culturally competent problem solving. As students progress through the program, we expect:

- Competence in addressing the needs of children, families, and schools with respect to issues of race, class, culture, ethnicity, gender, sexual orientation, and disabilities.
- Competence in using problem solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems, and policy levels.
- Proficient skills in the areas of assessment, collaborative problem solving, prevention, mental health counseling, behavioral intervention, and consultation that is culturally informed.
- Competence in evaluating research evidence (from the professional literature and from their own practice) for intervention planning, program development, and evaluation, with an awareness of the social and political context of all research activity.
- Competence in ethical, legal and responsible practice encompassing a moral and ethical commitment to addressing inequities in schools.
- Integration of coursework, field experiences, research skill, and technology into a developing knowledge base that informs practical solutions to school based problems.

## Rationale

Prior to 1990, school psychology was one of three sub-specialty tracks attracting approximately 5-6 students per year within a larger Counseling Psychology Program in the Department of Education. In 1990, the remaining two sub-specialty tracks in adult mental health and school counseling were phased out, and the school psychology program was expanded. Since then, the School Psychology Program has demonstrated consistent success in attracting between 70 and 100 applicants per year resulting in class sizes of from 12-20 students with the average being approximately 16 students per year. The Chief Financial Officer at the time also demonstrated the profitability of the program. The program has evolved within the larger mission of the Department of Education, and particularly the Master of Arts in Teaching Program, with an emphasis on preparing professionals to work in underserved and under-resourced settings. We also see this as entirely in keeping with Tufts hallmark initiatives in citizenship and public service. The demand for school psychologists remains strong with national shortages being the norm for at least the past 15 years. This was recently documented when U.S. News and World Report designated School Psychologist as one of the best careers of 2009. U.S. News describes the job outlook as strong for a school psychologist due to the increasing need for services in school districts and the approaching retirement age for current professionals in the field. This assessment was based upon researching hundreds

of careers, looking for the best outlook in this recessionary economy, the highest rates of job satisfaction, the most prestige, and the highest pay.

In order to maintain our strong academic reputation, and to continue to attract the strongest applicants, the time is right for us to award the Educational Specialist (Ed.S.) degree to our graduates, instead of a CAGS. The Ed.S. degree is typically awarded after the baccalaureate and two years of graduate study. It is intended to recognize a level of academic achievement beyond the master's degree, but prior to the doctorate. The Ed.S. degree usually requires a minimum of 30 semester hours of study beyond the master's degree. Our program is currently structured exactly along these lines, with the master's being awarded after 36 semester hours, followed by the CAGS upon completion of the remaining 33 semester hours. The Ed.S. is awarded at many strong school psychology programs across the nation. Please see Appendix A summarizing the program requirements and structures of several of these programs. Among local programs, the University of Massachusetts, Boston, has recently begun to award the Ed.S.

Given the fundamental equivalence in terms of course credits and academic rigor between our current master's and CAGS, we strongly recommend that the terminal recognition of our graduates be in the form of a degree, and not a certificate. Changing to the Ed.S. in place of the CAGS would accomplish this. Certificate programs are highly variable, ranging from a few to many courses, and varying enormously in terms of structure, requirements, quality and academic demands. Our graduates should be spared the ambiguities of receiving a certificate upon completion of a rigorous three-year course of study. Instead, they should be conferred with the status of a recognized degree that conforms with the highest standards of their profession at the pre-doctoral level.

## **PROGRAM CONTENT**

### **Evaluation of Applicants to the Program**

#### **Admissions Process**

All candidates applying for admission to the program submit an application to the Graduate School of Arts and Sciences consisting of academic transcripts of all previous undergraduate and graduate work, Graduate Record Examination Scores, three letters of recommendation, a current résumé, and a personal statement. Applications are reviewed by the program director and one other full time faculty member. Each reviewer rates the applicant on four dimensions along a five-point scale using the department Evaluation Sheet. These dimensions are the academic record, letters of recommendation, personal statement, and previous related experience. Informal guidelines used for evaluating academic performance include a minimum cumulative undergraduate grade point average of 3.0 or above, a minimum combined GRE verbal plus quantitative score of 1000 or above, and a minimum GRE writing score of 4.5 or above. In addition, a narrative overall assessment is written along with a recommendation as to whether or not to interview the applicant. Applicants recommended for interview by at least one reviewer are invited to our interview day. During the morning of our interview day, all applicants are interviewed individually by a member of the faculty or a supervising practitioner for approximately one half hour. Three standard questions are asked during the interviews. Three optional questions might also be asked as time permits. Applicant responses to

