CURRICULUM PROPOSAL GUIDELINES: Program OFFERINGS

UNIVERSITY OF THE DISTRICT OF COLUMBIA
UNIVERSITY SENATE
ACADEMIC PROGRAMS
TRANSMITTAL FORM

TYPE OF REVIEW REQUESTED: Discontinuation of MS until 2015

Department Curriculum Committee Chair:  
Department Chair: 
College/School Curriculum Committee Chair: 
College/School Dean/Director: 

University Senate ASPPC/GC Chair:  
University Senate President:  
Provost:  
University President (if required):  
Board of Trustees Chair (if required):  

Date:  
Date:  
Date:  
Date:  
Date:  

5
TO: University Senate, Academic Standards, Programs, and Policies Committee  
Dr. Matthew Petti, Chair

THRU: Dr. Rachel Petty,  
Dean, College of Arts and Sciences (CAS)

FROM: CAS Curriculum Committee (CCC)  
Dr. La Tanya L. Reese Rogers, Chair

DATE: 4/27/2011

RE: Program Status Changes within CAS

Although the “Academic Program Review Results and Recommendations” suggests the following change:

⇒ Termination of the Master’s Degree in Clinical Psychology, and the replacement of it by Counseling and Rehabilitation Counseling programs,

The College Curriculum Committee recommends that:

⇒ the University put into abeyance the awarding of the Master of Science Degree in Clinical Psychology until the year 2015, and
⇒ that the Department continue to offer clinical psychology courses to students who need them for certification, recertification, and licensure during its revitalization/reorganization process, and
⇒ that if the Department of Psychology and Counseling meets certain academic and programmatic conditions (those recommended in the program review results) before 2015, then the abeyance should be lifted prior to 2015.

These recommendations emerge from the Committee’s consideration of the following: the aforementioned program review results, a memo submitted by the dean of the College of Arts and Sciences supporting termination, a report from faculty in the Department of Psychology and Counseling agreeing with the abeyance, and heard testimony from faculty on April 1, 2011.
TO: University Senate  
Shelly Brodrick, Chair

THRU: Eugene Johnson, Chairperson  
Department of Psychology and Counseling

FROM: Department of Psychology and Counseling  
Departmental Graduate Curriculum Committee

DATE: February 22, 2011

RE: Discontinuation of offering the Master’s Degree in Clinical Psychology

The Department of Psychology and Counseling, pursuant to a request by the Office of Academic Affairs, initiated a program review of all programs in the department that was completed and submitted on October 27, 2008. As a result of the program review a recommendation was made that the graduate program in Clinical Psychology be suspended until certain academic and programmatic conditions were met. These recommendations were formalized and submitted to the departmental curriculum review committee on December 2, 2008. The departmental curriculum review committee accepted the formalized recommendations and forwarded the proposal to the CAS curriculum committee on January 27, 2009.

The attached proposal for discontinuation of Clinical Psychology as a degree granting program is herewith submitted. Should you require further information or have questions, please contact Drs. Eugene Johnson or Lisa Moon.
UNIVERSITY OF THE DISTRICT OF COLUMBIA
COLLEGE OF ARTS & SCIENCE
DEPARTMENT OF PSYCHOLOGY & COUNSELING
PROPOSED PROGRAM ABEYANCE – MASTER'S IN CLINICAL PSYCHOLOGY

Submitted by

Department of Psychology & Counseling

Spring 2009 - Spring 2011

Washington, DC
Master of Science – Clinical Psychology

Submitted by

The Department of Psychology and Counseling

University of the District of Columbia

A. TYPE OF REVIEW REQUESTED: Program Discontinuation

1. Program Abeyance

The department of Psychology and Counseling submits this proposal to put into abeyance the awarding of the Master of Science Degree in Clinical Psychology. However, the department will continue to offer clinical psychology courses that will facilitate students completing their program and offer those courses that are needed for certification, recertification, and licensure. If the department completes all of the tasks listed below prior to 2015 we will request that the abeyance be lifted.

