

MS in Clinical Psychology

Under Review | Fall 2026

Proposal Information

Workflow Status

In Progress

Graduate Council Agenda Preparation, Graduate College Curriculum

expand ▲

Waiting for Approval | Graduate Council Agenda Preparation

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- Lisa Anderson
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Proposal to Establish a New Program

Requested Term & Year (The first term for which applications will be accepted and students admitted.) ⓘ

Fall 2026

This proposal can also be viewed at:
<https://asu.kuali.co/cm/#/programs/view/67ae58fa743d9f9765165cab>

General Information

Select Program Level and Type

Graduate master's degree

General Program Information

College/School/Institute

The College of Liberal Arts and Sciences (CLA)

Department/Division/School

Department of Psychology (CPSYCH)

Name of Program

MS in - Clinical Psychology

Program

Clinical Psychology

Degree Type

Master of Science (MS)

Proposing Faculty Group

NA

Responsible Faculty Member or Director

Matt Meier

Campus or Location options

Tempe

Add a Different Campus or Location

No

Are you requesting an online offering?

Yes

Complete the Request for Digital Immersion Implementation.

Program Description/Justification



The proposed Master of Science in Clinical Psychology will leverage expertise from ASU's nationally-ranked, and APA accredited, Clinical Psychology PhD program to develop a state-of-the-science program that trains master's level psychology providers to increase the number of clinicians trained in the science of psychology and increase access to evidence-based psychological services. The MS in Clinical Psychology program will build on the strengths of the existing PhD program in Clinical Psychology to emphasize research-based training in psychological practice. Students will receive the necessary training in assessment and treatment to provide psychological services. The curriculum has been developed to meet APA master's-level accreditation requirements. Our program will surpass accreditation standards and will serve as the national standard for clinical training through our comprehensive research training and applied practicum experience. In their second

year, students will complete practicums in community settings, where they provide psychological services to clients, under supervision from licensed psychologists.

We will enhance our local impact and social embeddedness, in line with ASU's design aspirations, by increasing access to high-quality, evidence-based psychological services for individuals in Arizona and beyond. The online modality will allow students in other states and in rural areas of Arizona to access this mental health credential to improve their career opportunities and their communities at the same time. We will also enhance ASU's local impact and social embeddedness by increasing access to psychological services for underserved populations. There are few treatment options for uninsured and under-insured individuals in the Greater Phoenix Valley, although one option is ASU's Clinical Psychology Center (CPC), the training clinic for the Clinical Psychology PhD program. However, the CPC always has a waitlist, due to the limited number of student clinicians working in the clinic. Local students in the MS in Clinical Psychology program will be able to complete their practicum experience at the CPC, increasing the availability of clinicians to provide services to those in need. Further, as a result of several Hispanic Psychology faculty, and ASU's recent designation as a Hispanic-Serving Institution, the Clinical Psychology PhD program has recruited several students who speak Spanish. These students are now providing Spanish-speaking psychological services in the CPC. The MS in Clinical Psychology will also seek to recruit Spanish-speaking students in order to increase and sustain services for Hispanic clients in the CPC and beyond.

Students will be able to apply for a master's-level license in "Health Service Psychology", a term that is used for accreditation and licensure of professionals in both clinical psychology and counseling psychology. The license does not currently exist in Arizona but a Master's Psychology license is currently being developed by the Arizona Board of Psychologist Examiners (and already exists in other states). Dr. Matt Meier (former member of the Arizona Board of Psychologist Examiners) is serving on a Stakeholder Committee for the Board to establish this license. The Board expects the Master's Psychology license to be implemented by 2028 which is in time for our first cohort of graduates. Furthermore, the American Psychological Association is leading advocacy efforts at the national level to establish such a license and states will follow suit. However, it is possible not all states will have a master's-level license in place at the same time. Regardless, guidance on pursuing licensure will be offered to students within the PSY 680 Practicum course. The implementation of accreditation is the first step in this effort towards licensure, and our proposed MS in Clinical Psychology will be in place to capitalize on a path to licensure as soon as it is established at the state level.

