



MEMORANDUM

TAB L

October 30, 2020

Out-of-Mission Program Request from Southern Utah University: Doctor of Psychology in Clinical Psychology

Southern Utah University is proposing a new Doctor of Psychology (Psy.D.), a professional doctoral program in Clinical Psychology. The Psy.D. program is intended to prepare students for professional licenses and the ability to practice psychotherapy and psychological testing in Utah and other states. A doctorate in clinical psychology meets licensing requirements to practice methods of psychotherapy and psychological testing throughout Utah and in many other states.

Per section 4.2 in Board Policy [R312, Utah System of Higher Education and Institutional Missions and Roles](#), a doctoral degree is considered out-of-mission for a regional university like SUU. Regional universities have a mandate to “emphasize teaching, scholarly, and creative achievements that complement teaching and community service” and that “contribute to the quality of life and economic development at the local and state levels.” Policy states that SUU may provide “Career and Technical Education, undergraduate associate and baccalaureate programs and select master’s degree programs to fill regional or state workforce demands.” SUU is arguing that a Psy.D. program is necessary to fill regional workforce demands for mental health practitioners. As a clinical doctorate, the proposed Psy.D. program is practice-oriented rather than emphasizing original research as is typical for Ph.D. programs reserved in policy for research institutions like the University of Utah and Utah State University. No other institutions in Utah provide a Psy.D. in clinical psychology, and neither the University of Utah nor Utah State University has plans to do so.

The former USHE Board of Regents Academic and Student Affairs Committee first discussed the proposal from SUU in February of 2020 and asked the Office of the Commissioner to investigate the workforce and economic needs in regards to mental health practitioners, licensing, and the value of a Psy.D., as well as evaluations of the proposed academic program from other USHE institutions and the possibilities of partnering with research institutions with existing doctoral programs instead of creating an out-of-mission program. Subsequently, the Office of the Commissioner conducted reviews of programs in proximity to Utah, interviews with current practitioners in the field, and a review of the curriculum and cost proposed. Findings indicated that SUU had created a strong curriculum, which would prepare graduates for immediate entrance into the field. While analysis of job growth data does not accurately reflect the diversity of roles graduates may fill, current practitioners indicated a need for more Psy.D.

graduates who can support the testing, diagnostics, and diagnosing not available to master's-level practitioners. As the field of mental health workers expands, it is expected that schools, hospitals, and community-based organizations will increase their employment of those with a broader scope of practice, particularly in leadership or supervisory roles. Additionally, the increase in work-based-learning required of Psy.D. candidates will positively affect the availability of health care services in rural Utah. The partnerships SUU has established in this field will greatly benefit Psy.D. students, the university, and their surrounding communities by increasing the capacity of mental health services.

Commissioner's Recommendation

The Commissioner and his staff recommend that the Board approve Southern Utah University's proposal to implement a Psy.D. program.

The Board of Higher Education's Academic Education Committee determined during its meeting on September 18, 2020, that the proposal should be forwarded to the Committee of the Whole for consideration during the October 2020 Board meeting and recommends its approval.

Attachments:



**Intermountain
Cedar City Hospital**

1303 N Main Street
Cedar City, UT 84721

Tuesday, June 11, 2019

To Whom It May Concern:

I am pleased to write this letter asking for your support for Southern Utah University's creation of a Doctorate of Psychology program.

I am the Administrator at Cedar City Hospital, and without question, access to needed mental health resources for our patients and communities continues to be a challenge. I feel strongly that adding this option to the curriculum of SUU will help provide our community with critically-needed mental health resources.

It's been said it takes a village, but the village needs a strong leader to move them forward, which is another reason why I am extremely pleased to support President Wyatt in championing the addition of this first-ever doctorate program for SUU. I know with his leadership this program will succeed and flourish and I am grateful for the work and vision he has had to bring this to our area.

I ask that you please support this important request of Southern Utah University's creation of a Doctorate of Psychology program. In a practical sense it will help with access to needed mental health resources, and in a more important moral sense, it is providing help, strength, hope, and light to individuals who carry the extremely heavy burden of mental illness to be able to address and heal from those challenges. I feel there are few things more important than helping the most vulnerable among us. This program is a massive step forward in being able to do this.

I give my full support to Southern Utah University, and respectfully request that this creation of a Doctorate of Psychology program be approved on their behalf.

Thank you.

Sincerely,

A handwritten signature in black ink that reads "Eric Packer".

Eric Packer

Administrator
Cedar City Hospital
435.868.5801 | eric.packer@imail.org

Tuition Proposal Overview – Southern Utah University - Psy.D.

According to Regent policy R312 (<https://ushe.edu/ushe-policies/policyr312/>), SUU's mission is to provide *affordable career and technical educational programs to fill regional or state workforce demands*. The proposed Psy.D. program was designed not only to prepare graduates to be employed in careers that directly alleviates the acute mental health crisis in Utah, but also to be competitively priced.

SUU's 2020-2021 incremental, undergraduate, resident tuition rate is \$282 per credit (<https://www.suu.edu/cashier/tuition-undergrad.html>). Regent policy requires that base graduate-level tuition rates be established at 110% of this incremental, undergraduate, resident tuition rate. Thus, for the purposes of calculating the proposed tuition for the Psy.D. program, SUU's base graduate-level incremental tuition rate starts at \$310.20 per credit.

In order to ensure the program is affordable and competitively priced, the proposed tuition rate is **\$600 per credit**. In addition to tuition, students also pay standard across-the-board student fees. The tuition table on the next page outlines the full cost tuition and student fees for credits ranging from 1 to 25.

The Psy.D. program is a 5-year, full-time, residential academic program. Students must complete a minimum of 114 credits to finish the program, but most will complete additional credits linked to specialized training, extended (paid) practicum experiences, and other electives (bringing the average total for the program to approximately 120 credits).

On average, students will complete 24 credits per year (approximately 9 credits in fall, 9 credits in spring, and 6 credits in summer). As such, students can expect to pay approximately **\$15,400** annually in tuition and fees.

SUU's proposed tuition rate of **\$600 per credit**, or **\$15,400 annual cost** for tuition and fees, aligns with closely with other public universities that offer a Psy.D. program. Here are some comparisons to both public and private universities:

Public Universities:

Northern Arizona University = \$17,600 annual tuition and fees

Eastern Kentucky University = \$675 per credit

Georgia Southern University = \$11,633 annual tuition

Private Universities:

California Lutheran University = \$1,050 per credit

University of LaVerne = \$1,200 per credit

University of Denver = \$45,632 annual tuition and fees

Baylor University = \$52,372 annual tuition and fees

Psy.D. - Tuition Table:



OFFICE OF PLANNING AND BUDGET

2021-2022 Doctoral Resident & Non-Resident Tuition
Doctor of Psychology (Psy.D.)

