

— ACADEMIC AFFAIRS —  
**STEVENSON**  
U N I V E R S I T Y  
Executive Vice President and Provost

14 February 2020

James D. Fielder, Jr., Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street, 10<sup>th</sup> Floor  
Baltimore, Maryland 21201

Dear Dr. Fielder:

On behalf of President Elliot Hirshman and Stevenson University, I am pleased to submit the enclosed proposal to add a **Doctorate in Psychology (Psy.D.)** degree program. The proposal for this new degree program and new degree level has been approved by all of the necessary internal constituencies at Stevenson University, including the Deans' Council, the Faculty Council, President Elliot Hirshman, and our Board of Trustees.

The Doctor of Psychology (Psy.D.) prepares individuals to become licensed Clinical Psychologists, and adding the proposed Psy.D. program to the academic portfolio of Stevenson University will benefit both the Maryland workforce and the broader community. The implementation of this program will create new opportunities through which individuals can train as mental health professionals. As we educate and graduate these students, then, Stevenson will be able to contribute to increasing the number of clinically trained psychologists who are prepared to meet the needs of our local communities.

As detailed in the attached proposal (section C), the projected job growth in this area significantly outpaces the projected number of graduates. The demonstrated need for prepared graduates in clinical psychology, along with the strength of SU's existing programs in the social sciences and health professions, allowed the proposed Psy.D. program to emerge as a good fit for the institution's mission of providing career-focused education and preparing graduates for a lifetime of inquiry and contribution. In addition to working as clinical psychologists, graduates of this program will be equipped to pursue careers as social workers, counselors, marriage and family therapists, and school psychologists.

The Doctor of Psychology program also stands as Stevenson's first program at the doctoral degree level. As described in the proposal, we are confident in our ability to deliver a high-quality program, and resources have been allocated accordingly. The value of adding doctoral education and preparing students to fill important workforce and community needs is understood and championed not only by the academic departments and schools but also by related units, such as the library, office of information technology, and career services. The prospective program faculty—all of whom hold doctoral degrees (Ph.D. or Psy.D.)—are well-

positioned to deliver the program, having undertaken extensive research that includes benchmarking studies and close investigation of the *APA Standards of Accreditation for Health Service Psychology*. These program faculty also have experience supervising student research, experiential learning, and internships. In sum, offering doctoral education, and the Psy.D. in particular, is an opportunity for Stevenson to continue to support the needs of the workforce and community, further expand its academic mission, and make career-focused education accessible to new populations of students.

In compliance with MHEC's request, we are submitting this cover letter and the proposal as PDF attachments to an e-mail message. We have also submitted under separate cover the required filing fee in accordance with MHEC procedures.

Please contact me at 443-334-2205 or at [sgorman@stevenson.edu](mailto:sgorman@stevenson.edu) if you have questions. Thank you for consideration of our proposal.

Sincerely,



Susan Thompson Gorman, Ph.D.  
Executive Vice President and Provost  
Stevenson University  
443-334-2205  
[sgorman@stevenson.edu](mailto:sgorman@stevenson.edu)




## Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Stevenson University
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*Each action below requires a separate proposal and cover sheet.*

- |  |   |
|--|---|
| <input checked="" type="radio"/> New Academic Program      | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration            | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input checked="" type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate          | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program                   | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Payment Amount: \$5000	Date Submitted: 02-17-2020
Department Proposing Program	Psychology		
Degree Level and Degree Type	Doctorate, Doctorate of Psychology		
Title of Proposed Program	Clinical Psychology		
Total Number of Credits	110		
Suggested Codes	HEGIS: 2003.00	CIP: 422801.0000	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education ( <i>fully online</i> )	
Program Resources	<input type="radio"/> Using Existing Resources	<input checked="" type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year: 2021
Provide Link to Most Recent Academic Catalog	URL: <a href="https://www.stevenson.edu/academics/catalog/">https://www.stevenson.edu/academics/catalog/</a>		
Preferred Contact for this Proposal	Name: Dr. Susan T. Gorman		
	Title: Executive Vice President and Provost		
	Phone: (443) 334-2205		
	Email: <a href="mailto:sgorman@stevenson.edu">sgorman@stevenson.edu</a>		
President/Chief Executive	Type Name: Dr. Elliot Hirshman		
	Signature: 	Date: 02/17/2020	
	Date of Approval/Endorsement by Governing Board: 02/14/2020		

Revised 3/2019



# Stevenson University

## Proposal for a New Academic Program Proposal for a New Degree Level

### Doctorate of Psychology (Psy.D.) Clinical Psychology

#### A. Centrality to Institutional Mission and Planning Priorities

##### 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

###### *Program Description*

The Doctor of Psychology (Psy.D.) program will prepare Clinical Psychologists to provide evidence-based and culturally competent clinical services to their communities in assessment, diagnosis, treatment and interventions, supervision, consultation, and advocacy. Students will develop skills and competencies consistent with the *APA Standards of Accreditation for Health Service Psychology* for a doctoral program in Clinical Psychology. Clinical Psychology, as defined by APA, is a broadly inclusive field that “provides continuing and comprehensive mental and behavioral health care for individuals and families; consultation to agencies and communities; training; education and supervision; and research-based practice.”<sup>1</sup>

Through a combination of classroom instruction and extensive clinical placement and internship experiences, students will acquire the core competencies and discipline-specific knowledge required for effective clinical practice. Students will develop competency in the following areas: research, ethical and legal standards, individual and cultural diversity, communication and interpersonal skills, assessment, intervention, supervision, consultation, and interprofessional/interdisciplinary skills. Discipline-specific knowledge will encompass knowledge of the fundamental areas of psychology, including the history of psychology; affective, biological, cognitive, developmental, and social aspects of behavior; research methods; statistical analysis; and psychometrics.

###### *New Degree Level*

The proposed Doctor of Psychology program will be Stevenson's first doctoral program. Thus, this program proposal serves as an application for both a new academic program and new degree level. Stevenson University operates under the philosophy of meeting students where they are. Current academic programs at the bachelor's and master's levels are characterized by an innovative curriculum, engaged and supportive faculty, and opportunities for students to pursue individual interests. The proposed Doctor of Psychology has been designed along these same lines, and providing access to doctoral education is yet another way for Stevenson University to live its values and prepare students for a lifetime of learning and contribution. Offering doctoral

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<sup>1</sup> APA Graduate Specialties: <https://www.apa.org/ed/graduate/specialize/clinical> (accessed 3 January 2020).

education is an opportunity for Stevenson to continue to build on its strengths, further expand its academic mission, and make career-focused education accessible to new populations of students.

Stevenson has been consistent and thorough in pursuing its mission of providing a career-focused education, grounded in the liberal arts. This mission has allowed the institution to meet the needs of the current student population of traditional undergraduate students and adult online students since its founding as Villa Julie College in 1947. Building professional doctorates, such as the Psy.D., is a natural extension of the institution's intentional blend of career focus and liberal arts tradition. The addition of this new program and degree level supports and is supported by the University's Mission and positions the institution well to meet growing workforce demand in the region.

At Stevenson, the Division of Academic Affairs works to promote academic excellence, extraordinary experiences, warm community, and career connections that well prepare graduates "for learning and for living." These values underpin all academic programs and related academic services (Library, Career Services, Student Success). Stevenson University has a robust Office of Career Services, housed within Academic Affairs, with targeted advising, professional development opportunities, and support programs in place for students. These programs, in collaboration with the Department of Psychology, will be further enhanced to support the specific needs of the doctoral students.

Stevenson's academic programs and faculty are also well-positioned to support the development of doctoral programs. Stevenson faculty have credentials appropriate to their field, and most full-time faculty hold terminal degrees in their field of study, with 65% holding doctorates. Undergraduate faculty must hold at least a master's degree for a part-time appointment and a doctorate or terminal degree for a full-time appointment. All graduate faculty are expected to hold a doctorate or terminal degree in their field of study. The Psychology Department has strong research outcomes for both faculty and students, and the department effectively prepares undergraduate students for graduate study.<sup>2</sup> All full-time and part-time faculty in the Psychology department hold a Ph.D. or Psy.D., and all full-time faculty are expected to supervise student research and/or internships and field placements. The strength of the undergraduate program in Psychology, which is supported and enhanced throughout the Academic Affairs Division, will ensure a robust and rigorous academic experience for doctoral students. Moreover, as discussed further below, necessary campus infrastructure (facilities, technology, Library) is also in place and will require minimal adjustment and renovation. Indeed, expansion to face-to-face doctoral programs will allow Stevenson to maximize its existing facilities, specifically the Greenspring campus location.