Program Need



Despite the crucial need for behavioral health services, there continues to be a lack of service availability. This program will create master's-level behavioral health specialists who can serve this need. Our program will allow people in Arizona and throughout the country a path to becoming licensed mental health professionals. According to the U.S. Department of Labor, Employment and Training Administration, over the next 10 years, employment demand is expected to increase by 19.94% for Mental Health Counselors. Further, employment demand is expected to increase by 14.24% for Clinical and Counseling Psychologists (<https://career.eoss.asu.edu/job-market-insights/> - search term "Mental Health Counselors" and "Clinical and Counseling Psychologists"). Currently, a doctorate is required to practice psychology. However, efforts are underway to establish a new, master's-level license for psychology. These growth trends are corroborated by the Bureau of Labor Statistics (<https://www.bls.gov/opub/ted/2024/strong-growth-projected-in-mental-health-related-employment.htm>), which projects 18% growth for many mental health-related occupations, including for substance abuse, behavioral disorders, and mental health counseling to address addictions, anxiety, depression, stress, and a myriad of other issues. The growth includes employment in physician offices, mental health practitioners who are not physicians, outpatient centers, and psychiatric and substance abuse hospitals.

Licensed health professionals are especially needed in Arizona, where only 40% of the state's current mental health workforce needs are met (HRSA, 2020). Arizona ranks 43rd among states for adults with mental illness who do not receive treatment (Koch, Coates, Brady, Peters, & Derksen, 2020). Workforce needs are even greater in rural Arizona. The percentage of needs met for mental health care in Health Professional Shortage Areas (HPSA) nationwide is 28.09%. However, only 10.61% of needs are met in Arizona (BHW, 2021). Approximately 10% of Arizonans live in rural areas, while only 4.3% of behavioral health providers are located in these areas. This disparity is worse for psychologists, with only 3.7% of Arizona-licensed psychologists (n=58) working in rural areas (Koch et al., 2020). Building on a CPC telehealth practicum developed for the MS in

Addiction Psychology practicum, students in the MS in Clinical Psychology practicum will provide telepsychology services in rural areas across the country, including Arizona. A critical need in rural Arizona is mental health services for Native Americans. Native Americans are one of the most underserved populations in the U.S. In 2019, only 13.9% of Native Americans received mental health services, compared to 19.8% of Non-Hispanic Whites (SAMHSA, 2020). The MS in Clinical Psychology will incorporate training from an existing HRSA-funded Graduate Psychology Education grant with the Clinical Psychology PhD program that provides telehealth mental health, addiction treatment, and integrated health services for Native Americans. We will leverage existing telehealth practicum placements in Navajo Nation and the Hopi Reservation, as well as develop additional placements, to increase desperately needed psychological services for Native Americans. The training in integrated health will also complement the ASU Health Initiative by providing training and practicum placements in Integrated Health settings. Even though a license is pending and not currently available, students with a MS in Clinical Psychology can provide mental health services within community agencies without a license, providing much needed support to these agencies and the people they serve.

Other universities are likely developing similar MS programs in anticipation of the APA accreditation and subsequent licensing opportunities. Currently, there are only four programs accredited by APA for master's programs: Capella University MS in Clinical Psychology, University of Denver MA in Clinical Psychology, Farleigh Dickinson University MA in Clinical Psychology, and University of North Dakota MA in Counseling Psychology. ASU would have the first in Arizona, putting us in a strong position to attract and serve interested students. Our current strengths—including a nationally recognized psychology faculty, robust community partnerships, and established infrastructure for training and supervision—position us as a leader in this emerging space. As early leaders in this space, we have a critical opportunity to shape the standard of training for future master's-level clinicians, and to do so with the quality, innovation, and reach that characterize ASU's academic mission.

Specialized Accreditation



The American Psychological Association has recently implemented a new master's-level accreditation for Health Service Psychologists, a term that is used for accreditation and licensure of professionals in both clinical psychology and counseling psychology. Accreditation requires foundational coursework that overlaps with current accreditation requirements for the Department of Psychology's Clinical Psychology PhD program. Coursework includes foundational knowledge in psychology including Affective, Biological, Cognitive, Developmental, and Social aspects of behavior, as well as training in research and psychometrics. APA accreditation also requires the development of profession-wide competencies in the practice of health service psychology. Required competencies include integration of psychological science and practice, ethics and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation. The proposed master's program will capitalize on existing coursework and faculty expertise from the PhD program, which is already accredited by APA. The curriculum for the proposed master's program will comprehensively address all required coursework required for APA accreditation.

Further, APA accreditation standards require a clinical experience for students, wherein they provide psychological services under supervision. The proposed master's program will capitalize on the existing practicum experience offered in the online Master of Science in Addiction Psychology. The Addiction program requires two semesters of practicum, resulting in 600 hours of supervised clinical experience. Practicum Coordinators help students find a practicum placement, where they are located, and monitor practicums to confirm that students are receiving evidence-based training under qualified supervisors. A similar model will be incorporated into the MS in Clinical Psychology.