Hours	Tuition	Fees	Total
1	600.00	48.75	648.75
2	1,200.00	85.75	1,285.75
3	1,800.00	122.75	1,922.75
4	2,400.00	159.75	2,559.75
5	3,000.00	196.75	3,196.75
6	3,600.00	233.75	3,833.75
7	4,200.00	270.75	4,470.75
8	4,800.00	307.75	5,107.75
9	5,400.00	344.75	5,744.75
10	6,000.00	381.75	6,381.75
11	6,600.00	381.75	6,981.75
12	7,200.00	381.75	7,581.75
13	7,800.00	381.75	8,181.75
14	8,400.00	381.75	8,781.75
15	9,000.00	381.75	9,381.75
16	9,600.00	381.75	9,981.75
17	10,200.00	381.75	10,581.75
18	10,800.00	381.75	11,181.75
19	11,400.00	381.75	11,781.75
20	12,000.00	381.75	12,381.75
21	12,600.00	381.75	12,981.75
22	13,200.00	381.75	13,581.75
23	13,800.00	381.75	14,181.75
24	14,400.00	381.75	14,781.75
25	15,000.00	381.75	15,381.75
Tuition Per Credit Hour after 1st Credit Hour			600.00

Excerpt from R401:

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	438	468	478	508	528	548
# of Majors in Proposed Program(s)	////	10	20	30	40	50
# of Graduates from Department	68	78	88	98	108	128
# Graduates in New Program(s)	////	0	0	0	0	10
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,076,163	\$307,002	\$500,095	\$713,888		
Operating Expenses (equipment, travel, resources)	\$77,815	\$85,000	\$100,000	\$115,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$392,002	\$600,095	\$828,888		
TOTAL EXPENSES	\$1,153,978	\$1,545,980	\$1,754,073	\$1,982,866		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$1,065,624	\$380,000	\$380,000	\$380,000		
Special Legislative Appropriation						
Grants and Contracts	\$24,602					
Special Fees	\$64,181		\$8,438	\$16,875		
Tuition		\$74,448	\$148,896	\$223,344		
Differential Tuition (requires Regents approval)		\$69,552	\$139,104	\$208,656		
PROPOSED PROGRAM FUNDING	////	\$524,000	\$676,438	\$828,875		
TOTAL DEPARTMENT FUNDING	\$1,154,407	\$1,678,407	\$1,830,845	\$1,983,282		
Difference						
Funding - Expense	\$429	\$132,427	\$76,772	\$416		

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Southern Utah University

Proposed Program Title: Doctor of Psychology (Psy.D.) in Clinical Psychology

Sponsoring School, College, or Division: College of Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Psychology

Classification of Instructional Program Code¹ : 42.2801

Min/Max Credit Hours Required of Full Program: 115 / 140

Proposed Beginning Term²: Fall 2021

Institutional Board of Trustees' Approval Date: 05/02/2019

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" type="checkbox"/>	Doctoral Degree (specify award type ³ : Doctor of Psychology - Psy.D.)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input checked="" type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcodes/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Robert L. Eves, Interim Provost

Date: August 9, 2019

☒ I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Program Description - Full Template**

Section I: The Request

Southern Utah University requests approval to offer the following Doctoral degree(s): Doctor of Psychology (Psy.D.) in Clinical Psychology effective Fall 2021. This program was approved by the institutional Board of Trustees on 05/02/2019.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Department of Psychology at Southern Utah University (SUU) is proposing a new Doctor of Psychology (Psy.D.) degree program. This professional doctorate program in Clinical Psychology will allow students who complete it to be license-eligible and prepared to practice methods of psychotherapy and psychological testing throughout Utah and in many other states.

The proposed Psy.D. program will be a practice-oriented training program and differ from a Ph.D. program, most strikingly by having a reduced emphasis on conducting original research or discovery of new knowledge. The American Psychological Association (APA) Standards of Accreditation describes the difference in the following terms: "In general, Ph.D. programs place relatively greater emphasis upon training related to research, and Psy.D. programs place relatively greater emphasis on training for engaging in professional practice" (<https://www.apa.org/ed/accreditation/about/policies/2019-doctoral-worksheet.pdf>).

This proposal is a direct response to the Board of Regents' initiatives relative to mental health over the last several years. College and university students in rural Utah have very limited resources available to assist them with their serious mental health needs beyond university supported student mental health clinics. In order to build the mental health infrastructure in rural Utah, SUU requested, back in the summer of 2019, that the Board of Regents advance a legislative funding proposal for the SUU PsyD program during the 2020 legislative general session. The Commissioner's office and then a unanimous Board of Regents adopted and forwarded the budget request to the Utah Legislature as part of its own budget proposal. The State Legislature funded the program during the 2020 general session. This funding was pulled back as a consequence of the economic downturn that started in March 2020. Recognizing that the funding was pulled back, as a result of COVID-19, the consequence of the pandemic was an increased need for mental health services. The program is important enough to SUU that it has relocated existing funding to support the program.

In contrast to a Ph.D. degree, the proposed Psy.D. program at SUU is a face-to-face terminal degree in professional Clinical Psychology (<http://www.div12.org/sites/default/files/DifferenceBetweenPhDandPsyD.pdf>). A Psy.D. program prepares graduates to function as professional, license-eligible psychologists in various capacities. The focus of SUU's proposed program will be on preparing professionals for clinical practice in providing a range of mental health services, including treatment, assessment, and prevention services. There are several institutions in

the region that offer Ph.D. programs in psychology. The programs at these institutions prepare graduates to practice professionally, but they also provide a strong focus on research and preparing graduates for research pursuits. By developing a Psy.D. program, SUU would not directly compete with other institutions (in Utah or in the region) that offer traditional Ph.D. research degrees in psychology.

This emphasis on preparing practitioners is also reflected in the 2020 Classification of Instructional Program (CIP) Code. Under CIP Code 42.2801 (Clinical Psychology), the following definition is provided: "A program that prepares individuals for the independent professional practice of clinical psychology, involving the analysis, diagnosis, and clinical treatment of psychological disorders and behavioral pathologies. Includes instruction in clinical assessment and diagnosis, personality appraisal, psychopathology, clinical psychopharmacology, behavior modification, therapeutic intervention skills, patient interviewing, personalized and group therapy, child and adolescent therapy, cognitive and behavioral therapy, supervised clinical practice, ethical standards, and applicable regulations" (<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=56&cipid=90817>).

The nearest Psy.D. programs are located in Colorado, Arizona, and on the West Coast. Other similar programs are offered in Texas, the Midwest, and on the East Coast. As such, there are a limited number of Psy.D. programs in the Rocky Mountain region and Intermountain West.

Because the focus of a Psy.D. program is typically on applied clinical and professional training, students are required to complete a comprehensive professional project. In this way, the professional, clinical focus of the proposed Psy.D. program is different than a Ph.D. program, which reduces the need for faculty to supervise individuals on research projects and faculty can instead focus on clinical training.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

According to Regents Policy R312, Section 4.2, Southern Utah University is a Regional University. As such, SUU is expected to "provide career and technical education, undergraduate associate and baccalaureate programs and select master's degree programs to fill regional or state workforce demands." Moreover, regional universities also "emphasize teaching, scholarly, and creative achievements that complement teaching and community service" and "contributes to the quality of life and economic development at the local and state levels."

