

PUBLIC

INDEPENDENT

### NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

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*When finished, please save and email to: [he.academicprogramactions@dhe.mo.gov](mailto:he.academicprogramactions@dhe.mo.gov)*

Sponsoring Institution:

Program Title:

Degree/Certificate:

If other, please list:

Options:

Delivery Site:

CIP Classification:

Implementation Date:

Is this a new off-site location?  Yes  No

If yes, is the new location within your institution's current CBHE-approved service region?

*\*If no, public institutions should consult the comprehensive review process*

Is this a collaborative program?  Yes  No

*\*If yes, please complete the collaborative programs form on last page.*

#### CERTIFICATIONS

The program is within the institution's CBHE approved mission. *(public only)*

The program will be offered within the institution's CBHE approved service region. *(public only)*

The program builds upon existing programs and faculty expertise

The program does not unnecessarily duplicate an existing program in the geographically-applicable area.

The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

#### AUTHORIZATION

Frank Einhellig, Provost	<i>Frank Einhellig</i>	2/25/22
Name/Title of Institutional Officer	Signature	Date

## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

### 1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Program admission requirements will include a baccalaureate degree from a regionally accredited college or university, including a cumulative GPA of 3.00 on a 4.00 scale in undergraduate and graduate work and a major in psychology or submission of the GRE Psychology Advanced Subject Test scores.

- Characteristics of a specific population to be served, if applicable.

[Click here to enter text](#)

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

The proposed program will be supported by faculty in the Department of Psychology, all of whom hold a PhD or PsyD. Appendix A provides a detailed description of faculty qualifications.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

Estimate approximately 75% of credit hours will be assigned to full time faculty

- Expectations for professional activities, special student contact, teaching/learning innovation.

Students will be required to maintain professional liability insurance during enrollment in the program

### 3. Enrollment Projections

- Student FTE majoring in program by the end of five years.

60

- Percent of full time and part time enrollment by the end of five years.

100% of students enrolled will be enrolled full time.

### STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time	12	24	36	48	60
Part Time					
Total	12	24	36	48	60

#### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

Because this is a 5-year program, at least 10 will complete in Year 5 and we expect at least 10 completers per annum in subsequent years.

- Special skills specific to the program.

Assessment, intervention, research, diversity, communication, interpersonal skills, consultation, supervision, ethics, legal standards related to the delivery of mental health services.

- Proportion of students who will achieve licensing, certification, or registration.

Because licensure is required to practice as a clinical psychologist, 100% of the graduates will achieve licensure in psychology. Students who complete the Behavior Analysis specialization may additionally be prepared for certification as a Board Certified Behavior Analyst, Doctoral designation (BCBA-D).

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

Graduates of the MSU PsyD will sit for the EPPP. The Examination for Professional Practice in Psychology (EPPP) is developed and owned by the Association of State and Provincial Psychology Boards (ASPPB). The EPPP is provided to state and provincial boards of psychology to assist them in their evaluation of the qualifications of applicants for licensure and certification. This standardized knowledge-based examination is constructed by ASPPB with the assistance of its test vendor, Pearson VUE. Minimum passing scores vary by state and are determined by their respective licensing authority. Raw scores on the EPPP are converted to scaled scores ranging from 200 to 800. The ASPPB recommends a passing score of 500 (approximately 70% correct responses) as the cutoff for independent practice, but each state and province establishes its own cutoff.

- Placement rates in related fields, in other fields, unemployed.

Given the high demand for mental health professionals prepared at the advanced level, we anticipate at least a 95% placement rate.

- Transfer rates, continuous study.

Given the nature of this doctoral degree, we do not anticipate many students either transferring into our program from other doctoral programs nor transferring from our program to other doctoral programs.

#### 5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale.

We plan to obtain accreditation from the American Psychological Association (APA), the primary accreditor in the U.S. for professional education/training in psychology.

