



Office Use Only: PP#

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

| | |
|---------------------------------|----------------------|
| Institution Submitting Proposal | Stevenson University |
|---------------------------------|----------------------|

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 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 <input checked="" type="radio"/> Yes | Payment <input type="radio"/> *STARS # 0255729 | Payment | Date |
| Submitted: <input type="radio"/> No | Type: <input checked="" type="radio"/> Check # 0255729 | Amount: \$850 | Submitted: 03/06/23 |

| | | | |
|---|---|--------------|--|
| Department Proposing Program | Academic Affairs | | |
| Degree Level and Degree Type | Master of Arts (M.A.) | | |
| Title of Proposed Program | Clinical Psychology | | |
| Total Number of Credits | 51 | | |
| Suggested Codes | HEGIS: 2003.01 | CIP: 42.2801 | |
| Program Modality | <input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both | | |
| Program Resources | <input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources | | |
| Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small> | <input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023 | | |
| Provide Link to Most Recent Academic Catalog | URL: https://www.stevenson.edu/academics/catalog/ | | |

| | | |
|-------------------------------------|--------|------------------------------------|
| Preferred Contact for this Proposal | Name: | Susan T. Gorman |
| | Title: | Executive Vice President & Provost |
| | Phone: | (443) 334-2205 |
| | Email: | sgorman@stevenson.edu |

| | | |
|---------------------------|--|--------------------|
| President/Chief Executive | Type Name: | Elliot L. Hirshman |
| | Signature: | Date: 03/10/2023 |
| | Date of Approval/Endorsement by Governing Board: | 03/08/2023 |

Revised 1/2021

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

15 March 2023

Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

RE: New Academic Program, Master of Arts in Clinical Psychology

Dear Assistant Secretary Dow:

Stevenson University is pleased to submit the enclosed proposal for a **Master of Arts (M.A.) in Clinical Psychology** degree program. The proposal for this new degree program has been approved by all necessary internal constituencies at Stevenson University, including the Academic Affairs' Leadership Council, the Faculty Council, the President's Cabinet, and our Board of Trustees. As described in the relevant sections of this proposal, the M.A. in Clinical Psychology is fully aligned with Stevenson University's institutional mission and priorities, and it supports all three goals of the 2022 Maryland State Plan for Higher Education.

The proposed M.A. in Clinical Psychology degree program will be fully embedded in Stevenson University's extant Doctor of Psychology (Psy.D.) in Clinical Psychology degree program, which was approved by MHEC in Spring 2020 and began admitting students in Fall 2021. In other words, only students enrolled in Stevenson's Psy.D. program are eligible to complete the proposed M.A. degree. Offering students who are enrolled in our Psy.D. program the opportunity to earn a master's degree on the way to their doctorate will make additional training and employment opportunities available to them while they complete their doctoral program.

As detailed in the attached proposal (section C), the projected job growth in mental health professions and the need for clinical mental health services in the state and nationally significantly outpace the projected number of graduates from existing training programs. Earning a master's degree will qualify Stevenson's Psy.D. students to apply for Maryland's Registered Psychology Associate practice credential, which will allow them to provide clinical services under the supervision of licensed psychologists, and to pursue other master's-level employment opportunities as they complete their doctoral degrees. In this way, Stevenson will contribute sooner to increasing the number of mental health professionals who are prepared to meet the needs of our local communities.

Because the proposed M.A. program overlaps fully with the existing Psy.D. program in terms of curriculum, faculty, and other required resources, sufficient resources to deliver the M.A. program have already been allocated. Finally, because enrollment in the M.A. degree is limited

only to students already enrolled in Stevenson's Psy.D. program, the proposed program is not duplicative of or harmful to any master's-level mental health degree programs at any other institution in Maryland.

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

Please do not hesitate to contact me if you have any questions.

We appreciate your consideration of our proposal, thank you.

Sincerely,



Susan T. Gorman, Ph.D.
Executive Vice President and Provost
Stevenson University
443-334-2205
sgorman@stevenson.edu

Stevenson University

Proposal for a New Academic Program

Master of Arts (M.A.), Clinical Psychology

Stevenson University's proposed Master of Arts in Clinical Psychology program fills a critical statewide need and supports the three goals set forth in the 2022 Maryland State Plan for Higher Education: Access (priorities 1 and 3), Success (priority 7), and Innovation (priority 8).¹ Specific alignments (goals and priorities) are noted in the relevant sections.

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 proposed Master of Arts in Clinical Psychology program is a 51-credit, four-semester master's degree that will be embedded in the first two years of Stevenson University's Doctor of Psychology in Clinical Psychology curriculum (referred to throughout this document as the "Psy.D. program"). The Psy.D. program, which was approved by MHEC in 2020 and enrolled its first cohort in Fall 2021, prepares students to attain psychology licensure and to provide evidence-based and culturally competent assessment, diagnosis, intervention, consultation, and advocacy services, consistent with the American Psychological Association (APA) *Standards of Accreditation for Health Service Psychology* for a doctoral program in Clinical Psychology.²

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."³ The proposed M.A. in Clinical Psychology program is designed for Stevenson's Psy.D. students who enter the doctoral program with a bachelor's degree or a master's degree in an unrelated field, but it is available as an option for all students enrolled in the Psy.D. program. Upon completion of the master's degree, students will be prepared with the foundational clinical psychology competencies that qualify them for a wider array of advanced clinical training experiences and paid positions for which a master's degree is a requirement, including adjunct faculty opportunities, Registered Psychology Associate positions in the state of Maryland and other jurisdictions that offer a similar practice credential, research associate positions in health care systems, behavior specialist positions supporting children and adolescents with special needs and their families, and other clinical or administrative roles in organizations that provide treatment for mental health concerns and substance use disorders.

¹ The 2022 Maryland State Plan for Higher Education. http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29_2022.pdf (accessed 22 September 2022).

² American Psychological Association. *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures*. <https://irp.cdn-website.com/a14f9462/files/uploaded/standards-of-accreditation.pdf> (accessed 09 December 2022).

³ American Psychological Association. *Graduate Specialties*. <https://www.apa.org/ed/graduate/specialize/clinical> (accessed 25 July 2022).

It is common for doctoral clinical psychology programs to offer the opportunity to earn an embedded master's degree to their students (more information on specific embedded Clinical Psychology master's degrees is provided in Section D.1. of this proposal). An embedded master's degree provides students who enter doctoral programs with bachelor's degrees, or with master's degrees that are not in Health Service Psychology specialty areas, a clear and broadly understood way to represent their level of graduate training in psychology to a variety of external stakeholders. The proposed degree includes the foundational coursework and practicum experiences completed by students during their first four semesters in the Psy.D. program, which focus on assessment and psychotherapy, research and statistical analysis, ethical and legal standards, individual and cultural diversity, personality and psychopathology, and biological, developmental, and social aspects of behavior. Students who successfully complete this foundational coursework will be eligible to earn the proposed master's degree prior to proceeding with the advanced Psy.D. coursework for which those foundational courses serve as prerequisites and will be qualified to deliver clinical services (including assessment, therapy, and other interventions) under the supervision of licensed psychologists or other qualified professionals.

Relationship to the Institution's Approved Mission

The proposed Master of Arts in Clinical Psychology aligns with the University's mission and strategic goals, and is an institutional priority. The program has received the full support of all stakeholders, including, but not limited to, the Faculty Council, the Academic Affairs Leadership Council, Cabinet, Provost, President, and Board of Trustees.

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, adult online students, and doctoral students since its founding as Villa Julie College in 1947. The proposed Master of Arts in Clinical Psychology aligns with the University's strategic goals and is an institutional priority.

The proposed Master of Arts in Clinical Psychology aligns well 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.⁴

The existing Psy.D. program focuses on preparing students for applied psychological practice as licensed psychologists, aligning with the university's tradition of delivering academic programs

⁴Stevenson University Catalogs. *Stevenson Ideals: Mission and Values*. <https://stevenson.smartcatalogiq.com/en/2022-2023/stevenson-university-graduate-catalog/the-stevenson-approach/stevenson-ideals/> (accessed 14 December 2022).

that are intellectually rigorous and career-focused. The proposed Master of Arts in Clinical Psychology further enhances and promotes students' career and professional development. The proposed master's program consists of professional preparation courses that focus on practical application of knowledge and the development of foundational skills in clinical psychology. Upon successful completion of this foundational coursework, students will be able to accurately represent their level of clinical training to external stakeholders, including practicum supervisors and employers, enabling them to secure a variety of advanced clinical training experiences and/or employment opportunities that require a master's degree. Additional information on these opportunities is provided in Section C of this document.

Clinical Psychology as a field is marked by a deep commitment to diversity and inclusion. The curriculum and educational objectives of the proposed master's program emphasize this commitment (two of the program's objectives are "To prepare students to become culturally competent practitioners of clinical psychology using knowledge and skills necessary for effective clinical practice" and "To promote respect for human diversity and enable students to work effectively with individuals and groups from diverse cultural backgrounds"), and thus align with both these disciplinary values and Stevenson University's institutional mission of upholding civility and respect for difference. Finally, the addition of this graduate-level program also aligns with the University's dedication to preparing students to be lifelong learners and stewards of their communities through provision of high-quality, ethical, and evidence-based psychological services.

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

Stevenson University's current Strategic Plan⁵ was implemented in 2021. The plan establishes ten overarching goals, three of which pertain directly to developing the campus and academic portfolio, demonstrating that the proposed program meets an institutional priority:

Goal: Develop Our Campus

Goal: Develop Our Academic Programs

Goal: Focus on Students' Professional Success and Career Development

The Strategic Plan sets forth the overarching goals for the University that are then supported by a set of annual initiatives. The initiatives for the last several years have specifically included development of the Psy.D. program, demonstrating the University's commitment to this program. For this fiscal year (FY23), four annual initiatives relate to and support development of an embedded master's program within the Psy.D. program, which further demonstrates that the proposed program supports strategic goals and is an institutional priority (see Table 1).

