

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

**COMMITTEE:** Academic Affairs

**NO.:** AAC 14-37

**COMMITTEE DATE:** April 29, 2014

**BOARD DATE:** May 6, 2014

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**APPLICATION OF BAY PATH UNIVERSTIY TO OFFER THE MASTER OF SCIENCE IN EDUCATION, SPECIALIST IN EDUCATION (EDS), MASTER OF SCIENCE IN FORENSICS, MASTER OF SCIENCE IN DEVELOPMENTAL PSYCHOLOGY, AND THE MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING**

**MOVED:** The Board of Higher Education hereby approves the Articles of Amendment of **Bay Path University** to offer the **Master of Science in Education; Specialist in Education (EdS); the Master of Science in Forensics; the Master of Science in Developmental Psychology** and the **Master of Science in Clinical Mental Health Counseling.**

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

**Contact:** Shelley Tinkham, Ph.D., Assistant Commissioner for Academic, P-16 and Veterans Policy

## **BOARD OF HIGHER EDUCATION**

**May 2014**

### **Bay Path University**

**Master of Science in Education; Specialist in Education (EdS); Master of Science in Forensics; Master of Science in Developmental Psychology and Master of Science in Clinical Mental Health Counseling**

#### **INTENT**

Bay Path University, a non-profit, NEASC-accredited institution located in Longmeadow, Massachusetts, requests approval to offer Master of Science in Education; Specialist in Education (EdS); Master of Science in Forensics; Master of Science in Developmental Psychology and Master of Science in Clinical Mental Health Counseling. The institution has been offering these programs without Board approval due to a misunderstanding of its degree-granting authority. A review of the institution's file also shows that there was miscommunication between the Department and the institution regarding its degree granting authority. The institution is now requesting approval for these degrees.

All of the proposed programs have been approved by the University's Board of Trustees on various dates ranging from 2006 to 2013. An overview of each program will be discussed in the Academic and Related Matters section of this report.

#### **INSTITUTIONAL OVERVIEW**

The University was founded in Springfield, Massachusetts in 1897 as Bay Path Institute, a coeducational business school. In 1944, the institute was purchased by Thomas G. Carr who renamed it Bay Path Secretarial School and restricted its enrollment to women. During this time, the University moved to its present location in Longmeadow, Massachusetts. The institution was chartered by the Commonwealth as Bay Path Junior College in 1949 and was authorized to grant the Associate in Science degree. Authorization to grant the Associate in Arts degree was awarded in 1963. In November of 1988, the Board of Regents approved the two-year institution's request to change the name to Bay Path College: A Two-year College for Women. In 1991, the College was granted authorization to award its first baccalaureate degrees: Bachelor of Arts in Psychology, Bachelor of Science in Legal Studies, and Bachelor of Science in Business. The institution was also approved to offer the Honorary Doctor of Humane Letters in 1991. The institution was granted authorization to award the degree Bachelor of Arts in Liberal Studies in 1995, the Bachelor of Science in Criminal Justice and the Bachelor of Science in Occupational Therapy in 1997, and the Bachelor of Science in Information Technology in 1998.

The institution was approved to offer its first master's degree in 2000: the Master of Science in Communications and Information Management. The Master of Occupational Therapy and Master of Science in Advanced Practice Occupational Therapy were approved in 2002. The Master of Business Administration in Entrepreneurial Thinking and Innovative Practices was approved in 2004. The Master of Science in Physician Assistant Studies and the Master of Science in Cybersecurity Management were both approved in 2012. The Master of Fine Arts in Non-Fiction Creative Writing was approved in 2013. The University enrolls women in its undergraduate program and both women and men in its graduate programs.

The institution was recently approved to change its name to Bay Path University from Bay Path College. The institution will announce this change to the public in July 2014. The University

now requests authority to offer the Master of Science in Education; Specialist in Education (EdS); Master of Science in Forensics; Master of Science in Developmental Psychology and Master of Science in Clinical Mental Health Counseling.

## **ACADEMIC AND RELATED MATTERS**

### Master of Science in Education

As part of the School of Education, the program is deeply rooted in the School's mission to provide excellence in the initial preparation of professionals for a variety of learning settings for the world today, prepare competent, committed and caring professionals who will be able to respond effectively to the field as it changes over the course of their careers. The institution's Board of Trustees approved this program on March 10, 2008.

The Master of Science in Education is designed to prepare professionals for careers in education and related fields. The degree includes options for individuals with a bachelor's degree that leads to careers in education in pre-school through secondary levels. While the MS in Education seeks to provide graduates with the skills, knowledge, and creativity needed for success in the classroom, community, and organizations, the specializations, certifications and licensure provide depth in a particular area of educational practice, policy, curriculum, and inclusionary best practices.

This degree program can be completed on a full-time or part-time basis and includes the option of either licensure or non-licensure which is delivered across the state at three locations: the Longmeadow main campus, Central Massachusetts in Sturbridge, and Eastern Massachusetts in Burlington.

According to the U.S Department of Education Nationwide Teacher Shortage Area (TSA) List (2013), Massachusetts has had a shortage of teachers in both moderate and severe special needs since 2000. The Master of Science in Education degree program helps to address the shortage of teachers through the preparation of highly qualified special education teachers. The demand for teachers and practitioners trained in best practices for the education and treatment of individuals with disabilities has grown. The program also offers a focus in applied behavior analysis that is designed to train leaders in both the science and the practice of applied behavior analysis.