By way of context, the majority of Stevenson's peer institutions offer doctoral programs. Of the seventeen schools in Stevenson University's MAC Conference, thirteen offer one or more doctoral program. In addition, of the eleven schools identified as peer institutions for the Middle States Commission on Higher Education (MSCHE), eight offer doctoral programs. Adding the Psy.D. to the repertoire of academic programs offered by SU will bring the institution into

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<sup>2</sup> For academic year 2017-2018, 55% of Psychology students went directly into graduate programs upon graduation from SU.

alignment with its peers and may provide additional opportunities for collaboration to support student achievement.<sup>3</sup>

Graduate study is a suitable pathway for many SU students, and developing this program will further support that student interest. The current graduate programs offered by SU are not closely aligned with the Psychology major or related professions; therefore, implementing the Psy.D. program will provide a pathway for SU undergraduates as well as for students from other institutions interested in pursuing careers in Clinical Psychology.

#### *Relationship to the Institution's Approved Mission*

The proposed Doctor of Psychology (Psy.D.) aligns with the University's strategic goals and is an institutional priority. [Note to reader: The following sentence will be included only if true ⇒ *The program has received the full support of all stakeholders, including, but not limited to, the Faculty Council, Deans' Council, Cabinet, Provost, President, and Board of Trustees.*]

The Psy.D. program aligns with Stevenson University's Mission, which appears below:

The University is an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

Specifically, as an applied doctorate, the Psy.D. reflects Stevenson's mission of blending the liberal arts with career preparation and providing students with opportunities to learn beyond the classroom. As demonstrated below, the practical application of knowledge through professional preparation courses, internships, and clinical placements is a central feature of the Psy.D. curriculum. The program also provides students with a strong grounding in theory and research, in keeping with the institution's commitment to liberal arts and lifelong learning. Clinical Psychology as a field is marked by a deep commitment to diversity and inclusion, and the alignment of these disciplinary values with the institutional mission of upholding civility and respect for difference made the Psy.D. a natural choice for program development at Stevenson University. The move to doctoral education also aligns with the University's dedication to preparing students to be lifelong learners and stewards of their communities.

## **2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

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<sup>3</sup> For instance, in 2018, SU developed a 3+3 program with the University of Baltimore School of Law, which allows qualified students to begin graduate work after completing three years at SU.

Stevenson University is currently finalizing a new strategic plan, which will be implemented in 2020. The inclusion of the following goals demonstrates that the proposed program will be an institutional priority:

Develop Academic Programs

Focus on Students' Professional Success and Career Development

Specific initiatives related to these goals are under development throughout the Spring 2020 semester.

In addition, the previous strategic plan, under which development of this program began, included the following goal:

Academic Affairs: The University will support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation, and by establishing a solid liberal arts foundation.

As noted above, the Psy.D. program is aligned with this goal in its applied focus. Moreover, the addition of doctoral programs to Stevenson University will provide new opportunities to pursue academic excellence through the development and delivery of doctoral-level courses, support and mentoring of doctoral students, and continued professional development of faculty. Finally the development of this program aligns with the annual strategic initiatives (2019-2020) developed by the President's Cabinet, which include "Investigate and analyze parameters for face-to-face graduate programs, identify promising program options, and obtain MHEC (and MSCHE as necessary) approval with implementation to follow in later years as resources permit."

**3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)**

The proposed Doctor of Psychology program will build on the strength of the undergraduate program in Psychology. The University recognizes that it will incur new costs with the development and implementation of this program, and the costs will be shared by the Academic Affairs Division (25%) and Central Budgeting (75%). Specifically, new program costs include hiring faculty and staff, recruiting and supporting students, providing appropriate facilities and technological infrastructure, and pursuing program accreditation. Beginning in FY 21, funds have been dedicated to the development of this program, and start-up expenses have been staggered throughout the planning year (FY 21) and initial years of student enrollment in the program. Additional information and details appear in Section L.

**4. Provide a description of the institution's commitment to:**

- a) ongoing administrative, financial, and technical support of the proposed program**

The proposed program will be housed in the School of Humanities and Social Sciences. A Graduate Program Director, reporting to the Psychology Department Chair, will be hired during the planning year to lead the development of program-specific courses, oversee facilities work, connect with clinical placement sites, and collaborate with Admissions and Marketing to recruit the inaugural class of students. The Office of Information Technology and the Facilities Department have both included the needs of the proposed doctoral program in their short and long-term planning. Throughout all units, financial costs have been staggered to allow for effective planning and continuous support.

**b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

Stevenson University anticipates continuation of this degree program beyond the time needed for students to complete. The University is committed to the success of its students and provides support services to ensure timely progression, such as high-touch advising and subject-specific tutoring. In addition, the University is invested in the proposed expansion to doctoral programs and the opportunities such programs provide to enhance the academic offerings of the institution.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

**1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

- a) **The need for the advancement and evolution of knowledge;**
- b) **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**
- c) **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

**2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).**

Stevenson's proposed Psy.D. program aligns with several strategies outlined in the *2017-2021 Maryland State Plan for Postsecondary Education*.<sup>4</sup> As noted in the description of the "Success" goal, Maryland has the third highest percentage of adults with advanced degrees. A professional doctorate program will further support this achievement and the advancement and evolution of knowledge within the state, while also helping to meet critical national and local employment need, as demonstrated below.

Several strategies within the *State Plan* emphasize the importance of career preparation and professional partnerships. These are hallmarks of the Psy.D. program. For instance, *Strategy 7*:

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<sup>4</sup> The *2017-2021 Maryland State Plan for Postsecondary Education* is available: <https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx> (accessed 15 November 2019)



“Enhance career advising and planning services and integrate them explicitly into academic advising and planning.” As demonstrated in the curriculum outline, professional preparation courses, internships, and clinical practica are part of the required coursework for the Psy.D., and students will work closely with faculty advisors in preparation for these placements. Related classroom sessions and meetings will also provide space for students to reflect and give faculty the opportunity to coach students in “real time.” *Strategy 8*: “Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness” also makes mention of the importance of graduate study in a student’s long-term planning. While SU undergraduates are aware of the presence of the institution’s graduate programs through Stevenson University Online (SUO), the presence of additional graduate students on campus and opportunity to engage with doctoral students will help SU undergraduates in all programs expand their thinking about lifelong learning and degree attainment. Finally, SU’s Psy.D. program also aligns with *Strategy 10*: “Expand support for research and research partnerships.” While the Psy.D. is an applied degree, the curriculum does include doctoral-level research and scholarship, including a dissertation, through which students will hone their skills in research, writing, analysis, and critical thinking. Students will combine both research and applied work in preparing to become licensed clinical psychologists and support the growing workforce demand in this area.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

#### **1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**

The primary outcome of the Psy.D. program is to prepare students to become licensed Clinical Psychologists. Doctoral-level preparation is required for licensure, and in the state of Maryland, a license is required to practice psychology. Upon completion of Stevenson’s Psy.D. program, students will have completed the necessary coursework and supervised clinical hours to sit for the state licensure exam. Licensed psychologists are prepared to work in educational settings (primary schools, secondary schools, colleges and universities), hospitals, individual or group practices, outpatient centers, and substance abuse centers, among others sites.<sup>5</sup>

- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**
- 4. Provide data showing the current and projected supply of prospective graduates.**

#### *National*

The Bureau of Labor Statistics (BLS) employment category that corresponds to the outcome of the Psy.D. is “clinical, counseling, and school psychologist.” According to the Bureau of Labor

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<sup>5</sup>U.S. Bureau of Labor Statistics, Occupational Employment Statistics.  
<https://www.bls.gov/oes/current/oes193031.htm> (accessed 22 November 2019)

Statistics, both nationally and locally, the employment projections for clinical, counseling, and school psychologists are strong and expected to exceed the average. Additional occupations listed by the BLS that are relevant for the proposed program are Marriage and Family Therapist and Counselor (substance abuse, behavioral disorder). Substantial growth is projected for these occupations as well.