## 6. Program Structure

A. Total credits required for graduation: 130

B. Residency requirements, if any:

The proposed PsyD is a residential program, so students will do the required academic work on campus and clinical work locally for Years 1-4. The internship in Year 5 can be done in various locations.

C. General education: Total credits: 0

Not applicable; there are no general education requirements for graduate degrees.

*Courses (specific courses OR distribution area and credits)*

D. Major (i.e., Degree) requirements: Total credits: 130 Note: Coursework, clinical, and research experiences were developed in anticipation of meeting the accreditation standards of the American Psychological Association. Detailed information about coursework is provided in Appendix A.

Core Area	Total Credit Hours	Courses
Theoretical and Scientific Foundations	21	PSY 800, PSY 801, PSY 614, PSY 703, PSY 905, PSY 906, PSY 780
Research Methods for the Scientist-Practitioner	6	PSY 752, PSY 745
Evaluation of Clinical Research and Practice	6	PSY 747, PSY 913
Classification and Assessment	18	PSY 720, PSY 766, PSY 740, PSY 823, PSY 824, PSY 757
Individual and Cultural Diversity	9	PSY 830, PSY 831, PSY 932
Professional Values and Communication	14	PSY 760, PSY 761, PSY 941, PSY 942
Effective Intervention	12	PSY 850, PSY 851, PSY 952, PSY 953
Clinical and Research Experience	32	PSY 890, PSY 990, PSY 999
Specialization (Behavior Analysis OR Diversity and Activism OR Integrated Healthcare)	12	PSY 770, PSY 777, PSY 962, PSY 767 OR PSY 970, PSY 971, PSY 972, PSY 973 OR PSY 980, PSY 981, PSY 971, PSY 983
<b>TOTAL HOURS</b>	<b>130</b>	

E. Free elective credits:   
(sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience:

As indicated in the table above, students will complete 32 credit hours of clinical and research experience, which includes a full-time internship in Year 5.

G. Any unique features such as interdepartmental cooperation:

Burrell Behavioral Health entered into a partnership with MSU to provide instructional support and clinical practicum sites for the students in the PsyD program.

**7. Need/Demand-**

Student demand

Market demand

Societal demand

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

***On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years***

## COLLABORATIVE PROGRAMS

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- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **Length of Agreement:**
- **Which institution(s) will have degree-granting authority?**
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?**
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**

***Please save and email this form to: [he.academicprogramactions@dhe.mo.gov](mailto:he.academicprogramactions@dhe.mo.gov)***

## Appendix A

### Program Courses and Associated Competencies, Knowledge, and Faculty Experience and Expertise

COURSE TITLE	PROFESSION- WIDE COMPETENCY	DISCIPLINE- SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
CORE PSYD COURSES				
History and Systems: Orientation to Clinical Psychology	Professional Values, Attitudes, & Behaviors	History & Systems of PSY	Ann Rost, PhD  Danae Hudson, PhD  Brooke Whisenhunt, PhD	<p>AR: 18 years instructional experience covering university courses related to this content area, peer-reviewed publications in the field of clinical psychology, and maintain license and work as clinical psychologist</p> <p>DH: 18 years of instructional experience covering university courses related to this content area, multiple peer-reviewed publications in the field of clinical psychology, and author of introduction to psychology textbook, Psychology 1e</p> <p>BW: 19 years of instructional experience covering university courses related to this content area, multiple peer-reviewed publications in the field of clinical psychology, and author of introduction to psychology textbook, Psychology 1e</p>

Research Methods in Clinical Psychology	Research	Research Methods	Wayne Mitchell, PhD Melissa Fallone, PhD	WM: PhD in Child Developmental Psychology with 30 years of teaching experience in various areas related to the experimental analysis of human behavior. Researcher in pediatric clinics on topics such as metamemory and strategy use  MF: PhD in Experimental Psychology, 14 years teaching Experimental Psychology and Research in Psychology
Individual Intelligence Testing	Assessment	Psychometrics	Paul Deal, PhD Steve Capps, PhD	PD: 23 years administering and supervising psychoeducational evaluations. 17 years teaching Individual Intelligence Testing and 6 years teaching Psychological Tests and Measures  SC: 25 years supervising psychological and psychoeducational evaluations. Teaching experience in Abnormal Psychology, Psychopathology and Psychological Assessment
Psychopathology I	Assessment	Foundational Knowledge	Steve Capps, PhD Ann Rost, PhD	SC: 25 years supervising psychological and psychoeducational evaluations. Teaching experience in Abnormal Psychology, Psychopathology and Psychological Assessment