⁵ Stevenson University Portal, President's Office (2021). *Our Roots, Our Future: The Strategic Plan for Stevenson University*, <https://now.stevenson.edu/depts/president/University%20Documents/University%20Strategic%20Plan%202021.pdf> (accessed 09 December 2022).

Table 1. Alignment of Strategic Goals and FY23 Initiatives – M.A. in Clinical Psychology

| SU Strategic Plan Goal | Initiative |
|--|---|
| Develop Our Campus | Continue to allocate and adapt space on the Greenspring campus to serve as home for the Doctor of Psychology program. |
| Develop Our Academic Programs | <p>The School of Humanities and Social Sciences will continue to explore the possibility of a nonterminal master’s degree in the Psy.D. program or master’s degree(s) in other related areas.</p> <p>Academic Affairs will continue development of the Psy.D. program launched in August 2021 by accomplishing the following during the 2022-2023 academic year: hiring faculty, recruiting a second class of students, developing curricula, and establishing clinical partnerships.</p> |
| Focus on Students’ Career and Professional Development | Continue to develop academic programs with specific career pathways. |

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.)

Prior to the MHEC approval of the Psy.D. program in 2020 and the implementation of the program in 2021, Stevenson allocated funding from the Academic Affairs Division (25%) and Central Budgeting (75%) to support the costs of the new program, including hiring faculty and staff, recruiting and supporting students, providing appropriate facilities and technological infrastructure, and pursuing program accreditation. Beginning in FY 21, funds were dedicated to the development of this program, with start-up expenses staggered throughout the planning year (FY 21) and initial years of student enrollment in the program. Because the proposed program is embedded in the Psy.D. program, and the courses designated as part of the master’s curriculum are already being offered as part of the Psy.D. program, it is anticipated that the additional costs of the new program will be negligible. Specifically, other than the MHEC new program application fee, no delivery costs above and beyond those required for Psy.D. program delivery are anticipated. Additional information and details are provided 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 administratively housed in the Executive Vice President & Provost’s Office under the supervision of the Senior Associate Vice President for Academic

Affairs & Research. The Graduate Program Director, Clinical Psychology, who reports to the Senior Associate Vice President, will directly oversee the proposed program along with the Psy.D. program. In collaboration with the program's core faculty, the Program Director leads the development of program-specific curriculum, oversees facilities work, coordinates with the program's Director of Clinical Training to secure and oversee clinical placements for students, and collaborates with other faculty, staff, departments, and programs at the University, including the undergraduate Psychology Department Chair and faculty, and Admissions and Marketing staff. Additionally, a cross-departmental leadership team consisting of the Clinical Psychology Graduate Program Director, Undergraduate Psychology Department Chair, Dean of the School of Humanities and Social Sciences, and the Senior Associate Vice President provides ongoing high-level administrative support and direction for the clinical psychology programs.

The Office of Information Technology and the Facilities Department have both included the needs of the Psy.D. program in their short and long-term budgeting, and will not need to allocate additional resources for the proposed master's program. Since FY 2021, financial costs of the Psy.D. program 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 is committed to continuation of this degree program beyond the time needed for students to complete. The University is centered on the success of its students and provides support services to ensure timely progression and completion, such as high-touch advising and subject-specific tutoring. The University is committed to the success of the five-year Psy.D. program in which the proposed master's program is embedded, and has allocated sufficient resources to support that program's continuation and growth. In its first two years, the Psy.D. program has experienced robust enrollment that meets or exceeds the target enrollment of 12-15 students in each cohort (15 students began the program in Fall 2021 and 17 students began the program in Fall 2022).

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.***

In support of Goal 1 of the 2022 Maryland State Plan for Higher Education⁶, Stevenson University’s proposed program will serve societal needs by expanding educational opportunities for our Psy.D. students, 29% of whom identify as African-American, and helping to meet critical national and local employment needs as described in Section C. Further, our mission to prepare individuals for a “lifetime of learning and contribution” supports **Goal 2, Priority 7** of the State Plan in expanding opportunities for lifelong learning to these students. As a mission-driven, career-focused program, the opportunities made available through this program to Stevenson’s diverse population of students will yield outcomes that are far reaching.

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

The proposed Master of Arts in Clinical Psychology is strongly aligned with the three primary goals for higher education set forth in the 2022 Maryland State Plan for Higher Education:

1. Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.
2. Promote and implement practices and policies that will ensure student success.
3. Foster innovation in all aspects of Maryland higher education to improve access and student success.⁷

Throughout its 75-year history, Stevenson University has focused on meeting students where they are and providing access to high-quality education, which is a mission in clear alignment with the 2022 State Plan goal to “ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.” Our admissions practices focus on student potential, not exclusion, and this equity-minded perspective informs decisions at the undergraduate and graduate levels. (**Goal 1, Priority 3**)

Cited by US News and World Report as a Best Value School for the last five years, Stevenson continues to provide an affordable, high-quality education to students at all levels of student, including master’s and doctoral programs.⁸ Stevenson has pioneered an affordable model for career-focused graduate education and has a comparatively low tuition rate for the existing doctoral program in clinical psychology. Since the proposed program is embedded in the existing Psy.D. program, students will be able to earn two graduate degrees for the same tuition, in support of **Goal 1, Priority 1 and Goal 3, Priority 8** of the 2022 State Plan.

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.***

⁶ The 2022 Maryland State Plan for Higher Education. [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf) (accessed 10 November 2022).

⁷ The 2022 Maryland State Plan for Higher Education. [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf) (accessed 10 November 2022).

⁸ U.S. News and World Report. 2022-2023 Best Colleges. <https://www.usnews.com/best-colleges/stevenson-university-2107> (accessed 12 December 2022).

The primary outcome of the existing Psy.D. program is to prepare students to become licensed clinical psychologists. Doctoral-level preparation is required for full psychology licensure, and in the state of Maryland, a license is required to practice psychology. 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 other sites.⁹

Relevant to the proposed master's program and in addition to the psychology license, the state of Maryland offers an additional practice credential, a Registered Psychology Associate, for individuals with some graduate training who do not meet criteria for full psychology licensure. Maryland Health Occupations Article 18 indicates that individuals who hold a master's degree in a health service psychology field (clinical, counseling, or school psychology) from a program accredited by the Council for Higher Education Accreditation (CHEA) are eligible to apply for the Registered Psychology Associate credential.¹⁰ Stevenson University plans to apply for external accreditation for the Psy.D. program from the American Psychological Association, which is recognized by CHEA as the national accrediting authority for doctoral health service psychology education. Because the proposed master's degree program will be embedded in this accredited program, it will meet this regulatory requirement and permit students to apply for the psychology associate credential. Registered Psychology Associates are permitted to work under the direct supervision of licensed psychologists. Offering this credential to Stevenson's Psy.D. students will enable them to gain access to additional high-quality advanced clinical experiences and help meet the rising public demand for mental health services.

- 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.**

Note: Given the overlap between the referenced topics, Stevenson is addressing C.2, C.3, and C.4 holistically in this section.

National

The Bureau of Labor Statistics (BLS) employment category that corresponds most closely to the outcome of the existing Psy.D. program and the proposed master's program is "clinical and counseling psychologist" (the Psychology Associate credential is state-specific and is not represented in the national BLS reporting). According to the Bureau of Labor Statistics, both nationally and locally, the employment projections for clinical and counseling psychologists are strong and expected to exceed the average. As shown in Table 2, national employment opportunities for Clinical and Counseling Psychologists are anticipated to increase by 10% in the next 9-10 years, which is much higher than the national average of 0.5% annually.¹¹

⁹ American Psychological Association. *Careers in Psychology*. <https://www.apa.org/education-career/guide/careers.pdf> (accessed 12 March 2023).

¹⁰ Md. Code Ann. Health Occupations §18–302g. <https://mgaleg.maryland.gov/mgawebsite/laws/StatuteText?article=gho§ion=18-302> (accessed 12 March 2023).

¹¹ U.S. Department of Labor, U.S. Bureau of Labor Statistics. (08 September 2022) *News Release, Employment Projections 2021-2031*. <https://www.bls.gov/news.release/pdf/ecopro.pdf> (accessed 13 November 2022).

Table 2: National Employment Projections: Clinical and Counseling Psychologists¹²

| Occupational Title | SOC Code | Employment, 2021 | Projected Employment, 2031 | Change, 2021-2031 | |
|---------------------------------------|----------|------------------|----------------------------|-------------------|---------|
| | | | | Percent | Numeric |
| Clinical and counseling psychologists | 19-3033 | 65,400 | 71,900 | 10 | 6,500 |

Graduates of the proposed master’s program will also be eligible for employment in positions under the BLS categories of Substance Abuse, Behavioral Disorder, and Mental Health Counselor and Marriage and Family Therapists, which encompass a variety of clinical roles requiring graduate-level preparation. As seen in Table 3, very strong growth (average 18%) is projected for these occupations as well, driven by recent increases in demand for mental health services, as noted in a 2021 American Psychological Association survey of psychologists that reported increases of 5-15% in the demand for mental health treatment related to anxiety disorders, depressive disorders, trauma- and stressor-induced disorders, and other mental health conditions.¹³

Table 3: National Employment Projections: Related Occupations¹⁴

| Occupational Title | SOC Code | Employment, 2021 | Projected Employment, 2031 | Change, 2021-2031 | |
|--|----------|------------------|----------------------------|-------------------|---------|
| | | | | Percent | Numeric |
| Substance abuse, behavioral disorder, and mental health counselors | 21-1018 | 351,000 | 428,500 | 22 | 77,500 |
| Marriage and family therapists | 21-1013 | 65,300 | 74,300 | 14 | 9,100 |

Maryland

Within the state of Maryland, the long-term occupational projections for clinical, school, and counseling psychologists are similarly strong, with 190 average annual openings and a projected increase of 8.69% from 2020-2030 (Table 4). Employment opportunities for substance abuse, behavioral disorder, and mental health counselors and marriage and family therapists (categories encompassing multiple roles held by individuals with master’s degrees in Clinical Psychology)

¹² U.S. Department of Labor, U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook, Psychologists*. <https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm> (visited 10 November 2022)

¹³ American Psychological Association (19 October 2021). *Worsening Mental Health Crisis Pressures Psychologist Workforce: 2021 COVID-19 Practitioner Survey*. <https://www.apa.org/pubs/reports/practitioner/covid-19-2021> (accessed 12 December 2022).