Table 1: National Employment Projections: Clinical, Counseling, and School Psychologists<sup>6</sup>

Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-2028	
				Percent	Numeric
Clinical, counseling, and school psychologists	19-3031	162,000	185,800	15	23,800

Table 2: National Employment Projections: Related Occupations<sup>7</sup>

Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-2028	
				Percent	Numeric
Marriage and family therapists	21-1013	55,300	67,700	22	12,300
Substance abuse, behavioral disorder, and mental health counselors	21-1018	304,500	373,100	22	68,500

### *Maryland*

Within the state of Maryland, the long term occupational projections for clinical, school, and counseling psychologists show an increase of 15.2% from 2016 to 2026. As demonstrated in Tables 3 and 4 below, the average number of openings for clinical, counseling, and school psychologists per year (170) in Maryland exceeds the number of graduates from APA-accredited Psy.D. and Ph.D. programs in clinical, counseling, and school psychology (average 46 graduates per year 2015-2018).

<sup>6</sup> U.S. Bureau of Labor Statistics, Employment Projections program. <https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6> (accessed 2 December 2019)

<sup>7</sup> These occupations do not require a Psy.D.; however, they are common pathways for graduates with that preparation. U.S. Bureau of Labor Statistics, Employment Projections program. <https://www.bls.gov/ooh/community-and-social-service/marriage-and-family-therapists.htm#tab-6> (accessed 22 November 2019) <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm#tab-6> (accessed 22 November 2019)

Table 3: Maryland Employment Projections: Clinical, Counseling, and School Psychologists: 2016-2026<sup>8</sup>

Area	Title	Base Year Employment	Projected Year Employment	Change	Percent Change	Average Annual Openings
Maryland	Clinical, Counseling & School Psychologists	1980	2280	300	15.2	170

Table 4: APA-accredited Clinical, Counseling, and School Psychology Psy.D. and Ph.D. programs and number of graduates, MD: 2015-2018<sup>9</sup>

Institution Name	Degree Type	2018	2017	2016	2015
Loyola University Maryland (MD)	Psy.D.	16	13	19	15
University of Maryland, Baltimore County (MD)	Ph.D.	20	21	17	16
University of Maryland, College Park (MD)	Ph.D.	12	13	10	13
<b>TOTAL</b>		<b>48</b>	<b>47</b>	<b>46</b>	<b>44</b>

Table 5: Projected Enrollment and Graduation, Stevenson University Psy.D. Program: 2021-2028

	Year 1 2021- 2022	Year 2 2022- 2023	Year 3 2023- 2024	Year 4 2024- 2025	Year 5 2025- 2026	Year 6 2026- 2027	Year 7 2027- 2028
<b>Projected Enrollment</b>	10	19	27	35	43	45	45
<b>Projected Graduates</b>	-	-	-	-	-	8	9

### Region

Within Pennsylvania and Washington D.C., the long term occupational projections for clinical, school, and counseling psychologists show an increase of 12.2% (PA) and 9.3% (DC) from 2016 to 2026. As demonstrated in Tables 6 and 7 below, the average number of openings for clinical, counseling, and school psychologists per year (540 in Pennsylvania and D.C.) exceeds the number of graduates from APA-accredited Psy.D. and Ph.D. clinical, counseling, and school psychology programs in the area (average 289 graduates per year 2015-2018).

<sup>8</sup> Long Term Occupational Projections. <https://projectionscentral.com/Projections/LongTerm> (accessed 22 November 2019)

<sup>9</sup> U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (accessed 26 November 2019)

Table 6: PA and DC Employment Projections: Clinical, Counseling, and School Psychologists: 2016-2026<sup>10</sup>

Area	Title	Base Year Employment	Projected Year Employment	Change	Percent Change	Average Annual Openings
<b>Pennsylvania</b>	Clinical, Counseling, and School Psychologists	6,570	7,180	610	9.3	500
<b>District of Columbia</b>	Clinical, Counseling, and School Psychologists	490	550	60	12.2	40

Table 7: PA and DC APA-accredited Clinical, Counseling, and School Psychology Psy.D. and Ph.D. programs and number of graduates: 2015-2018<sup>11</sup>

Institution Name	Degree Type	2018	2017	2016	2015
<b>Chestnut Hill College (PA)</b>	Psy.D.	17	16	13	20
<b>Duquesne University (PA)</b>	Psy.D.	20	11	8	8
<b>Immaculata University (PA)</b>	Psy.D.	29	18	16	29
<b>La Salle University (PA)</b>	Psy.D.	27	19	20	17
<b>Marywood University (PA)</b>	Psy.D.	10	8	9	5
<b>Widener University (PA)</b>	Psy.D.	34	42	31	39
<b>George Washington University (DC)</b>	Psy.D.	24	25	30	40
<b>Drexel University (PA)</b>	Ph.D.	13	12	8	12
<b>Duquesne University (PA)</b>	Ph.D.	13	11	11	9
<b>Lehigh University (PA)</b>	Ph.D.	10	8	19	11
<b>Temple University (PA)</b>	Ph.D.	18	34	30	25
<b>University of Pennsylvania (PA)</b>	Ph.D.	15	14	8	7
<b>University of Pittsburgh (PA)</b>	Ph.D.	17	15	22	11
<b>American University (DC)</b>	Ph.D.	5	6	7	10
<b>Catholic University (DC)</b>	Ph.D.	9	9	7	14
<b>Gallaudet University (DC)</b>	Ph.D.	6	2	4	7
<b>George Washington University (DC)</b>	Ph.D.	11	14	7	8
<b>Howard University (DC)</b>	Ph.D.	23	32	19	18
<b>TOTAL</b>		<b>301</b>	<b>296</b>	<b>269</b>	<b>290</b>

#### D. Reasonableness of Program Duplication:

<sup>10</sup> Long Term Occupational Projections. <https://projectionscentral.com/Projections/LongTerm> (accessed 22 November 2019)

<sup>11</sup> U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (accessed 22 November 2019)

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**
- 2. Provide justification for the proposed program.**

In Maryland, Loyola University is currently the only institution to offer a Psy.D., and their program is APA-accredited in Clinical Psychology. In addition, there are two APA-accredited Ph.D. programs in Psychology within the state (University of Maryland, College Park; University of Maryland, Baltimore County). Stevenson University does not believe that the proposed program will constitute “unreasonable program duplication which would cause demonstrable harm to another institution.”<sup>12</sup> While there are similarities in Psy.D. and Ph.D. program training and curricula, the degrees are different. The American Psychological Association explicates the difference between the degrees as follows:

The PhD is generally regarded as a research degree. Although many professional psychology programs award the PhD degree — especially those in university academic departments — these programs typically have a greater emphasis on producing new knowledge and engaging in research.

The PsyD is a professional degree in psychology (similar to the MD in medicine or a JD in law). Programs conferring the PsyD degree focus heavily on the application of psychological science to provide a service to individuals or groups.<sup>13</sup>

Moreover, as detailed above (Section C), the significant workforce demand, which outpaces the supply of graduates, demonstrates a need for additional training and education opportunities in this area, and it is unlikely that the addition of the Psy.D. program at Stevenson University will negatively impact doctoral programs in Psychology at other state institutions.