these questions are recorded on the School Psychology Applicant Interview Rating Sheet. Also during the morning, applicants take a campus tour with a current graduate student. When not on the tour or in their individual interview, applicants are asked to give a brief written response to a question regarding their experience with diversity. During the afternoon, group interviews are held. The group interviews are jointly conducted by a faculty member or supervising practitioner, and a current graduate student. At the completion of the interview day, the faculty meets to consider all applicants who have been interviewed, and final decisions are made.

## Evaluation of Students Enrolled in the Program

### **End of Semester Faculty Review of Students**

At the end of each semester, the progress of each student in the program is reviewed by the full faculty. This review encompasses student academic performance, field site performance, and an assessment of professional work characteristics. Academic performance is evaluated using student grades from coursework with a rating of Exemplary indicating grades in the A+/A range, a rating of Proficient indicating grades in the A-/B+ range, a rating of Needs Improvement indicating grades in the B/B- range, and a rating of Warning indicating grades of C+ or below. Two or more incomplete grades that are not resolved within the approved time period, typically 6 weeks from the first day of classes of the semester subsequent to the assignment of the incomplete grade, may lead to a recommendation for the student not to progress to the next semester of the program. Most often, students will be offered additional opportunities to complete the work required to resume progress in the program. In some circumstances where this is not possible, students will be administratively withdrawn.

Field site performance is evaluated by the supervising practitioner as Exemplary, Proficient, Needs Improvement, or Warning according to specific criteria for each year of field experience (Pre-practicum, Practicum, Internship). Professional work characteristics are evaluated independently by both the faculty and the supervising practitioner according to specific criteria. Please see the program's Field Placement Handbooks for specific criteria (Appendix B). When a student receives a rating of Warning in any of the areas evaluated, the faculty immediately develops a remediation plan. This remediation plan is recorded on the End of Semester Evaluation Form and communicated to the student by their advisor. In the aftermath of this communication, all involved faculty follow up with the student to ensure compliance with the faculty recommendations and to provide needed support. The situation is then reevaluated at the next regularly scheduled review.

### **Faculty Advising of Students**

When each incoming student is admitted to the program, they are assigned an advisor from among the full time faculty. At the initial orientation to the program held at the beginning of the fall semester of the first year, each student meets with this advisor. Various options are discussed in terms of previous graduate coursework, transfer of credit, waiver of requirements, and elective coursework opportunities. Following this discussion, the program of study for the first semester is planned, and the advisor releases the student to register using the university's online system. Over the course of the term,

the advisor contacts the student by email to check in and make sure that the student is progressing well. When it is time to register for the following semester, the student again meets with the advisor to review the preceding term and plan for the upcoming semester with respect to course requirements, sequencing, selection, and possible electives. When a schedule is agreed upon, the advisor again releases the student to register. Each contact between the student and the advisor is recorded on the Faculty Advising Report. If at any point, a student is experiencing academic difficulty, s/he is encouraged to contact the advisor, and/or other faculty members. Faculty members notify the student's advisor with any concerns they may have regarding the student's performance in their course. That faculty member also contacts the student directly to attempt to resolve the issues.

At the end of the first year, each student meets with their advisor to be certain that all first year course work has been completed, and that the first year portfolio has been adequately completed. In addition, progress toward attaining the training objectives of the program is discussed, the first year field placement is reviewed, and goals for the second year field placement are considered. This is documented with the student on the Approval for Practicum form upon completion of which the student is ready to begin the second year of the program.

At the end of the second year of the program, each student submits the second year portfolio to his or her university supervisor to determine that each of the six training objectives has been adequately addressed and assessed. The advisor also makes certain that all the necessary course work has been completed. Additionally, each second year student orally presents his/her portfolio to the faculty during the portfolio review meeting. At that time, the Approval for Internship form is completed indicating that the student is ready to begin the internship year of the program. In addition, as students are registering for internship, a final check is made with the advisor to confirm that all academic coursework has been completed. The Three-Year Program of Study Calendar, used to record completion of courses throughout the first two years of study, facilitates this review.