The benefit of building on existing coursework and training formats from two successful, and accredited, programs makes the Department of Psychology the ideal location for the implementation of a new MS in Clinical Psychology. Our program will meet the new APA master's-level accreditation requirements, and we will be prepared to submit our application upon graduation of our first student (APA requires at least one student to have graduated from the program before an application for accreditation can be submitted).

State Authorization and Professional Licensure:

State Authorization and Professional Licensure:

Does this degree program include learning placement opportunities (clinical, externship, internship, research, student teaching, etc.)? ⓘ

Y

Will this degree program be offered via distance education (whole or in-part)?

Y

Will in-person instruction be occurring in any jurisdiction, other than the State of Arizona? ⓘ

Y

If yes, where:

The practicum placement is completed where the student is located. As we have done with our MS in Addictions program, we will work with the Office of Clinical Partnerships to ensure program success. The Practicum Coordinator will provide guidance and support, but students are responsible for finding a placement and arranging supervision. The placement and supervision must be approved by the Practicum Coordinator. The supervisor must meet all state rules/statutes required to provide supervision.

Does this degree program potentially lead to professional licensure or certification (attorney, nurse, physician, teacher, etc.) for the student? ⓘ

Y

If yes, explain.

The American Psychological Association (APA) offers accreditation (not licensure) for a master's in health service psychology. This program is designed to meet these accreditation standards, and we will apply for accreditation once students have completed the program, which is a requirement for accreditation. Licensure is managed at the state level. Currently no states have implemented licensure for a master's in psychology. However, the Arizona Board of Psychologist Examiners has started the process to offer a master's-level license. One of our faculty serve on a Stakeholder Committee for the board to develop a license for Arizona. The board's goal is to begin offering the license in Arizona in 2028, which will be before our students are eligible for licensure. Our program will begin in 2026 and take 2-3 years to complete. Students must then complete two years of supervised practice prior to qualifying for licensure. Thus, our MS in Clinical Psychology will be in place to capitalize on a path to licensure and our students will be well positioned to apply for licensure as soon as it is established at the state level.

Collaborating Units

Are two or more academic units collaborating on this program?

No

Is this an officially recognized joint program?

No

Collaboration and Impact

List other academic units or programs that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs) and how the programs might complement each other. If there are no comparable programs, describe why the program is unique at ASU. ⓘ

The MS Clinical program will provide a valuable option for current and future ASU students who are interested in careers in mental health by compliment two existing MS programs at ASU, MS Counseling and MS Social Work. The College of Integrative Sciences and Arts has a Master of Counseling (MC) degree, which leads to licensure as a Licensed Professional Counselor. Watts College of Public Service and Community Solutions has a Masters in Social Work (MSW). While all three programs can lead to licensed mental health professionals, there are substantial differences in theory, approach, scope of practice, and mental health services provided across social work, counseling, and psychology. For example, social work focuses on how social, environmental, and economic factors impact mental health. They assist by providing clients knowledge of and access to government, corporate, or private resources. Licensed counselors provide individual therapy, as do clinical psychologists, but their focus in on well-being, life adjustment, and coping skills. Clinical psychologists focus on identifying and treating mental health and disorders using evidence-based training on disorders and interventions, as detailed in the Diagnostic and Statistics manual. Clinical psychology training emphasizes scientific thinking through courses like research methods and statistics. Currently Watts and CISA offer PhDs in their respective areas, which complement our existing PhD program in Clinical Psychology. Our MS degree would co-exist with the current MC and MSW degrees in the same way the PhD programs coexist, allowing ASU to provide a range of options for our students. The Psychology department is uniquely positioned to provide this degree given that we have currently run an accredited PhD program in Clinical Psychology.

New College currently has a MS in Psychology, which does not lead to licensure. Their program provides a general overview of the broad field of psychology for students pursuing careers in non-clinical mental health or research settings. In contrast to their broad approach, our MS in Clinical Psychology is focused exclusively on one area, clinical psychology, with an emphasis on training students who plan to pursue careers in mental health. As a result, the curriculum is quite different across the two degrees. For example, our proposed program includes clinical experience through supervised practicums, which are not offered in the MS in Psychology program. The six credits of practicum that are required of our students provides a path to licensure. Furthermore, our program compliments the offerings from New College by providing students with another professional option. While the MS in Psychology prepares students for experimental PhD programs and emphasizes research and statistical professions, our program prepares students to work in clinical settings or apply to clinical PhD programs.