The guidelines for APA accreditation and pre-licensure preparation produce some level of curricular similarity among accredited Psy.D. programs. For instance, most programs comprise a basic core of courses in clinical and counseling skills and practice, assessment, advocacy, and ethics. Stevenson University’s program will include these core courses and address the competencies and discipline-specific knowledge outlined in the APA guidelines. However, the program will also be distinct in the opportunities provided to students through the University’s longstanding and thorough commitment to career education. The Office of Career Services is housed within Academic Affairs alongside the Academic Schools, and, as such, offers rich opportunities for collaboration (already existing for the undergraduate programs). Thus, systems and supports are in place for the implementation and oversight of robust internship and field placement programs. In addition, Stevenson is geographically proximate to the thirteen APA-approved internship sites in Maryland, many of which—including Johns Hopkins University, Kennedy Krieger Institute, and Mt. Washington Pediatric Hospital—already have relationships

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<sup>12</sup> §11-206 of the Education Article of the Annotated Code of Maryland.  
<https://law.justia.com/codes/maryland/2013/article-ged/> (accessed 12 February 2020)

<sup>13</sup> American Psychological Association: Education <https://www.apa.org/education/grad/faqs> (accessed 12 February 2020)



with the University through clinical placement programs in Nursing (B.S. and M.S.) and Counseling and Human Services (B.S.).<sup>14</sup>

As a generalist program, Stevenson’s Psy.D. will provide students with a firm grounding in all areas of Clinical Psychology while also allowing them to tailor their research and clinical experiences to best meet their individual interests and those of the expanding workforce. For instance, the curriculum includes a repeatable course “Special Topics in Clinical Psychology” that will provide an in-depth examination of theory and practice for special populations, such as children, the elderly, or individuals with developmental disabilities. Similarly, students are required to take three semesters of “Models of Psychotherapy,” and each offering of the course will address the theory and practice of a different model of psychotherapy, such as group, systems, cognitive, behavioral, or humanistic, thereby allowing students opportunities to explore different areas of psychotherapy and ensure a robust familiarity with models of practice.

#### **E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

- 1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBIs.**

The proposed program is not expected to impact Maryland’s HBIs as there is no program duplication.

#### **F. Relevance to the identity of Historically Black Institutions (HBIs)**

- 1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.**

The proposed program is not expected to impact the uniqueness and institutional identities and missions of HBIs.

#### **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):**

- 1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

Institutional assessment processes have informed ongoing refinement and expansion of the portfolio of academic options available to Stevenson University students and have driven interest in identifying new academic programs that align with Stevenson University’s career-focused mission. As part of the new program development process, a small team within Academic Affairs conducted research on the feasibility of professional doctorates. This team looked at

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<sup>14</sup> American Psychological Association. Office of Program Consultation and Accreditation. [https://apps.apa.org/accredsearch/?\\_ga=2.136026167.709378787.1574429144-194409913.1568211182](https://apps.apa.org/accredsearch/?_ga=2.136026167.709378787.1574429144-194409913.1568211182) (accessed 2 December 2019)

supply and demand, job market trends, resource needs, and program duplication and determined that a Doctor of Psychology could build on Stevenson’s existing academic excellence in social science and health service programs and help to meet growing workforce demand.

The proposed curriculum was developed by the faculty in the Department of Psychology—led by those with degrees in Clinical Psychology—using the APA professional competencies and discipline-specific knowledge as a guide. Faculty also conducted thorough research and benchmarking with APA-approved programs at similar institutions. Thus, the proposed curriculum both aligns with the APA and reflects the strengths and priorities of the Department, School, and University. Feedback on learning outcomes and the curriculum was sought from the Faculty Council Academic Affairs Committee, School Deans, and President’s Cabinet.

Courses in the Psy.D. program will be taught by current full-time faculty in the Psychology Department within the School of Humanities and Social Sciences. Where appropriate, full-time faculty in the Counseling and Human Services Department or adjunct faculty in the Psychology Department may also teach courses in the Psy.D. program. All faculty eligible to teach in the program have a doctorate in Psychology or Counseling as relevant to their teaching responsibilities.

Upon program approval, the University will hire a Graduate Program Director who holds a Ph.D. or Psy.D. in an area of Health Service Psychology, as defined by the American Psychological Association, and has experience with clinical programs. The Graduate Program Director will be a 12-month faculty administrator with responsibility for advising and teaching in the Psy.D. program and overseeing student research in relevant fields of expertise. In addition, the Graduate Program Director will lead the development, implementation, and assessment of the curriculum, collaborate with Admissions on program recruitment, and oversee the administration of the program.

## **2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

The purpose of the Psy.D. program is to prepare clinical psychologists to provide evidence-based and culturally competent clinical services to their communities in assessment, diagnosis, treatment and interventions, supervision, consultation, and advocacy. Students will develop skills and competencies consistent with the *APA Standards of Accreditation for Health Service Psychology* for a doctoral program in Clinical Psychology.

### *Educational Objectives*

1. To prepare students to become culturally competent practitioners of clinical psychology using knowledge and skills necessary for effective clinical practice.
2. To facilitate the development of a scholarly attitude and respect for the value of empirical findings in guiding clinical decision-making;
3. To foster the ability to effectively use research literature and research principles to answer clinically relevant questions.
4. To promote respect for human diversity and enable students to work effectively with individuals and groups from diverse cultural backgrounds.

5. To model and instill principles of ethical thinking and behavior in professional work and an appreciation of legal and quality assurance matters that have an impact on clinical practice.
6. To promote professionalism, self-awareness, self-care, reflection, and active involvement in the profession of psychology and advocacy efforts.

### *Learning Outcomes*

Upon successful completion of the Psy.D. program, students will be able to competently:

1. Apply psychological theory and scientific knowledge of psychological function and dysfunction, maladaptation, and psychopathology;
2. Conduct evidence-based psychological assessments and diagnosis;
3. Provide evidence-based psychological intervention, treatment, supervision, and consultation services;
4. Apply research methods appropriate to the activities of the scientist-practitioner;
5. Perform professional activities consistent with ethical, legal, and professional standards of Health Service Psychology; and
6. Use appropriate communication and interpersonal skills to deliver services to a diverse population.

### *Profession-Wide Competencies and Discipline-Specific Knowledge*<sup>15</sup>

The above educational objectives and learning outcomes were developed to align with the profession-wide competencies and discipline-specific knowledge that will be required for Health Service Psychology accreditation through the American Psychological Association. Per APA, “Profession-wide competencies include certain competencies required for all students who graduate from programs accredited in health service psychology. Programs must provide opportunities for all of their students to achieve and demonstrate each required profession-wide competency. Although in general, the competencies appearing at or near the top of the following list serve as foundations upon which later competencies are built, each competency is considered critical for graduates in programs accredited in health service psychology.”

### *Profession-Wide Competencies*

Competency 1: Research

Competency 2: Ethical and Legal Standards

Competency 3: Individual and Cultural Diversity

Competency 4: Communication and Interpersonal Skills

Competency 5: Assessment

Competency 6: Intervention

Competency 7: Supervision

Competency 8: Consultation and Interprofessional/Interdisciplinary Skills

In addition to the profession-wide competencies, APA recommends that graduate curricula address discipline-specific knowledge: “Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to health services psychology. Thus, all

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<sup>15</sup> The full APA full APA *Standards of Accreditation for Health Service Psychology* can be found at: <https://www.apa.org/ed/accreditation/> (accessed 2 December 2019)

students in accredited programs should acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.” For the proposed Psy.D. program at SU, discipline-specific knowledge will encompass knowledge of the fundamental areas of psychology, including the history of psychology; affective, biological, cognitive, developmental, and social aspects of behavior; research methods; statistical analysis; and psychometrics.

**3. Explain how the institution will:**

- a) **provide for assessment of student achievement of learning outcomes in the program**
- b) **document student achievement of learning outcomes in the program**

Assessment and documentation of student achievement of learning outcomes will occur according to institutional assessment processes. General outcomes for each course level (600, 700, 800, 900) have been defined as part of the curriculum development process, and these course level learning outcomes are directly aligned to the program outcomes and will inform the development of course-level outcomes. The course level definitions and alignment matrices are reviewed by the Academic Affairs Committee of the Faculty Council, Office of Institutional Assessment, Deans’ Council, and Provost as part of the institution’s new course proposal process to ensure that all course content supports the achievement of program outcomes. Following the institutional assessment process, student achievement of program learning outcomes will be assessed on an annual basis, with a subset of program outcomes and/or courses being assessed on a rotating basis each year. In addition, the program will seek accreditation by the American Psychological Association at an appropriate time.

*Psychology Graduate Course Level Outcomes*

600-level: At this level, students are learning content and theory as well as basic skills, practices, and concepts for further graduate study.

700-level: At this level, students are moving to more complex topics and sociocultural factors and beginning to apply the skills, practices, and theories from 600-level courses.

800-level: At this level, students are working in clinical placements applying the skills used in previous coursework, analyzing and reflecting on their clinical practice, and providing feedback to others.

900-level: At this level, students are applying the classroom and clinical work to an original research project and full-time internship experience.