By offering a Psy.D. program in Clinical Psychology, SUU will fulfill this mission by educating license-eligible mental health workers in a variety of settings throughout the State of Utah (school counselors, therapists, clinical psychologists, and community mental health professionals). In addition to preparing students to enter the workforce and pursue meaningful careers, graduates from SUU's Psy.D. program can contribute in important ways to Utah's growing need for mental health workers. This serves an important need in the community, rural southern Utah, and the state.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

In the State of Utah (and the nation as a whole), the demand for professionals qualified to treat people

with mental health issues is far outpacing the supply, especially in rural areas. For example, David Levine writes that in the United States "nearly 1 in 5 people has some form of mental health condition" and that the "number of mental health care providers is barely holding steady" (<https://health.usnews.com/health-care/patient-advice/articles/2018-05-25/whats-the-answer-to-the-shortage-of-mental-health-care-providers>). Moreover, Levine reports that "More than half of U.S. counties have zero psychiatrists" and that about 111 million people live in areas that have a shortage of mental health professionals. The greatest impact of "underserved" populations are in rural areas.

In March 2018, the American Academy of Child and Adolescent Psychiatrists (AACAP) reported a total of 6 psychiatrists per 100,000 children in the State of Utah, with more critical shortages in both Washington and Iron Counties; the current ratio is grossly below the recommended ratio provided by mental health professional organizations (http://www.aacap.org/app_themes/aacap/docs/Advocacy/federal_and_state_initiatives/workforce/individual_state_maps/Utah%20workforce%20map.pdf).

With national health statistics suggesting nearly one in five adults having a diagnosable mental disorder within the past year, there are many people who cannot access the care they need. Further, those areas with the highest need also face the largest deficiencies in the number of providers. A paucity of qualified helping professionals exists in the southwestern area of the United States. A recent study conducted by the Association of American Medical Colleges predicted that within the next 6 years the nation will face a deficit of between 46,000 and 90,400 medical providers, with even more significant deficits among specialized practitioners in geriatrics and psychiatry being more acute (<https://physiciansnews.com/2015/03/11/significant-shortfall-of-physicians-projected-for-2025/>). Practitioners with Psy.D. qualifications can help fill the current and increasing void.

Mental health challenges are also found within college students. With 52,000 new students projected to attend USHE schools by 2025, the need for effective and available mental health services will only increase significantly (<https://higheredutah.org/ushe-expects-to-add-over-52000-students-by-2025-bucking-national-trend-of-declining-enrollments/>). Not only will USHE institutions be facing pressure from the sheer numbers of students they are expected to serve, if trends continue, the new students will have more and more significant mental health needs.

In 2018, the American College Health Association published an update to its National College Health Assessment. According to this publication, 41.9% of college students reported feeling "so depressed [within the previous 12 months] that it was difficult to function" (https://www.acha.org/documents/ncha/NCHA-II_Spring_2018_Reference_Group_Executive_Summary.pdf). Over 63% of these students felt "overwhelming anxiety" and 12% had seriously considered suicide.

Over the past decade, the State of Utah has tracked various mental health trends, including depression, substance abuse, and suicide. For the last several years, suicide has been documented as the leading cause of death among individuals ages 10-24, and the second leading cause of death among individuals ages 24-44 (<https://health.utah.gov/vipp/pdf/Suicide/youth-suicide-factsheet-12-14.pdf>). Sadly, these rates are climbing. Largely because of these skyrocketing suicide rates, during the 2017 Utah Legislative Session, the USHE endorsed H.C.R. 16 declaring mental health issues a "public health crisis at Utah higher education institutions" (<https://le.utah.gov/~2017/bills/hbillenr/HCR016.pdf>). The bill, signed by the Governor on March 20, 2017, "strongly urges state agencies, local health authorities, non-profit groups, and higher education entities to seek productive, long-term solutions to address this crisis." The establishment of a Psy.D. in Clinical Psychology at Southern Utah University directly meets this mandate.

While SUU's proposal for a Psy.D. is technically an "out of mission" proposal, this professional

doctorate does not compete with existing Ph.D. programs in the state and would serve as another avenue to prepare qualified and highly trained mental health specialists. By providing "career and technical education" designed to "fill regional or state workforce demands" graduate students at SUU would also be helping to ameliorate the need for mental health services in the immediate area. In essence, the proposed Psy.D. program would contribute a long-term solution to the current mental health crisis in Utah. Working closely with SUU's existing Counseling and Psychological Services (CAPS), along with community mental health agencies, supervised students in the Psy.D. program will be instrumental in providing much needed mental health services to underserved populations in rural southern Utah.

Several important considerations informed the decision to propose a Psy.D. program rather than a masters-level program in counseling or therapy.

The first important consideration involves accreditation. Doctoral programs in psychology are accredited by the American Psychological Association (APA). SUU's faculty in the Department of Psychology already possess the educational background to qualify for APA accreditation.

At present, the APA does not accredit masters-level programs. Instead, masters programs are accredited through other agencies, such as the Council on Social Work Education (CSWE), the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), or the Council for Accreditation of Counseling and Related Educational Programs (CACREP). To meet qualifications for any of these other accrediting agencies, SUU would be faced with the challenge of basically needing to develop a new department and hire new faculty with these specific types of degrees and qualifications.

Thus, SUU's proposal for an APA-accredited Psy.D. program will help train and develop sorely needed clinical psychologists capable of delivering comprehensive mental health services only they can provide, as part of a truly comprehensive, low-cost mental health treatment program to an underserved community, while helping address student needs in Utah. For this program SUU can build on existing resources, rather than constructing a new department offering masters-level program that cannot provide the specialized services most needed. For these reasons, SUU is proposing a practitioner-focused doctoral program in clinical psychology because it is more valuable than a master-level degree program in counseling, Social Work, or Marriage and Family Therapy.

Beyond these very important accreditation factors, the next three considerations also helped to inform SUU's decision to propose a Psy.D. program rather than a masters-level program. These three considerations are in direct response to the key challenges regarding rural mental health services. Rural mental health often faces the challenges of *accessibility*, *availability*, and *acceptability*.

First, in terms of *accessibility*, there is a significant need for specialized community mental health care in Southern Utah (Iron County and surrounding region). The proposed Psy.D. program at SUU helps to address WICHE's *accessibility* concern by creating greater service capacity.

Beginning in year two and continuing throughout the duration of their program, students in the proposed Psy.D. program will provide, under strict supervision, low-cost mental health, prevention, and assessment services to the SUU campus community, Iron County, and to the broader region. Presently, there is a 10-12-week wait list at SUU's campus-based Counseling and Psychological Services center. Similarly, most local therapists are operating at maximum capacity.

If approved, once SUU's Psy.D. program reaches capacity, there will be 40 student-practitioners at varying stages of their educational program delivering supervised comprehensive mental health

services to students on campus and residents in the region. This translates into 300 hours of mental health services per week, at no cost, or very low cost, to the client. These services equate to the workload of 8 or 9 full-time mental health professionals. The program will address the problem of *accessibility* of services as outlined by WICHE.