Attach a PDF copy of the letter of collaboration and impact from each Dean, or Dean's designee at the Assistant or Associate Dean level, from impacted programs and units consulted. ⓘ

- HIDA MS in Clinical Psychology Impact Statement.pdf
- MLFC MS in Clinical Psychology Impact Statement (1).pdf
- CHS MS in Clinical Psychology Impact Statement.pdf
- Edson MS in Clinical Psychology Impact Statement.pdf
- New College - MSCP impact statement 8.21.pdf
- FSE Impact Statement MS in Clinical Psychology.pdf
- MS in Clinical Psychology Watts Impact Statement (Updated 9-10-25).pdf
- MS in Clinical Psychology CISA Impact Statement (Updated 9-9-25).pdf

Course Development

Will a new course subject be required for this program?

No

Will new courses be established? ⓘ

Yes

List the new courses required for the proposed program. ⓘPSY 609 - Research Methods (3) | **Under Review** PSY 587 - Ethics for Clinical Psychologists (3) | **Under Review**PSY 588 - Child and Family Therapy (3) | **Under Review** PSY 596 - Dissemination and Implementation (3) | **Under Review**PSY 597 - Clinical Interviewing (3) | **Under Review** PSY 575 - Affective Aspects of Behavior (3) | **Under Review**PSY 582 - Biological Aspects of Behavior (3) | **Under Review** PSY 589 - Training in Cultural Competence (3) | **Under Review**PSY 581 - Developmental Aspects of Behavior (3) | **Under Review**

Graduate Degree Curriculum

Allow 400-level courses? ⓘ

Yes

Minimum Credits Required for the Program ⓘ

45

Curriculum Requirement Option 1 ⓘ57 credit hours including the required applied project course
(PSY 593)**Add another option?**

Yes

Curriculum Requirement Option 254 credit hours including the required applied project course
(PSY 593)**Add another option?**

Yes

Curriculum Requirement Option 351 credit hours including the required applied project course
(PSY 593)**Add another option?**

Yes

Curriculum Requirement Option 448 credit hours including the required applied project course
(PSY 593)**Add another option?**

Yes

Curriculum Requirement Option 545 credit hours including the required applied project course
(PSY 593)**Add another option?**

No

Curriculum Requirement Option 1

57 credit hours including the required applied project course
(PSY 593)**Min credits required for this option**

57

Primary Requirement (Culminating experience)

Applied Project

Additional Requirement(s)

Required number of committee members

2

Curriculum option course requirements**Required Core****12**

Total Credits

- Complete all of the following
 - PSY 530 will be used as a 3 credit hour course. A course modification has been submitted to update the course to be a variable 3-4 credit hours.
 - Complete 12 credits from the following courses:
 - PSY530 - Intermed Statistics (4)
 - PSY534 - Psychometric Methods (3)
 - PSY572 - Psychological Assessment (3)
 - PSY589 - Training in Cultural Competence (3)

Adult/Child Focus**6**

Total Credits

- Complete all of the following
 - Students with an adult-focus should take PSY 573 Psychopathology and PSY 574 Developmental Psychotherapy. Students with a child-focus should take PSY 578 Developmental Psychopathology and PSY 588 Child and Family Therapy. All courses should be taken for three credit hours.
 - Complete 6 credits from the following courses:
 - PSY573 - Psychopathology (3)
 - PSY578 - Developmental Psychopathology (3)
 - PSY574 - Psychotherapy (3)
 - PSY588 - Child and Family Therapy (3)

Other Requirements**12**

Total Credits

- Complete 12 credits from the following courses:
 - PSY597 - Clinical Interviewing (3)
 - PSY587 - Ethics for Clinical Psychologists (3)
 - PSY596 - Dissemination and Implementation (3)
 - PSY609 - Research Methods (3)

Practicum**6**

Total Credits

- Complete 6 credits from the following courses:
 - PSY680 - Practicum (1 - 12)

Restricted Electives**15**

Total Credits

- Complete all of the following
 - Students must complete all 5 of these courses in order to meet foundational breadth requirements set forth by the APA guidelines for accreditation. Students may enter the program with the ability to waive certain courses based on their previous coursework. Courses should be selected in consultation with your program advisor.