Documentation of student achievement of learning outcomes is part of the institution’s assessment process. Following an established five-year assessment cycle, student artifacts will be collected from specific courses at all levels of the program. Artifacts will be scored by discipline faculty, in consultation with the Director of Assessment and Office of Institutional Research, to determine the level of student achievement of learning outcomes. Data will be analyzed and appropriate changes to the program will be made as needed based on the results.

**4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

Table 8: Doctor of Psychology in Clinical Psychology Program Requirements

<b>DISCIPLINE-SPECIFIC KNOWLEDGE</b> (21 Credits)	
<b>Area and Courses</b>	<b>Required Credits</b>
<i>History of Psychology</i> PSY 710: History of Psychology (3)	3
<i>Cognitive and Affective Psychology</i> PSY 606: Cognitive and Affective Bases of Behavior (3)	3
<i>Biological Bases of Behavior</i> PSY 605: Biological Bases of Behavior (3) PSY 730: Psychopharmacology (3)	6
<i>Developmental Aspects of Behavior</i> PSY 603: Lifespan Development (3) PSY 610: Psychopathology (3)	6
<i>Social Bases of Behavior</i> PSY 604: Social Psychology (3)	3
<b>PROFESSION-WIDE COMPETENCIES</b> (89 Credits)	
<i>Research Design and Statistics</i> PSY 601: Design & Analysis I – Experimental (3) PSY 602: Design & Analysis II – Non-Experimental (3)	6
<i>Ethical and Legal Standards</i> PSY 740: Legal and Ethical Issues in Clinical Practice (3)	3
<i>Individual and Cultural Diversity</i> PSY 750: Multicultural Competencies and Clinical Practice (3)	3
<i>Professional Values, Attitudes, and Behaviors</i> PSY 630: Professional Practice (3) PSY 780: Consultation (1.5/required 4 semesters) PSY 880: Advanced Consultation (1.5./required 4 semesters)	15
<i>Communication and Interpersonal Skills</i> PSY 810: Practicum (1.5/required 6 semesters)	9
<i>Assessment</i> PSY 701: Cognitive Assessment (3) PSY 702: Personality Theory and Assessment (3) PSY 703: Neuropsychological Assessment (3) PSY 801: Assessment Practicum (2)	11



<i>Intervention</i> PSY 640: Introduction to Psychotherapy (3) PSY 720: Models of Psychotherapy (3/required 3 semesters)	12
<i>Supervision, Consultation, and Interdisciplinary Skills</i> PSY 790: Consultation and Supervision in Health Services (3)	3
<i>Electives</i> PSY 725 Special Topics in Clinical Psychology (3)	3
<i>Dissertation</i> PSY 901: Dissertation (3/required 5 semesters)	15
<i>Internship</i> PSY 902: Internship (3/required 3 semesters)	9
<b>TOTAL</b>	<b>110</b>

### *Psychology Graduate Course Titles and Descriptions*

#### PSY 601 Design and Analysis 1 – Experimental Approaches (3 credits)

Provides a background in the wide variety of research designs that are used by psychologists. In addition, the course will review the statistical procedures typically used with each design. The first course in a two-course sequence, PSY 601 will focus on experimental approaches and cover topics including assumptions of the scientific approach, hypothesis testing and alternatives, reliability and validity, and the importance of methods for controlling error. Both parametric and non-parametric techniques are reviewed along with various experimental and quasi-experimental designs.

#### PSY 602 Design and Analysis 2 – Non-Experimental Approaches (3 credits)

Focuses on the alternatives to experimental research. This course extends the foundational topics covered in PSY 601 to the consideration of non-experimental design strategies, including correlational, multivariate, and qualitative methods. Appropriate statistical and analytic tools will be introduced, and inferencing will be discussed. Prerequisite: PSY 601.

#### PSY 603 Lifespan Development (3 credits)

Focuses on the changes observed across the human lifecycle. Developmental theory and research will be used to show the patterns of behavior across domains and systematic changes that accompany aging. Ways of using this information to inform clinical practice will be examined through topics such as attachment, temperament, intercultural influences, risk factors, social justice, race, ethnicity, and gender.

#### PSY 604: Social Psychology (3 credits)

Explores how human behavior can be considered as a consequence of how individuals interact with each other. Social psychology theory and research focuses on the ways in which interpersonal interactions, individually or in groups, change the nature of human behavior. Topics may include conformity and obedience, aggression and violence, prejudice and stereotyping, and attitude and opinion formation. Further, the role of gender, gender identity,

race, ethnicity, social class, and age will be examined. Students will also relate social psychology to their clinical practice.

**PSY 605 Biological Bases of Behavior (3 credits)**

Introduces the structure and organization of the neurological and physiological aspects of behavior. The topics addressed will prepare students for observing biological symptoms in clinical settings, including assessment and diagnosis. In addition, the course will provide the basic knowledge required for the study of psychopharmacology.

**PSY 606 Cognitive and Affective Bases of Behavior (3 credits)**

Reviews the current status of theory and research in the study of cognition and emotion. The content will derive from the application of cognitive processes, such as sensation, perception, memory, emotions, and motivation, to the assessment, diagnosis, and treatment in clinical practice.

**PSY 610 Psychopathology (3 credits)**

Provides the opportunity to study psychopathology as characterized by the DSM approach. Content will include the etiology and epidemiological description of various disorders with particular attention to diversity and sociocultural influences. Potential ethical issues in diagnosis and use of the DSM will be highlighted.

**PSY 630 Professional Practice (3 credits)**

Covers a range of topics related to professional practice and the challenges health services professionals may face in professional settings. Topics may include the history of professional psychology, involvement in state and national professional organizations, the path to becoming licensed and board certified, the appropriate use of social media in professional and personal life, and the management of business. Special attention will be given to self-care and the issues of ethical professional practice.

**PSY 640 Introduction to Psychotherapy (3 credits)**

Provides an overview of the essential aspects of psychotherapy, including various theoretical approaches, establishing a client-therapist relationship, ethical issues, and working with diverse populations.

**PSY 701 Cognitive Assessment (3 credits)**

Provides a fundamental introduction to psychometric theory and the use of assessment tools to measure cognitive performance. The administration, scoring, and interpretation of typical measures in the field, including Wechsler Scales, Stanford-Binet, and Woodcock-Johnson, will be covered. Students will also learn basic interviewing skills, as well as how to prepare a report using their interpretation to describe the outcome, make clinical judgments, communicate findings, and share findings with clients and other professionals.

**PSY 702 Personality Theory and Assessment (3 credits)**

Uses personality theories to demonstrate the objective and projective methods for assessment. Topics will include selecting an appropriate tool as well as the administration, scoring, and interpretation of measures describing normal and atypical personality. Students will learn to

prepare a report using their interpretation to describe the outcome, make clinical judgments, communicate findings, and share findings with clients and other professionals.

**PSY 703 Neuropsychological Assessment (3 credits)**

Focuses on the tools for determining the functional relationship between individuals' physical structure and their behavior. Topics will include basic neurology essential to understanding these assessments and review of tools available for various assessments as well as selecting the appropriate tool for the current situation and administration and scoring of those instruments. Students will learn to prepare a report using their interpretation to describe the outcome, make clinical judgments, communicate findings, and share findings with clients and other professionals.

**PSY 710: History of Psychology (3 credits)**

Elucidates the philosophical and historical roots of psychology, with particular attention to the application of concepts of mental illness and treatment.

**PSY 720 Models of Psychotherapy (3 credits, taken 3 semesters)**

Provides an in-depth examination of theory and practice of a specific model of psychotherapy, such as group, systems, cognitive, behavioral, ACT, interpersonal, psychodynamic, and humanistic. Students must complete the course three times, each covering a different therapeutic topic, to ensure a robust familiarity with models of practice.

**PSY 725 Special Topics in Clinical Psychology**

Provides an in-depth examination of theory and practice for special populations (such as children, the elderly, women, individuals with developmental disabilities, etc.) or of specific clinical concerns (such as bi-polar disorder or violence and aggression).

**PSY 730 Psychopharmacology (3 credits)**

Introduces the principles of psychopharmacology, including a description of the mechanism of action, and the indications for selection of common psychoactive agents. Side effects will be reviewed, and consideration will include ethical, cultural, and diversity issues in the use of medications. The interaction between the psychologist and the prescriber will also be addressed.