Second, in terms of *availability*, there is a severe lack of comprehensive mental health services in rural Southern Utah. WICHE identified two specific concerns with respect to availability: (1) "Specialty providers are highly unlikely to be available in rural areas" and (2) "Comprehensive services are often not available" to people living in rural and frontier locations. SUU's proposed Psy.D. program addresses both of these issues of *availability*, supplying both specialty providers and comprehensive services to populations in need, beyond what a master's degree can provide.

Because doctoral programs in psychology are grounded in empirical science, psychologists are trained in evidence-based therapeutic practice. Psychologists also specialize in mental health prevention, health promotion, program evaluation, suicide intervention and prevention, and other aspects of rural mental health. Psychologists are also solely credentialed by the State of Utah to conduct specialized assessments and psychological evaluations. These evaluations are a vital part of comprehensive mental health services largely unavailable in Southern Utah.

Various educational and governmental agencies rely upon these psychometric assessments to make determinations regarding educational support, disability, forensic decisions, neuropsychological status, Veteran's qualifications, and so on. Few individuals in Southern Utah have the ability to complete these required assessments, and they are not the purview of master's prepared counselors. In fact, according to recent data from the Division of Occupational and Professional Licensure (DOPL), there are 10 licensed psychologists in Iron County, 9 of whom are directly affiliated with SUU. Doctoral prepared psychologists are simply not available in rural and frontier areas of Southern Utah.

The expertise of SUU's current faculty and the design of the Psy.D. program will enable SUU to meet the need for psychological assessments of all ages along with mental health counseling in specialized areas including but not limited to: child-clinical mental health, adolescent, adult, and geriatric services. These unique specialty areas would become available in rural Southern Utah with the advent of SUU's Psy.D. program. Additionally, part of SUU's long-term plan is to create a multi-disciplinary team that could provide even more comprehensive services addressing the WICHE rural area challenge, thereby improving the *availability* of mental health services.

Finally, in terms of *acceptability*, within Utah acceptance rates into existing doctoral-level programs in psychology limit the number of students that can be served. In fact, student demand for doctoral-level training in clinical psychology is quite high. Based on data collected by existing doctoral programs in the region, between 2-8% of those students who apply for admission are eventually admitted to these programs, and even fewer students actually matriculate.

For example, according to data posted on Ph.D. program webpages for the 2018-2019 academic year, the University of Utah, 245 students applied and 6 were admitted (2.4%). At USU, 110 applied and 9 were admitted (8.2%). Outside of Utah, the acceptance rates are similar: at the University of Wyoming, 169 applied and 7 were admitted (4.1%); at Idaho State University, 100 applied and 6 were admitted (6%); and at UNLV, 110 applied and 8 were admitted (7.2%). Likewise, the national average, as reported by the American Psychological Association is 12% acceptance, and this includes data from high-volume, private, expensive, for-profit schools who admit dozens and dozens of students each year (with completion rates that are unimpressive). Clearly, there is demand (both regionally and nationally) for students seeking doctoral-level training programs in psychology, and SUU's proposed Psy.D. program can help to serve those students not accepted into other programs.

For all of these reasons (accreditation, accessibility, availability, and acceptability), SUU is proposing a Psy.D. program in clinical psychology rather than a masters-level counseling or therapy program.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

There are currently 10 licensed psychologists in Iron County, nine of whom work for Southern Utah University. A total of 42 licensed psychologists work in the five counties immediately surrounding Southern Utah University (Beaver, Garfield, Iron, Kane, and Washington). The American Psychological Association reports a national average of 33.9 psychologists per 100,000 population in the U.S., with Utah having approximately 32 per 100,000 and neighboring states of Nevada and Arizona having less than 25 per 100,000 (<https://www.apa.org/monitor/2014/06/datapoint>). However, based on the Utah Division of Occupational and Professional Licensing records, there are only 18 per 100,000 in Southwest Utah.

According to the national Occupational Outlook Handbook, 2018 median pay for psychologists is \$77,010 per year with a 14% expected job growth rate ("Faster than average") from 2016-2026 (<https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>). In Utah, the Department of Workforce Services reported a statewide median salary of \$69,010 and is expected to grow "much faster than average employment growth." DWS estimates 110 average annual job openings.

In discussion with Carrie Mayne, Associate Commissioner for Workforce and Institutional Research at USHE, an additional job-market analysis report was created that would potentially reflect labor demands. Using the Standard Occupational Classification (SOC) title of "Clinical, Counseling, and School Psychologists," which often requires the Educational Value of "Doctoral or Professional Degree," a number of positives along with some concerns were identified. The positives include that this SOC title is classified as a 5-star rated occupation (i.e., the highest possible rating), is projected to have an annual growth rate of 3.10% (which is slightly above average of the statewide occupational growth rate of 2.9%), and the median annual wage in 2017 was \$69,010.

In spite of these positives, concerns were expressed related to (a) the softer job market, reflected in only 38 job posted across the state over the last 120 days with only one of these positions being posted in Iron County, (b) the median salary for this doctoral degree being significantly below the \$93,779 median salary for all doctoral and professional occupations in the state, and (c) the job growth rate growing slightly faster (3.85%) for related-occupations that do not require a doctoral-level degree than occupations requiring a doctoral degree (3.10%).

(a) Rather than a softer job market, another interpretation of the limited job postings in the last 120 days could be that at the organizational level, facilities which would hire doctoral level clinicians are lacking or non-existent in rural environments. Urban environments, in contrast, would be more likely to have several doctoral-level clinicians working under the same administrative structure. Relatedly, many (if not most) doctoral-level clinicians begin private practice as an entrepreneurial endeavor, and job posting would not reflect the need for clinicians who start an individual, private practice. Again, large organizations of clinicians are less likely to exist in rural areas, and limited job postings will most likely reflect this limited structure.

(b) Other doctoral and professional occupations in the state (e.g., medical doctors, attorneys,

engineers) most likely have higher median salaries than for the SOC classification of "Clinical, Counseling, and School Psychologists," given a variety of cultural reasons. However, some factors which may pragmatically contribute to a lower median salary for this SOC classification group may involve (i) the prevalence of full-time, post-doctoral internships which individuals may complete for a reduced salary in order to complete internship hours, and (ii) the likelihood of a larger number of individuals being hired with these SOC titles (e.g., counselor) without doctoral degrees compared to other professions (e.g., medical doctor). Although data are not available to address these items due to level of specificity, these explanations are possible contributors to the numbers reported.