### *Admission Standards*

#### Master of Science in Education – Special Education

Prospective students may apply for admissions to the MS in Education program throughout the year. Students typically begin the program in the fall semester. For consideration, applicants must submit a completed application with the following documents to the Office of Graduate Admissions:

- A nonrefundable application fee;
- Two letters of recommendation;
- Signed Program in Special Education Requirement form (back of catalog);
- Undergraduate and graduate transcripts (the required undergraduate degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum GPA of 3.0 based on a 4.0 scale);
- Copy of MTEL results, if seeking licensure option;
- A current résumé;

- An original essay of at least 250 words on the topic, “Why the Master of Science in Education is important to me, my career goals, and my life and professional goals;”
- If seeking licensure option, copy of MA teaching license for which the individual applied
- Signed Program in Special Education Requirement form (back of catalog).

### Master of Science in Education – Applied Behavior Analysis

Prospective students may apply to this program for fall admittance. For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed application form;
- Include a \$45.00 application fee (check payable to Bay Path College);
- Provide two professional recommendations;
- Request that all official transcripts from regionally accredited college(s) be sent directly to you. Transcripts must be in a sealed signed envelope. Student must have an undergraduate cumulative grade point average of 3.0 or higher;
- Submit an original essay on the topic, “How the graduate degree will help me achieve my goals”;
- Attach a current résumé;
- Sign and return the Program in BCBA Requirement Form included in this packet;
- Submit copy of MTEL results—optional;
- Submit a copy of your current teaching license—optional.

### *Curriculum*

Students may pursue a Master of Science in Education with either a focus in special education or Applied Behavior Analysis. The special education focus (30 to 36 credits) is designed to provide students with options for licensure in one of the following areas: Teacher of Students with Moderate Disabilities (Levels: PreK-8), Initial, Post-Baccalaureate; Teacher of Students with Moderate Disabilities (Levels: 5-12), Initial, Post-Baccalaureate, and Teacher of Students with Severe Disabilities (Levels: All), Initial, Post-Baccalaureate. The program also has a non-licensure option for individuals interested in working with individuals with disabilities in the human service field. The special education programs will be offered mostly on a weekend model, allowing students to complete the program in one year, and provide the opportunity for the student to be employed during the school year.

The Master of Science in Education also includes an option for students to become a Board Certified Behavior Analyst® (BCBA®). Applied behavior analysis (ABA) is both a science and a discipline and includes the application of the principles of learning and motivation from behavior analysis, the procedures and technology derived from those principles to improve socially significant behaviors to a meaningful degree, and the demonstration that the interventions employed are responsible for the improvement of a particular behavior. The MS in Education with a focus in applied behavior analysis is designed to meet the growing needs for training in the field of behavior analysis in school settings where there is a shortage of certified behavior analysts and recruitment will be targeted from the fields of social work, education, psychology, special education and health-related fields.

### *Faculty and Staff*

In total there are 17 faculty who teach in the program, four of whom are full-time faculty. Each focus within the program is directed by a full-time director who holds faculty rank.

	Master of Science in Education			
	2013	2012	2011	2010
Enrollment by Year	252	229	198	208
Graduation Rates by Year (within 150% of normal time)	#	#	65% projected	63%

#: Data not yet available

### Specialist in Education (EdS)

A Specialist in Education degree (EdS) is designed for educators seeking a post-master's degree program that emphasizes both professional practice and scholarship. The program requires a minimum of 36 credits beyond a master's degree. Each program of study is individually designed in consultation with a program coordinator and can be completed on a full-time or part-time basis. Students can focus their coursework either in special education or applied behavior analysis. Students may complete the program on a full-time or part-time basis. This option was developed in part to serve the students who already have a master's degree and who want to obtain a specialized focus at the graduate level in special education or applied behavioral analysis. The Program is constructed based on a hybrid delivery system. Courses are offered both on-line and on-site; most courses include a blended learning approach. Two courses are offered completely on-line. The supervision component of the program includes field placement with 1:1 and small group supervision provided bi-weekly across 4 semesters within the applied setting.

The EdS does draw heavily from existing curricula for MS in Education. However, for students in the EdS degree track, the expectations for each course are more rigorous. As an additional requirements, EdS students are required to complete a research project along with a capstone experience in which they integrate their learning and present and defend their research. The MS in Education and EdS students are in the same classes for most of the courses and the professor teaches both with differing syllabi.

The EdS is offered across the state at three campus locations: main campus in Longmeadow and our other two teaching sites in Central Massachusetts at Sturbridge and Eastern Massachusetts in Burlington. Like the MS in Education, the EdS has two tracks. The EdS with a focus in Special Education is directed by the full-time director from the MS in Education – Special Education. The EdS with a focus in Applied Behavior Analysis is directed by the full-time director for the MS in Education – Applied Behavior Analysis.

### *Admission Standards*

#### Specialist in Education – Special Education

Prospective students may apply for admission to the Graduate Program in Special Education. Students must hold a master's degree. For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed application and nonrefundable application fee;
- Two letters of recommendation;
- Signed program in special education requirement form;

- Undergraduate and graduate transcripts (the required undergraduate and master's degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum CGPA of 3.0 based on a 4.0 scale).
- Copy of MTEL results if taken and seeking licensure;
- A current résumé;
- An original essay of at least 250 words on the topic, "Why the EdS degree is important to me, my career goals, and my life and professional goals;"
- Copy of MA teaching license applied for, if seeking licensure option;
- Signed Program in Special Education Requirement form (back of catalog).