				AR: 18 years instructional experience covering university courses related to this content area, peer-reviewed publications in the field of clinical psychology, and maintain license and work as clinical psychologist
Diversity and Inclusion in Psychology	Individual & Cultural Diversity		Ashley Payne, PhD Tanya Whipple, PsyD Adena Young-Jones, PhD	<p>AP: multiple peer reviewed publications in the fields of psychology, sociology, Black studies, and student affairs. 8+ years of instructional experience covering university courses related to this topic</p> <p>TW: 21 years instructional experience. Psy.D. degree, licensed clinical psychologist with 25 years of clinical experience. Have taught university courses related to the topic for over 15 years. Member of American Association of Sex Educators, Counselors and Therapists. Direct clinical supervision addressing a variety of topics related to gender, sexuality, and conducting couples therapy, etc. Numerous workshops enhancing understanding of the topics of therapy, gender and sexual issues</p> <p>AYJ: Several peer reviewed publications and presentations in the diversity field, developed the undergraduate Psychology of Diversity course, 11+ years of teaching a diversity class, 2 years as the University Diversity Fellow</p>

<p>Statistics and Quantitative Analysis</p>	<p>Research</p>	<p>Research Methods; Statistical Analysis</p>	<p>Leslie Echols, PhD  Wayne Mitchell, PhD</p>	<p>LE: 8 years teaching experience in research methods and statistics</p> <p>WM: PhD in Child Developmental Psychology with 30 years of teaching experience in various areas related to the experimental analysis of human behavior. Researcher in pediatric clinics on topics such as metamemory and strategy use</p>
<p>Clinical Communication Skills</p>	<p>Communication/ Interpersonal Skills; Consultation</p>		<p>Ann Rost, PhD  Danae Hudson, PhD  Brooke Whisenhunt, PhD  Tanya Whipple, PsyD</p>	<p>AR: 18 years instructional experience covering university courses related to this content area, peer-reviewed publications in the field of clinical psychology, and maintain license and work as clinical psychologist</p> <p>DH: 18 years of instructional experience covering university courses related to this content area, multiple peer-reviewed publications in the field of clinical psychology, and author of introduction to psychology textbook, Psychology 1e</p> <p>BW: 19 years of instructional experience covering university courses related to this content area, multiple peer-reviewed publications in the field of clinical psychology, author of introduction to psychology textbook, Psychology 1e; licensed clinical psychologist and 18 years experience conducting psychological evaluations for the state of Missouri</p>

				<p>TW: 21 years instructional experience. Psy.D. degree, licensed clinical psychologist with 25 years of clinical experience. Have taught university courses related to the topic for over 15 years. Member of American Association of Sex Educators, Counselors and Therapists. Direct clinical supervision addressing a variety of topics related to gender, sexuality, and conducting couples therapy, etc. Numerous workshops enhancing understanding of the topics of therapy, gender and sexual issues</p>
Psychological Assessment I	Assessment	Psychometrics	<p>Steve Capps, PhD</p> <p>Brooke Whisenhunt, PhD</p> <p>Paul Deal, PhD</p> <p>Melissa Fallone, PhD</p>	<p>SC: 25 years supervising psychological and psychoeducational evaluations. Teaching experience in Abnormal Psychology, Psychopathology and Psychological Assessment.</p> <p>PD: 23 years administering and supervising psychoeducational evaluations. 17 years teaching Individual Intelligence Testing and 6 years teaching Psychological Tests and Measures.</p> <p>MF: I conducted neurobehavioral assessments of infants and children at the University of Tennessee College of Medicine Newborn Center (NICU) for 4 years and the Brown University Center for the Study of Children at Risk for 7 years. At Brown, I was the Training Director for the NICU Network Neurobehavioral Scale and was a trainer for the Bayley Scales of Infant</p>