¹⁴ U.S. Department of Labor, U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook, Substance Abuse, Behavioral Disorder, and Mental Health Counselors*, <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>; and U.S. Department of Labor, U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook, Marriage and Family Therapists*, <https://www.bls.gov/ooh/community-and-social-service/marriage-and-family-therapists.htm> (accessed 10 November 2022).

also project increases of 23.35% and 21.25%, respectively (Table 4) and have significant numbers of annual openings (averages of 800 and 170 annual openings, respectively).

Table 4: Maryland Employment Statistics, 2020-2030¹⁵

| Occupation Title | Occupation Code | Employment 2020 | Employment 2030 | Employment Change, 2020-2030 | Employment % Change, 2020-2030 | Average Annual Openings ¹⁶ |
|--|-----------------|-----------------|-----------------|------------------------------|--------------------------------|---------------------------------------|
| Clinical, counseling, and school psychologists | 19-3033 | 2,474 | 2,689 | 215 | 8.69 | 190 |
| Substance abuse, behavioral disorder, and mental health counselors | 21-1018 | 6,316 | 7,791 | 1,475 | 23.35 | 800 |
| Marriage and family therapists | 21-1013 | 1,374 | 1,666 | 292 | 21.25 | 170 |

In Maryland, Loyola University of Maryland is the only other institution that offers a Psy.D. in Clinical Psychology. University of Maryland Baltimore County and University of Maryland College Park both offer APA-accredited Ph.D. programs in Human Services Psychology (Clinical Psychology Track) and Clinical Psychology, respectively. All of these programs offer an embedded master’s degree, though the UMBC and University of Maryland College Park programs emphasize research rather than clinical practice. Additionally, three (3) other institutions offer stand-alone master’s degrees in Clinical, Counseling, and/or Applied Psychology. As shown in Table 5 below, the average number of graduates from all of these programs from 2017-2021 (151 graduates) falls far short of the 1,160 average annual openings in all relevant occupation categories.

¹⁵Maryland Department of Labor. *Maryland Occupational Projections – 2020-2030 – Workforce Information and Performance*. <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml> (accessed 10 November 2022).

¹⁶ Long Term Occupational Projections. <https://projectionscentral.com/Projections/LongTerm> (accessed 13 December 2022).

Table 5. Master’s Degree Programs in Clinical, Counseling, and/or Applied Psychology and number of graduates, Maryland: 2017-2021¹⁷

| Institution | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Bowie State University | 26 | 20 | 25 | 25 | 29 |
| Frostburg State University | 7 | 9 | 9 | 8 | 7 |
| Loyola University Maryland | 89 | 65 | 59 | 44 | 52 |
| UMBC | 14 | 19 | 15 | 10 | 16 |
| University of Maryland College Park | 17 | 13 | 13 | 14 | 3 |
| Washington Adventist University | 29 | 28 | 32 | 32 | 25 |
| TOTAL | 182 | 154 | 153 | 133 | 132 |
| 5-year Average | 151 | | | | |

All students who enroll in Stevenson’s Psy.D. program will be eligible to earn the proposed embedded master’s degree. Thirty-two (32) students are currently enrolled in the first two years of the existing Psy.D. program and are thus eligible for the proposed degree. Moving forward, Stevenson estimates that approximately 75% of each cohort will take advantage of the opportunity to earn the Master of Arts in Clinical Psychology at the end of their second year. Thus, it is anticipated that 12-17 students will earn the master’s degree each year (Table 6). When the average number of projected degree earners from Stevenson’s proposed program (14 degrees) is combined with the average number of graduates from existing programs above, there is still an 86% gap (941 openings) between the average annual employment openings and the number of graduates that are produced.

Table 6. Projected Enrollment and Degrees Earned, Stevenson University M.A. in Clinical Psychology: 2023 – 2027

| | Year 1 2022-2023 | Year 2 2023-2024 | Year 3 2024-2025 | Year 4 2025-2026 | Year 5 2026-2027 |
|---------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Projected Enrollment | 32 | 29 | 24 | 24 | 24 |
| Projected Degrees Earned | 15 | 17 | 12 | 12 | 12 |
| 5-year Projected Average | 14 | | | | |

¹⁷ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (accessed 12 December 2022).

Region

Regional employment projections for clinical, school, and counseling psychologists and substance abuse, behavioral disorder, and mental health counselors are consistent with the national and local trends. Employment opportunities for Clinical, Counseling, and School Psychologists are projected to increase between 7.9% and 18.1% in the surrounding states of Delaware, Pennsylvania, Virginia, West Virginia, and the District of Columbia. Opportunities for Substance Abuse, Behavioral Disorder, and Mental Health Counselors are projected to increase between 6.8% and 35% in these same states. As shown in Tables 7 and 8 below, there are an average of 760 annual openings for clinical, counseling and school psychologists and 2,850 annual openings for substance abuse, behavioral disorder, and mental health counselors in the region immediately surrounding Maryland.

Table 7: DE, DC, PA, VA, WV Employment Projections – Clinical, Counseling, School Psychologists, 2020-2030¹⁸

| Area | Title | Base Year Employment | Project Year Employment | Change | Percent Change | Average Annual Openings |
|-----------------------------|--|-----------------------------|--------------------------------|---------------|-----------------------|--------------------------------|
| Delaware | Clinical, Counseling, School Psychologists | 620 | 680 | 60 | 9.7 | 50 |
| District of Columbia | Clinical, Counseling, School Psychologists | 650 | 760 | 110 | 16.9 | 60 |
| Pennsylvania | Clinical, Counseling, School Psychologists | 4,830 | 5,210 | 380 | 7.9 | 370 |
| Virginia | Clinical, Counseling, School Psychologists | 2,780 | 3,080 | 300 | 10.8 | 220 |
| West Virginia | Clinical, Counseling, School Psychologists | 720 | 850 | 130 | 18.1 | 60 |
| Total | | | | | | 760 |

¹⁸Long Term Occupational Projections. <https://projectionscentral.com/Projections/LongTerm> (accessed 12 December 2022).

Table 8. DE, DC, PA, VA, WV Employment Projections – Substance Abuse, Behavioral Disorder, Mental Health Counselors, 2020-2030¹⁹

| Area | Title | Base Year Employment | Project Year Employment | Change | Percent Change | Average Annual Openings |
|-----------------------------|---|----------------------|-------------------------|--------|----------------|-------------------------|
| Delaware | Substance Abuse, Behavioral Disorder, Mental Health Counselor | 600 | 810 | 210 | 35 | 90 |
| District of Columbia | Substance Abuse, Behavioral Disorder, Mental Health Counselor | 1,050 | 1,270 | 220 | 21 | 130 |
| Pennsylvania | Substance Abuse, Behavioral Disorder, Mental Health Counselor | 23,620 | 27,640 | 4,380 | 6.8 | 730 |
| Virginia | Substance Abuse, Behavioral Disorder, Mental Health Counselor | 14,170 | 16,930 | 2,760 | 19.5 | 1,700 |
| West Virginia | Substance Abuse, Behavioral Disorder, Mental Health Counselor | 1,470 | 1,880 | 410 | 27.9 | 200 |
| Total | | | | | | 2,850 |

Further, the employment projections for Marriage and Family Therapists are projected to increase by 12.6% (PA), 13.9% (VA), and 23.1% (WV), as shown in Table 9. Clearly, there are many employment opportunities for individuals holding a master’s degree in clinical psychology, demonstrating that adding this option to Stevenson’s existing Psy.D. program will enhance our students’ educational opportunities while also helping to meet the tremendous need

¹⁹Long Term Occupational Projections. <https://projectionscentral.com/Projections/LongTerm> (accessed 12 December 2022).

for mental health professionals in the state and region.

Table 9. PA, VA, WV Employment Projections – Marriage and Family Therapists, 2020-2030²⁰

| Area | Title | Base Year Employment | Project Year Employment | Change | Percent Change | Average Annual Openings |
|---------------|--------------------------------|----------------------|-------------------------|--------|----------------|-------------------------|
| Pennsylvania | Marriage and Family Therapists | 2,300 | 2,590 | 290 | 12.6 | 250 |
| Virginia | Marriage and Family Therapists | 720 | 820 | 100 | 13.9 | 80 |
| West Virginia | Marriage and Family Therapists | 130 | 160 | 30 | 23.1 | 20 |
| Total | | | | | | 350 |

In summary, the proposed Master of Arts in Clinical Psychology will give Stevenson’s existing Psy.D. students the opportunity to earn a credential that will provide access to employment opportunities within the field of clinical psychology while they are enrolled in the doctoral program. By enabling students to work as Registered Psychology Associates and in related professional roles, the proposed program will increase the pool of mental health professionals in the state and help meet the overwhelming need for mental health and counseling services.

D. Reasonableness of Program Duplication

- 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.***

In Maryland, Loyola University is currently the only institution that offers a Psy.D. in Clinical Psychology. The Loyola program is APA-accredited and offers doctoral students the opportunity to earn a master’s degree while enrolled in the Psy.D. program. While there is similarity between Stevenson’s and Loyola’s curricula due to both programs’ adherence to national accreditation and state licensure requirements, the programs differ in terms of practicum location and clients served during initial practicum experiences, which are included in both programs’ master’s curricula. First- and second-year practicum experiences in Loyola’s program are offered through their on-campus clinic, while Stevenson students complete their initial practicum experiences in health care settings, school systems, and private psychology practices in the greater Baltimore and Washington, D.C. areas. The programs are thus complementary, rather than duplicative, in terms of clients and geographic areas served. Additionally, admission to Loyola’s Psy.D. program is extremely competitive, with a small percentage of applicants admitted each year (6.5% of applicants were admitted in 2021 and 5.0% of applicants were admitted in 2022). The introduction of Stevenson’s Psy.D. program in

²⁰Long Term Occupational Projections. <https://projectionscentral.com/Projections/LongTerm> (accessed 12 December 2022).