- Complete 15 credits from the following courses:
 - PSY535 - Cognitive Processes (3)
 - PSY550 - Advanced Social Psychology (3)
 - PSY581 - Developmental Aspects of Behavior (3)
 - PSY582 - Biological Aspects of Behavior (3)
 - PSY575 - Affective Aspects of Behavior (3)

Culminating Experience

6

Total Credits

- Complete 6 credits from the following courses:
 - PSY593 - Applied Project (1 - 12)

Grand Total Credits: 57

Additional Curriculum Information

The MS in Clinical Psychology program is designed to meet the American Psychological Association (APA) accreditation standards. APA requires basic content areas in scientific psychology to be covered, focusing on five Aspects of Behavior (Affective, Biological, Cognitive, Developmental, and Social). Students can complete these five courses at either the undergraduate or graduate level, but at least one course must be taken at the graduate level. For accreditation purposes, students will be able to count from one to four Aspects of Behavior courses that were taken in their undergraduate programs. This requires five separate curriculum options for the MSCP program. If a student did not take any courses that meet the APA requirements for an Aspects of Behavior course, the student would be required to take all five courses (Affective, Biological, Cognitive, Developmental, and Social), and they would need 57 credit hours to graduate. If a student took four qualifying courses at the undergraduate level, they would need to take the remaining course in our program and would need 45 credit hours to graduate. We also have curriculum options for one, two, and three undergraduate course scenarios.

The MS in Clinical Psychology is an applied program that includes a supervised, clinical practicum, which provides students with hands-on, supervised experience in behavioral health settings. This practicum is designed to bridge theoretical knowledge with practical application. This course also includes a concurrent weekly didactic seminar with a faculty member. The practicum placement is completed where the student is located. The Practicum Coordinator will provide guidance and support, but students are responsible for finding a placement and arranging supervision. The placement and supervision must be approved by the Practicum Coordinator. The supervisor must meet all state rules/statutes required to provide supervision. For all of our placements, the department will work with the Office of Clinical Partnerships to ensure that student placement agreements are valid for each placement location.

Curriculum Requirement Option 2

	Min credits required for this option
54 credit hours including the required applied project course (PSY 593)	54

Primary Requirement (Culminating experience)
Applied Project

Additional Requirement(s)

Required number of committee members

2

Curriculum option course requirements**Required Core****12**

Total Credits

- Complete all of the following
 - PSY 530 will be used as a 3 credit hour course. A course modification has been submitted to update the course to be variable 3-4 credit hours.
 - Complete 12 credits from the following courses:
 - PSY530 - Intermed Statistics (4)
 - PSY534 - Psychometric Methods (3)
 - PSY572 - Psychological Assessment (3)
 - PSY589 - Training in Cultural Competence (3)

Adult/Child Focus**6**

Total Credits

- Complete all of the following
 - Students with an adult-focus should take PSY 573 Psychopathology and PSY 574 Developmental Psychotherapy. Students with a child-focus should take PSY 578 Developmental Psychopathology and PSY 588 Child and Family Therapy. All courses should be taken for three credit hours.
 - Complete 6 credits from the following courses:
 - PSY573 - Psychopathology (3)
 - PSY578 - Developmental Psychopathology (3)
 - PSY574 - Psychotherapy (3)
 - PSY588 - Child and Family Therapy (3)

Other Requirements**12**

Total Credits

- Complete 12 credits from the following courses:
 - PSY587 - Ethics for Clinical Psychologists (3)
 - PSY596 - Dissemination and Implementation (3)
 - PSY597 - Clinical Interviewing (3)
 - PSY609 - Research Methods (3)

Practicum**6**

Total Credits

- Complete 6 credits from the following courses:
 - PSY573 - Psychopathology (3)

Restricted Electives**12**

Total Credits

- Complete all of the following
 - Students must complete four of these courses in order to meet foundational breadth requirements set forth by the APA guidelines for accreditation. Students may enter the program with the ability to waive certain courses based on their previous coursework. Courses should be selected in consultation with your program advisor.

- Complete 12 credits from the following courses:
 - PSY535 - Cognitive Processes (3)
 - PSY550 - Advanced Social Psychology (3)
 - PSY575 - Affective Aspects of Behavior (3)
 - PSY582 - Biological Aspects of Behavior (3)
 - PSY581 - Developmental Aspects of Behavior (3)

Culminating
Experience

6

Total Credits

- Complete 6 credits from the following courses:
 - PSY593 - Applied Project (1 - 12)

Grand Total Credits: 54

Additional Curriculum Information

Curriculum Requirement Option 3

	Min credits required for this option
51 credit hours including the required applied project course (PSY 593)	51

Primary Requirement (Culminating experience)	Additional Requirement(s)
Applied Project	

Required number of committee members

2

Curriculum option course requirements**Required Core****12**

Total Credits

- Complete all of the following
 - PSY 530 will be used as a 3 credit hour course. A course modification has been submitted to update the course to be a variable 3-4 credit hours.
 - Complete 12 credits from the following courses:
 - PSY530 - Intermed Statistics (4)
 - PSY534 - Psychometric Methods (3)
 - PSY572 - Psychological Assessment (3)
 - PSY589 - Training in Cultural Competence (3)