B. DESCRIPTION OF PROPOSED PROGRAM

The Department of Psychology and Counseling offers a program leading to the Master of Science degree in Clinical Psychology. This program provides a blend of theoretical and applied training based on the scientist-practitioner model. Theoretical courses provide an excellent foundation for clinical practice and future doctoral coursework. Applied courses train students to perform psychological assessments and to provide preventive and interventive strategies under supervision. The program is also augmented by training in research design and methodology. The goals of the program are oriented toward the development of theoretical, research, and applied intervention models which are relevant to the psychological composition of the individual as well as to society-at-large.

With the scientist-practitioner model as a focal point, the program is geared toward providing students with the professional training needed for understanding human service delivery systems, clinical assessment, evaluation and diagnosis, treatment of behavioral and emotional disorders as well as research design and development. The curriculum and training also provides the necessary foundation for the pursuit of doctoral level studies.
Admission Requirements:

To be considered for admission to graduate study in clinical psychology, the applicant must meet the following requirements:

1. Hold a baccalaureate degree in Psychology from an accredited college or university with a cumulative GPA of 3.0 and a psychology GPA of 3.0
2. Submit two (2) official transcripts of all prior college and graduate work
3. Submit three (3) professional references addressing character, academic promise, professional suitability for the psychology field
4. Submit a personal statement (500 words) detailing interest in program, personal characteristics, personal development for seeking this degree, personal and professional experiences that influenced your pursuit in clinical psychology
5. Submit official scores from a recent administration of the Graduate Record Examination
6. Submit a completed UDC Graduate application

Applicants who do not meet the above criteria may be considered for conditional acceptance or for non-degree status pending completion of admission requirements.

For applicants without the baccalaureate in psychology, a maximum of 18 academic credits in psychology may be required, to include General Psychology, Experimental Psychology, Statistics, Abnormal Psychology, Developmental Psychology, and Tests & Measurement. The number of academic credits and courses required will be determined by the Clinical Psychology admission committee upon review of official transcripts.

Completion of the Graduate Writing Proficiency Exam is a policy set by the University and is a admission requirement of all graduate students. Consult the University policy regarding the criteria.

Curriculum Requirements:

The program of study requires a total of 54 semester hours (non-thesis track) and 55 semester hours (thesis track) of coursework. Students are exposed to a series of foundation and theoretical courses in psychopathology, research, ethics, personality, learning, physiology, and psychotherapy. Applied courses in assessment, psychotherapeutic intervention, and psychopharmacology, as well as special topic courses addressing innovative clinical topics follow. A two-semester practicum sequence provides for direct clinical work with clients. For those students seeking research opportunities, advanced research and thesis courses round out the training program.
The program requires three years of full-time study. Part-time students should consult their academic advisor to determine the length of time it will take to complete the degree requirements.

Students may transfer a maximum of nine (9) semester credit hours of graduate coursework successfully completed at another accredited institution.

Academic advisement allows students to explore career options so that they can be guided toward either the thesis or non-thesis option.

Those graduate students who anticipate pursuing doctoral level study in psychology or who anticipate pursuing careers in psychological research will be encouraged to complete the thesis-track training. It will be required for thesis-track students to develop an original empirical research project as approved by a committee of clinical psychology faculty members.

A non-thesis option is also available for graduate students pursuing a master's degree in clinical psychology. Students electing this option anticipate pursuing career options in school psychology, psychometrics, mental health administration, mental health policy development, and other clinical psychology careers, which do not require the doctoral degree. The non-thesis option will require completion of all required graduate courses and in lieu of the advanced research courses and thesis courses, these students will be required to take two (2) additional graduate courses, totaling at least six (6) credit hours.

**Capstone Assessments:**

Students must submit a request to advance to candidacy upon successful completion of 20 semester hours. Readiness for candidacy will be determined by the cumulative grade point average, an acceptable score on a written qualifying examination, successful completion of foundation courses, and successful completion of the writing proficiency admission requirement.

Students entering the Clinical Psychology Program on or after Fall 2006 must satisfy one of the following requirements to exit the program:

1. Complete 55 semester hours of program course curriculum, successful development of an original empirical research thesis project and successful panel defense of the thesis project.