2021 clearly has not had any negative impact on enrollment in Loyola's program. Since the proposed program is embedded within the existing Psy.D. program, it is not anticipated that the proposed master's degree program will impact admissions to or enrollment in Loyola's program.

Additionally, there are two APA-accredited Ph.D. programs in Psychology within the state (University of Maryland, College Park, Clinical Psychology; University of Maryland, Baltimore County, Human Services Psychology, Clinical Psychology Track). In addition to being a different degree, these programs follow a scientist-practitioner model and place a heavy emphasis on research. Accordingly, while these programs offer the opportunity for their Clinical Psychology doctoral students to earn master's degrees, the programs involve a significant research component, including production and defense of a master's thesis. In contrast, Stevenson's Psy.D. program and the embedded master's program are focused on preparing students for clinical practice. In alignment with this career focus, the proposed program includes a full year of clinical practicum experience and will not require additional research experiences.

As noted earlier, three other institutions, Bowie State University, Frostburg State University, and Washington Adventist University, offer a master's degree in Clinical, Counseling and/or Applied Psychology as stand-alone programs that are not part of any doctoral program. The proposed program is integrated into the existing doctoral program and will not admit students directly. Enrollment in the proposed program will only be available to students already admitted to the existing Psy.D. program. Thus, it is fundamentally different and will not impact enrollment at other doctoral- or master's-granting institutions in the State or geographical area. As noted elsewhere in this proposal, only students who have already been admitted to Stevenson's Clinical Psychology Psy.D. program will be eligible to earn this embedded non-terminal master's degree. Additionally, because APA accreditation guidelines specify that admission to doctoral-level training programs should be offered only to individuals with professional goals that are consistent with doctoral-level licensure in psychology, students who are only interested in pursuing master's-level mental health training cannot apply to this degree program.

In summary, because the proposed embedded master's degree program will only be offered to students already admitted to Stevenson's Psy.D. program and not to the general public, adding this degree is not anticipated to have a significant impact on enrollment in similar programs at other educational institutions in Maryland or other Mid-Atlantic states. Thus, the proposed program will not constitute "unreasonable program duplication which would cause demonstrable harm to another institution."²¹ Rather, because almost all accredited doctoral psychology programs in Maryland already offer this option to their students, adding the opportunity for students to earn a master's degree to the existing Psy.D. program will remove a potential *disadvantage* to Stevenson, relative to other colleges and universities, in recruiting qualified applicants who wish to earn a master's degree during the course of their doctoral training.

²¹MD. Education Code Ann. §11-206.1 (2021) <https://law.justia.com/codes/maryland/2021/education/division-iii/title-11/subtitle-2/section-11-206-1/> (accessed 15 December 2022).

2. *Provide justification for the proposed program.*

As described in Section C, the current and projected need for master's prepared mental health professionals is significantly outpacing the number of graduates produced by existing graduate programs in the field. Given the extreme need and demand, the proposed program is not unreasonably duplicative.

In addition, Psy.D. students who earn a master's degree while completing their doctoral studies are eligible to become Registered Psychology Associates in the state of Maryland, increasing their employment opportunities during their time in the program. In fact, during the 2021-2022 academic year, training directors at several potential Psy.D. practicum sites reported to program faculty that they prefer to accept practicum students who have attained the psychology associate credential and/or have already earned a master's degree in order to more clearly convey students' level of training and experience to the clients with whom they will work. Clients may be predisposed to see a trainee who holds a bachelor's degree as less competent than a trainee who has equivalent training and experience, but who also holds a master's degree. Thus, the proposed program supports Goal 2, Priority 5 of the State Plan by enhancing the education of Stevenson Psy.D. students and increasing the availability of highly qualified mental health professionals.

In support of Goal 1, Priorities 1 and 4 and Goal 3, Priority 8, the expanded part-time employment options for students who hold a master's degree will reduce financial obstacles to doctoral degree completion and support student persistence and retention in the Psy.D. program. Part-time employment opportunities that would be open to Psy.D. students with master's degrees include positions as Registered Psychology Associates, adjunct faculty positions at Stevenson or other higher education institutions, research associate positions in health care systems, and behavior specialist positions supporting children and adolescents with special needs and their families. Offering a master's degree embedded in the doctoral curriculum is likely to make the Psy.D. program more attractive to bachelor's-level applicants, who would otherwise be ineligible for employment opportunities that require a master's degree.

Finally, while the master's degree is not intended to be a terminal degree, the opportunity to earn a master's degree will enable students who successfully complete the first two years of the Psy.D. program, but who need to withdraw prior to completion of the full program, to more accurately represent their level of training and to seek some of the employment opportunities mentioned above.

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.*

As noted earlier, the only other institution that offers a Psy.D. in Clinical Psychology with an embedded masters in psychology is Loyola University of Maryland. Therefore, there is no duplication of any program at any of the state's HBIs.

Bowie State University is the only HBI in Maryland that offers any master's level programs in

psychology or counseling.²² Specifically, Bowie State University offers Master of Arts degrees in Counseling Psychology, School Psychology, and Mental Health Counseling, as well as a Master of Education degree in School Counseling. The Master of Arts degrees in School Psychology and Mental Health Counseling as well as the Master of Education in School Counseling offered at Bowie State University prepare students to seek licensure as Clinical Professional Counselors (Mental Health Counseling and School Counseling) and/or educational certification (School Psychology and School Counseling) to work in school settings. These master's programs are designed to align with Maryland's licensure/certification requirements for each of these professions. In contrast, Stevenson's Psy.D. and the proposed embedded master's program are clinical psychology programs that do not prepare students to meet the state's licensing/certification requirements for these specific roles. Stevenson students who earn the proposed master's degree will not be eligible to pursue the same credentials or professional roles as graduates from these Bowie State University programs. In addition, all four of Bowie State University's master's degree programs are intended to be terminal degrees and attract students who are interested in professional practice at the master's level. Stevenson's proposed program will only be open to students already enrolled in the existing Psy.D. program and is intended to enhance students' eligibility and opportunities for advanced clinical training in the context of the doctoral program. Therefore, Stevenson's program is not duplicative and will not cause demonstrable harm to any of the programs at Bowie State or any other Maryland institution.

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.*

As noted in Sections A.1 and D.1, it is common for clinical psychology doctoral programs to offer an integrated master's degree as an option. The master's degree enables students to access a wider array of advanced clinical training opportunities and seek part-time employment in alignment with their level of graduate training while they complete the doctoral degree. Since no HBIs offer a doctorate in clinical psychology (with or without an embedded master's degree), the proposed program will have no impact on the uniqueness or institutional identity or mission of any HBI in Maryland.

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.*

The proposed Master of Arts in Clinical Psychology was included in the planning for Stevenson's Psy.D. program with the intent of adding this option after enrolling the second cohort of students. Because the proposed master's curriculum fully overlaps with the coursework taken by Psy.D. students in the first four semesters of the program, no new course development is required. The Psy.D. curriculum was originally developed by the Psy.D. Program Director and

²² Maryland Higher Education Commission. *Academic Program Inventory, Psychology Master's Degree*, https://mhec.maryland.gov/institutions_training/Pages/searchmajor.aspx (accessed 13 December 2022).

the program's full-time faculty, using the APA professional competencies²³ and discipline-specific knowledge as a guide. Faculty also reviewed courses offered at APA-approved programs at similar institutions. Thus, the proposed curriculum both aligns with the APA and reflects the strengths and priorities of the Psy.D. program and the University. Feedback on learning outcomes and the curriculum was sought from the Faculty Council Academic Affairs Committee, School Deans, and President's Cabinet. The Academic Affairs Committee reviews and provides feedback on each proposed course's objectives and alignment with program goals before the course is offered to Psy.D. students.

The Psy.D. program, including the proposed master's program, is overseen by a full-time Graduate Program Director, Dr. Marie McGrath, who holds a Ph.D. in School Psychology, is a licensed psychologist in the state of Pennsylvania, and is license-eligible in the state of Maryland. A full-time Director of Clinical Training, Dr. Soonhee Lee, who holds a Ph.D. in Clinical Psychology and is a licensed psychologist in the state of Maryland, joined Stevenson in August 2022 to oversee the clinical training program (practicum and internship experiences). The courses that are included in the proposed program are taught by current full-time faculty in the Psy.D. program as well as the undergraduate 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 Psy.D. program or Psychology Department may also teach courses in the program. All faculty eligible to teach in the program have a doctorate in Psychology or Counseling as relevant to their teaching responsibilities (see Table 11). Faculty teaching clinical skills courses also hold active psychology licenses in Maryland and/or their jurisdiction of clinical practice. The Psy.D. program's core faculty (i.e., the Program Director, the Director of Clinical Training, and two full-time Stevenson faculty members who do the majority of their teaching/advising in the Psy.D. program) all hold doctoral degrees (Psy.D. and Ph.D.) in areas of Health Service Psychology (Clinical and School Psychology) and hold active psychology licenses. These four core faculty members meet regularly to discuss curriculum, advising, clinical training, assessment, program administration, accreditation requirements, and other matters relevant to program operations. The Program Director and Director of Clinical training hold 12-month appointments to ensure continuity of operations during the summer. Faculty also collaborate with Stevenson's Admissions department on program recruitment. Both the Program Director and Director of Clinical Training regularly meet with the Senior Associate Vice President for Academic Affairs and Research to discuss program development and needs.