(c) Job growth with less than doctoral-level training does seem to be projected to grow at a rate slightly faster rate than doctoral-level training. However, currently in the state of Utah only the University of Utah and Utah State University offer public, doctoral-level training in this SOC classification. A number of public universities already offer master's level and baccalaureate training, and the Psy.D. will help address the increased growth at a doctorate level. In addition, both the salary and the ability to practice in a variety of settings will be greater with this doctoral-level training.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

According to the American Psychological Association's 2018 Graduate Study in Psychology Summary Report, the subfield of clinical psychology receives the highest number of graduate applications nationwide of any psychological subfield. The total number of applications in clinical psychology for doctoral programs was 39,781 (with 12.1% acceptance rate), and the total number of applications master's programs was 3,085 (with a 31.4% acceptance rate) (<https://www.apa.org/education/grad/survey-data/2018-admissions-applications.pdf>). The proposed Psy.D. program would appeal to students who seek a graduate-level program in psychology, with the vast majority seeking a clinical psychology degree.

The three closest clinical psychology Psy.D. programs are the University of Denver in Colorado (480 applied/70 accepted), Midwestern University in Arizona (71 applied/27 accepted), and Argosy University, also in Arizona (83 applied/40 accepted). The APA's 2018 Graduate Study in Psychology Summary Report indicates a similar pattern of application and acceptance rates.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

At this time, no Psy.D. programs are offered anywhere in within USHE or the State of Utah. Two Psy.D. programs exist in Arizona and one program exists in Colorado. The other intermountain states of Montana, Idaho, Wyoming, Nevada, and New Mexico do not offer a Psy.D. program.

The most similar programs that exist in USHE as well as the State of Utah are research-based Ph.D. programs in Clinical Psychology. These programs exist at the University of Utah, Brigham Young University, and Utah State University. However, these programs emphasize preparation for research-related activities in addition to mental health practice, whereas the proposed Psy.D. program at SUU emphasizes professional training for mental health practice. Given the difference in emphasis and employment intent between the Ph.D. and Psy.D. programs, it is unlikely that SUU would be competing with these other institutions for the same students. In addition, the acceptance rates are

extremely competitive at all of these universities for the Ph.D. in Clinical Psychology: University of Utah (309 applied/8 accepted), Utah State University (110 applied/11 accepted), and BYU (37 applied/9 accepted). Even if prospective students applied to more than one doctoral program of clinical psychology in the State of Utah, it is unlikely that SUU's proposed Psy.D. program would impact the large application numbers in these highly selective programs at these institutions.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in highereducation.utah.gov/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Currently, no Psy.D. programs exist in the state of Utah. Although the proposed Psy.D. program is considered a doctorate degree, it is a doctorate degree designed to train mental health professionals to practice in the field rather than engage in research endeavors. Furthermore, research-focused universities such as the University of Utah and Utah State University typically do not carry Psy.D. programs, with a few exceptions. Regional universities and non-research-focused universities (e.g., University of Denver, James Madison University) more commonly house Psy.D. programs given the applied nature of the program.

Although the Psy.D. program is fully capable of being developed and supported by SUU and the Department of Psychology, a good-faith effort was made by reaching out to the heads of the psychology departments at both Utah State University and the University of Utah to inquire about the possibility of collaboration on the Psy.D. program. The following response summarizes the outcome of this discussion from USU and was approved via email by the Department Head at USU:

"In reaching out to the Department Chair of Psychology at Utah State University to discuss the possibility of a collaborative Psy.D. program, it was determined that the structure of a program-level collaboration between the universities would be rather unclear. In part, the proposed Psy.D. program would most likely differ too significantly from the existing Ph.D. program in Combined Clinical/Counseling offered at USU to warrant this type of collaboration. These differences between programs would potentially create an unnecessarily complicated and potentially inefficient program structure in addition to creating further delay. However, if a Psy.D. program is approved at SUU, both USU and SUU are open to discussions of supportive collaboration on more peripheral details of these two programs."

The Department Chair of Psychology at the University of Utah quickly replied to the collaboration inquiry email and forwarded this information on to the Director of Clinical Training. No further communication regarding collaboration has been received from the Psychology Department at the University of Utah since this initial email on 01/22/2020. However, the Director of Clinical Training (DCT) at the University of Utah did previously respond to the R401 proposal, and these items were addressed through a written response.

Because the proposed Psy.D. program will also involve a heavy emphasis on practicums and internships, students would be working in the immediate community and surrounding areas (and on the SUU campus) while enrolled in the program. Not only do these opportunities better prepare students for working in the field upon graduation, it also helps address mental health needs in the state of Utah, especially rural southern Utah. By having supervised practicum placements and supervised internships as part of the required coursework, underserved populations can access mental health treatment in more affordable ways than by seeking treatment from licensed psychologists.

Further, it is anticipated that through offering these internships and practicums a portion of the students will make connections in the community and upon graduation and continue working in the area in both established agencies and in new private practices.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The Department of Psychology at SUU will pursue accreditation from the American Psychological Association Commission on Accreditation (APA-CoA), which is recognized as the national accrediting authority for training and education in psychology by the U.S. Department of Education and the Council for Higher Education Accreditation. The APA-CoA has established guidelines for accreditation of Health Service Psychology programs, which includes a Psy.D. in Clinical Psychology. APA-CoA accreditation is the top standard in the field and graduation from an APA accredited program meets the primary degree requirement for licensure as a psychologist in all 50 states, though some states may also require additional specialized training in particular issues. As the APA-CoA only offers accreditation for doctoral degree programs, and not master's programs, this APA accreditation will provide graduates with an additional marketable designation upon completion of their degree.

Proposed Timeline of Accreditation:

Fall 2019-Spring 2022 Working on APA self-study (accreditation application document)

Fall 2021	1st cohort of students begins study
Summer 2022	Declare "Intent to Apply" status with APA
Fall 2022	2nd cohort begins, 1st cohort completed first practicum
Summer 2025	Apply for Accreditation, on Contingency with APA
Summer 2025	First cohort on internship
Spring 2026	APA site visit, recommendation by site visit within 30 days.
Summer 2028	Apply for full accreditation (with proximal and distal data).

One-time fees for accreditation applications:

\$1,000	Intent to Apply Declaration
\$2,500	Accreditation, on Contingency
\$3,750	Full Accreditation Status
\$6,000	Site visit

Annual fees:

Accredited, on Contingency Status:

\$2,500	year 1
\$3,000	year 2
\$3,500	year 3
\$3,750	year 4+

Fees associated with full accreditation status would be \$3,750 per year (1-50 total students) or \$4,250 per year (51+ total students). Total fees associated with accreditation under this timetable would be

\$19,750. In subsequent years, fees associated with accreditation would be \$3,750 or \$4,250 per year for annual accreditation fees.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

To earn a Psy.D. at Southern Utah University, students must complete a minimum of 115 credits of coursework, pass the 3rd year comprehensive exam (oral and written components), complete a comprehensive professional project, and complete a 12-month (2,000 hour) clinical internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC). Prior to applying for internships, students must have completed the comprehensive exam and have successfully proposed the professional project.

Students are expected to be able to complete the program in 4 years of course work at SUU and an internship during the 5th year. Graduating students will be prepared to begin entry-level work as a psychological practitioner, including being prepared to pass the Examination for the Professional Practice of Psychology (EPPP) and appropriate state jurisprudence and/or ethics exams.

Admission Requirements

List admission requirements specific to the proposed program.