**OR**

2. Complete 54 semester hours of program course curriculum and successful completion of the oral/written comprehensive examination.
Core Course Requirements Non-Thesis Track: 41 credit hours

PSYC 504 Psychopathology
PSYC 505 Advanced Personality Theory & Learning Processes
PSYC 506 Advanced Social & Environmental Psychology
PSYC 523 Assessment of Intelligence-Lecture
PSYC 530 Assessment of Intelligence-Lab
PSYC 525 Assessment of Personality-Lecture
PSYC 526 Assessment of Personality-Lab
PSYC 527 Systems of Psychotherapy
CNSL 513 Cultural Diversity Issues and Multicultural Counseling
CNSL 531 Ethics, Legal and Legislative Issues
PSYC 537 Advanced Developmental Psychology
PSYC 541 Practicum I
PSYC 542 Practicum II
PSYC 551 Research I
PSYC 599 Oral/Written Comprehensive Examination

Electives: 6 credit hours

PSYC 534 Group Design & Intervention
PSYC 535 Consultation in Clinical Psychology & Counseling
PSYC 596 Special Topics in Clinical Psychology
CNSL 528 Drug Abuse Prevention & Treatment
CNSL 529 Human Sexuality & Sexual Dysfunction
CNSL 533 Crisis Intervention
CNSL 543 Addiction Disorders
CNSL 546 Counseling Children & Adolescents

Core Course Requirements Thesis Track: 45 credit hours

PSYC 504 Psychopathology
PSYC 505 Advanced Personality Theory & Learning Processes
PSYC 506 Advanced Social & Environmental Psychology
PSYC 523 Assessment of Intelligence-Lecture
PSYC 530 Assessment of Intelligence-Lab
PSYC 525 Assessment of Personality-Lecture
PSYC 526 Assessment of Personality-Lab
PSYC 527 Systems of Psychotherapy
CNSL 513 Cultural Diversity Issues and Multicultural Counseling
CNSL 531 Ethics, Legal and Legislative Issues
PSYC 537 Advanced Developmental Psychology
PSYC 541 Practicum I
PSYC 542 Practicum II
PSYC 551 Research I
PSYC 552 Advanced Statistics & Research Design-Lecture
PSYC 556 Advanced Statistics & Research Design-Lab
PSYC 553 Thesis

CLINICAL PSYCHOLOGY GRADUATE COURSE DESCRIPTIONS

PSYC 504 Psychopathology
Focuses on the interplay of psychological, social, and environmental factors at the onset of behavioral pathology. Reviews the traditional classification system used in the labeling of abnormal behavior, including issues of diagnostic reliability and validity. Examines theories of causation and interventional/therapeutic methods. Explores research developments in the field. Co-req: PSYC 505 or consent of the instructor.

PSYC 505 Advanced Personality Theory and Learning Processes
Examines major theoretical approaches to personality with a focus on their relevance to issues of clinical psychology. Reviews basic learning principles in conditioning and cognitive processes.

PSYC 506 Advanced Social and Environmental Psychology
Reviews major topics in the subfields of social and environmental psychology. Discusses classical research methods in these fields. Addresses a wide range of concerns including altruism, social perception, sex roles, interpersonal attraction, leadership, intergroup relations, and environmental psychology. Emphasizes the impact of environmental variables on both individuals and groups.

PSYC 523 Assessment of Intelligence Lecture
Surveys representative tests and techniques used in the assessment of intelligence. Presents methodologies in the administration, scoring, and interpretation of selected intelligence tests. Provides instruction in the preparation of a written intellectual profile and the terminology used in reaching various diagnostic decisions. Prereq.: PSYC 501. Must be taken concurrently with PSYC 530.
PSYC 525 Assessment of Personality Lecture
Surveys representative tests and techniques utilized in the assessment of personality. Presents methodologies in the administration, scoring, and interpretation of selected personality tests. Provides instruction in the preparation of a written personality profile and the terminology used in reaching diagnostic decisions. Prereq.: PSYC 501, PSYC 504, PSYC 505, PSYC 523, PSYC 530; Co-req.: PSYC 504. Must be taken concurrently with PSYC 526.

PSYC 526 Laboratory in Assessment of Personality
Provides a laboratory setting for teaching applied psychological assessment using personality tests. Must be taken concurrently with PSYC 525. Prereq.: PSYC 501, PSYC 504, PSYC 505, PSYC 523, PSYC 530.

PSYC 527 Systems of Psychotherapy I
Provides familiarity with the major psychotherapeutic theories available to the modern practitioner, to include traditional and more contemporary theories that support psychotherapeutic practice. Provides an experiential component to enhance the student’s utilization and skill base. Prereq.: PSYC 501, PSYC 504, PSYC 505. Cross-listed with CNSL 514.