				<p>Development and the Peabody Developmental Motor Scales for multiple NICHD Neonatal Network Studies.</p> <p>BW: 20 years teaching graduate level psychological assessment; 4 years teaching intelligence testing; licensed clinical psychologist in the state of Missouri; 18 years experience conducting psychological evaluations for SSI Disability</p>
Philosophy and Contextual Behavioral Science		History & Systems of PSY	<p>Dana Paliliunas, PhD</p> <p>Jordan Belisle, PhD</p>	<p>DP: 3 years instructional experience in courses related to contextual behavioral science and over 20 peer reviewed articles published in behavioral science journals including the Journal of Contextual Behavioral Science</p> <p>JB: 3 years instructional experience in courses related to contextual behavioral science and over 70 peer reviewed articles including publications in the Journal of Contextual Behavioral Science and Perspectives on Behavioral Science</p>
Psychopathology II	Assessment	Foundational Knowledge	<p>Steve Capps, PhD</p> <p>Ann Rost, PhD</p>	<p>SC: 25 years supervising psychological and psychoeducational evaluations. Teaching experience in Abnormal Psychology, Psychopathology and Psychological Assessment</p>

				AR: 18 years instructional experience covering university courses related to this content area, peer-reviewed publications in the field of clinical psychology, and maintain license and work as clinical psychologist
Empirically Supported Treatment I	Intervention		<p>Ann Rost, PhD</p> <p>Tanya Whipple, PsyD</p> <p>Danae Hudson, PhD</p> <p>Brooke Whisenhunt PhD</p>	<p>AR: 18 years instructional experience covering university courses related to this content area, peer-reviewed publications in the field of clinical psychology, and maintain license and work as clinical psychologist</p> <p>TW: 21 years instructional experience. Psy.D. degree, licensed clinical psychologist with 25 years of clinical experience. Have taught university courses related to the topic for over 15 years. Member of American Association of Sex Educators, Counselors and Therapists. Direct clinical supervision addressing a variety of topics related to gender, sexuality, and conducting couples therapy, etc. Numerous workshops enhancing understanding of the topics of therapy, gender and sexual issues</p> <p>DH: 18 years of instructional experience covering university courses related to this content area, multiple peer-reviewed publications in the field of clinical psychology, and author of introduction to psychology textbook, Psychology 1e</p>

				<p>BW: 19 years of instructional experience covering university courses related to this content area, multiple peer-reviewed publications in the field of clinical psychology, author of introduction to psychology textbook, Psychology 1e, licensed clinical psychologist with 18 years of independent clinical experience</p>
Ethics & Professional Issues	Ethics & Legal Standards		<p>Ann Rost, PhD</p> <p>Dana Paliliunas, PhD</p>	<p>DP: 3 years teaching ethics and professional issues at the graduate level with students in clinical psychology, experimental psychology, and behavior analysis programs</p> <p>AR: 18 years of teaching experience in Psychology, maintains governor-appointed position of state ethics board for profession of Psychology, previous member of IRB of major medical center.</p>
Psychological Assessment II	Assessment	Psychometrics	<p>Steve Capps, PhD</p> <p>Brooke Whisenhunt, PhD</p> <p>Paul Deal, PhD</p>	<p>SC: 25 years supervising psychological and psychoeducational evaluations. Teaching experience in Abnormal Psychology, Psychopathology and Psychological Assessment.</p> <p>PD: 23 years administering and supervising psychoeducational evaluations. 17 years teaching Individual Intelligence Testing and 6 years teaching Psychological Tests and Measures.</p>