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

The proposed master's degree program shares objectives and outcomes with the existing Psy.D. program in which it is embedded. Like the Psy.D. program, the purpose of the proposed 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. The introductory coursework that comprises the proposed master's curriculum supports students' development of foundational skills in each of the Psy.D. program's outcome areas (listed below) during their first and second years of graduate study. After

²³American Psychological Association. *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures*. <https://irp.cdn-website.com/a14f9462/files/uploaded/standards-of-accreditation.pdf> (accessed 09 December 2022).

establishing these foundational skills and upon earning the master's degree, students will gain access to a wider array of advanced training options in each outcome area as they continue their preparation for entry-level psychological practice at the completion of the Psy.D. degree. Both the proposed master's and the current doctoral curriculum will develop skills and competencies consistent with the *APA Standards of Accreditation for Health Service Psychology* for a doctoral program in Clinical Psychology.²⁴ Because the master's program is not intended to be a stand-alone program, it is appropriate for these two programs to be differentiated primarily by the depth of students' skill development in each outcome area.

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 M.A. in Clinical Psychology, students will be able to demonstrate foundational skills and competencies in the following areas:

1. Apply psychological theory and scientific knowledge to an understanding of psychological function and dysfunction, maladaptation, and psychopathology.
2. Conduct evidence-based psychological assessments and diagnosis.
3. Conduct evidence-based psychological intervention, treatment, supervision, and consultation.
4. Apply research methods appropriate to the activities of the practitioner-scholar.
5. Conduct professional activities appropriate to the practitioner-scholar that are consistent with ethical, legal, and professional standards of Health Service Psychology.
6. Demonstrate effective communication and interpersonal skills needed by the practitioner-scholar that exemplify the sensitivity to human diversity needed to deliver high quality services to a diverse population.

²⁴ American Psychological Association. *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures*. <https://irp.cdn-websites.com/a14f9462/files/uploaded/standards-of-accreditation.pdf> (accessed 09 December 2022).

Profession-Wide Competencies and Discipline-Specific Knowledge

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.”²⁵

APA also requires students to attain discipline-specific knowledge, defined as “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.”²⁶ For the proposed program, discipline-specific knowledge will encompass knowledge of the fundamental areas of psychology, including ethics; multicultural competency; biological, 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 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 objectives. The course level definitions and alignment matrices are reviewed by the Academic Affairs Committee of the Faculty Council, Office of Institutional Research and Assessment, Academic Affairs Leadership 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 is assessed on an annual basis, used to inform further course development, and reported to accreditors.

Psychology Graduate Course Level Outcomes (relevant to the master’s program)

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.

²⁵ American Psychological Association. *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures*. <https://irp.cdn-website.com/a14f9462/files/uploaded/standards-of-accreditation.pdf> (accessed 09 December 2022).

²⁶ American Psychological Association. *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures*. <https://irp.cdn-website.com/a14f9462/files/uploaded/standards-of-accreditation.pdf> (accessed 09 December 2022).

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.

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

In addition, ongoing self-evaluation students, program effectiveness, and quality improvement efforts, including students' achievement of professional competencies, alignment of the program with professional standards and the institutional mission, the currency of the curriculum, and graduate outcomes, occurs as required by the APA Standards.²⁷

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

As noted in Section A.1 of this document, the proposed Master of Arts in Clinical Psychology program is a 51-credit, four-semester master's program embedded in the first two years of Stevenson University's Psy.D. program. The proposed master's degree is a coursework-only master's with no additional thesis/examination requirements. The courses that constitute the master's program requirements are listed by program outcome area in Table 10 below.

In order to earn the master's degree, students must complete all courses listed below with grades of B or higher in all classes for which letter grades are given, and passing grades in all pass/fail classes. Students in the proposed program must also maintain good academic standing by meeting all Psy.D. program academic standing requirements in order to be eligible for the master's degree (i.e., students must maintain an overall GPA of 3.0; students earning a grade below a B in any course may repeat the course only once; and students who earn grades of C or below in two courses or twice in the same course will be dismissed from the program). Students who are dismissed from the Psy.D. program for cause (i.e., violating either academic standing or ethical/professional conduct policies) prior to receipt of the master's degree will also be dismissed from the proposed master's program.

Students are required to adhere to all University and program policies and processes outlined in the Stevenson University Graduate Catalog and Psy.D. Program Handbook.

²⁷ American Psychological Association. *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures*. <https://irp.cdn-website.com/a14f9462/files/uploaded/standards-of-accreditation.pdf> (accessed 09 December 2022).

Table 10. Master of Arts in Clinical Psychology Program Requirements

| Course Prefix | Course Name | Credits | Semester | Year |
|---|---|-----------|---------------|------|
| <i>Courses Aligned with Outcome 1: Knowledge of Scientific Foundations (9 cr.)</i> | | | | |
| PSY 603 | Lifespan Development | 3 | Fall | 2 |
| PSY 604 | Social Psychology | 3 | Spring | 2 |
| PSY 605 | Biological Bases of Behavior | 3 | Spring | 2 |
| <i>Courses Aligned with Outcome 2: Assessment and Diagnosis (12 cr.)</i> | | | | |
| PSY 610 | Psychopathology | 3 | Fall | 1 |
| PSY 701 | Cognitive Assessment | 3 | Fall | 1 |
| PSY 702 | Personality Theory and Assessment | 3 | Spring | 1 |
| PSY 703 | Integrated Assessment | 3 | Spring | 1 |
| <i>Courses Aligned with Outcome 3: Intervention (18 cr.)</i> | | | | |
| PSY 640 | Basic Interviewing and Clinical Skills | 3 | Fall | 1 |
| PSY 641 | Theories of Psychotherapy | 3 | Spring | 1 |
| PSY 720 | Models of Psychotherapy 1 | 3 | Fall | 2 |
| PSY 780 | Case Consultation 1-4 | 1.5 (x4) | Fall + Spring | 1, 2 |
| PSY 810 | Practicum 1-2 | 1.5 (x2) | Fall + Spring | 2 |
| <i>Courses Aligned with Outcome 4: Research Methods (6 cr.)</i> | | | | |
| PSY 601 | Design and Analysis I | 3 | Fall | 1 |
| PSY 602 | Design and Analysis II | 3 | Spring | 1 |
| <i>Courses Aligned with Outcome 5: Ethical and Legal Issues (3 cr.)</i> | | | | |
| PSY 740 | Legal and Ethical Issues in Clinical Practice | 3 | Fall | 2 |
| <i>Courses Aligned with Outcome 6: Diversity (3 cr.)</i> | | | | |
| PSY 750 | Multicultural Competencies in Clinical Practice | 3 | Spring | 2 |
| TOTAL Credits | | 51 | | |

Course Descriptions

PSY 601 Design and Analysis I (3 credits)

Focuses on qualitative and quantitative research models, methods, and data analysis techniques commonly used in the field of psychology. Scientific reasoning and descriptive and inferential data analysis techniques will be reviewed. Conducting, critically analyzing, and applying research in the context of psychological practice will be emphasized. Ethical principles and diversity considerations in psychological research will be examined. This course is the first in a two-course sequence. Prerequisite: None. Offered: Fall.

PSY 602 Design and Analysis II (3 credits)

Focuses on modeling theories and techniques and advanced multivariate statistical tests, including MANOVA, factor analysis, discriminant analysis, and regression techniques. Parametric and non-parametric techniques and statistical assumptions will be reviewed. Effective methods of presenting/communicating research findings will be reviewed. This course is the second in a two-course sequence. Prerequisite: PSY 601. Offered: Spring.

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. Prerequisite: None. Offered: Fall.

PSY 604 Social Psychology (3 credits)

Explores the ways in which interpersonal interactions and social stimuli affect human behavior. Major topics in social psychology, including social cognition, affiliation, conformity and obedience, aggression and violence, prejudice and stereotyping, and attitude and opinion formation, will be discussed. The role of diversity factors, including gender, gender identity, race, ethnicity, social class, and age, will be examined. Application of social psychological research to clinical practice will be emphasized. Prerequisite: None. Offered: Spring.

PSY 605 Biological Bases of Behavior (3 credits)

Introduces the structure and organization of the nervous system and other topics related to neuroanatomy, neurophysiology, and brain-behavior relationships. Topics addressed will prepare students to identify and understand the function of major neuroanatomical structures and neurophysiological mechanisms that impact cognition, behavior, emotion, and sensorimotor functioning. Application of these concepts in clinical case conceptualization will be reviewed. The course will provide basic knowledge required for later study of cognitive and affective bases of behavior and psychopharmacology. Prerequisite: None. Offered: Spring.

PSY 610 Psychopathology (3 credits)

Familiarizes students with the different diagnoses, etiologies, and treatments of major forms of psychopathology as characterized by the DSM approach. Content will include the etiology and epidemiological description of various disorders with particular attention to the role of current research findings, diversity, and sociocultural influences. Potential ethical issues in diagnosis and use of the DSM will be highlighted. Prerequisite: None. Offered: Fall.

PSY 640 Basic Interviewing and Clinical Skills (3 credits)

Introduces students to the skills and strategies necessary for effective counseling and clinical interviewing, with a focus on the development and maintenance of the therapeutic relationship. Includes an experiential learning component where students will conduct mock sessions allowing them to hone their technique and begin to develop their own personal orientation or framework for conducting therapy. Prerequisite: None. Offered: Fall.

PSY 641 Theories of Psychotherapy (3 credits)

Introduces students to the theory and practice of prominent approaches to psychotherapy for individual adult clients with a specific focus on evidence-based practice. Several theories are reviewed allowing students to conceptualize client problems from multiple theoretical perspectives. Reviews the literature on psychotherapy effectiveness to include the therapeutic relationship, cultural and ethical considerations, and current issues and trends. Critically examines the relationship between psychotherapy and practice and helps students to begin to develop their own personal framework for therapy. Prerequisite: PSY 640. Offered: Spring.

PSY 701 Cognitive Assessment (3 credits)

Prepares students to select, administer, score, interpret, and report the results of cognitive assessment batteries. Theoretical frameworks for, and clinical applications of, cognitive testing will be introduced. Ethical, diversity, and psychometric considerations in cognitive assessment will be emphasized. History-taking, behavioral observation, and other norm- and criterion-referenced assessment measures and techniques commonly used in conjunction with cognitive testing will be discussed. Prerequisite: None. Offered: Fall.