At the end of the third year, students submit their third year portfolio to their university supervisor. The third year review includes analysis of several internship case studies developed by each student, demonstrating attainment of professional knowledge and skills and documenting ability to provide services leading to measurable positive impact upon children, families, and schools. Following a review with the student's advisor and university supervisor, using the Three-Year Program of Study Calendar and online transcript, students who have met all program requirements are approved for graduation using the Approval for Program Completion form.

## Curriculum and Course Requirements

The sequence of courses in each of the three years of the School Psychology Program is structured to meet specific curricular goals and objectives. The overall aim of the curriculum is to establish a knowledge base in the psychological and educational foundations of school psychology practice that will inform the development of professional skills in the areas of psychological assessment, prevention and intervention, consultation and collaboration, research, and legal and ethical practice. This is accomplished over the course of the three years by gradually shifting the focus of

instruction from university based coursework to school based practice that is closely supervised by program faculty and practitioners in the field. With this shift in mind, each of the three years of the program has a particular curricular focus that is organized around the training objectives of the program.

The focus of the first year is on developing the awareness, knowledge, and skills that form the foundation for culturally competent practice. These are infused throughout the curriculum with a particular concentration in Issues in Multicultural Theory, Research, and Practice in Schools (ED249). The First Year Seminar in School Psychology Practice (ED 221) attempts to integrate course content with student's experiences in their field sites around multicultural concerns.

The emphasis during the second year is increasingly upon the acquisition of the skills necessary for professional practice through intensive coursework that is integrated with the closely supervised school based practicum (ED 231-232). Key courses in the development of professional skills include Advanced Approaches to Counseling: Cognitive-Behavioral and Family Systems (ED 238), Social, Emotional, and Behavioral Assessment (ED 246), School Based Consultation (ED 256), and Assessment and Intervention for Learning Problems in the Classroom (ED 244).

The third year is intended to assure that sufficient knowledge and skills have been attained so that graduates are thoroughly prepared to begin professional practice. This is achieved through the submission of three detailed case studies over the course of the internship year that are evaluated by program faculty. The case studies are in the areas of psychological assessment, mental health intervention, and academic intervention or systems change. These case studies must demonstrate that students have achieved sufficient skills in these areas to have a measurable positive impact upon children, families, and schools.

Please see Appendix C for course descriptions. The entire sequence of courses for the three years of the School Psychology Program is presented below:

## **Year 1: Course Requirements**

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### **Fall Semester (5.5 course credits)**

- ED 230 Foundations of Learning, Cognition, and Academic Intervention
- ED 237 Common Factors in Counseling: Evidence-Based Approaches to Building Strong Relationships
- ED 241 Foundations and Contemporary Practices in Psychoeducational Assessment
- ED 253 Biological Bases of Behavior in Educational Settings
- or
- CD 156 Applied Aspects of Physiological Development
- ED 142 Education of the Exceptional Child
- ED 221 First Year Seminar in School Psychology Practice (half course)

### **Spring Semester (5.5 course credits)**

- ED 243 Assessment of Cognitive Abilities
- ED 245 Social and Emotional Development in Childhood and Adolescence
- ED 249 Issues in Multicultural Theory, Research, and Practice in Schools
- ED 274 Methods of School Psychology Research
- One course in Social and Cultural Foundations of Education
- ED 221 First Year Seminar in School Psychology Practice (half course)

### **Summer I (2 course credits)**

- ED 140 Behavior Management in the Classroom
- ED 255 Professional Practice, Ethics, and the Law in School Psychology

### **Summer II (2 course credits as needed)**

- ED 252 Group Dynamics in Educational Settings
- Foundations course as needed

## **Year II: Course Requirements**

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### **Fall Semester (4 course credits)**

- ED 231 Practicum in School Psychology
- ED 238 Advanced Approaches to Counseling: Cognitive-Behavioral and Family Systems
- ED 246 Social, Emotional, and Behavioral Assessment
- ED 254 Developmental Psychopathology in Educational Settings
- or
- CD 191 Developmental Psychopathology and Adaptation

### **Spring Semester (3 course credits)**

- ED 232 Practicum in School Psychology
- ED 256 School-Based Consultation
- ED 275 Seminar in Advanced School Psychology Research

### **Summer I (1 course credit)**

- ED 244 Assessment and Intervention for Learning Problems in the Classroom

### **Summer II (2 course credits as needed)**

- ED 252 Group Dynamics in Educational Settings
- Foundations Course as needed

## **Year III: Course Requirements (2 course credits)**

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- ED 257/258 Internship in School Psychology

The M.A. is awarded following completion of 13 courses and pre-practicum.