**PSY 740 Legal and Ethical Issues in Clinical Practice (3 credits)**

Focuses on the legal and ethical issues faced by clinical psychologists. The APA Ethical Guidelines form the core of this consideration. Content will include the legal obligation of the psychologist in practice as well as the consideration of the intersection and divergence of the ethical and legal obligations; ethical decision-making; the role of the psychologist in abuse, suicide, and homicide cases; and the parameters of malpractice.

**PSY 750 Multicultural Competencies in Clinical Practice (3 credits)**

Considers the wide range of cultural factors that practitioners need to be prepared to encounter. Topics will address race, ethnicity, gender, gender orientation, age, power and privilege, socioeconomic status, ability status, and religion and spirituality. The ethical responsibility of psychologists in working with diverse populations will be included.

PSY 780 Consultation (1.5 credits, taken 4 semesters)

Provides an opportunity for intermediate students to engage in small group and student/faculty discussion of and reflection upon current clinical placement and professional development.

PSY 790 Consultation and Supervision in Health Services (3 credits)

Prepares students to serve as a consultant to other professionals in a clinical setting and to serve as advocates for clients in challenging settings. Further, the role of the psychologist in supervision of other professionals will be considered.

PSY 801 Assessment Practicum (2)

Provides a semester-long placement in a setting that gives students the opportunity to administer a wide range of psychological cognitive assessments, typically 20 hours per week. The student will develop the skills to select, administer, score, and interpret psychological assessments in a professional setting.

PSY 810 Practicum (1.5 credits, taken 6 semesters)

Provides students with clinical experience through a series of three year-long placements in clinical settings. The exact nature of each practicum is determined by the needs of the placement setting. In each year, the student gains a combination of experience with intake, diagnostics, assessment, case planning, therapeutic intervention, and outcome evaluation appropriate to their level of training. On-site supervision is provided by the practicum setting. The course also has an in-class component during which students meet to share their experiences, review cases, discuss issues that have emerged in practice, and gain experience giving professional feedback to colleagues.

PSY 880 Advanced Consultation (1.5 credits, taken 4 semesters)

Provides an opportunity for advanced students to engage in small group and student/faculty discussion of and reflection upon current clinical placement and professional development.

Prerequisite: 2 semesters of PSY 780 Consultation

PSY 901 Dissertation

Provides students the opportunity to select a topic of interest and to conduct a rigorous scholarly inquiry to demonstrate their understanding of a current problem and a next step in finding a solution. This problem-focused scholarly inquiry may include a theoretical analysis, a survey, archival data analysis, outcome research, a systematic qualitative investigation, public policy analysis, a case study, or a traditional dissertation.

Prerequisite: successful completion of at least 70 credits of graduate coursework.

PSY 902 Internship

Provides students the opportunity for hands-on training in clinical settings. Internship placements will be supported by both on-site supervisors and program faculty. Psy.D. students must register for each academic term in which the internship is pursued.

Prerequisite: successful completion of at least 6 semesters of PSY 810: Practicum.

**5. Discuss how general education requirements will be met, if applicable.**

Not applicable for doctoral programs.

**6. Identify any specialized accreditation or graduate certification requirements for this program and its students.**

There are no specialized accreditation or graduate certification requirements for this program and its students. Nonetheless, APA accreditation is an industry standard for doctoral programs in Clinical Psychology. Following approval and implementation, Stevenson University's Psy.D. program will begin the process of seeking accreditation from the American Psychological Association. The program curriculum and policies have been designed to follow the recommendations and requirements of the *Standards of Accreditation for Health Service Psychology and the Accreditation Operating Procedures*.<sup>16</sup> Among the topics addressed in the *SoA* are institutional and administrative structure, program context and resources, program policies and procedures, discipline-specific knowledge, practicum and internship training, evaluation of students, program effectiveness, student selection process, support for student learning, and faculty characteristics. Obtaining APA accreditation is a three-stage process, and full accreditation requires the collection and analysis of student outcome data.

As noted above, a license is required to practice psychology in the state of Maryland, and program graduates will be prepared to sit for the Examination for Professional Practice in Psychology (EPPP), which is administered by the Association of State and Provincial Psychology Boards (ASPPB).<sup>17</sup>

**7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

Not applicable.

**8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

Upon program approval, the University will begin the process of developing resources and materials for students in the Psy.D. program that are aligned with the resources provided to

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<sup>16</sup> American Psychological Association. Office of Program Consultation and Accreditation. <https://www.apa.org/ed/accreditation> (accessed 2 December 2019)

<sup>17</sup> Additional information on the EPPP can be found via the Association of State and Provincial Psychology Boards <https://www.asppb.net/> (accessed 5 December 2019).



graduate and undergraduate students in existing programs. Information regarding curriculum, course and degree requirements, and program policies will be available via the Stevenson University Catalog.<sup>18</sup> Each student will be able to access the learning management system (Blackboard), academic support services, financial aid resources, and student accounts information via the University website as well as the secure internal SU Portal (login required). Information about technology competence and skills, technical equipment requirements, and faculty/student interaction will be provided in program marketing materials as well as throughout the admissions process.

**9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

The University website plays a significant role in program advertising and recruiting and includes information on academic requirements, admissions criteria and deadlines, and financial aid, among other relevant topics. The Office of Academic Affairs works closely with the Office of Admissions and Office of Marketing and Digital Communications to develop and maintain program-specific marketing and recruiting materials and ensure that both the website and printed materials clearly and accurately represent the proposed program and services available.

## **H. Adequacy of Articulation**

**1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

Not applicable.

## **I. Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11).

**1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

Courses in the Psy.D. program will be taught by existing full-time faculty in the Psychology Department within the School of Humanities and Social Sciences. Where appropriate, faculty in the Counseling and Human Services Department may also teach courses in the Psy.D. program. The table below includes all current faculty who may teach in the proposed program. All full-time faculty have a doctorate in Psychology or Counseling as relevant to their teaching responsibilities. Full-time faculty actively supervise undergraduate student research, present at

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<sup>18</sup> Stevenson University Catalog: <http://stevenson.smartcatalogiq.com/en/2019-2020/Undergraduate-Catalog> (accessed 2 January 2020).

conferences, publish papers, and hold leadership roles in professional societies. Adjunct faculty in Psychology or Counseling and Human Services holding appropriate doctorates may also teach on an as-needed basis. As practicing professionals, these adjunct faculty bring a practical perspective to the classroom and provide students with unique learning experiences.

Upon program approval, the University will hire a Graduate Program Director who holds a Ph.D. or Psy.D. in an area of Health Service Psychology, as defined by the American Psychological Association, and has experience with clinical programs. The Graduate Program Director will be a 12-month faculty administrator with responsibility for advising and teaching in the Psy.D. program and overseeing student research in relevant fields of expertise. In addition, the Graduate Program Director will lead the development, implementation, and assessment of the curriculum and oversee the administration of the program. Additional Full-time program faculty, all of whom will hold doctorates in Psychology or a related field, will be hired as enrollment warrants.

Table 9: Current SU Faculty Eligible to Teach in the Psy.D. Program

<b>Name</b>	<b>Academic Degree/Field</b>	<b>Academic Title/Rank</b>	<b>Status</b>	<b>Courses</b>
<b>Jeff Elliott</b>	Ph.D./Clinical Psychology -- Licensed Psychologist	Chair & Professor, Psychology	Full- time	PSY 640 PSY 720 PSY 810 PSY 901 PSY 902
<b>Virginia Iannone</b>	Ph.D./Clinical Psychology – Licensed Psychologist	Professor, Psychology	Full- time	PSY 640 PSY 740 PSY 750 PSY 760 PSY 790 PSY 902
<b>Rich Metzger</b>	Ph.D./Experimental Psychology (Cognitive Psychology)	Senior Lecturer, Psychology	Full- time	PSY 606 PSY 710 PSY 901
<b>Ryan Schurtz</b>	Ph.D./Experimental Psychology (Social Psychology)	Associate Professor, Psychology	Full- time	PSY 601 PSY 604 PSY 901
<b>Angie Setzer</b>	Ph.D./Experimental Psychology (Biopsychology/Neurobiopsychology)	Visiting Senior Lecturer, Psychology	Full- time	PSY 605 PSY 730 PSY 901
<b>Colleen Spada</b>	Psy.D./Clinical Psychology – Licensed Psychologist	Assistant Professor, Psychology	Full- time	PSY 610 PSY 630 PSY 720 PSY 790 PSY 801 PSY 902