In keeping with the mission of Southern Utah University, the Psy.D. program seeks students who want to engage in experiential education to grow personally, develop civic responsibility, and strive for professional excellence. The program is best suited for students whose professional goals include developing competency as general practitioners, providing therapy and assessment services particularly to rural and underserved populations.

Competitive applicants to the program will need to demonstrate a variety of skills, namely performing well academically, having successful clinical and/or research experience, and demonstrating professional and effective interpersonal relationships, as well as demonstrating a passion for work as a mental health practitioner.

Application Materials:

- An Application for Admission
- Cover letter stating the applicant's reasons for pursuing work in Clinical Psychology and how the SUU Psy.D. program connects with their professional goals
- A current Curriculum Vitae
- Three letters of reference. Letters should address the applicant's capacity for academic success at the graduate level and abilities as they relate to past experience in helping professions and the applicant's capacity for future clinical work.
- Official transcripts from all colleges or universities. Applicants should include all transcripts from every higher education institution ever attended. All applicants at a minimum must have earned a Bachelor's degree from a regionally accredited institution.
- Grade Point Average (GPA): A minimum undergraduate GPA of 3.3 is required for consideration.

- A minimum grade of B in the following undergraduate or graduate courses from an appropriately accredited institution:
 - Statistics in Psychology or Behavioral Sciences, Research Methods/ Design, and Abnormal Psychology.
 - At least one course in at least three of the following domains: Developmental Psychology, Biological Aspects of Behavior, Affective Aspects of Behavior, Cognitive Aspects of Behavior, Social Aspects of Behavior, and History and Systems.
- Graduate Record Examination Scores; General (Aptitude).

All tests must have been taken within five years prior to admission. Applicants who have not earned a Bachelor's or Master's degree in Psychology will also need to submit scores for the GRE subtest in Psychology.

As part of the selection process, applicants may be invited to submit additional written components including technical writing pertaining to specific topics relevant to clinical psychology. Applicants may also be invited for live interviews, conducted in-person or via online video calling service, depending on applicant availability.

The Psy.D. program seeks a diverse applicant pool. SUU welcomes applications from under-represented ethnic minorities, women, LGBTQIA+, applicants with disabilities, first-generation college graduates, veterans, and non-traditional students.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The Department of Psychology at SUU is positioned to offer a Psy.D. and has enthusiastic support from university administration and the Board of Trustees. Existing faculty in the department have the appropriate educational background and extensive experience as clinical practitioners. In response to enrollment growth in the undergraduate psychology program, the university has already authorized the addition of two new tenure-track faculty with clinical training and experience beginning Fall 2019. In addition to responding to undergraduate enrollment growth, the addition of these two faculty members will contribute to the Psy.D. program. Specifically, this will occur through increased opportunities for student mentoring and expanded course offerings.

If approved, the proposed Psy.D. program in clinical psychology will identify two key administrative appointments: (1) a Director of Clinical Training and (2) a Practicum/Internship Supervisor. The appointment of Director of Clinical Training and the Practicum/Internship Supervisor will be selected from the existing tenured faculty within the department. Each of these roles is important to the

successful function of the program. The Director of Clinical Training will be responsible for assuring an initial accreditation and maintaining accreditation. Further, this person will provide leadership in combined efforts to develop and maintain the graduate curriculum and provide leadership in a manner similar (though hierarchically subordinate) to the department chair. The Practicum/Internship Supervisor, under the direction of the Director of Clinical Training will coordinate practicum experiences and internship opportunities.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

All faculty in the SUU Psychology department can contribute to the development and activities of this proposed Psy.D. program. Among the department faculty, there are three licensed clinical psychologists and one licensed counseling psychologist. Further, during the past academic year (2018-19) two additional tenure-track faculty were hired who will be license eligible (or licensed) prior to the implementation of this program.

Psychology department faculty who are not license eligible will contribute to the Psy.D. program in a variety of ways. For example, they can teach the majority of the undergraduate courses, they can teach specialized graduate courses, and they can assist qualified graduate students who might teach undergraduate courses. To properly scale potential growth in the Psy.D. program, with each successive cohort of graduate students, the department could hire an additional two full-time faculty per year, the majority of whom would be license eligible.

The department will identify a Director of Clinical Training and a Practicum/Internship Supervisor. Along with the Department Chair, these two individuals will meet regularly to address administrative matters. These three individuals along with five full-time licensed faculty and two non-licensed faculty will form the Clinical Training Committee. This committee will meet on a regular basis. Two student representatives will be invited to attend the Clinical Training Committee meetings to address, but not vote on, the different issues discussed. The student representatives will be excluded from these meetings when addressing issues associated with other students, faculty performance, or any other issues where privacy and confidentiality are major considerations.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

In addition to the Department Chair, the Director of Clinical Training, and the Practicum/Internship Supervisor, the department also has one full-time administrative assistant and 3-4 part-time student administrative assistants.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be assigned to a professional training committee chairperson upon admission to the program. Students will then organize their advisement committees (a chairperson plus two faculty members) no later than the end of their first semester. In the construction of the student's advisement committee, only a licensed clinical or licensed counseling faculty member can serve as the committee

chair.

During the first semester in the program, the student will consult with the professional training committee chair in order to select two other members of the committee. These members will generally remain as permanent members of the student's committee until the student completes the program. In setting up a committee, the student will give thought primarily to the faculty members' interests and areas of expertise. If students desires to change the composition of their original committee, it is possible to do so by securing the agreement of the new chairperson or member(s) to serve on the committee, informing the committee member(s) being replaced, and submitting the request to the Director of Clinical Training.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The Sherratt Library at SUU maintains and/or subscribes to the majority of the highest-ranked and cited journals within psychology, including those journals specific to clinical and counseling psychology. Through an extensive collaborative network in USHE and a nationwide inter-library loan system, the Library has access to an ever-widening range of more specialized topical or specialty journals. The Library also provides students access to PsychINFO and Psychnet, which are the primary academic databases. Likewise, the Library has, or has access to, thousands of recent monographs and texts (using 24 psychologically relevant categories) critical to the educational success of Psy.D. students.

The Library provides access to several research rooms and updates and maintains access to the Mental Measurements Database/Yearbook (which provides the psychometric properties of over 10,000 psychological tests). Finally, the library provides tutoring on APA writing and formatting. To accommodate the increased demand on already existing resources, some additional financial support may be allocated in the proposed annual budget.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

Currently, the department is in the process creating a formalized system of evaluating specific program outcomes in accordance with the APA Standards of Accreditation (SoA), including processes for internal and external program evaluations. Like comparable programs, the department will collect and evaluate data from specific metrics tied closely to the Psy.D. program's learning goals and objectives. In addition to ongoing assessment of program outcomes, feedback from current students and alumni concerning their experience will be collected and scrutinized. An overview of the program's three primary goals and metrics is presented below. Because these program goals are student-centric they will be further elucidated in the **Student Standards of Performance** section.