PSY 702 Personality Theory and Assessment (3 credits)

Introduces students to a range of objective and projective personality assessment measures. The course focuses on the theoretical foundations of personality assessment; administration, scoring, interpretation, and report writing; and consideration of ethics and diversity as they relate to assessment. Prerequisite: None. Offered: Spring.

PSY 703 Integrated Assessment (3 credits)

Provides an opportunity to practice cognitive and personality assessment skills by administering a comprehensive battery of assessments, completing a thorough clinical history, and writing reports that integrate assessment results and make appropriate recommendations. Prerequisite: PSY 701. Corequisite: PSY 702. Offered: Spring.

PSY 720 Models of Psychotherapy (3 credits)

Provides an in-depth examination of theory and practice of a specific model of psychotherapy (e.g., cognitive-behavioral, interpersonal, psychodynamic, humanistic). Students must complete the course three times (once to earn the proposed M.A.), each covering a different therapeutic model/orientation, to develop competence with various practice orientations. Prerequisite: PSY 641. Offered: Fall and Spring.

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

Focuses on the legal and ethical issues faced by clinical psychologists. The APA Ethics Code and state regulations relevant to professional psychology practice and ethical decision-making processes and models form the core of this consideration. Content will include ethical and legal obligations and aspirations of the psychologist in practice; the consideration of the intersection and divergence of ethical and legal obligations; mandated reporting; homicidality and suicidality; considerations for participating in legal proceedings; and ethics-based advocacy. Prerequisite: None. Offered: Fall.

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 identity and expression, sexual 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. Prerequisite: None. Offered: Spring.

PSY 780 Case Consultation (1.5 credits - Course must be taken 4 semesters)

In this seminar course, students will participate in case conference presentations, within- and across-cohort peer consultation, and discusses research and practice issues. In addition to case conferences, class discussions and readings will focus on the following topics: ethical and legal issues, diversity considerations, best practices in assessment and intervention, technological tools and applications, and other topics relevant to professional practice in psychology. Prerequisite: None. Offered: Fall and Spring.

PSY 810 Practicum (1.5 credits - Course must be taken 2 semesters)

Provides students with clinical experience through a series of placements in clinical settings. The exact nature of each practicum is determined in conjunction with the placement setting, but will include assessment, therapeutic intervention, and other professional activities appropriate to the student's level of training. On-site supervision is provided by the practicum setting. All students enrolled in PSY 810 will be concurrently enrolled in PSY 780/880. Prerequisite: Program approval of practicum site. Offered: Fall and Spring.

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

This item is not applicable because the proposed program is at the master's level.

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

During the 2023-2024 academic year, 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 Accrediting Operating Procedures*.²⁸ An "intent to apply" will be submitted in spring of 2023 and upon confirmation of eligibility, the program will prepare the required self-study and host a site visit according to the timeline established by APA with the goal of achieving "Accredited, on contingency" (i.e., initial accreditation) status. Within five years of achieving the contingent accreditation status, the program will then seek "Fully Accredited" status per APA guidelines.

At this time, APA does not accredit non-terminal master's degrees separately from the doctoral programs in which they are housed, but APA will review the master's program, its curriculum and assessments, and the benefits it offers to doctoral students in the course of reviewing the Psy.D. program.

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

Stevenson University will not contract with another institution or non-collegiate organization to deliver the proposed program.

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.*

Information on the proposed M.A. in Clinical Psychology, including curriculum, course and degree requirements, and program policies will be available via the Psy.D. Program Handbook and the Stevenson University Graduate Catalog.²⁹ 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). Directions on accessing all of these services are provided in the Program Handbook. Information about technology competence and skills, technical equipment requirements, and faculty/student interaction will be provided in program marketing materials, the Program Handbook, and throughout the admissions process.

²⁸American Psychological Association. *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures*. <https://irp.cdn-website.com/a14f9462/files/uploaded/standards-of-accreditation.pdf> (accessed 09 December 2022).

²⁹ Stevenson University Graduate Catalog. <https://stevenson.smartcatalogiq.com/2022-2023/stevenson-university-graduate-catalog/> (accessed 13 December 2022).

Information about program costs, financial aid services, and payment policies are currently available as part of the Psy.D. program materials, including the external website and Admissions communications. Information on the proposed embedded master's program will be shared in targeted information sessions that are held for students during the application process.

Stevenson assures that students are and will be provided 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.

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.*

Because the proposed master's degree will only be available to individuals already enrolled in the existing Psy.D. program in Clinical Psychology, no separate advertising, recruiting plans, or admissions materials will be developed for the proposed program. If the proposed program is approved, existing Psy.D. admissions materials will be amended to indicate that students in this program have the opportunity to earn the master's degree while completing Psy.D. degree requirements.

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 Academic Affairs Division 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.

Stevenson assures that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed embedded master's program and the 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.*

This section is not applicable because the proposed program is a master's program.

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.*

Because the courses in the proposed master’s program are already required courses in the Clinical Psychology Psy.D. program, all courses will be (and already are) taught by existing full-time and adjunct faculty in this program. Table 11 includes all full-time faculty who currently teach or are qualified to teach in the proposed program, listed in alphabetical order. As shown, all of the full-time faculty listed below hold a doctorate in Psychology in a specialty area relevant to their teaching responsibilities. In addition to their instructional responsibilities, full-time faculty actively supervise student research and present and publish in their fields. Core faculty in the Clinical Psychology program also hold psychology licenses in Maryland and/or other jurisdictions and have relevant experience in psychological service delivery. Additional full-time faculty, all of whom will hold doctorates in Psychology or a related field, will be hired as enrollment warrants. Adjunct faculty holding Psychology doctorates in specialty areas relevant to the curriculum 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.

Table 11. Current Full-time Faculty Eligible to Teach in the M.A. Program.

| Name | Academic Degree/Field | Academic Title/Rank | Courses |
|-----------------------|--|--|---|
| Marie McGrath* | Ph.D., School Psychology Licensed Psychologist | Program Director & Professor, Clinical Psychology (Full-time) | PSY 601 PSY 602 PSY 603 PSY 605 PSY 701 PSY 703 PSY 740 PSY 780 |
| Soonhee Lee* | Ph.D., Clinical Psychology Licensed Psychologist | Director of Clinical Training & Associate Professor, Clinical Psychology (Full-time) | PSY 610 PSY 702 PSY 640 PSY 641 PSY 750 PSY 780 PSY 810 |
| Colleen Spada* | Psy.D., Clinical Psychology Licensed Psychologist | Assistant Professor, Psychology (Full-time) | PSY 610 PSY 630 PSY 640 PSY 641 PSY 702 PSY 703 PSY 720 PSY 740 PSY 780 |
| Deondra Smith* | Psy.D., Clinical Psychology Licensed Psychologist | Assistant Professor, Psychology (Full-time) | PSY 603 PSY 610 PSY 640 PSY 641 PSY 701 |

| | | | |
|---------------------|---|--|--|
| | | | PSY 702 PSY 703 PSY 750 PSY 780 |
| Jeff Elliott | Ph.D., Clinical Psychology Licensed Psychologist | Chair & Professor, Psychology (Full-time) | PSY 603 PSY 604 |
| Ryan Schurtz | Ph.D., Experimental Psychology (Social Psychology) | Professor, Psychology (Full-time) | PSY 601 PSY 602 PSY 604 |
| Angie Setzer | Ph.D., Experimental Psychology (Biopsychology/ Neuropsychology) | Senior Lecturer, Psychology (Full- time) | PSY 605 |

*Core Full-Time Faculty

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 Zirkin Center for Excellence in Teaching and Learning (ZCETL), which integrates Stevenson’s Faculty Teaching Fellows, a Library Fellow, and the Instructional Design Team. The Faculty Fellows, Faculty Librarian Fellow and the Instructional Designers prepare and implement faculty programming throughout the academic year on topics such as inclusive pedagogy, promoting student engagement and 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. In summer 2020, all full-time and part-time faculty completed two required professional development modules that prepared them to adapt their courses to fit a range of modalities – face-to-face, hybrid, and online – and ensured that all faculty understood federal requirements for regular and substantive interactions in online courses. This training is now required of all new campus-based faculty upon hire. 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 Zirkin Center for Excellence in Teaching and Learning Portal page (login required). Discipline-specific faculty development programming is also offered within the individual programs, departments, and schools. 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 (the primary location of the proposed program); Owings Mills; and Owings Mills North.³⁰ Currently, a new library is under construction at Owings Mills North, with a planned opening in fall 2023. The new library 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 provides students in the Psy.D. program (and thus, in the proposed master's program) with easily accessible library resources to support graduate-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 over 1200 print and e-journal subscriptions directly related to Psychology, including practice-focused resources (such as an electronic version of the *Diagnostic and Statistical Manual of Mental Disorders*) and streaming videos that depict clinical features of psychological disorders and intervention techniques. 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 that uses the Baltimore Regional Expedited Interlibrary Loan (BREILL) dedicated courier service to facilitate sharing materials among college campuses in the Baltimore/Washington area. In addition, students have borrowing privileges through Stevenson's partnership with the Baltimore Area Library (BALC) and MICUA consortia.

Stevenson's librarians are champions of Open Educational Resources (OER) and actively seek to expand access to these resources in an ongoing effort to lower the cost of attendance, which is consistent with Goal 1, Priority 1 of the 2022 State Plan. Librarians work actively with faculty to develop alternatives to textbooks for their classes. The ZCETL Librarian Fellow gives workshops on OER resources available to faculty, and the library has created a resource guide for finding, evaluating, and utilizing OER resources in the classroom. Of note, two Stevenson faculty have received Maryland Open Source Textbook Initiative (M.O.S.T.) grants, one in 2020 for Introduction to Math Reasoning and the other in 2021 for Precalculus. Stevenson's librarians and faculty are proactively seeking to find and implement OER in courses across the curriculum, cognizant of the implications for affordability and access for students.