Adult/Child Focus**6**

Total Credits

- Complete all of the following
 - Students with an adult-focus should take PSY 573 Psychopathology and PSY 574 Developmental Psychotherapy. Students with a child-focus should take PSY 578 Developmental Psychopathology and PSY 588 Child and Family Therapy. All courses should be taken for three credit hours.
 - Complete 6 credits from the following courses:
 - PSY573 - Psychopathology (3)
 - PSY578 - Developmental Psychopathology (3)
 - PSY574 - Psychotherapy (3)
 - PSY588 - Child and Family Therapy (3)

Other Requirements**12**

Total Credits

- Complete 12 credits from the following courses:
 - PSY587 - Ethics for Clinical Psychologists (3)
 - PSY596 - Dissemination and Implementation (3)
 - PSY609 - Research Methods (3)
 - PSY597 - Clinical Interviewing (3)

Practicum**6**

Total Credits

- Complete 6 credits from the following courses:
 - PSY680 - Practicum (1 - 12)

Restricted Electives**9**

Total Credits

- Complete all of the following
 - Students must complete three of these courses in order to meet foundational breadth requirements set forth by the APA guidelines for accreditation. Students may enter the program with the ability to waive certain courses based on their previous coursework. Courses should be selected in consultation with your program advisor.

- Complete 9 credits from the following courses:
 - PSY535 - Cognitive Processes (3)
 - PSY550 - Advanced Social Psychology (3)
 - PSY581 - Developmental Aspects of Behavior (3)
 - PSY575 - Affective Aspects of Behavior (3)
 - PSY582 - Biological Aspects of Behavior (3)

Culminating
Experience

6

Total Credits

- Complete 6 credits from the following courses:
 - PSY593 - Applied Project (1 - 12)

Grand Total Credits: 51

Additional Curriculum Information

Curriculum Requirement Option 4

Min credits required for this option	
48 credit hours including the required applied project course (PSY 593)	48
Primary Requirement (Culminating experience)	Additional Requirement(s)
Applied Project	

Required number of committee members

2

Curriculum option course requirements**Required Core****12**

Total Credits

- Complete all of the following
 - PSY 530 will be used as a 3 credit hour course. A course modification has been submitted to update the course to be variable 3-4 credit hours.
 - Complete 12 credits from the following courses:
 - PSY530 - Intermed Statistics (4)
 - PSY534 - Psychometric Methods (3)
 - PSY572 - Psychological Assessment (3)
 - PSY589 - Training in Cultural Competence (3)

Adult/Child Focus**6**

Total Credits

- Complete all of the following
 - Students with an adult-focus should take PSY 573 Psychopathology and PSY 574 Developmental Psychotherapy. Students with a child-focus should take PSY 578 Developmental Psychopathology and PSY 588 Child and Family Therapy. All courses should be taken for three credit hours.
 - Complete 6 credits from the following courses:
 - PSY573 - Psychopathology (3)
 - PSY578 - Developmental Psychopathology (3)
 - PSY574 - Psychotherapy (3)
 - PSY588 - Child and Family Therapy (3)

Other Requirements**12**

Total Credits

- Complete 12 credits from the following courses:
 - PSY587 - Ethics for Clinical Psychologists (3)
 - PSY596 - Dissemination and Implementation (3)
 - PSY597 - Clinical Interviewing (3)
 - PSY609 - Research Methods (3)

Practicum**6**

Total Credits

- Complete 6 credits from the following courses:
 - PSY680 - Practicum (1 - 12)

Restricted Electives**6**

Total Credits

- Complete all of the following
 - Students must complete two of these courses in order to meet foundational breadth requirements set forth by the APA guidelines for accreditation.. Students may enter the program with the ability to waive certain courses based on their previous coursework. Courses should be selected in consultation with your program advisor.