Specialist in Education – Applied Behavior Analysis

Prospective students may apply to this program for fall admittance. For consideration, students must hold a master's degree. Applicants must submit the completed application form and the following documents to the Office of Graduate Admissions:

- A \$45.00 application fee (check payable to Bay Path College);
- Two professional recommendations;
- Undergraduate and graduate transcripts (the required undergraduate and master's degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum CGPA of 3.0 based on a 4.0 scale).
- An original essay on the topic: "How the graduate degree will help me achieve my goals";
- A current résumé;
- A signed form. the Program in BCBA Requirement Form included in this packet;
- Copy of MTEL results—optional;
- A copy of current teaching license—optional.

*Faculty and Staff*

This program draws entirely for the curriculum and faculty for the Master of Science in Education and is supported by the institution's administrative structure of its graduate school of education. Ten faculty teach in this program, four of whom are full-time. The institution's Board of Trustees approved this program on October 27, 2008.

*Enrollment and Success Rates*

	Specialist in Education			
	2013	2012	2011	2010
Enrollment	18	24	0	2
Graduation Rates Within 3 years	#	#	88% (projected)	86%

#: Data not yet available

## Master of Science in Forensics

The MS in Forensics Degree is intended to provide students with a very strong foundation in criminalistics as well as in extensive scientific analytical skills necessary for success in forensic and other laboratory careers or advanced academic settings. Technologies (e.g., DNA testing) are constantly being developed and refined at an accelerated rate which have allowed crimes from the past that could not be solved (i.e., cold cases) to now be solved. Such new techniques have placed an unprecedented demand for more sophisticated forensic science testing by the criminal justice system and has necessitated that the training and education of forensic scientists be upgraded. The MS in Forensics degree is intended to meet this demand. The MS in Forensics program will provide students with a foundation in criminalistics as well as in extensive scientific analytical skills necessary for their success in forensic laboratory careers or advanced academic settings. The institution's Board of Trustees approved this program on March 9, 2009.

### *Admission Standards*

All prospective students under consideration for acceptance into this program must undergo a successful interview with a member of the Graduate Admissions Staff and must be formally accepted by the Director of the Graduate Program. In addition to the personal interview, applicants must submit the following information:

- A completed application and nonrefundable application fee;
- Two letters of recommendation from science faculty or forensic employer;
- Undergraduate and graduate transcripts (undergraduate degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum GPA of 3.0 based on a 4.0 scale);
- An original essay of at least 250 words on the topic, "Why the Master of Science in Forensics is important to me, my career goals, and my life and professional goals;"
- Résumé

As a minimum, a B.S. degree in forensic science or a natural science is required for entrance into the program as well as a cumulative GPA of 3.0 or above. Students from institutions other than Bay Path under consideration for acceptance must also undergo a successful interview with members of the forensic science faculty before admission into the program. The following courses are required at the undergraduate level for admission:

- Two semesters of general chemistry and two semesters of organic chemistry
- Two semesters of calculus
- Two semesters of general biology
- Two semesters of physics
- Molecular biology
- Analytical chemistry
- Statistics

### *Faculty and Staff*

The program builds upon and extends the University's undergraduate programs in Biology and Forensic Science. In total there are thirteen faculty who teach in the program, five of which teach full-time at the University. This program is co-directed by two full-time faculty.

### *Curriculum*

The Program requires that 39 credits are completed. Each student is required to successfully complete the core curriculum that provides the student with an extensive and broad-based

educational experience in forensic science. Consequently, students are required to have a foundation consisting of various chemistry, biology, mathematics, and physics courses equivalent to those in a forensics or biology undergraduate program to satisfy admissions requirements for entrance into the program. Students with undergraduate degrees in a field other than science are required to complete these foundation courses at the undergraduate level prior to admission into the program.

The program is constructed based on a hybrid delivery system. Both online and on campus courses are required. All science and forensics techniques courses are taught on campus. Courses delivered on-line are non-laboratory based courses.

### *Enrollment and Success Rates*

	Master of Science in Forensics			
	2013	2012	2011	2010
Enrollment by Year	11	12	8	19
Graduation Rates by Year (within 150% of normal time)	#	#	78% (projected)	80%

#: Data not yet available

### Master of Science in Developmental Psychology

The Master of Science in Developmental Psychology at Bay Path University is a 36-credit program that provides students with an integrated and comprehensive program of study that leads to an understanding of developmental psychology and its impact on all phases of life within the context of wellness. The program is designed utilizing a cohort model that allows for continuity, steady course pacing, and team building within the student cohorts. This provides opportunities for interpersonal interactions in real time and equates to a positive learning experience for the students. The class sizes are purposefully small and the students are able to receive personal guidance and attention from professors and the director of the program. Students are encouraged to engage in self-reflective practices and have the opportunity to have an ongoing dialogue with their professors. According to the Bureau of Labor and Statistics employment of psychologists is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. The institution's Board of Trustees approved this program on January 11, 2010.

### *Curriculum*

The program originated as a 36-credit Master's degree with an optional 24-credit add-on track in Mental Health Counseling leading to licensure. Since the program's inception the overwhelming majority of students have opted to stay for this additional track. This fact, coupled with recent Mental Health Counseling program licensure changes led the University to make the add-on track its own separate degree with a name appropriate for obtaining the approval of the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The 36-credit MS in Developmental Psychology program continues to be offered as a stand-alone degree. The 24-credit add-on track was discontinued with the launch of the 60-credit MS in Clinical Mental Health Counseling degree program.