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

³⁰ The SU Library webpage can be found at: <http://stevenson.libguides.com/stevensonlibrary> (accessed 10 November 2022)

Individual help is available for students who visit the Library, or by telephone, email, text, or instant messaging service. Professional staff members visit Psy.D. classes, including those included in the proposed master's curriculum (e.g., PSY 601, Design and Analysis I) as needed to support student learning. Professional staff are also available to assist students during library hours, including evenings and weekends. Online support enables 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.***

No new physical facilities, infrastructure, and instructional equipment are required to implement the proposed program, as the proposed master's program will be embedded in the existing Psy.D. program. The Psy.D. program is housed at Stevenson's Greenspring location, which has ample available classroom and office space. A full floor in one of the campus's classroom buildings (Dawson Center) is currently designated for use by the Psy.D. program. This floor contains multiple classrooms outfitted with tables, chairs, and audiovisual equipment; faculty offices and workspaces; two computer labs with software needed for coursework (e.g., SPSS, Microsoft Office, G*Power) installed; a student lounge containing a refrigerator, microwave, couches, desks, chairs, and a desktop computer; and a program conference room. Password-protected wireless Internet access is available throughout the floor and campus.

The program also makes use of the campus's Menning Meditation Center and Labyrinth. This building includes a yoga/meditation space; a large room that can be used for meetings and seminars; locked storage space for Psy.D. program materials; and a therapy/assessment observation space with a two-way mirror in which students can practice clinical skills under the supervision of faculty and conduct audio and video recording of practice sessions for later review.

- 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***

Neither the proposed program nor the Psy.D. program in which it is embedded is anticipated to include distance education, since APA does not accredit distance education programs. Students and faculty have access to the institutional electronic mailing system and related collaboration tools via Office 365, which was adopted campus-wide a number of years ago. 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 through the Zirkin Center for Excellence in Teaching and Learning.

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

It is important to note that because the proposed master’s program is fully embedded in the existing Psy.D. program, no additional revenue, expenditure, or resource needs are anticipated beyond what is already budgeted for the existing Psy.D. program. In other words, the adequacy of financial resources for the M.A. degree is de facto included in the demonstrated adequacy of financial resources for the Psy.D. program, which was approved by MHEC in April 2020.

- 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: Narrative Rationale

It is important to note that because the proposed master’s program is fully embedded in the existing Psy.D. program, no additional revenue needs are anticipated beyond what is already budgeted for the existing Psy.D. program. In other words, the financial resources for the M.A. degree are de facto included in the financial resources for the Psy.D. program, which was approved by MHEC in April 2020.

With that being said, Stevenson recognizes the importance of completing every section of the proposal. The first class of students eligible for the proposed embedded master’s program enrolled in the Psy.D. program in August 2021. Since students are not eligible to earn the proposed master’s degree until Year 2 of enrollment, the tables below treat FY23 (AY 2022-2023) as Year 1. As of the date of this proposal, 32 students are enrolled in the first two years of the Psy.D. program and are eligible to pursue the proposed master’s degree. The numbers below assume that all currently enrolled students will choose to pursue the proposed embedded master’s degree and that 12 students in each future year’s cohort will choose to pursue the master’s degree.

Reallocated Funds (Row 1):

The university does not anticipate reallocating funds to support the proposed program.

Tuition/Fee Revenue (Row 2):

Row 2 reflects the total revenue for the first five years of program implementation. For each column, the number in the cell in this row represents the sum of the numbers in Rows 2a, 2b, 2c, 2d, 2e, 2, f, and 2g (i.e., Row 2a + 2b + 2c + 2d + 2e + 2f + 2g = Row 2 subtotal).

Row 2a (number of full-time students): Enrollment is projected based on the number of students in the first two years of the Psy.D. program who are anticipated to pursue the embedded master’s degree. In FY23 (AY 22-23), it is assumed that all currently enrolled Psy.D. students will pursue the embedded master’s degree. In FY24 and beyond, it is assumed that 12 students from each new cohort (approximately 75% of the current average cohort size) will pursue the proposed program.

Row 2b (annual tuition/fee rate): Because the proposed program is embedded in the existing Psy.D. program, the tuition listed in FY23 is the current tuition rate for students who enrolled in Psy.D. program in fall 2022. A 2.5% increase in tuition is included in FY24, continuing through FY27.

Row 2c (annual full-time revenue): For each column, the number in the cell in this row represents the product of the numbers in row 2a and 2b (i.e., Row 2a x 2b = 2c). Because the students included in this table are students who will already be enrolled in the existing Psy.D. program, the annual full-time revenue represented in this row is already budgeted in the existing program. No new revenue will be received from the proposed program.

Row 2d (number of part-time students): No part-time students will enroll in the proposed program, which is reflected by the number zero (0) in each cell in this row.

Row 2e (credit hour rate): Since no part-time students will enroll in the proposed program, a credit hour tuition rate will not be offered, which is reflected by the number zero (0) in each cell in this row.

Row 2f (annual credit hour rate): Since no part-time students will enroll in the proposed program, a credit hour tuition rate will not be offered, which is reflected by the number zero (0) in each cell in this row.

Row 2g (total part-time revenue): Since no part-time students will enroll in the proposed program, no part-time revenue is projected, which is reflected by the number zero (0) in each cell in this row.

Grants, Contracts, and Other External Sources (Row 3): The University does not anticipate receiving funds from grants, contracts, or other external sources at this time.

Other Sources (Row 4): There are no additional sources of revenue for the proposed program at this time.

Total (Last Row): For each column, the number in the cell in this row represents the sum of the numbers in Rows 1, 2, 3, and 4, providing a total figure for program resources (i.e., Row 1 + 2 + 3 + 4 = Total).

MHEC Table 1: Program Resources: M.A. in Clinical Psychology (Embedded in Psy.D. Program)

| Resource Categories | Year 1 FY 23 | Year 2 FY 24 | Year 3 FY 25 | Year 4 FY 26 | Year 5 FY 27 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. Reallocated Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2. Tuition/Fee Revenue | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. Number of F-T Students | 32 (actual) | 29 | 24 | 24 | 24 |
| b. Annual Tuition/Fee Rate | \$18,524 | \$18,987 | \$18,987 | \$18,987 | \$18,987 |
| c. Annual F-T Revenue (a x b) | \$592,768 | \$550,623 | \$455,688 | \$455,688 | \$455,688 |
| d. Number of P-T Students | 0 | 0 | 0 | 0 | 0 |
| e. Credit Hour Rate | \$0 | \$0 | \$0 | \$0 | \$0 |
| f. Annual Credit Hour Rate | \$0 | \$0 | \$0 | \$0 | \$0 |
| g. Total Part-Time Revenue (d x e x f) | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Grants, Contracts, and Other External Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Other Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL (add 1-4) | \$592,768 | \$550,623 | \$455,688 | \$455,688 | \$455,688 |

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: Narrative Rationale

It is important to note that because the proposed master's program is fully embedded in the existing Psy.D. program, no additional expenditures (other than the MHEC fee) are anticipated beyond what is already budgeted for the existing Psy.D. program. In other words, the expenditures for the M.A. degree are included in the expenditures for the Psy.D. program, which was approved by MHEC in April 2020.

MHEC Table 2A provides the finance data for implementation of the M.A. degree, and, for convenience, MHEC Table 2B reproduces the finance data submitted to MHEC for the approved

Psy.D. program. Of note, the University is currently on-pace with the hiring plan included in the Psy.D. program proposal, having successfully employed a full-time Graduate Program Director in August 2020 and a Director of Clinical Training in August 2022.

MHEC Table 2A Narrative:

Faculty (Row 1):

Row 1 reflects the total anticipated expenses in the faculty category. For each column, the number in the cell in this row reflects the sum of the salary and benefits for faculty (i.e., Row 1b + Row 1c = Row Subtotal).

Row 1a (number of full-time equivalent faculty): As noted above, all faculty needs have been planned in the Psy.D. program budget and no additional expenses in faculty salary are anticipated related to the proposed program. Since Stevenson does not anticipate the need to hire additional full-time faculty to support the proposed program, the number zero is entered in each cell of this row.

Row 1b (total salary): No faculty salaries are projected since the University does not anticipate hiring any additional full-time faculty to support the proposed program.

Row 1c (total benefits): No benefits are projected since the University does not anticipate hiring any additional full-time faculty to support the proposed program.

Admin Staff (Row 2):

Row 2 reflects the total anticipated expenses in the administrative staff category. For each column, the number in the cell in this row reflects the sum of the salary and benefits for staff (i.e., Row 2b + 2c = Row 2 subtotal).

Row 2a (number of full-time equivalent staff): As noted above, all staff needs have been planned in the Psy.D. program budget and no additional expenses in staff salary are anticipated related to the proposed program. Since Stevenson does not anticipate the need to hire additional full-time staff to support the proposed program, the number zero is entered in each cell of this row.

Row 2b (total salary): No staff salaries are projected since the University does not anticipate hiring any additional full-time staff to support the proposed program.

Row 2c (total benefits): No benefits are projected since the University does not anticipate hiring any additional full-time staff to support the proposed program.

Support Staff (Row 3):

Row 3 reflects the total anticipated expenses in the support staff category. For each column, the number in the cell in this row reflects the sum of the salary and benefits for staff (i.e., Row 3b + 3c = Row 3 subtotal).

Row 3a (number of full-time equivalent staff): All support staff needs have been planned in the Psy.D. program budget and no additional expenses in staff salary are anticipated related to the

proposed program. Since Stevenson does not anticipate the need to hire additional full-time staff to support the proposed program, the number zero is entered in each cell of this row.

Row 3b (total salary): No support staff salaries are projected since the University does not anticipate hiring any additional full-time support staff to support the proposed program.

Row 3c (total benefits): No benefits are projected since the University does not anticipate hiring any additional full-time support staff to support the proposed program.

Technical Support and Equipment (Row 4):

All information technology needs have been met and are budgeted for ongoing maintenance in the existing Psy.D. program budget. Since the University does not anticipate additional expenses to support the proposed program, the number zero (0) has been entered into each cell in this row.

Library (Row 5):

The library has already purchased resources to support the existing Psy.D. program and has budgeted for ongoing maintenance of relevant resources. Since the University does not anticipate additional library expenses to support the proposed program, the number zero (0) has been entered into each cell in this row.