				<p>BW: 20 years teaching graduate level psychological assessment; 4 years teaching intelligence testing; licensed clinical psychologist in the state of Missouri; 18 years experience conducting psychological evaluations for SSI Disability</p>
<p>Empirically Supported Treatment II</p>	<p>Intervention</p>		<p>Ann Rost, PhD Danae Hudson, PhD</p>	<p>AR: 18 years instructional experience covering university courses related to this content area, peer-reviewed publications in the field of clinical psychology, and maintain license and work as clinical psychologist</p> <p>DH: 18 years of instructional experience covering university courses related to this content area, multiple peer-reviewed publications in the field of clinical psychology, and author of introduction to psychology textbook, Psychology 1e BW: 19 years of instructional experience covering university courses related to this content area, licensed clinical psychologist with 18 years of independent clinical experience</p>

<p style="text-align: center;">Identity Development</p>	<p style="text-align: center;">Individual &amp; Cultural Diversity</p>		<p style="text-align: center;">Adena Jones, PhD  Ashley Payne, PhD</p>	<p>AP: multiple peer reviewed publications in the fields of psychology, sociology, Black studies, and student affairs on identity development (including a new model of identity development for Black college women). 8+ years of instructional experience covering university courses related to this topic</p> <p>AYJ: Several peer reviewed publications and presentations in the diversity field, developed the undergraduate Psychology of Diversity course, 11+ years of teaching a diversity class, 2 years as the University Diversity Fellow</p>
<p style="text-align: center;">Introduction to Applied Behavior Analysis</p>	<p style="text-align: center;">Intervention</p>		<p style="text-align: center;">Michael Clayton, PhD  Wayne Mitchell, PhD  Ann Rost, PhD</p>	<p>MC: multiple peer-review publications in the applied journals and 20 years of instructional experience.</p> <p>WM: PhD in Child Developmental Psychology with 30 years of teaching experience in various areas related to the experimental analysis of human behavior. Researcher in pediatric clinics on topics such as metamemory and strategy use</p> <p>AR: 10 years experience teaching ABA, leadership involvement in professional organization</p>



Human Growth & Development		Developmental Aspects of Behavior	<p>Leslie Echols, PhD</p> <p>Melissa Fallone, PhD</p> <p>Amber Abernathy, PhD</p> <p>CaSandra Stanbrough, PhD</p>	<p>LE: PhD in human development &amp; psychology; 2 years teaching experience in social development; multiple publications/presentations in development journals and conferences</p> <p>MF: PhD in Experimental Psychology (Developmental specialty) 2 years teaching graduate course in Human Growth and Development, 4+ years teaching courses in child and adolescent psychology. 11 years working as a research associate and neurodevelopmental assessment trainer for NICHD Neonatal Research Network sites and NICU follow-up clinics.</p> <p>AA: PhD in lifespan human developmental psychology; taught lifespan human development; has published research on children through adults</p> <p>CS: PhD in lifespan development, research focus on relationship dynamics, 2 years instructional experience</p>
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Couples and Family Therapy	Intervention		Tanya Whipple, PsyD  New hire with expertise in clinical psychology	TW: 21 years instructional experience. Psy.D. degree, licensed clinical psychologist with 25 years of clinical experience. Have taught university courses related to the topic for over 15 years. Member of American Association of Sex Educators, Counselors and Therapists. Direct clinical supervision addressing a variety of topics related to gender, sexuality, and conducting couples therapy, etc. Numerous workshops enhancing understanding of the topics of therapy, gender and sexual issues
Single Subject Research Design	Research; Intervention	Research Methods	Jordan Belisle, PhD  Michael Clayton, PhD	MC: 20 years of instructional experience and peer-reviewed publications incorporating single case designs.  JB: 8 years conducting research in behavioral psychology with an emphasis in single case designs with over 50 peer reviewed studies utilizing peer reviewed methodologies within multiple behavioral journals, and 2 years of instructional experience teaching the single subject design course at the graduate level
Biological Basis of Behavior		Biological Aspects	Carly Yadon, PhD  CaSandra Stanbrough, PhD	CY: PhD Cognitive Neuroscience, 11 years relevant teaching experience, TA neuroanatomy laboratory, electrophysiological research laboratory (published articles, presentations, reviewer)