Course work follows a logical chronological order; the program starts with knowledge of infancy and toddlerhood, childhood and adolescence, and advances to adulthood, and ends with an understanding of the aging process. The required curriculum includes three courses in Human Development, Psychopathology, Applied Research Methods in Developmental Psychology, Adult Development and Aging, Ethics and Professional Conduct in Psychology, Bullying and Coercive Behavior, Counseling Theories and Practice, and a 160-hour Fieldwork experience. Electives include Family Systems, Drugs/Medication, and Society, and Psychological Assessment.

### *Admission Standards*

A bachelor's degree in psychology or a related field is preferred for entrance into the program. Applicants must have a cumulative GPA of 3.0 or above in order to be accepted as a matriculated student. It is strongly recommended that students have a working knowledge of statistics, research methods, abnormal psychology, personality, and development. Applicants not meeting these requirements may apply to the program, and may be accepted conditionally. This means that these students, without an appropriate academic background, would be allowed to take three of the first four courses in the sequence and must achieve a 3.0 to matriculate into the program.

All prospective students under consideration for acceptance into this program must undergo a successful interview with a member of the Graduate Admissions Staff and must be formally accepted by the Director of the Graduate Program. In addition to the personal interview, applicants must submit the following information:

- Completed application form
- Two letters of recommendation from outside the Bay Path Psychology department
- Transcript from undergraduate and/or graduate program(s)
- Essay on "How a Master of Science in Developmental Psychology will benefit me."
- GRE – (optional)

### *Faculty and Staff*

Both this degree and the MS in Clinical Mental Health draw from the same coursework and utilize the same faculty. Both degrees are administered under one budget. Both degrees are administered under a single full-time Director who holds faculty rank. There are five faculty members for both programs; two of these faculty members are full-time.

### *Enrollment and Success Rates*

	<b>Master of Science in Developmental Psychology and Master of Science in Clinical Mental Health Counseling</b>			
	2013	2012	2011	2010
Enrollment by Year	101*	68	41	64
Graduation Rates by Year (within 150% of normal time)	#	#	75% (projected)	73%

- #: Data not yet available

- \* Note: The 24-credit add-on track in Mental Health Counseling became a distinct degree offering in 2013. Of the 101 students enrolled, 22 are pursuing the 36 credit MS in Developmental Psychology degree and 79 are pursuing the 60-credit MS.

### Master of Science in Clinical Mental Health Counseling

This program was first approved as a 24-credit add-on track to the 36-credit Master of Science in Developmental Psychology program on January 11, 2010. The Master of Science in Clinical Mental Health Counseling was approved as a new degree program in name only by the Board of Trustees on March 4, 2013.

The Master of Science in Clinical Mental Health Counseling originated as a 24-credit add-on track to the 36-credit Master of Science in Developmental Psychology degree program. In the last few years, the national accrediting agency for the mental health counselor licensed preparation program, council for Accreditation of Counseling and Related Educational Programs (CACREP), changes its standards to only accredit 60 credit programs and to require the word “counseling” to appear in the degree program title. As a result, the MS in Developmental Psychology program faculty proposed making the licensed mental health counseling track its own separate academic program with a title appropriate for CACREP accreditation. Bay Path University is currently pursuing CACREP accreditation for the MS in Clinical Mental Health Counseling. The 60-credit MS in Clinical Mental Health Counseling draws its entire curriculum from existing coursework. In summary, the “renamed” degree consists entirely of the 36-credit curriculum for the MS in Developmental Psychology degree plus the curriculum for the 24-credit mental health counseling add-on track.

#### *Curriculum*

The Master of Science in Clinical Mental Health Counseling at Bay Path University with a concentration in Human Development, provides students with an integrated and comprehensive program of study that will focus on the following areas: counseling theory, human growth and development, psychopathology, social and cultural foundations, helping relationships, group dynamics and processes, special treatment issues, professional orientation, ethics and legal issues in counseling, psychological assessment and techniques, and research and evaluation. This 60-credit program enables students to strive for the highest levels of intellectual achievement needed for Clinical Mental Health Counseling. This program requires completion of a minimum of 48 semester hours of graduate level academic course credit, a practicum of at least 100 hours, and a 600-hour supervised internship. This 60-credit program of study affords students the opportunity to sit for the licensing examination and apply for licensure as a [licensed] Mental Health Counselor (LMHC) for the state of Massachusetts and most other states. Licensing regulations require individuals to complete a minimum of two years post-master’s degree supervised clinical experience and pass a licensing exam. Students must complete the requirement of this track within a 5 year timeline. Ultimately, the state licensing board determines whether an individual satisfies the requirements for professional licensure.

#### *Admission Standards*

A bachelor’s degree in psychology or a related field is preferred for entrance into the program. Applicants must have a cumulative GPA of 3.0 or above in order to be accepted as a matriculating student. It is strongly recommended that students have a working knowledge of statistics, research methods, abnormal psychology, personality, and development. Applicants not meeting these requirements may apply to the program, and may be accepted conditionally. This means that these students, without an appropriate academic background, would be

allowed to take three of the first four courses in the sequence and must achieve a 3.0 to matriculate into the program. All prospective students under consideration for acceptance into this program must undergo a successful interview with a member of the Graduate Admissions Staff and must be formally accepted by the Director of the Graduate Program. In addition to the personal interview, applicants must submit the following information:

- Completed application form
- Two letters of recommendation from outside the Bay Path Psychology department
- Transcript from undergraduate and/or graduate program(s)
- Essay on “How a Master of Science in Clinical Mental Health Counseling will benefit me.”
- GRE – (optional)

*Faculty and Staff*

Both this degree and the MS in Clinical Mental Health draw from the same coursework and utilize the same faculty. Both degrees are administered under one budget. Both degrees are administered under a single full-time Director who holds faculty rank. There are five faculty members for both programs; two of these faculty members are full-time.