PSYC 530 Laboratory in Assessment of Intelligence
Provides a laboratory setting for teaching applied psychological assessment using intelligence tests. Prereq.: PSYC 501. Must be taken concurrently with PSYC 523.

PSYC 534 Group Design and Intervention
Examines the dynamics and problems which affect organizational intervention. Develops skills by focusing on group design, communication, and “process”. Prereq.: PSYC 501, PSYC 505, PSYC 527, PSYC 528.

PSYC 535 Consultation in Clinical Psychology and Counseling
Explores theoretical and applied emphases regarding service delivery systems in related settings.

PSYC 537 Advanced Developmental Psychology
Provides an intensive examination of the core concepts, theories, and research methods of developmental psychology. Explores developmental psychopathology which views abnormality from a framework of stability and change that is a part of the normal course of development. Prereq.: PSYC 501, PSYC 504, PSYC 505, PSYC 527.

PSYC 541 Practicum in Clinical Psychology I
Provides a dual emphasis on the didactic and training aspects of clinical psychology. Includes experiences in an appropriate clinical setting. Provides students an opportunity to work individually or in small groups under supervision. Requires on-site and classroom hours. Prereq.:
Degree candidacy, completion of at least 45 credit hours of coursework, and faculty endorsement.

**PSYC 542 Practicum in Clinical Psychology II**
Continues Practicum in Clinical Psychology I (PSYC 541). Focuses further on skill building; exploration of specialized treatment, techniques/strategies, and problem-solving. Prereq.: Degree candidacy, completion of at least 48 credit hours of coursework, and faculty endorsement.

**PSYC 551 Research I**
Surveys statistical methods used in behavioral science research. Topics include hypotheses testing, correlation and regression, probability, and non-parametric tests. Emphasizes both theoretical and practical aspects of the methods. Cross-listed with CNSL 532.

**PSYC 552 Advanced Statistics and Research Design Lecture**
Continues Research I (PSYC 551). Includes topics such as analysis of variance and covariance, regression analysis, and multivariate methods. Emphasizes statistical techniques applicable to student research interest/projects whenever possible. Prereq.: PSYC 551 or consent of instructor. Must be taken concurrently with PSYC 556.

**PSYC 556 Advanced Statistics and Research Design Lab**
Provides laboratory experiences with computerized statistical packages widely utilized in psychology research. Allows students to explore statistical techniques and strategies appropriate for their thesis projects. Prereq.: PSYC 551. Must be taken concurrently with PSYC 552.

**PSYC 553 Thesis**
Provides the opportunity for a formal and directed empirical research investigation into clinically psychological topics, issues, outcomes and/or theories. Prereq.: Degree candidacy, completion of at least 46 credit hours of coursework, PSYC 551 and faculty endorsement.

**PSYC 595 Independent Research Study**
Provides an opportunity for the student who has selected an area of specialization to engage in additional directed reading, discussion, and research. Prereq.: Consent of instructor/approval of Department Chairperson.
PSYC 596 Special Topics In Clinical Psychology
Presents and discusses special topics pertaining to clinical psychology that are of interest to students. Prereq: Graduate standing and/or written permission of instructor.

PSYC 599 Written and Oral Comprehensive Examination
A written and oral examination which is designed to assess the graduate student’s overall knowledge and application of completed coursework. The culminating examination allows the graduate student to demonstrate their integration skills in the areas of theory and clinical application. Prereq.: Degree candidacy, completion of at least 48 credit hours of coursework, and faculty endorsement.