<b>Maria Wong</b>	Ph.D./Developmental Psychology	Associate Professor, Psychology	Full-time	PSY 602 PSY 603 PSY 901
<b>John Rosicky</b>	Ph.D./Developmental Psychology	Chair & Professor, Counseling and Human Services	Full-time	PSY 725 PSY 901
<b>Tom Swisher</b>	J.D. and Ph.D./Pastoral Counseling – Licensed Clinical Professional Counselor (LCPC)	Professor, Counseling and Human Services	Full-time	PSY 720 PSY 725 PSY 780 PSY 880
<b>Mindy Milstein</b>	Ph.D./Clinical Psychology—Licensed Psychologist	Adjunct Professor of Psychology	Part-time	PSY 720 PSY 780 PSY 880
<b>Deondra Smith</b>	Psy.D./Clinical Psychology—Licensed Psychologist	Adjunct Professor of Psychology	Part-time	PSY 720 PSY 780
<b>Hallie Smith</b>	Ph.D./Clinical Psychology—Licensed Psychologist	Adjunct Professor of Psychology	Part-time	PSY 703 PSY 810 PSY 880
<b>Daniel Wagner</b>	Psy.D./Clinical Psychology -- Licensed Psychologist	Adjunct Professor of Psychology	Part-time	PSY 701 PSY 702 PSY 780 PSY 880
<b>Candace Waters-Woodward</b>	Psy.D./Clinical Psychology -- Licensed Clinical Professional Counselor (LCPC)	Adjunct Professor of Psychology	Part-time	PSY 701 PSY 702 PSY 880

**2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

- a) pedagogy that meets the needs of the students**
- b) the learning management system**
- c) evidence-based best practices for distance education, if distance education is offered.**

Faculty Development at Stevenson University is under the purview of the Center for Teaching and Learning (CTL) which comprises two branches: Faculty Teaching Fellows and the Instructional Design Team. The Faculty Fellows and the Instructional Designers design and implement faculty programming throughout the academic year on topics such as inclusive pedagogy, promoting student learning, teaching writing, and creative assignment design. In addition, appropriate trainings, such as multi-level training on the learning management system (Blackboard) and best practices for distance education, are offered on an ongoing basis. Biannual faculty in-service meetings include faculty development sessions led by faculty as well

as by staff and administrators from across campus (example: Campus Wellness Center), and a range of resources for evidence-based best practices in pedagogy are available via the Faculty Development Portal page (login required). In addition, faculty have access to professional development funds to support attendance at professional meetings that include pedagogy workshops and presentation on the scholarship of learning and teaching.

**J. Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12).

**1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

Library resources at Stevenson University are available through the library's webpage and at three campus locations: Greenspring, Owings Mills, and Owings Mills North.<sup>19</sup> Currently, construction is underway to build a new library space at Owings Mills North, which will provide additional space for library collections and archives as well as individual and group study. This new building will also include instructional space and space for library events.

The Library is able to provide students in the Psy.D. program with easily accessible library resources to support doctoral-level work. The Library currently subscribes to over 70 databases including PsycInfo, PsycArticles, and PsycTests. Other databases with substantial coverage in Psychology include SocIndex, CINAHL, PubMed, ERIC, and Criminal Justice Abstracts. Additionally, the Library has 1203 print and e-journal subscriptions directly related to Psychology. Students can gain access to these materials while on campus or from off-campus via their SU login.

The Library's print and e-book collections include over 70,000 books in all fields of Psychology, including 6600 titles in the field of Clinical Psychology alone. Stevenson University Library has a robust interlibrary loan system and uses Maryland Interlibrary Loan Organization (MILO) and Baltimore Regional Expedited Interlibrary Loan (BREILL) courier services to readily borrow materials owned by other libraries.

In consultation with program faculty, the Library will continue to purchase materials in the area of Clinical Psychology and, if needed, will add an electronic version of the *Diagnostic and Statistical Manual of Mental Disorders* to the Library collection.

In addition to the print and e-resource materials related to their program, Psy.D. students will be provided research guides, tutorials, and other learning tools created and maintained by the Library. These resources will help Psy.D. students develop research skills and become proficient consumers of discipline-specific literature.

Individual help is available for students who visit the Library, or by telephone, email, text, or instant messaging service. Professional staff members are available to answer questions when

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<sup>19</sup> The SU Library webpage can be found at: <http://stevenson.libguides.com/stevensonlibrary> (accessed 5 December 2019).

the Library is open, as well as during evenings and weekends, and online tools will enable Psy.D. students with reference questions to access resources 24 hours per day, 7 days per week.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in COMAR 13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

Upon approval, the Psy.D. will be Stevenson's first face-to-face graduate program, and, as such, offers opportunities for innovative use of existing facilities. The program will be housed at Stevenson's Greenspring location, which has ample available classroom and office space. Additional spaces have also been identified for small group study and work space for students in the program.

As noted in the budget, funds have been designated for facilities work. The proposed work will primarily involve reconfiguring existing spaces to serve as therapy rooms in which students can practice clinical skills under the supervision of faculty. Specifically, the proposed reconfiguration will involve outfitting the rooms for video and audio recording as well as installing viewing/mirrored windows for observation.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
  - a) An institutional electronic mailing system, and**
  - b) A learning management system that provides the necessary technological support for distance education**

The Psy.D. program is not anticipated to include distance education. Students and faculty will have adequate access to the institutional electronic mailing system and related collaboration tools via campus-wide adoption of Office 365. Stevenson University uses Blackboard as its learning management system, and faculty are required to have active Blackboard sites (syllabus, grade center) for all courses. Blackboard usage is supported by the Learning Technologies and Instructional Design Services team and the Office of Information Technology. In-person workshops, webinars, and individual consultations (in person and virtual) are available to all faculty and are provided regularly as part of Stevenson's faculty development programming.

**L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

*Resources*

The first class of students is anticipated to enroll in August 2021; thus, the tables below include a planning year for FY 21. Given the indication of interest in Psy.D. programs and strength of the regional employment market, it is estimated that 10 students will enroll in each cohort. Doctor of Psychology programs demonstrate strong retention; nonetheless, for budgeting purposes, year-to-year retention has been conservatively estimated at 85%. The annual tuition rate has been determined with an increase of 2.5% in year three of the program (FY24).

Table 10: Program Resources: Psy.D.

<b>Resource Categories</b>	<b>Planning FY21</b>	<b>Year 1 FY 22</b>	<b>Year 2 FY 23</b>	<b>Year 3 FY 24</b>	<b>Year 4 FY 25</b>	<b>Year 5 FY 26</b>
<b>1. Reallocated Funds</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>2. Tuition/Fee Revenue</b>	\$0	\$182,500	\$346,750	\$504,562	\$635,375	\$708,875
<b>a. Number of F-T Students</b>	0	10	19	27	34	40
<b>b. Annual Tuition/Fee Rate</b>	\$0	\$18,250	\$18,250	\$18,688	18,688	\$18,688
<b>c. Annual F-T Revenue (a x b)</b>	\$0	\$182,500	\$346,750	\$504,562	\$635,375	\$708,875
<b>d. Number of P-T Students</b>	0	0	0	0	0	0
<b>e. Credit Hour Rate</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>f. Annual Credit Hour Rate</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>g. Total Part-Time Revenue (d x e x f)</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>3. Grants, Contracts, and Other External Sources</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>4. Other Sources</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (add 1-4)</b>	\$0	\$182,500	\$346,750	\$504,562	\$635,375	\$708,875

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

*Expenses*

Faculty: It is anticipated that a full-time Graduate Program Director (12-month faculty/administrator position) will be hired at the beginning of the planning year (August 2020) to facilitate course development, facilities modifications, and student recruitment. An additional full-time faculty member will be hired at the start of Year 2 of the program (FY 23). As noted above, existing full-time and adjunct faculty in the Psychology and Counseling and Human Services programs will support this program.

Staff: The budget includes hiring an Admissions Counselor for graduate admissions in Year 1. By Year 4, when students begin seeking year-long clinical internship placements, an Academic/Clinical Coordinator will be hired to support those placements.