<b>Master of Science in Developmental Psychology and Master of Science in Clinical Mental Health Counseling</b>				
	2013	2012	2011	2010
Enrollment by Year	101	68	41	64
Graduation Rates by Year (within 150% of normal time)	#	#	75% (projected)	73%

*Tuition and Fees*

The charge per credit in 2014 is \$695. This represents a total approximate cost of \$27,105 for each program.

**RESOURCES AND BUDGET**

*Library Resources*

Hatch Library, along with its electronic counterpart - the Hatch Virtual Library - serves as the central learning resource center for students at Bay Path University. The Library's print and multimedia collections include more than 145,000 items in all media formats, including over 85,000 electronic books. Today, students can access the catalog, read eBooks, use licensed research databases with full-text materials, and find Library- recommended Internet resources from any computer with Web access on or off campus. The Library's online catalog also provides on-campus and remote access to the collection of over 8,000 electronic books. In addition to the online catalog listing of print materials for course reserves, the Library offers access to electronic course reserves through Canvas, the University's course management software system. Remote authentication through EZproxy offers all Bay Path University students and faculty 24/7 off-campus access to 95 subscription research databases, most of

that include full-text materials. A journal access and management service offered by EBSCO helps students use the Library's electronic and print journal holdings more effectively.

### *Physical and Information Technology Resources*

Some of the programs will be delivered using a hybrid format, some courses will be offering on line. The institution utilizes Canvas LMS, a platform that fully integrates Web 2.0 communication technologies along with multimedia and assessment tools into a streamlined interface. Users (both faculty and students) interact with the environment and with one another by integrating the power of streaming video and/or audio throughout the system. This integration facilitates the ability of users to post video-comments in places such as the discussion board, course mail, assignments and the grade book – all without the need for special software or file uploads. Additionally, the integration and availability of rubrics to support assignment, course, and program-level assessment will help standardize and streamline assessment practices campus-wide.

The Canvas system runs on the Amazon.com S3 network backbone and the contracted SLA guarantees 99.9% system uptime. Bay Path University officially completed the transition of all courses and users to the Canvas platform in August 2012. Support for using the Canvas LMS is provided through the Center for Distributed Learning – a group dedicated to providing end-user training and orientation for both faculty and students through nationally recognized training programs that combine coursework, mentoring and proactive ongoing support.

Canvas offers multiple, dynamic real-time options, including live video presentations, synchronous online discussions with visiting writers and guest speakers, live peer group chats, and instant feedback.

### *Budget (Attachment B)*

A multi-year budget projection has been developed for the proposed programs.

## **EVALUATION**

### *Internal Review*

Under the interpretation of the Code of Massachusetts Regulations (610 C.M.R. Sec. 2.08) as they relate to independent institutions accredited without sanction by NEASC, such institutions, when adding a new program in certain already approved categories/levels, must send written notification, including a copy of the curriculum, to the Department of Higher Education. This interpretation is referred to as the 2001 Interpretation.

The 2001 Interpretation stipulates that once an institution is approved to offer two programs within a similar degree and field, additional related programs within that field and level may be added without direct approval from the Board. Degrees that require distinct faculty, curriculum and resources require Board approval and would not qualify under the 2001 Interpretation. Institutions are required to send notification of its intent to offer programs under the 2001 Interpretation for which staff is to determine the eligibility of the proposed program.

In fall 2013, the Department learned that the University was offering nine master degrees without approval from the Board of Higher Education. Based upon a review of the institution's file, Department staff determined that the institution had not fully understood the 2001 interpretation and there was miscommunication between the institution and the Department.

Staff determined that four of the master degrees would have qualified under the 2001 Interpretation had proper protocol been followed at the time the degrees were launched. Staff provided a retroactive determination of 2001 Interpretation eligibility for these degrees, which do not require Board approval. The rest of degrees, the five listed above, would have likely needed distinct resources and would not have been eligible under the 2001 Interpretation; hence, the institution is required to seek Board approval for these degrees.

Because of the University's apparent misunderstanding of its degree-granting authority and miscommunication with the Department, staff made the decision to review these degrees internally. The institution submitted abridged applications for each of the five programs. Department staff determined that the institution met minimal standards for approval for each of these five degrees as outlined in the 610 CMR 2.08.

## **PUBLIC HEARING**

The required public hearing was held on Thursday, April 24, 2014 at 11:00 a.m. at the Department of Higher Education, located at One Ashburton Place in Boston, Massachusetts. No objections to the petition were presented.

## **STAFF ANALYSIS AND RECOMMENDATION**

After a thorough evaluation of all documentation submitted, staff is satisfied that Bay Path University's proposal to offer the **Master of Science in Education; Specialist in Education (EdS); Master of Science in Forensics; Master of Science in Developmental Psychology and Master of Science in Clinical Mental Health Counseling** meets the requirements for NEASC-accredited institutions outlined in 610 CMR 2.08. Recommendation is for approval.