				CS: PhD in lifespan development with focus on neurobiology, research focus neuroendocrinology and published on Psychoneuroendocrinology, 2 years instructional experience
Observational Methods and Functional Assessment	Assessment		Jordan Belisle, PhD Michael Clayton, PhD	JB: 2 years of instructional experience in observational methods and functional assessment at the graduate level, 8 years of clinical supervision of graduate students conducting behavioral observation and functional assessment, and 8 years of clinical consultation with sites conducting observations and functional assessment methods  MC: 20 years of instructional experience and peer-reviewed publications incorporating single case designs and observational methods
Advanced Cognitive & Affective Psychology		Affective; Cognitive Aspects	Bogdan Kostic, PhD  CaSandra Stanbrough, PhD	CS: 3 years instructional experience, research focused on empathic responses  BK: Ph.D. in Cognitive Psychology, 11 years teaching experience, published research on memory and cognition

<p>Culturally Competent Therapy</p>	<p>Individual &amp; Cultural Diversity</p>		<p>Tim Daugherty, PhD</p> <p>new hire with expertise in multicultural mental health care</p>	<p>TD: Licensed, ABPP Clinical Child and Adolescent Psychologist; relevant research, grant work, and teaching experience</p>
<p>Advanced Clinical Case Conceptualization</p>	<p>Intervention; Communication/ Interpersonal Skills; Consultation</p>	<p>Adv. Integration</p>	<p>Danae Hudson, PhD</p> <p>Ann Rost, Ph.D.</p>	<p>AR: 18 years instructional experience covering university courses related to this content area, peer-reviewed publications in the field of clinical psychology, and maintain license and work as clinical psychologist</p> <p>DH: 18 years of instructional experience covering university courses related to this content area, multiple peer-reviewed publications in the field of clinical psychology, and author of introduction to psychology textbook, Psychology 1e</p>
<p>Supervision, Consultation, &amp; Professional Practice</p>	<p>Supervision; Consultation; Ethics &amp; Legal Standards; Professional Values, Attitudes, &amp; Behaviors</p>	<p>Adv. Integration</p>	<p>Ann Rost, PhD</p> <p>Paul Deal, PhD; Danae Hudson, PhD.</p>	<p>PD: 5 years training clinic director (UM), 11 years training clinic assistant director (MSU), 5 years department head (MSU), 23 years private practice</p>

				AR: 18 years instructional experience covering university courses related to this content area, peer-reviewed publications in the field of clinical psychology, and maintain license and work as clinical psychologist
Program Evaluation & Qualitative Analysis	Research; Intervention	Research Methods; Statistical Analysis	Ashley Payne, PhD  Maureen Templeman, PhD  Melissa Fallone, PhD	AP: multiple peer reviewed publications in the fields of psychology, sociology, Black studies, and student affairs that focus specifically on qualitative methodologies. I earned a graduate Qualitative research certificate and created/implemented/researched after-school programs for Black youth using qualitative research. 8+ years instruction via research labs for both undergraduate and graduate students.  MT: 1st author of peer reviewed publication using qualitative methods, completed multiple PhD-level courses in qualitative methodology, 5 years of administrative experience evaluating higher ed programs for international students  MF: Served as the grant evaluator for the The Healthy Marriage and Family Formation Grant (Forest Institute) and the Healthy Marriage Project of Southwest Missouri (Operation Us)
Social Psychology (Online)		Social Aspects of Behavior	David Zimmerman, PhD	DZ: 8 years teaching at grad level. Several research publications in applied social psychology.