C. PROGRAM FEASIBILITY – NEW PROGRAMS ONLY
Not Applicable

D. PROGRAM FEASIBILITY – PROGRAM MODIFICATIONS & DELETIONS

1. Number of students served during the past 4 academic years
   a. 2005-2006 – 7 students (Fall); 9 students (Spring)
   b. 2006-2007 – 17 students (Fall); 17 students (Spring)
   c. 2007-2008 – 14 students (Fall); 14 students (Spring)
   d. 2008-2009 – 8 students (Fall); 8 students (Spring)

2. Rationale for proposal

A current review of the Clinical Psychology graduate program was prompted by a recent university request from Dr. Eurmon Hervey, Provost/Vice President for Academic Affairs dated October 27, 2008. The Provost provided statistical documents that highlighted specific departmental five-year trend data regarding majors (Fall 2004-Fall 2008), degrees awarded (Spring 2004-Spring 2008) and job market demands for program graduates (BOLS/DESOCP 2006-2016)

While the UDC statistics illustrate low enrollment and degrees awarded within the 5-year period this is contrasted with the high growth trends for careers in the field of clinical psychology and a strong employment market for graduates existing at least 10 years into the future. According to the U.S. Department of Labor Statistics and the Occupational Outlook Handbook (2008-2009 Edition), employment prospects for psychologists is projected to
increase 15% from 2006-2016. This faster than average growth is due to increased emphasis on mental health maintenance, need for psychological testing and psychotherapy for all ages including the elderly, and need to rehabilitate the mentally ill, the substance dependent, and the clinical mental health disorders present in society. Unlike counselors, psychologists will be needed also in consulting firms, private companies, government, nonprofit organizations, and marketing firms to address issues related to worker productivity, employee retention rates, diversity training, anti-discrimination policies, and organizational systems designs. Psychologists will be needed to investigate and formulate hypotheses on topics related to human behavior. They will apply their knowledge to a wide range of professional endeavors to include but not limited to health and human service, management, educational, law and sports. The OOH reports that 34% of psychologists are self-employed, compared to only 8% of all workers.

Given this dichotomy, the Clinical Psychology program finds itself in a quandary. We envision the survival and increased viability of the Clinical Psychology Graduate program but it is recognized that significant progress needs to be made to strengthen the foundation of the program and its components.

Low enrollment numbers are a manifestation of adverse University circumstances rather than a decreased need for this professional program. The Clinical Psychology program has been negatively impacted by reductions in force and adverse media coverage of the University. At this time, there is not an identifiable core faculty, causing the stability of the program to appear tenuous to consumers. One of the faculty members is presently released from teaching to perform administrative functions as the Dean of the College of Arts and Sciences. Consequently, there is only one (1) full-time professor available to teach the courses and coordinate the program. The American Psychological Association has promulgated a scientist/practitioner model for Clinical Psychology. Our program has followed this model since its inception. The scientific programmatic thrust is weakened by heavy reliance on part-time employees to provide instruction in research, advanced statistics, thesis, assessment, personality, social psychology, neuroscience, psychopharmacology, clinical techniques, psychopathology, and developmental psychology. Graduate students complain that they are having trouble assembling the required thesis committee and in obtaining assistance with research design and methodology. They also report difficulty in passing comprehensive examinations because of the shifting nature of instruction. There have been many other issues negatively impacting the program including:

- A severe shortage of psychological equipment and supplies
- Lack of training labs for testing and clinical practice for students.
- Additional faculty
- Inability to recruit and market the program
- Lack of institutional support
This has been an ongoing issue for approximately 5 years or more. Repeated efforts requesting the UDC administration for support and financial commitment have gone unnoticed. Regular status updates have been provided, which document the decline in advisement services, course offerings, and enrollment as well as document remediation goals. Again, the program has received little response from the administration.

As early as June 25, 2003, an Outcomes Assessment Plan was provided and highlighted current needs and deficits. In this report, it was noted that, “the Clinical Program has no full-time faculty to monitor the program. The department makes use of two (2) Full-time Visiting professors and a limited number of part-time professors to staff the program.” The Department continues to make use of part-time and visiting professors to sustain the program. Further, the Department now has one faculty member who is assigned to the program and serving in a half time (½) capacity. Per this Outcomes Assessment Plan (dated June 25, 2003) document, the following goals were established:

- “The core faculty in the Clinical Psychology program should be increased by adding at least three full-time faculty members, with a doctoral degree in Clinical Psychology
- If the above recommendation is satisfied, efforts should be made to increase the number of students enrolled in the program.
- When there are sufficient faculty members, new curriculum programs should be offered in School Psychology and Rehabilitation Psychology. Also, two-year degree programs should be developed in Psychology Technology and/or Psychometrics. Finally, workshops should be created to address the training needs of a variety of professionals such as police officers, probation workers, and substance abuse practitioners. These initiatives would greatly increase the enrollment and viability of the overall Clinical Psychology program
- A Clinical Psychology laboratory with appropriate training hardware and software should be established to enhance the teaching/learning environment. The Department has struggled with the laboratory issue for more than fifteen years. Competing faculty interests and lack of University support have been major obstacles to the creation of a proper training laboratory for Clinical Psychology students. This deficiency adversely affects enrollment