New or Renovated Space (Row 6):

Space has already been allocated to the existing Psy.D. program as described in Section K. Since the University does not anticipate additional expenses to build or renovate space to support the proposed program, the number zero (0) has been entered into each cell in this row.

Other Expenses (Row 7):

The only cost anticipated for the proposed program is the MHEC new program fee. This is entered in the first column of the table, as the cost will be incurred in FY23. Since no additional expenses are anticipated in future years of the proposed program, the number zero (0) is entered into each cell in this row.

Total (Last Row):

For each column, the number in the cell in this row represents the sum of the numbers in Rows 1-7, providing a total figure for program expenses (i.e., Row 1 + 2 + 3 + 4 + 5 + 6 + 7 = Total).

MHEC Table 2A: Anticipated Program Expenses: M.A.in Clinical Psychology

| Expenditure Categories | Year 1 FY 23 | Year 2 FY 24 | Year 3 FY 25 | Year 4 FY 26 | Year 5 FY 27 |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. Faculty (b+c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2. Admin Staff (b+c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Support Staff (b+c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Technical Support & Equipment | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5. Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6. New or Renovated Space | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7. Other Expenses | \$850 | \$0 | \$0 | \$0 | \$0 |
| TOTAL (add 1-7) | \$850 | \$0 | \$0 | \$0 | \$0 |

MHEC Table 2B narrative reproduced, for convenience, from Psy.D. MHEC Proposal (Approved in April 2020)

Expenses Narrative

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.*

MHEC Table 2B: Anticipated Program Expenses: Psy.D. (From Psy.D. MHEC Proposal)

| Expenditure Categories | Planning FY21 | Year 1 FY 22 | Year 2 FY 23 | Year 3 FY 24 | Year 4 FY 25 | Year 5 FY 26 |
|---|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| 1. Faculty (b+c below) | \$136,960 | \$149,717 | \$261,157 | \$277,122 | \$293,304 | \$309,714 |
| a. Number of FTE | 1 | 1.25 | 2.5 | 2.8 | 3 | 3.3 |
| b. Total Salary | \$107,000 | \$118,858 | \$207,813 | \$222,177 | \$236,711 | \$251,424 |
| c. Total Benefits | \$29,960 | \$30,859 | \$53,344 | \$54,945 | \$56,593 | \$58,290 |
| 2. Admin Staff (b+c below) | \$0 | \$0 | \$0 | \$0 | \$61,440 | \$63,283 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 1 | 1 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$48,000 | \$49,440 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$13,440 | \$13,843 |
| 3. Support Staff (b+c below) | \$0 | \$58,880 | \$60,646 | \$62,465 | \$64,339 | \$66,269 |
| a. Number of FTE | 0 | 1 | 1 | 1 | 1 | 1 |
| b. Total Salary | \$0 | \$46,000 | \$47,380 | \$48,801 | \$50,265 | \$51,773 |
| c. Total Benefits | \$0 | \$12,880 | \$13,266 | \$13,664 | \$14,074 | \$14,496 |
| 4. Technical Support & Equipment | \$0 | \$25,380 | \$0 | \$0 | \$13,863 | \$0 |
| 5. Library | \$0 | \$10,000 | \$10,300 | \$10,609 | \$10,928 | \$11,256 |
| 6. New or Renovated Space | \$0 | \$0 | \$10,000 | \$10,000 | \$0 | \$0 |
| 7. Other Expenses | \$65,384 | \$55,700 | \$57,372 | \$48,0067 | \$51,584 | \$54,302 |
| TOTAL (add 1-7) | \$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 Watermark Course Evaluation & Surveys 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 Program Director as part of the annual faculty performance review process.

Assessment of student learning outcomes takes place at both the course and the program levels. Each course is required to provide a syllabus that conforms to the institution’s syllabus template and includes a list of approved, measurable student outcomes. For the proposed program, the program outcomes are identical to those of the Psy.D. program in which it would be embedded (as noted elsewhere in this proposal). 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 (the Psy.D. program in which the proposed program is embedded will apply for accreditation by the American Psychological Association during the 2023-2024 academic year). 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 program review process outlined in Section M.1 includes the evaluation of each program’s educational effectiveness, the assessment of student learning outcomes, student retention in the program, student and faculty satisfaction, and cost-effectiveness. The program review process concludes with the development of an action plan and steps for ongoing improvement that are discussed in a meeting with the Provost and Senior Associate Vice President for Academic Affairs & Research. The program review process was designed to ensure that programs engage in a cycle of continuous improvement, and 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. To this end, programs provide yearly progress reports on the steps outlined in the action plan. Once the Psy.D.

program in which the master's program is embedded secures external accreditation from the American Psychological Association, the program will report to APA on its proximal and distal outcomes, including students' academic progress; match to doctoral internships; licensure rates; and employment. Student self-appraisals and faculty appraisals of students' achievement of learning outcomes will be obtained through annual student review processes.

The Director of Institutional Research & Effectiveness produces an annual retention predictor model as well as a student retention dashboard several times a year that is monitored by the President and Cabinet. The Vice Provost for Student Success, the Center for Student Success, and the Registrar's Office are highly engaged in student retention efforts, as are deans, faculty, athletic coaches, and colleagues in student affairs. At Stevenson, student retention is considered everyone's responsibility. With the proposed doctoral program, high-touch faculty advising provides students with the information they need about program requirements as well as their individual academic progress. Program progression standards have been developed and published in the Psy.D. Program Handbook to ensure that students are aware of expectations and are performing at an appropriate level for doctoral work; additional master's-specific policies will be added to this resource upon approval of the program. Student retention rates are also reported to and reviewed by APA as part of the program accreditation process.

Student and faculty satisfaction and engagement are measured by campus-wide surveys, including a number of nationally normed instruments (e.g., Noel-Levitz, NSSE, FSSE). Surveys are administered by the Office of Institutional Research and Assessment on a rotating schedule in order to optimize response rates. Surveys of Psy.D. students and other program stakeholders are also completed as part of ongoing accreditation requirements. 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 the second highest within Maryland's private colleges and universities. In the 2020-2021 academic year, 46% of undergraduate students and 41% of graduate students represented minority groups, with 27% of all students identifying as African American.³¹ Additionally, 28% of the students currently enrolled in Stevenson's Psy.D. program identify as part of an underrepresented minority group. Stevenson is well-positioned to provide opportunities to minority students to enroll in graduate psychology education. Given that student debt disproportionately impacts BIPOC graduate students, it is

³¹ Stevenson University Fact Book, Fall 2021.

<https://now.stevenson.edu/depts/oira/Shared%20Documents/Fact%20Book/FACT%20BOOK%202021.pdf>

anticipated that the proposed embedded master's degree will provide more access to minority students, due to the shortened time to earn the master's degree and the opportunity to use the degree to pursue paid professional opportunities while still enrolled in the doctoral program.

Standing as a touchstone with the University's mission is Stevenson's 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.³²

One of the ways we operationalize our commitment to cultural diversity goals and initiatives is through a university-wide Diversity and Inclusion (D & I) Committee, which is led by two members of the President's Cabinet (Vice Presidents) and has a membership that includes faculty and staff from across all divisions of the University. Stevenson integrates the work of the D & I Committee with the annual initiatives process that is under the aegis of the Cabinet and is central to our strategic planning framework. The two Vice Presidents who chair the D&I committee participate in Cabinet discussions of the annual initiatives, and the goal of this integration is to ensure that topics raised by the D & I Committee are given appropriate consideration for inclusion in the annual initiatives. This approach asks Cabinet members to consider a variety of goals through the lens of diversity and inclusion, and to monitor and report on progress. Stevenson also has a student-facing 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.

For academic year 2022-2023, related University-level initiatives include:

- Continue to assess the implemented curricular changes in ENG 152 and First Year Seminar, and implement and assess the pilot program for incorporating Intercultural Knowledge and Competency (IKC) into the curriculum of the disciplines.
- Support the efforts of the Faculty Council's Anti-Racism Committee.
- Explore options to expand access to and use of Open Educational Resources, Inclusive Access, and other free/lower cost learning materials in courses across the curriculum.
- Evaluate and enhance the "Winning Together" collaboration between Athletics and the Center for Diversity & Inclusion.
- Pursue outreach to traditionally underrepresented students and families through print, social media, and digital advertising platforms.

³² Diversity and Inclusion at Stevenson. <https://www.stevenson.edu/about/diversity-inclusion/> (accessed 13 December 2022).

- The Provost’s Office will continue to explore and develop ways to support the recruitment and retention of BIPOC faculty.
- In addition to the completed and continuing efforts of (1) advertising positions on BIPOC-specific sites, (2) reviewing search panels for diversity, (3) providing Unconscious Bias training to search panel members, and (4) posting sample diversity interview questions on the HR Portal; in FY23 explore additional recruiting tactics, such as outreach to HBCUs, evaluations new BIPOC recruitment sites, and/or creating standardized processes for reviewing applications and scoring candidate interviews.
- In partnership with D&I Committee, conduct survey to gauge interest in Employee Support Groups (BIPOC/LGBTQ/Religious), and implement with the help of Student Affairs if sufficient interest exists.
- Update exit interview form (in consultation with D&I Committee) to gain more useful feedback about reasons employees are departing.

In addition to Stevenson’s commitment to these priorities, the American Psychological Association emphasizes diversity and inclusion in the APA standards of accreditation which require that accredited programs recognize “the importance of cultural and individual differences and diversity in the training of psychologists” and take “concrete actions” to “achieve diversity” in its their recruitment practices.³³ By virtue of the accreditation requirements together with Stevenson’s mission and diversity touchstones, the proposed program and the Psy.D. program in which it is embedded clearly support and promote the priorities for student access and success outlined in the 2022 State Plan.

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)

This section is not application to the proposed program because it is a campus-based program.

³³American Psychological Association. *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures*. <https://irp.cdn-website.com/a14f9462/files/uploaded/standards-of-accreditation.pdf> (accessed 09 December 2022).