			Amber Abernathy, PhD	AA: PhD in lifespan human developmental psychology; taught lifespan human development; has published research on children through adults with an emphasis on social development and personality
<b>BEHAVIOR ANALYSIS SPECIALIZATION</b>				
Conceptual Foundations	Research	History & Systems of PSY; Foundational Knowledge	Michael Clayton, PhD  Jordan Belisle, PhD	MC: multiple peer-reviewed publications in radical behaviorism. 20 years of instructional experience  JB: Multiple publications related to the philosophy of behavior analysis and the topic of radical behaviorism. 3 years of instructional experience
Behavioral Systems Analysis	Assessment; Intervention	Social Aspects of Behavior; Adv. Integration	Michael Clayton, PhD  Jordan Belisle, PhD	MC: multiple peer-reviewed publications in OBM. JOBM Board of Editors for over a decade. 20 years of instructional experience  JB: Multiple publications related to behavioral systems approaches to the topics of climate change and racial / gender discrimination within systems.

<p>Behavioral Theories of Language and Cognition</p>	<p>Research</p>	<p>Affective; Cognitive Aspects</p>	<p>Jordan Belisle, PhD Dana Paliliunas, PhD</p>	<p>DP: 3 years instructional experience in courses related to behavioral science and over 20 peer reviewed articles published in behavioral science journals relevant to topics in language and cognition</p> <p>JB: 3 years instructional experience in courses related to contextual behavioral science and over 70 peer reviewed articles relevant to topics in language and cognition</p>
<p>Behavioral Approaches to Childhood Disorders: Prevention and Intervention</p>	<p>Assessment; Intervention</p>	<p>Developmental Aspects of Behavior</p>	<p>Dana Paliliunas, PhD Jordan Belisle, PhD</p>	<p>DP: 3 years instructional experience in courses related to behavioral science and over 10 peer reviewed articles published with participants with childhood disorders; licensed behavior analyst with ten years of experience working with children with behavior disorders</p> <p>JB: 3 years instructional experience in courses related to behavioral science and over 40 peer reviewed articles with participants with childhood disorders</p>

DIVERSITY AND ACTIVISM SPECIALIZATION				
Healing Historical Oppression: Context, Identity, and Intersectionality	Individual & Cultural Diversity; Professional Values, Attitudes, & Behaviors	History & Systems of PSY; Social Aspects of Behavior	Ashley Payne, PhD; Adena Jones, PhD	<p>AP: multiple peer reviewed publications in the fields of psychology, sociology, Black studies, and student affairs on identity development (including a new model of identity development for Black college women). 8+ years of instructional experience covering university courses related to this topic</p> <p>AYJ: Several peer reviewed publications and presentations in the diversity field, developed the undergraduate Psychology of Diversity course, 11+ years of teaching a diversity class, 2 years as the University Diversity Fellow</p>
Mental Health Disparities: Eliminating Barriers to Treatment	Individual & Cultural Diversity; Professional Values, Attitudes, & Behaviors	History & Systems of PSY; Adv. Integration	New hire with expertise in multicultural health care	
Governance, Law, & Policy: Advocacy and Activism in Clinical Psychology	Individual & Cultural Diversity; Ethics and Legal Standards	History & Systems of PSY; Social Aspects of Behavior	New hire with expertise in multicultural mental health care	
Multicultural Foundations in Practice: Assessment, Treatment	Assessment; Intervention; Individual & Cultural Diversity	History & Systems of PSY; Adv. Integration	New hire with expertise in multicultural mental health care	



INTEGRATED HEALTH SPECIALIZATION				
Clinical Health Psychology / Behavioral Health Management	Assessment; Intervention	Biological Aspects; Foundational Knowledge	Ann Rost, PhD New hire with expertise in multicultural health care	AR: 18 years of experience teaching university content-related courses, specialty training in Health Psychology through coursework and internship, work history in Psycho-Oncology and Chronic Pain, maintain license
Integrated Healthcare: Topics (Pain, Oncology, Transplant, Diabetes, etc.)	Assessment; Intervention	Biological Aspects; Developmental Aspects of Behavior	Ann Rost, PhD New hire with expertise in multicultural health care	AR: 18 years of experience teaching university content-related courses, specialty training in Health Psychology, work history in Psycho-Oncology and Chronic Pain, maintain license
Mental Health Disparities: Eliminating Barriers to Treatment	Individual & Cultural Diversity; Professional Values, Attitudes, & Behaviors	History & Systems of PSY; Adv. Integration	New hire with expertise in multicultural health care	
Consultation and Collaboration in Healthcare	Professional Values, Attitudes, & Behaviors; Supervision; Consultation; Communication/ Interpersonal Skills	Adv. Integration; Biological Aspects	Ann Rost, PhD New hire with expertise in clinical psychology	AR: 18 years of experience teaching university content-related courses, specialty training in Health Psychology, work history in Psycho-Oncology and Chronic Pain, maintain license.