In light of these recommendations, specific goals were established to increase the viability of the program and strengthen its curricula integrity, which would eventually re-establish the foundation and increase its marketability to the District of Columbia consumer base. The primary goal was to begin the self-study process to obtain accreditation with the Master’s in
Psychology Accreditation Council (MPAC) established by the Council of Applied Master's Programs in Psychology (CAMPP). The goal and objectives are stated below:

**Begin to work towards completing the self-study for full accreditation in the Clinical Psychology Program (MPAC – Master’s in Psychology Accreditation Council)**

**Objective 1** Effectively lobby University administration to address and rectify all deficits that have been articulated by the training standards established by Council of Applied Master's Programs in Psychology (CAMPP). Deficits include faculty, laboratory facilities, psychodiagnostic equipment, clinical supervision equipment.

**Objective 2** Recruit three (3) additional full-time permanent faculty.

**Objective 3** Renovate Building 44-Penthouse, which will serve as the Clinical Laboratory, a training facility. This is to be shared with the Counseling program.

**Objective 4** Acquire additional office space for faculty so that it permits the maintenance of student privacy or student clinical supervision. Accreditation training standards mandate that faculty offices must minimally provide such accommodations.

**Objective 5** Purchase adequate and current psychodiagnostic testing supplies and equipment.

Currently, the program was unable to realize any of these objectives. This prompted the program coordinator to reconsider a new proposal. At this time, the proposal is not necessarily recommending a shift in the emphasis or direction of the Clinical Psychology program. Rather, it is being proposed that new efforts be taken to strengthen the existing program by adding two well-qualified professors to teach the scientific foundations of applied psychology. Once the faculty has been enhanced, efforts to improve the curriculum, acquire adequate psychodiagnostic equipment, acquire an adequate training facility and address any other programmatic deficits can begin. This work will provide a foundation for the program to seek accreditation with MPAC. Once accreditation has been achieved, consistent recruitment and marketing efforts can take place. These successful efforts will enhance enrollment and improve student outcomes. At some point in the future, the program can explore the addition of other possible sub-specialties such as
School and Rehabilitation Psychology. These curricula would share many of the core Clinical courses and would add several specialized courses mandated by professional certification requirements.

In view of the foregoing, consultations have taken place with the Clinical Psychology Program Coordinator, the Department Chairperson, and the Dean resulting in the following recommendations:

- **That the clinical program be suspended beginning Fall 2009 until Spring 2015 to allow for the following to occur:**
  - Recruit additional faculty that will assist in re-configuring the program and that these persons must hold a Ph.D. degree in psychology from an APA-approved program and must have a strong background in psychological theory, research and development. The new faculty members must be capable of teaching both undergraduate and graduate courses as follows:

  **Undergraduate**
  - Principles of Psychology
  - Test and Measurements
  - Experimental Psychology
  
  **Graduate**
  - Personality Theory
  - Research
  - Thesis
  - Life Span Development
  - Neuroscience/Physiological Psychology
  - Psychopharmacology
  - Clinical Techniques
  
  - Advanced Statistics
  - Psychological Testing
  - Social Psychology
  - Ethics

- Comprehensive review and restructuring of the curriculum will allow for the development and of a Ph.D in Psychology .
- When there are sufficient faculty members, new curriculum programs should be offered in School Psychology. Also, two-year degree programs should be developed in Psychometrics. Finally, workshops should be created to address the training needs of a variety of professionals in the area of forensics and substance abuse. These initiatives would greatly increase the enrollment and viability of the overall Clinical Psychology program.
- A comprehensive review and restructuring of the curriculum
A Clinical Psychology laboratory with appropriate training hardware and software should be established to enhance the teaching/learning environment. The Department has struggled with the laboratory issue for more than fifteen years. Competing faculty interests and lack of University support have been major obstacles to the creation of a proper training laboratory for Clinical Psychology students. This deficiency adversely affects enrollment.