**ATTACHMENT A: CURRICULUM**

Master of Science in Education

**Master of Science in Education: Moderate Disabilities  
Major Required (Core) Courses**

<b>Required (Core) Courses (Total courses required = 11 )</b>		
Course Number	Course Title	Credit Hours
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 510	Managing Challenging Behaviors	3
SPE 515	Foundations for Understanding Inclusive Schools	3
SPE 520	Learners with Special Needs	3
SPE 525	Working with Struggling Readers	3
SPE 530	Curriculum Design and Assessment	3
SPE 558/528/538	Practicum and Seminar – Moderate Disabilities PreK-8 (2 semesters)	12
SPE 559/529/539	Practicum and Seminar – Moderate Disabilities 5-12 (2 semesters) SPE 554 and SPE 555 (0 credits)	
<b>Required Courses in Related Subject (Cognate) Areas (Total courses required = 9 )</b>		
Course Number	Course Title	Credit Hours
Open	2 electives	6
<b>Elective Courses (Total courses required = 2 )</b>		
Course Number		Credit Hours
<b>No. of General Education Courses Required = n/a</b>		
Total number of courses required for the major		__11__
Total number of credit hours required for the major		__36__
Total number of general education credits required		__n/a__
Total credit hours required for degree		__36__

\* SPE 548 required as of July 1, 2014. Program will consist of 39 credits.

**Master of Science in Education: Severe Disabilities  
Major Required (Core) Courses**

<b>Required (Core) Courses (Total courses required = 11 )</b>		
Course Number	Course Title	Credit Hours
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 501	Applied Behavior Analysis	3
SPE 515	Foundations for Understanding Inclusive Schools	3
SPE 520	Learners with Special Needs	3
SPE 525	Working with Struggling Readers	3
SPE 531	Teaching and Assessing Students with Severe Disabilities	3
SPE 557/527/537	Practicum and Seminar Severe Disabilities PreK-12 (2 semesters) SPE 554 and SPE 555 (0 credits)	12
<b>Required Courses in Related Subject (Cognate) Areas (Total courses required = 9 )</b>		
Course Number	Course Title	Credit Hours
Open	2 electives	6
<b>Elective Courses (Total courses required = 2 )</b>		
Course Number		Credit Hours
<b>No. of General Education Courses Required = n/a</b>		
Total number of courses required for the major		__11__
Total number of credit hours required for the major		__36__
Total number of general education credits required		__n/a__
Total credit hours required for degree		__36__

\* SPE 548 required as of July 1, 2014. Program will consist of 39 credits.

Master of Science in Education

**Master of Science in Education: Non-Licensure Massachusetts Licensure  
Major Required (Core) Courses**

<b>Required (Core) Courses (Total courses required = 12 )</b>		
Course Number	Course Title	Credit Hours
SPE 501	Applied Behavior Analysis	3
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 510	Managing Challenging Behaviors	3
SPE 515	Foundations for Understanding Inclusive Schools	3
SPE 520	Learners with Special Needs	3
SPE 525	Working with Struggling Readers	3
SPE 530	Curriculum Design and Assessment	3
SPE 531	Teaching and Assessing Students with Severe Disabilities	3
<b>Required Courses in Related Subject (Cognate) Areas (Total courses required = 8 )</b>		
Course Number Open	4 electives	Credit Hours 12
<b>Elective Courses (Total courses required = 4 )</b>		
Course Number		Credit Hours
<b>No. of General Education Courses Required = n/a</b>		
Total number of courses required for the major	__12__	
Total number of credit hours required for the major	__36__	
Total number of general education credits required	__n/a__	
Total credit hours required for degree	__36__	

\* SPE 548 required as of July 1, 2014. Program will consist of 39 credits.



**Master of Science in Education: Applied Behavior Analysis  
Major Required (Core) Courses**

<b>Required (Core) Courses (Total courses required = 10 )</b>		
Course Number	Course Title	Credit Hours
SPE 501	The Science of ABA: Concepts and Principles	3
SPE 502	Ethical Practice in ABA	3
SPE 603	Research Methods in Applied Behavior Analysis	3
SPE 604	Behavioral Assessment and On-Going Evaluation	3
SPE 605	Interventions and Behavior Change Procedures	3
SPE 606	Behavioral Systems in Education	3
SPE 607	Group Supervision and Examination Preparation	3
SPE 608	Supervision 1 in ABA	5
SPE 609	Supervision 2 in ABA	5
SPE 610	Supervision 3 in ABA	5
<b>Required Courses in Related Subject (Cognate) Areas (Total courses required = 10 )</b>		
Course Number	Course Title	Credit Hours
<b>Elective Courses (Total courses required = n/a )</b>		
Course Number		Credit Hours
<b>No. of General Education Courses Required = n/a</b>		
Total number of courses required for the major		__10__
Total number of credit hours required for the major		__36__
Total number of general education credits required		__n/a__
Total credit hours required for degree		__36__

Specialist in Education

**Specialist in Education: Moderate Disabilities  
Major Required (Core) Courses**

<b>Required (Core) Courses</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
SPE 605	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 610	Managing Challenging Behaviors	3
SPE 615	Foundations for Understanding Inclusive Schools	3
SPE 620	Learners with Special Needs	3
SPE 625	Working with Struggling Readers	3
SPE 630	Curriculum Design and Assessment	3
SPE 658/628/638	Practicum and Seminar – Moderate Disabilities PreK-8 (2 semesters)	12
	OR	
SPE 659/629/539	Practicum and Seminar – Moderate Disabilities 5-12 (2 semesters) SPE 654 and SPE 655 (0 credits)	
SPE 640	Advanced Research in Education	3
SPE 658	Capstone in Education	3
		<b>Credit Hours 36</b>

\* SPE 648 required as of July 1, 2014. Program will consist of 39 credits.