## Appendix B

### Student/Societal/Market Demand

In 2018, a survey of nearly 200 undergraduate psychology students from MSU by Kairos Consumers Research was conducted to explore student demand for an on-campus Doctor of Psychology program. Results from this survey indicated that 92% of respondents had a positive perception toward MSU and see it as an institution capable of this professionalism doctorate degree; the same report indicated that demand for clinical psychologists that can serve the immediate community is likely to be sustainable over the long term, and the lack of other similar programs in the area suggests that there is a possibility of the program appealing to 'external' candidates as well. The key advantages of offering a PsyD program at MSU they cited included: allowing currently enrolled psychology students to stay local and provide continuity for current MSU psychology students, there are no other PsyD options nearby, it could drive an increase in enrollment, it would likely be an affordable PsyD option, it leverages the talents of strong MSU faculty, and may boost MSU's academic profile. Anecdotal experiences of current departmental faculty reflect the findings of this report and suggest that there is regular interest for a doctorate program from current MSU graduate students and alumni as well as community members working in the area. Engagement with community agencies, such as Burrell, would support the university public affairs mission while supporting sustained student interest.

EAB conducted a study of the feasibility of a Doctor of Psychology program (Hayworth, McAloon, & Brennan, 2020) at Missouri State University summarized the market demand for this program. The report concluded that employer demands are high, indicating a "strong need for doctoral-level psychology graduates nationally" (p. 23). The report cited over 90,000 relevant job postings in the year prior to the report and a growth in employer demand of 1.89 percent, exceeding the average demand for doctoral-level professions of 1.25 percent. This growth is projected to continue between 2021 and 2031 fostering demand for graduates of the program. Increased demand and a median salary of \$87,000.00 may foster even greater demand for this program.

The report does caution that declining student interest and "market domination by larger institutions" (p. 23) could present challenges. From 2014 to 2019, the average number of completions across relevant programs has declined while the top two institutions held a combined 20 percent of the market in the 2018-2019 academic year. Therefore, the Forum recommends creation of a competitive program design that will "stand out in a declining market" (p. 23). The EAB report on student interest is derived from performance across institutions, whereas the survey from Kairos Consumers Research (mentioned above) was conducted at Missouri State University and detailed high levels of student interest in the program. In synthesizing these reports, we may conclude that local interest in the program is likely to be high initially and program design and marketing will need to appeal to a broader consumer base long term.



**TO BE COMPLETED BY PUBLIC INSTITUTIONS ONLY:**

As additional state funding for new programs will not be available in the immediate future so information about program finances must be very clear. Within this context, please complete the following financial projections table and questions below. The boxes are fillable. When you have completed this form, please save, and upload.

**FINANCIAL PROJECTIONS**

	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>1. Expenditures</b>						
<b>A. One-time:</b>						
New/renovated space						
Equipment						
Library						
Consultants						
Institutional Overhead						
Other						
<b>Total for One-time Expenditures</b>						
<b>B. Recurring:</b>						
Faculty						
Staff						
Benefits						
Equipment						
Library						
Institutional Overhead						
Other						
<b>Total for Recurring Expenditures</b>						
<b>TOTAL (A + B)</b>						
<b>2. Revenues</b>						
*State Aid - CBHE						
*State Aid - DESE						
Tuition/Fees						
Institutional/Resources						
Other						