The Ed.S. is awarded following completion of 11 courses post masters, practicum and internship.

Students are eligible to apply for initial licensure in Massachusetts upon completion of the Educational Specialist degree.

Following successful completion of the Program and the national examination, students are eligible to apply for National Certification in School Psychology (NCSP). Students are eligible to apply for professional licensure in Massachusetts after three years of employment as a School Psychologist and completion of one of the following:

1. Passing score on the National School Psychology Examination
2. Achievement and maintenance of a certificate or license from one of the following:
  - a) Massachusetts Board of Allied Mental Health Professionals, as an educational psychologist.
  - b) National Association of School Psychologists, as a school psychologist.

## **PROGRAM FACULTY**

### **Faculty Teaching Courses in the School Psychology Program**

The School Psychology Program is located within the Department of Education which has 14 full-time faculty members. Of these, three full-time faculty are assigned to the School Psychology Program, including one designated as the Program Director. The Program Director is responsible for the leadership and management of the School Psychology Program, and reports directly to the Department Chair who oversees all of the Department's programs. Full-time faculty in the program have major responsibilities in the areas of teaching, supervising, and advising students; program development including ongoing professional development programming for practitioners in the field; maintaining and documenting compliance with all state and national licensing and accreditation standards; and developing and sustaining relationships with local school districts serving as field based training sites. Full-time faculty are expected to attend all department and program meetings in order to coordinate and execute these functions. The program also employs 11 adjunct faculty members. Adjunct faculty are crucial to the successful operation of the program fulfilling essential teaching and supervising roles. Adjunct faculty are not expected to engage in student advising or program development, nor do they attend meetings beyond their classroom or supervision time. In addition, the School Psychology Program is supported by Tufts faculty offering courses to our students both within and outside of the Department of Education. Most notable here is the Child Development Department which has provided excellent instruction to our students for many years. Abbreviated Curriculum Vitae are included in Appendix D for core program faculty.

### **Full-time School Psychology Program Core Faculty**

Steven Luz-Alterman, Interim Director  
Silas Pinto  
Laura Rogers

## Adjunct School Psychology Program Faculty

Denise Carver  
Gabrielle Cayton  
Judith Curcio  
Winfried Feneberg  
Diana Finer  
Barbara Gortych  
Louis Kruger  
Michael Niewiecki  
Erin Seaton  
Bob Trant  
Yoko Yamamoto

## Department of Education Faculty Offering Courses to School Psychology Students

Sabina Vaught  
Kathleen Weiler  
Colleen Worrell

## Child Development Faculty Offering Courses to School Psychology Students

Calvin Guidney  
Francine Jacobs  
George Scarlet  
Martha Sellers  
Donald Wertlieb  
Maryanne Wolf

## **ADMINISTRATION AND GOVERNANCE**

The School Psychology Program operates in the Department of Education within the larger Graduate School of Arts and Sciences. Other programs within the department include the Master of Arts in Teaching programs for middle and high school, and for Art Education; the Mathematics, Science, Technology, and Engineering Education program; the Educational Studies program; and the Museum Education programs. All of these programs function with the oversight of the Department Chair, the Dean of the Graduate School of Arts and Sciences, and the designated Academic Dean of the School of Arts and Sciences.

The School Psychology Program is directly administered by its Program Director, with the assistance of the Department Administrator and two staff assistants. The program director is appointed to a renewable, 3-year term by the Academic Dean in consultation with the Department Chair and the Dean of the Graduate School. The program director is accountable to the Department Chair, the Dean of the Graduate School, and the Academic Dean to ensure sustained success in matters of program

academic quality; state and national standards and re-accreditation; and ongoing operations.