SUU Psy.D. Program Goals:

At the conclusion of the Psy.D. program, all successful students will have:

1. *Demonstrated mastery of essential content knowledge pertaining to clinical psychology.*

This will be assessed through a "comprehensive exam" comprised of two components. One component will assess the student's skill in diagnostic assessment. This component will occur during the student's third year. A second component will examine the student's approach to psychotherapy and theory of change in clients. This component will occur toward the end of the student's third year.

The **Student Standards of Performance** section provides additional details.

2. *Demonstrated proficiency of professional skills and competencies utilized in the practice of clinical psychology.*

This will be assessed through completion of 1) a predoctoral internship and 2) the passing a national licensure examination. These are each detailed in the **Student Standards of Performance** section

3. *Demonstrated knowledge of, and commitment to, the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct*

This will be assessed by evaluating 1) student pass rates of appropriate ethics or jurisprudence examinations in their respective licensing jurisdictions, 2) student performance in Ethics, Law, and Professional Issues class, and 3) monitoring data concerning practicum/internship supervisor evaluations of students concerning maintaining ethical standards.

In addition to evaluating the three program goals, the department will further evaluate the program by evaluating the quality of each course, each instructor, the quality of clinical rotations and associated supervision, and overall student satisfaction with the program.

Ongoing, formative assessment will occur at semester intervals, annual intervals, and at post-graduation intervals.

Specifically, every semester, students can evaluate every course they complete using our University's **Student Evaluation of Instruction** system. This is a standard course evaluation program. During the semesters in which students participate in a clinical placement, they can also complete the **Student Clinical Placement Survey** which assesses their experience and learning in their clinical placement.

Annually, students can assess the Psy.D. program by completing the **Student Psy.D. Program Survey**. This survey will assess students' perceptions of the program.

After every clinical rotation, practicum supervisors will evaluate their supervisees (Psy.D. students) using the **Supervisor Evaluation of Practicum Student** form. This form is used to assess students on key learning features of their practicum experiences.

Annually, the faculty will analyze student progress and outcome data to identify areas of strength and weakness within the program. Data collected will be used to adjust the curriculum, update training

practices, refine strategies for recruitment and retention of students, and attract qualified faculty. The data collected will also be used to examine previously implemented adjustments and modifications to the program.

At two points post-graduation, alumni of the Psy. D. program can complete the **Alumni Survey**. This assessment will be conducted at 2 years and 5 years post-graduation. This survey is used to assess licensure status, current employment status, and a retrospective evaluation of elements of the program.

Lastly, the department will track graduation/attrition rates. Any student who does not finish the program will be asked to complete the **Graduate Program Termination Survey** to identify potential areas of concern for the program and possible areas that may need correction. This process of program evaluation presented above is consistent with the requirements for accreditation and program evaluation as set forth by the American Psychological Association.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

At its core, the purpose of graduate training in a Psy.D. program is to develop clinical competencies. The clinical competencies developed by a graduate of the program help to facilitate successful diagnosis and treatment of individuals with mental health issues. Each graduate of the Psy.D. program will develop the required competencies identified by the profession and specified in the APA's Standards of Accreditation.

Multiple assessments using a variety of metrics and methods will be employed to assess students' standards of performance and their development and mastery of clinical competencies. For example, each semester, students will meet individually with a member of their professional training committee (described in the Student Advisement section, previously) to review clinical competencies, clinical skills, and relevant progress towards graduation. In this meeting, students will also document knowledge acquired in the previous semester that relates to clinical competencies.

Another example of a performance check will be evaluation of students' clinical rotation assessments. After each clinical rotation, clinical supervisors will complete an evaluation survey to assess the strengths and weaknesses of the students they supervise. The data from the evaluation will be communicated and shared with the students and with their professional training committee chair.

Further, students will be formally assessed and evaluated on progress towards and successful completion of the Psy.D. program goals. Assessment will be performed through course examinations and evaluation will be measured through performance on a oral and written comprehensive examinations. At a minimum, the comprehensive examinations will include a competency examination of the students' capacity to demonstrate accurate clinical assessment of a case/client. Comprehensive examinations will also be used to evaluate mastery (or lack of mastery) of theoretical knowledge and therapeutic processes related to clinical psychology.

Students who do not successfully demonstrate an appropriate progress towards or mastery of clinical competencies will be given remedial guidance or be excused from the program.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				
Required Courses				
<input type="radio"/> + <input type="radio"/> -	6100	<input checked="" type="checkbox"/>	Ethics, Law, and Professional Practices	3
<input type="radio"/> + <input type="radio"/> -	6250	<input checked="" type="checkbox"/>	Applied Assessment (Intellectual and Cognitive Testing)	3
<input type="radio"/> + <input type="radio"/> -	6255	<input checked="" type="checkbox"/>	Applied Assessment (Personality and Psychopathology)	3
<input type="radio"/> + <input type="radio"/> -	6300	<input checked="" type="checkbox"/>	Foundations of Psychotherapy I	3
<input type="radio"/> + <input type="radio"/> -	6310	<input checked="" type="checkbox"/>	Foundations of Psychotherapy II	3
<input type="radio"/> + <input type="radio"/> -	6320	<input checked="" type="checkbox"/>	Foundations of Psychotherapy III (Third-wave)	3
<input type="radio"/> + <input type="radio"/> -	6400	<input checked="" type="checkbox"/>	Advanced Social Psychology	3
<input type="radio"/> + <input type="radio"/> -	6450	<input checked="" type="checkbox"/>	Psychopathology	3
<input type="radio"/> + <input type="radio"/> -	6470	<input checked="" type="checkbox"/>	Emotion and Motivation	3
<input type="radio"/> + <input type="radio"/> -	6500	<input checked="" type="checkbox"/>	Clinical Practicum (repeatable)	3
<input type="radio"/> + <input type="radio"/> -	6600	<input checked="" type="checkbox"/>	Research Methods	3
<input type="radio"/> + <input type="radio"/> -	6610	<input checked="" type="checkbox"/>	Human Development Through the Lifespan	3
<input type="radio"/> + <input type="radio"/> -	6620	<input checked="" type="checkbox"/>	Multicultural Perspectives and Interventions	3
<input type="radio"/> + <input type="radio"/> -	6630	<input checked="" type="checkbox"/>	Child Psychopathology and Assessment	3
<input type="radio"/> + <input type="radio"/> -	6700	<input checked="" type="checkbox"/>	Statistics I	3
<input type="radio"/> + <input type="radio"/> -	6705	<input checked="" type="checkbox"/>	Statistics II	3
<input type="radio"/> + <input type="radio"/> -	6710	<input checked="" type="checkbox"/>	Psychometrics	3
<input type="radio"/> + <input type="radio"/> -	6800	<input checked="" type="checkbox"/>	Research Practicum	3
<input type="radio"/> + <input type="radio"/> -	7010	<input checked="" type="checkbox"/>	Program Evaluation	3
<input type="radio"/> + <input type="radio"/> -	7100	<input checked="" type="checkbox"/>	Memory and Cognition	3
<input type="radio"/> + <input type="radio"/> -	7200	<input checked="" type="checkbox"/>	History and Systems	3
<input type="radio"/> + <input type="radio"/> -	7250	<input checked="" type="checkbox"/>	Group Interventions	3
<input type="radio"/> + <input type="radio"/> -	7300	<input checked="" type="checkbox"/>	Neuropharmacology	3
<input type="radio"/> + <input type="radio"/> -	7350	<input checked="" type="checkbox"/>	Child Interventions	3
<input type="radio"/> + <input type="radio"/> -	7400	<input checked="" type="checkbox"/>	Clinical Neuropsychology	3
<input type="radio"/> + <input type="radio"/> -	7450	<input checked="" type="checkbox"/>	Biological Bases of Behavior	3
<input type="radio"/> + <input type="radio"/> -	7900	<input checked="" type="checkbox"/>	Supervision and Consultation	3
<input type="radio"/> + <input type="radio"/> -	7901	<input checked="" type="checkbox"/>	Advanced Ethics & Internship Prep	1
<input type="radio"/> + <input type="radio"/> -	7905	<input checked="" type="checkbox"/>	Comprehensive Professional Project (variable hours; repeatable)	1
<input type="radio"/> + <input type="radio"/> -	7990	<input checked="" type="checkbox"/>	Pre-Doctoral Internship (Repeatable)	1
Choose _____ of the following courses:				
<input type="radio"/> + <input type="radio"/> -				
<input type="radio"/> + <input type="radio"/> -				