Technical Support and Equipment: Funds in this line represent the purchase of new PC computers in Year 1 and scheduled refresh Year 4 for the computer lab that will be dedicated to this program.

Library: This line includes expenses for the purchase of subscriptions of program-specific journal databases as well as the online version of the DSM.

New or Renovated Space: As noted above, the University’s Greenspring location has adequate space for faculty, students, and instruction. Some modifications may be necessary to transform existing classrooms and offices into therapy rooms for training sessions; thus, a modest facilities budget has been anticipated for Years 2 and 3.

Other Expenses: Expenses in this line include the costs for APA membership and accreditation as well as initial and ongoing marketing and recruitment costs.

Table 11: Anticipated Program Expenses: Psy.D.

<b>Expenditure Categories</b>	<b>Planning FY21</b>	<b>Year 1 FY 22</b>	<b>Year 2 FY 23</b>	<b>Year 3 FY 24</b>	<b>Year 4 FY 25</b>	<b>Year 5 FY 26</b>
<b>1.Faculty (b+c below)</b>	\$136,960	\$149,717	\$261,157	\$277,122	\$293,304	\$309,714
<b>a. Number of FTE</b>	1	1.25	2.5	2.8	3	3.3
<b>b. Total Salary</b>	\$107,000	\$118,858	\$207,813	\$222,177	\$236,711	\$251,424
<b>c. Total Benefits</b>	\$29,960	\$30,859	\$53,344	\$54,945	\$56,593	\$58,290



<b>2. Admin Staff (b+c below)</b>	\$0	\$0	\$0	\$0	\$61,440	\$63,283
<b>a. Number of FTE</b>	0	0	0	0	1	1
<b>b. Total Salary</b>	\$0	\$0	\$0	\$0	\$48,000	\$49,440
<b>c. Total Benefits</b>	\$0	\$0	\$0	\$0	\$13,440	\$13,843
<b>3. Support Staff (b+c below)</b>	\$0	\$58,880	\$60,646	\$62,465	\$64,339	\$66,269
<b>a. Number of FTE</b>	0	1	1	1	1	1
<b>b. Total Salary</b>	\$0	\$46,000	\$47,380	\$48,801	\$50,265	\$51,773
<b>c. Total Benefits</b>	\$0	\$12,880	\$13,266	\$13,664	\$14,074	\$14,496
<b>4. Technical Support &amp; Equipment</b>	\$0	\$25,380	\$0	\$0	\$13,863	\$0
<b>5. Library</b>	\$0	\$10,000	\$10,300	\$10,609	\$10,928	\$11,256
<b>6. New or Renovated Space</b>	\$0	\$0	\$10,000	\$10,000	\$0	\$0
<b>7. Other Expenses</b>	\$65,384	\$55,700	\$57,372	\$48,0067	\$51,584	\$54,302
<b>TOTAL (add 1-7)</b>	\$202,344	\$299,677	\$399,475	\$408,203	\$495,458	\$504,824

**M. Adequacy of Provisions for Evaluation of Program** (as outlined in COMAR 13B.02.03.15).

**1. Discuss procedures for evaluating courses, faculty and student learning outcomes.**

All course evaluations are managed centrally by the Office of Institutional Research and Assessment (OIRA). Course evaluations are administered online each semester in all sections of every course. Stevenson currently uses the EvaluationKIT system, which integrates with Blackboard, the campus learning management system. This integration allows faculty and administrators timely and efficient access to student feedback. Faculty are expected to reflect on the feedback received using the “Faculty Response to Student Evaluations” form, which is submitted to the Department Chair as part of the annual faculty performance review process.

Assessment of student learning outcomes takes place at the course and program. Each course is required to provide a syllabus that conforms to the intuition's syllabus template and includes a list of approved, measurable student outcomes. The achievement of these outcomes is measured by the course faculty using grades on course assessments. At the departmental or program level, samples of student artifacts from key assessments that have been linked to course outcomes are used to document student achievement of course and program outcomes in an annual cycle of assessment. The alignment of course outcomes with program outcomes is integrated into the new course proposal process, which includes the development of a matrix to demonstrate outcome alignment. This alignment at all levels of the curriculum helps to support program effectiveness.

In addition, each academic program undergoes a comprehensive program review (including external review) on a five-year cycle. Programs with external accreditation follow the review cycle of the relevant accrediting body. To support the program review process, each program receives an annual data report with information about enrollment, student demographics, course-level pass rates, year-to-year retention, use of support services, and graduation rates.

**2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

The above-mentioned program review process concludes with the development of an action plan and steps for ongoing improvement to ensure that programs remain relevant and continue to align with the mission and vision of the University as well as to support the changing needs of the marketplace. Programs provide yearly progress reports on the steps outlined in the action plan.

Student retention is monitored by multiple individuals and units including, but not limited to, academic administrators, faculty, advisors, and the Office of Student Success. With the proposed doctoral program, high-touch faculty advising will provide students with the information they need about program requirements as well as their individual academic progress. Program progression standards will be developed and published in the University catalog to ensure that students are aware of expectations and are performing at an appropriate level for doctoral work. Student retention is also reported to and reviewed by APA as part of the program accreditation process.

Student and faculty satisfaction is measured by campus-wide surveys, some of which, such as the National Survey of Student Engagement (NSSE), are nationally normed. Surveys are administered by the Office of Institutional Research and Assessment on a rotating schedule in order to optimize response rates. The cost-effectiveness of academic programs and related initiatives is evaluated through the University's annual planning and budgeting process, which includes a continuous cycle of data reporting and assessment in each unit. At the start of the fiscal year, university-wide initiatives that align with the campus strategic plan are developed, and the implementation and assessment of those initiatives—including financial impact and cost-

effectiveness—takes place over the coming year. Planning for the subsequent fiscal year is informed by the assessment of the previous year’s initiatives.

**N. Consistency with the State’s Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.05).

**1. Discuss how the proposed program addresses minority student access & success, and the institution’s cultural diversity goals and initiatives.**

Stevenson University’s minority student population is among the highest within Maryland’s private colleges and universities. In the 2018-2019 academic year, 45% of undergraduate students and 49% of graduate students represented minority groups.<sup>20</sup> Among the University’s guiding documents is the following Diversity and Inclusion Statement:

Stevenson University commits itself to diversity as it relates to awareness, education, respect and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning differences, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.<sup>21</sup>

To support the commitment to diversity, Stevenson has a Center for Diversity and Inclusion with a full-time staff member serving as Director of Diversity and Inclusion reporting directly to the Vice President for Student Affairs. In addition, a President-appointed Diversity and Inclusion Committee, co-chaired by two members of Cabinet, is responsible for supporting related campus-wide initiatives. For academic year 2019-2020, related University-level initiatives include:

Achieve the priorities of the Diversity and Inclusion Committee 4 sub-committees

Develop a diversity and inclusion program for student athletes

Continue to develop Intercultural Knowledge and Competency (IKC) and implement curricular changes (ENG 152 and First Year Seminar)

As noted above, the curriculum and policies for the proposed program have been developed with the goal of pursuing APA accreditation. Diversity and inclusion is a strong thread in the APA Standards of Accreditation, which require that accredited programs recognize “the importance of

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<sup>20</sup> Stevenson University Fact Book, fall 2018: <https://now.stevenson.edu/depts/oira/Pages/Factbook.aspx> (accessed 2 January 2020).

<sup>21</sup> Diversity and Inclusion at Stevenson: <https://www.stevenson.edu/about/diversity-inclusion/> (accessed 2 January 2020).

cultural and individual differences and diversity in the training of psychologists.”<sup>22</sup> Standards related to accreditation address diversity with regard to administrative structure, curriculum, and student support. The proposed program also supports and promotes the priorities outlined in the *State Plan* to ensure equal opportunity for Maryland’s diverse citizenry as demonstrated through Stevenson University’s commitment to diversity and inclusion among its students, faculty, and staff.

**O. Relationship to Low Productivity Programs Identified by the Commission.**

This section is not applicable to independent institutions.

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

Not applicable.

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<sup>22</sup> APA *Standards of Accreditation for Health Service Psychology*, page 7. Available: <https://www.apa.org/ed/accreditation/> (accessed 2 December 2019)