- Complete 6 credits from the following courses:
 - PSY535 - Cognitive Processes (3)
 - PSY550 - Advanced Social Psychology (3)
 - PSY581 - Developmental Aspects of Behavior (3)
 - PSY575 - Affective Aspects of Behavior (3)
 - PSY582 - Biological Aspects of Behavior (3)

Culminating Experience

6

Total Credits

- Complete 6 credits from the following courses:
 - PSY593 - Applied Project (1 - 12)

Grand Total Credits: 48

Additional Curriculum Information

Curriculum Requirement Option 5

45 credit hours including the required applied project course (PSY 593)		Min credits required for this option	45
Primary Requirement (Culminating experience)	Additional Requirement(s)		
Applied Project			

Required number of committee members

2

Curriculum option course requirements**Required Core****12**

Total Credits

- Complete all of the following
 - PSY 530 will be used as a 3 credit hour course. A course modification has been submitted to update the course to be variable 3-4 credit hours.
 - Complete 12 credits from the following courses:
 - PSY530 - Intermed Statistics (4)
 - PSY534 - Psychometric Methods (3)
 - PSY572 - Psychological Assessment (3)
 - PSY589 - Training in Cultural Competence (3)

Adult/Child Focus**6**

Total Credits

- Complete all of the following
 - Students with an adult-focus should take PSY 573 Psychopathology and PSY 574 Developmental Psychotherapy. Students with a child-focus should take PSY 578 Developmental Psychopathology and PSY 588 Child and Family Therapy. All courses should be taken for three credit hours.
 - Complete 6 credits from the following courses:
 - PSY573 - Psychopathology (3)
 - PSY578 - Developmental Psychopathology (3)
 - PSY574 - Psychotherapy (3)
 - PSY588 - Child and Family Therapy (3)

Other Requirements**12**

Total Credits

- Complete 12 credits from the following courses:
 - PSY609 - Research Methods (3)
 - PSY587 - Ethics for Clinical Psychologists (3)
 - PSY596 - Dissemination and Implementation (3)
 - PSY597 - Clinical Interviewing (3)

Practicum**6**

Total Credits

- Complete 6 credits from the following courses:
 - PSY680 - Practicum (1 - 12)

Restricted Electives**3**

Total Credits

- Complete all of the following
 - Students must complete one of these courses in order to meet foundational breadth requirements set forth by the APA guidelines for accreditation.. Students may enter the program with the ability to waive certain courses based on their previous coursework. Courses should be selected in consultation with your program advisor.

- Complete 3 credits from the following courses:
 - PSY535 - Cognitive Processes (3)
 - PSY550 - Advanced Social Psychology (3)
 - PSY581 - Developmental Aspects of Behavior (3)
 - PSY582 - Biological Aspects of Behavior (3)
 - PSY575 - Affective Aspects of Behavior (3)

Culminating Experience

6

Total Credits

- Complete 6 credits from the following courses:
 - PSY593 - Applied Project (1 - 12)

Grand Total Credits: 45

Additional Curriculum Information

Projected Enrollment

Enrollment Headcounts	
	Number of Students Majoring
1st Year	50
2nd Year (Yr 1 continuing + new entering)	100
3rd Year (Yr 1 & 2 continuing + new entering)	200
4th Year (Yrs 1, 2, 3 continuing + new entering)	400
5th Year (Yrs 1, 2, 3, 4 continuing + new entering)	500

Additional Enrollment Information

Estimated Timeframe to Complete Program

What is the minimum timeframe that this program can be completed?
1-2 years

If necessary, please provide additional information.

Attending full time, a student will be able to complete in two years. Students will have the option to attend part-time, which could extend the time to completion.

Resources (Faculty, Staff and Others)

Current Faculty ⓘ

Name	Title	Highest Degree Obtained	Area of Specialization or Expertise	Estimated Level of Involvement
Matthew Meier	Clinical Associate Professor	PsyD	Clinical psychology	High
William Corbin	Professor	PhD	Clinical Psychology	Low
Mary Davis	Professor	PhD	Clinical Psychology	Low
Leah Doane	Professor	PhD	Clinical Psychology	Low
Abigail Gewirtz	Professor	PhD	Clinical Psychology	Low
Kathryn Lemery-Chalfant	Professor	PhD	Clinical Psychology	Low
Linda Luecken	Professor	PhD	Clinical Psychology	Low
Nichea Spillane	Professor	PhD	Clinical Psychology	Low
Rebecca Blais	Associate Professor	PhD	Clinical Psychology	Low
Madeline Meier	Associate Professor	PhD	Clinical Psychology	Low
Armando Pina	Associate Professor	PhD	Clinical Psychology	Low
Joanna Kim	Assistant Professor	PhD	Clinical Psychology	Low
John Barton	Clinical Professor	PhD	Clinical Psychology	Low
Whitney Hansen	Teaching Professor	PhD	Psychology	High
Eva Szeli	Teaching Professor	PhD	Clinical Psychology	Medium

New Faculty

Request to hire a Director to help launch the program will be submitted to CLAS Dean's office this summer (2025), under the guidance that ASU is under essential hiring only. If approved, searches will open late Fall 2025 with anticipated start date Summer 2026. College and Provost approval is pending. A second hire will be submitted for approval in Fall 2026 to start Summer 2027.