		Course Number	NEW Course	Course Title	Credit Hours
Required Course Credit Hour Sub-Total					84
Elective Courses					
+	-				
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					84

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The minimum credit hours a student needs to complete this program is 115. Eighty-four credits are listed in the above table and include some courses which must be repeated in certain semesters. Participation in these courses (including the repeatable courses) allow students to earn the required minimum hours (115) to successfully complete this program. In a student's first year, for example, PSY 6500: Clinical Practicum should be taken in the spring and summer semesters. Given the nature of this professional program, PSY 6500: Clinical Practicum is also taken most semesters until students enter their Pre-Doctoral Internship. Most students will take approximately 24 to 27 credit hours of clinical practicum over the course of their program.

During students' second through fourth years, a combination of practical content and theoretical content courses are completed. Summer semesters are included in the course of study. During students' fifth year (if qualified), students enroll in the PSY 7990: Pre-Doctoral Internship course which is repeated each semester during the internship year (fall, spring, and summer semesters), totaling three additional credit hours.

Finally, the development of elective courses (not listed above) will occur as the program reaches capacity with faculty and students. Addition of elective course will be based on departmental resources, faculty specialization, and student demand. Possible electives include Positive Psychology Interventions, Clinical Health Interventions, Gerontology, Career Development, and Assessment and Intervention.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	6	6	2
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			1
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Steve	Barney	T	PhD	University of Wyoming	75	
	Grant	Corser	T	PhD	University of Mississippi	25	
	Ross	Flom	TT	PhD	University of Minnesota	50	
	Kirstin	Graham	TT	PhD	Colorado State University	50	
	L. Michelle	Grimes	Other	PhD	Idaho State University	25	
	Daniel	Hatch	T	PhD	Utah State University	75	
	Bryan	Koenig	TT	PhD	New Mexico State University	25	
	Kevan	LaFrance	TT	PhD	University of Utah	50	
	Britton	Mace	T	PhD	Colorado State University	25	
	Julie	Pynn	TT	PhD	University of Georgia	25	
	Douglas	Richards	Other	PhD	Brigham Young University	25	
	Michael	Steele	TT	PhD	University of Kansas	50	
	Garrett	Strosser	T	PhD	New Mexico State University	25	
	Lynn	White	T	PhD	McGill University	25	
Part Time Faculty							

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		4		Terminal Degree	75
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	///	///			
Staff: Full Time			1	Bachelor's Degree	100
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	438	468	478	508	528	548
# of Majors in Proposed Program(s)	////	10	20	30	40	50
# of Graduates from Department	68	78	88	98	108	128
# Graduates in New Program(s)	////	0	0	0	0	10
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,076,163	\$307,002	\$500,095	\$713,888		
Operating Expenses (equipment, travel, resources)	\$77,815	\$85,000	\$100,000	\$115,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$392,002	\$600,095	\$828,888		
TOTAL EXPENSES	\$1,153,978	\$1,545,980	\$1,754,073	\$1,982,866		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$1,065,624	\$380,000	\$380,000	\$380,000		
Special Legislative Appropriation						
Grants and Contracts	\$24,602					
Special Fees	\$64,181		\$8,438	\$16,875		
Tuition		\$74,448	\$148,896	\$223,344		
Differential Tuition (requires Regents approval)		\$69,552	\$139,104	\$208,656		
PROPOSED PROGRAM FUNDING	////	\$524,000	\$676,438	\$828,875		
TOTAL DEPARTMENT FUNDING	\$1,154,407	\$1,678,407	\$1,830,845	\$1,983,282		
Difference						
Funding - Expense	\$429	\$132,427	\$76,772	\$416		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Year Preceding Implementation:

Initial expenses (\$380,000) associated with the new program in the first year will involve campus renovations and faculty and staff compensation and benefits related to ongoing program development. The campus renovations are required to add additional faculty offices, lab spaces, and clinic spaces to provide counseling to community members through practicum courses and other graduate coursework. The faculty and staff compensation requested will be used for adding a new administrative assistant related to the program, compensation for additional summer work and course reassignments of full-time faculty in the regular semester, and compensation to cover these courses through the hiring of adjuncts.

Year 1-5 of the New Program:

During years 1-5 of the development of the new program, the ongoing requested state-appropriations will transition primarily from program development expenses to additions in faculty, administrator, and staff compensation. By the end of these five years, this compensation will involve the addition of an administrator position of director of clinical training, approximately six, new full-time equivalent faculty members, and a full-time administrative assistant. Funding will also be required to compensate graduate-level faculty over the summer as the degree plan involves the offering of courses over the summer. Additional funding related to the establishment of the American Psychological Association accreditation is also included to cover expenses and fees related to outgoing and incoming site visits (i.e., travel) and accreditation fees. Additional funding will also be provided to the campus library given the additional resources required for a graduate level program.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Internal reallocation of resources will primarily come in the form of workload adjustments to current faculty and staff until new faculty have been hired. Course reassignments will be made for some full-time faculty in order to continue helping with the development of the program over the first few years. These course reassignments will be filled with adjunct faculty, and the expenses associated with these reassignments and adjunct courses have been included in the program expenses.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

There will be multiple funding sources for this program. Initially funds will be drawn from budgetary requests (i. e., state appropriated funds). These ongoing funds are part of the fiscal year 2020 legislative request. The second, and ongoing, revenue source will come from tuition. Given the specialized nature of this program, a substantially higher tuition structure will be applied to students enrolled in this program (a separate differential tuition proposal will be submitted through the Commissioner's Office and to the Regents). A third funding source is from grants and contracts (if approved, those opportunities will be investigated during implementation and beyond).