Specialist in Education

**Severe Disabilities  
Major Required (Core) Courses**

<b>Required (Core) Courses</b>		
Course Number	Course Title	Credit Hours
SPE 605	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 601	Applied Behavior Analysis	3
SPE 615	Foundations for Understanding Inclusive Schools	3
SPE 620	Learners with Special Needs	3
SPE 625	Working with Struggling Readers	3
SPE 631	Teaching and Assessing Students with Severe Disabilities	3
SPE 657/627/637	Practicum and Seminar Severe Disabilities PreK-12 (2 semesters) SPE 654 and SPE 655 (0 credits)	12
SPE 640	Advanced Research in Education	3
SPE 658	Capstone in Education	3
Total credit hours required for degree		___36___

\* SPE 548 required as of July 1, 2014. Program will consist of 39 credits.

Specialist in Education

**Non-Licensure Massachusetts Licensure  
Recommended Special Education Classes  
Major Required (Core) Courses**

<b>Required (Core) Courses (Total courses required = 12 )</b>		
Course Number	Course Title	Credit Hours
SPE 601	Applied Behavior Analysis	3
SPE 605	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 610	Managing Challenging Behaviors	3
SPE 615	Foundations for Understanding Inclusive Schools	3
SPE 620	Learners with Special Needs	3
SPE 625	Working with Struggling Readers	3
SPE 630	Curriculum Design and Assessment	3
SPE 631	Teaching and Assessing Students with Severe Disabilities	3
SPE 640	Advanced Research in Education	3
SPE 658	Capstone in Education	3
Total credit hours required for degree		___36___

\* SPE 548 required as of July 1, 2014. Program will consist of 39 credits.

Specialist in Education

**Specialist in Education: Applied Behavior Analysis  
Major Required (Core) Courses**

<b>Required (Core) Courses (Total courses required = 10 )</b>		
Course Number	Course Title	Credit Hours
SPE 601	The Science of ABA: Concepts and Principles	3
SPE 602	Ethical Practice in ABA	3
SPE 704	Behavioral Assessment and On-Going Evaluation	3
SPE 705	Interventions and Behavior Change Procedures	3
SPE 706	Behavioral Systems in Education	3
SPE 707	Group Supervision and Examination Preparation	3
SPE 708	Supervision 1 in ABA	5
SPE 709	Supervision 2 in ABA	5
SPE 710	Supervision 3 in ABA	5
SPE 703	Advanced Research in Applied Behavior Analysis	3
Total credit hours required for degree		___36___

Master of Science in Forensics

<b>Required (Core) Courses (Total courses required = 12 )</b>		
Course Number	Course Title	Credit Hours
FSC 500	Forensic Biology	4
FSC 605	Forensic Toxicology and Drug Analysis	4
FSC 600	Forensic Science Seminar I	2
FSC 610	Ethical and Legal Issues in Forensic Science	3
FSC 620	Advanced Criminalistics and Crime Scene Investigation and Reconstruction	4
FSC 660	Trace Evidence Analysis and Microscopy	4
FSC 615	Forensic Science Seminar II	2
FSC 630	Forensic Science Research Project I	3
FSC 645	Forensic Science Administration	3
FSC 650	Forensic Science Research Project II	4
FSC665	Advanced Forensic DNA Analysis and Statistics	4
FSC 670	Forensic Capstone Seminar	3
<b>Required Courses in Related Subject (Cognate) Areas (Total courses required = 12 )</b>		
Course Number	Course Title	Credit Hours
Total number of courses required for the major    ___12___		
Total number of credit hours required for the major    ___39___		
Total number of general education credits required    ___n/a___		
Total credit hours required for degree                 ___39___		

Master of Science in Developmental Psychology

<b>Required (Core) Courses (Total courses required = 12 )</b>		
Course Number	Course Title	Credit Hours
PSY 600	Infant and Toddler Development	3
PSY 615	Child and Adolescent Development	3
PSY 620	Psychopathology	3
PSY 625	Applied Research Methods in Developmental Psychology	3
PSY 630	Adult Development and Aging	3
PSY 635	Ethics and Professional Conduct in Psychology	3
PSY 652	Bullying and Coercive Behavior	3
PSY 662	Counseling Theories and Practice	3
PSY 670	Fieldwork	
<b>Required Courses in Related Subject (Cognate) Areas (Total courses required = 9 )</b>		
Course Number	Course Title	Credit Hours
Open		9
Total number of courses required for the major     ___12___		
Total number of credit hours required for the major     ___36___		
Total number of general education credits required     ___n/a___		
Total credit hours required for degree                     ___36___		