- Identification of internship sites in the public and private sector
- Developing a marketing and recruitment program
- Adequacy of supplies (test) and equipment

The program will continue to offer a limited number of courses to facilitate students completing their program and offer those courses that are needed for certification, recertification, and licensure. If the department completes all of the above tasks prior to 2015 we will request that the abeyance be lifted.

3. Probable impact on the unit

There is minimal impact on the unit because the program only has one faculty member responsible for the coordination and instruction in the program. The faculty member had dual standing in the undergraduate psychology program and the clinical psychology program. Additionally, no students have been admitted to the program since AY 2008-2009.

The program will continue to offer a limited number of courses to facilitate students completing their program and offer those courses that are needed for certification, recertification, and licensure. If the department completes all of the above tasks prior to 2015 we will request that the abeyance be lifted.

4. Faculty affected

One (1) faculty member

D. FOR PROGRAM CHANGES AND DELETIONS ONLY

Not Applicable

E. PROPOSED DATE OF IMPLEMENTATION
The Department of Psychology and Counseling is proposing that the Clinical Psychology program be put into abeyance as of Fall 2009 with plans to reactivate the program in the Clinical Psychology program be implemented by Fall, 2015.

The program will continue to offer a limited number of courses to facilitate students completing their program and offer those courses that are needed for certification, recertification, and licensure. If the department completes all of the above tasks prior to 2015 we will request that the suspension be lifted.
Proposed Program Deletion (Termination)
Master of Science Clinical Psychology
Introduction and Background

This proposal recommends deletion of the Master of Science degree program in Clinical Psychology. This program is offered by faculty in the Department of Psychology and Counseling, College of Arts and Sciences. The proposed program change has the approval of the faculty, curriculum committee and chairperson. The department suspended enrollment in the program two years ago and current students are now completing degree requirements. An earlier (2009) external review report recommended that the Department focus on counselor and undergraduate education, increasing research opportunities for students and securing accreditation for graduate offerings in Counseling. The department’s curriculum committee accepted these recommendations and forwarded a proposal for suspension of the Clinical Psychology Program to the CAS Curriculum Committee in January 2009. The recent comprehensive review of programs recommended termination of the Program until such time as the university’s resources allow for the development of a doctoral level Clinical Psychology program. In the meanwhile the Department will focus its attention on strengthening its undergraduate Psychology major, launching its new graduate program in Rehabilitation Counseling and building enrollment in its newly CACREP-accredited Masters program in School Counseling.

Rationale for the Proposal/Congruence with the University Mission

UDC is the District’s land grant university and its only public post-secondary institution. It therefore has a mission and a specific set of goals that focus on alleviating social, economic, political, educational, and health problem endemic to life in an urban metropolis. Preventing and treating mental disorders is a high priority in an urban area where stress often takes a toll on citizenry. However, current licensure regulations in the District of Columbia and in most state require licensure that is available only to individual who have an earned doctorate in psychology. Masters trained professionals cannot work in the city even if they are supervised by a professional with a doctorate. As a public university servicing the City we must align our programs to professional standards adopted by the City’s regulatory boards. This means that the minimal level of credentialing required for candidates for licensure must be the doctorate.

Degree Program Performance

Program Productivity 2005-2009

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<thead>
<tr>
<th>Year</th>
<th>Majors</th>
<th>Graduates</th>
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<tbody>
<tr>
<td>2005</td>
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<td>1</td>
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<tr>
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<td>2008</td>
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<td>2009</td>
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<td>Five Year Average</td>
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In Fall 2010 one student was enrolled in the program.
Program Demand Data

Enrollment figures for the University classify the MS in Clinical Psychology as a medium demand program. Interest in the field is medium but most students recognize that a doctorate is required and that few doctoral programs accept transfer students, thus few enter and fewer complete the program.

Impact on the Unit, Students, Faculty and Staff

Graduate students currently matriculating as Clinical Psychology majors will be able to complete their degree program. One faculty, Dr. Lisa Moon, is the only faculty assigned to the program; she also teaches in the undergraduate program and is the Principal Investigator for the federal grant that supports the new graduate program in Rehabilitation Counseling. The department's current enrollment levels and projected growth qualify it for additional faculty lines—two have already been allocated for AY 11-12.