Responsibility for student application materials and admissions data are maintained by the department administrator. Ongoing advising and the progress of students as they move through the program are monitored by the faculty. Degree certification is tracked by the department administrator. Institutional certification of the completion of all program requirements necessary for licensure is conferred by the Registrar. In an email dated July 21, 2009, the AS&E Registrar, JoAnn Jack, stated that she has no concerns with this change in degree, and will proceed with posting the new degree pending the necessary approvals.

## ONGOING BUSINESS PLAN

The School Psychology Program has been operating under its current business plan since 1991 when the previous mental health counseling and school counseling programs were phased out. The basic elements of this business plan are tuition income allowing for financial aid awarded, and the program expenses largely consisting of faculty salaries, but also including Supervision, office space and telephones, test kits and supplies, student salaries, and faculty benefits valued at 20% on average. Using these figures, the financial data for the past three years (2006-07, 2007-08, 2008-09) are presented below:

### Year 2006-2007

<b>Income</b>		
Tuition Income for cohort of 36 students		\$596,622
<b>Expenses</b>		
Faculty Salaries	\$223,140	
Benefits 20% (includes NBEs)	\$44,628	
Student salaries	\$6,270	
Professional Services for Placement Supervision	\$25,000	
Office space/telephone	\$5,000	
Psychological testing kits, supplies	\$10,000	\$314,038
<b>Estimated 2006-07 Income</b>		<b>\$282,584</b>

### Year 2007-2008

<b>Income</b>		
Tuition Income for cohort of 32 students		\$601,745
<b>Expenses</b>		
Faculty Salaries	\$223,153	
Benefits 20% (includes NBEs)	\$44,630	
Student salaries	\$5,875	
Professional Services for Placement Supervision	\$30,000	
Office space/telephone	\$5,000	
Supplies	\$1,500	\$310,158
<b>Estimated 2007-08 Income</b>		<b>\$291,587</b>

### Year 2008-2009

<b>Income</b>		
Tuition Income for cohort of 29 students		\$567,283
<b>Expenses</b>		
Faculty Salaries	\$222,348	
Benefits 20% (includes NBEs)	\$44,470	
Student salaries	\$3,698	
Professional Services for Placement Supervision	\$25,000	
Office space/telephone	\$5,000	
Supplies	\$1,500	\$302,016
<b>Estimated 2008-09 Income</b>		<b>\$265,267</b>

With an incoming cohort of 18 students, and the ongoing appeal of school psychology as a profession, we anticipate sustaining our present financial stability for the foreseeable future.

## **PLAN FOR IMPLEMENTATION**

The recommendation to award the Ed.S. in place of the CAGS was presented to the faculty of the Department of Education on April 6, 2009. This recommendation was unanimously approved at the departmental level. The same recommendation was presented to the Graduate Programs and Policy Committee on April 29, 2009 (see Appendix E). This recommendation was approved in spirit pending this more formal review. In coordination with Lynne Pepall, Dean of the Graduate School, this proposal is on the agenda for the GSAS faculty meeting scheduled for October 7, 2009, and on the agenda for the AS&E faculty meeting scheduled for November 4, 2009. Pending approval by these two faculties, the Provost, and all other concerned parties, the School Psychology Program will seek to have this recommendation considered by the Board of Trustees at their February, 2010 meeting. If approval is granted, we would aim to begin awarding the Ed.S. to our current class of third year students in May, 2010. This would then become the culminating degree for all succeeding classes completing the program.

## **EVALUATION**

The School Psychology Program is currently approved by the Massachusetts Department of Elementary and Secondary Education (DESE), and by the National Association of School Psychologists (NASP). This approval has been in place since the program was last reviewed in 2003, and extends through December 31, 2010. By virtue of our NASP approval, our graduates are institutionally recommended for initial licensure by the DESE. The School Psychology Program is currently immersed in a self-initiated, systematic program evaluation process in preparation for seeking re-accreditation from NASP and the National Council for the Accreditation of Teacher Educators (NCATE). Our materials for re-approval must be submitted by September 15, 2010. This involves a rigorous, data-driven documentation that our students have acquired sufficient knowledge and skills to deliver effective services that have a measurable positive impact upon children, families, and schools. The re-accreditation process occurs every seven years. The results of our re-accreditation will be sent to the Dean of the Graduate School, the Academic Dean, and the Provost during the Spring term of 2011 for dissemination to the Trustees as needed.