Master of Science in Clinical Mental Health

**Major Required (Core) Courses**

<b>Required (Core) Courses (Total courses required = 20 )</b>		
Course Number	Course Title	Credit Hours
PSY 500	Infant /Toddler Development	3
PSY 515	Childhood and Adolescent Development	3
PSY 530	Adult Development and Aging	3
PSY 535	Ethics and Professional Conduct in Counseling	3
PSY 550	Family Systems	3
PSY 620	Psychopathology	3
PSY 625	Applied Research Methods in Counseling	3
PSY 658	Assessment in Counseling	3
PSY 660	Social and Cultural Foundations	3
PSY 662	Counseling Theory and Practice	3
PSY 664	Counseling Skills and Techniques	3
PSY 665	Group Dynamics and Mental Health Counseling	3
PSY 680	Counseling Practicum	3
PSY 696	Counseling Internship and Seminar I	3
PSY 697	Counseling Internship and Seminar II	3
PSY 698	Counseling Internship and Seminar III	3
<b>Required Courses in Related Subject (Cognate) Areas (Total courses required = 16 )</b>		
Course Number	Course Title	Credit Hours
Open		12
<b>Elective Courses (Total courses required = 4)</b>		
Total number of courses required for the major	_____	20_____
Total number of credit hours required for the major	_____	60_____
Total number of general education credits required	_____	n/a_____
Total credit hours required for degree	_____	60_____

**ATTACHMENT B: BUDGETS**

**Master of Science in Education and Specialist in Education**



Note: The MS in Education and Specialist in Education share—in entirety—curricular, faculty and all other resources. Hence, the budget is combined.

One Time/ Start Up Costs		Annual Expenses				
		Fiscal Years Ending			Budgeted	
		2011	2012	2013	2014	2015
	<b>Cost Categories</b>					
	Full Time Faculty (Salary & Fringe)	68,936	71,004	122,756	174,334	180,624
	Part Time/Adjunct Faculty (Salary & Fringe)	193,941	193,941	229,447	274,940	273,188
	Staff	52,478	53,134	52,506	62,366	64,237
	General Administrative Costs	42,474	43,134	52,506	62,366	64,237
	Instructional Materials, Library Acquisitions					
	Facilities/Space/Equipment					
	Field & Clinical Resources					
	Marketing	55,000	55,000	55,000	55,000	45,000
	Other (Specify)					
	<b>TOTALS</b>	412,829	416,213	521,042	639,231	637,808
One Time/Start-Up Support		Annual Income				
		Actual Income Fiscal Years Ending			Budgeted	
		2011	2012	2013	2014	2015
	<b>Revenue Sources</b>					
	Grants					
	Tuition	498,973	490,934	611,238	693,353	691,112
	Fees					
	Departmental					
	Reallocated Funds					
	Other (specify)					
	<b>TOTALS</b>	498,973	490,934	611,238	693,353	691,112

Master of Science in Forensics

<b>One Time/ Start Up Costs</b>		<b>Annual Expenses</b>				
		<b>Fiscal Years Ending</b>			<b>Budgeted</b>	
		<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
	<b>Cost Categories</b>					
	Full Time Faculty* <i>*Full-time faculty expenses are allocated to Science Department budget.</i>					
	Part Time/Adjunct Faculty	12,579	16,220	5,089	16,240	16,727
	Staff					
	General Administrative Costs	7,441		9,375	10,350	10,661
	Instructional Materials, Library Acquisitions	10,760	12,078		13,850	14,266
	Facilities/Space/Equipment					
	Field & Clinical Resources					
	Marketing	25,000	25,000	25,000	25,000	25,000
	Other (Specify)					
	<b>TOTALS</b>	55,780	53,298	38,464	65,440	66,653

<b>One Time/Start- Up Support</b>		<b>Annual Income</b>				
		<b>Actual Income Fiscal Years Ending</b>			<b>Budgeted</b>	
		<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
	<b>Revenue Sources</b>					
	Grants					
	Tuition	256,353	212,195	194,670	168,415	214,820
	Fees					
	Departmental					
	Reallocated Funds					
	Other (specify)					
	<b>TOTALS</b>	256,353	212,195	194,670	168,415	214,820

**Master of Science in Clinical Mental Health Counseling\***  
**Master of Science in Developmental Psychology\***

*\*Note- This budget is combined for both degree programs as both programs draw from same coursework, faculty, and other campus resources*

One Time/ Start Up Costs	Cost Categories	Annual Expenses					
		Fiscal Years Ending				Budgeted	
		2010	2011	2012	2013	2014	2015
	Full Time Faculty (Salary & Fringe)		70,000	89,617	189,689	199,330	205,310
	Part Time/Adjunct Faculty (Salary & Fringe)		32,860	54,054	74,857	85,412	86,636
	Staff						
	General Administrative Costs			2,639	8,320	10,150	8,654
	Instructional Materials, Library Acquisitions		21,198		13,163	12,100	12,403
	Facilities/Space/Equipment						
	Field & Clinical Resources						
	Marketing		25,000	25,000	50,000	50,000	50,000
	Other (Specify)						
	<b>TOTALS</b>		149,058	171,310	336,038	356,992	363,003

One Time/Start-Up Support	Revenue Sources	Annual Income					
		Actual Income Fiscal Years Ending				Budgeted	
		2010	2011	2012	2013	2014	2015
	Grants						
	Tuition		263,625*	474,710*	482,220**	654,085**	665,803**
	Fees						
	Departmental						
	Reallocated Funds						
	Other (specify)						
	<b>TOTALS</b>		263,625	474,710	482,220	654,085	665,803

\*Budgets reflect income for the MS in Developmental Psychology program including the 24-credit Clinical Health Counseling licensure add-on track

\*\*In 2013, 2014, 2015, income is broken down as follows:

	2013	2014	2015
<b>MS in Developmental Psychology</b>	190,350	228,085	190,838
<b>MS in Clinical Mental Health Counseling</b>	291,870	426,000	474,968