Is your college in the process of reviewing the new faculty? Or has new faculty already been approved?

No

Administration of the Program

We will hire a Director for the MS Clinical program, who will oversee the program as well as teach courses. The Department of Psychology already has experience managing a large, online master's program (MS in Addiction Psychology). Our existing

graduate advising office, consisting of two graduate advisors and a Manager, along with a Program Director, will manage admissions and advising. New staff will be added as needed, based on program growth. Course offerings will receive support from the Clinical Psychology PhD faculty, who already offer most of the courses required in the proposed MS program.

Required Resources

As enrollment increases, we will hire additional staff to assist with program management including a practicum coordinator, admissions coordinator, and instructional designer.

Resource Acquisition

Program fees will be used to pay for additional full and part-time faculty, staff. It will also provide funding for practicum coordinators.

Graduate Program Admission Requirements

The below sections are for initial admission criteria setup for new programs. Once the program is approved, this section will display the admission text as it appears in the academic catalog/degree search.

Applicants must fulfill the requirements of both the Graduate College and the **[name of college]**. Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in **[subject area]** or related field; from a regionally accredited institution. Applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in an applicable master's degree program.

Name of College ⓘ

The College of Liberal Arts and Sciences (CLA)

Subject Area(s) ⓘ

Psychology and behavioral health related fields

Is the minimum required cumulative GPA in the last 60 hours of bachelor's degree higher than the standard minimum of 3.00?

No

Is the minimum required cumulative GPA in an applicable master's degree program higher than the standard minimum of 3.00?

No

Applicants are required to submit:

- graduate admissions application and application fee
- official transcripts
- proof of English proficiency

Select additional requirements:

personal statement
professional resume

two letters of recommendation

Additional Application Requirements/Materials

An applicant whose native language is not English must provide proof of English proficiency regardless of current residency. If applicable, list any English proficiency requirements that are supplementary to the Graduate College requirement. ?

If any required components require further explanation, explain here.

Additional Admission Information:

An applicant whose native language is not English must provide proof of English proficiency regardless of their current residency. A combination of academic and professional references is desirable, with a preference for letters from clinically oriented or behavioral health related supervisors. References from friends, family members or personal therapists are not accepted.

Graduate Application Information

Indicate the first term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time. The regular session is only available for summer.

Note: It is the academic unit's responsibility to display program deadline dates on their website.

Campus or Location	Term	Session
ASU Online	Fall	Regular
Tempe	Fall	Regular

Application Deadlines ⓘ

Modality	Term	Session	Deadline	Type
Online	Fall	Session A/C	2026/08/01	Final
Online	Spring	Session A/C	2026/12/31	Final
In-Person	Fall	Session A/C	2026/08/01	Final
In-Person	Spring	Session A/C	2026/12/31	Final

Program Admission Deadline Website Address

Fees

Is a program fee required? ⓘ

Yes

Is the unit willing and able to implement the program if the fee is denied OR if an existing fee is determined to not apply to this program?

No, we are not able to implement the program.

Degree Search and Operational Information

Marketing Description ⓘ

Are you passionate about making a meaningful impact on people's lives through mental health care? Are you looking for a fulfilling career that allows you to help others and better your community? Gain the essential skills, practical experience, and research-based training needed to become a mental health professional.

Degree Search Program Description ⓘ

The Master of Science program in clinical psychology provides students with a comprehensive understanding of mental health and behavior, emphasizing evidence-based techniques for psychological assessment and treatment. Students develop expertise in psychological assessment, research methods and statistical analysis, equipping them to deliver data-driven, evidence-based care. The program also offers a broad foundation in psychology, covering biological, social, emotional, cultural and developmental influences on mental health. Through specialized coursework and practicum experiences, students can tailor their therapeutic training to focus on adults or child and family therapy.

Applied clinical experience is an integral component of the program. Practicum placements take place in students' home states at approved clinical sites, with the option to engage in online or telehealth-based practicum experiences when available. These placements provide supervised, real-world training in assessment and therapy, ensuring students graduate with the competencies required to enter the field with confidence.

This program is designed for individuals who are passionate about understanding and improving mental health, whether they are recent graduates in psychology or related fields, professionals seeking career advancement in clinical practice, or those preparing for doctoral-level study. Graduates of the program are prepared to enter the field as skilled mental health professionals. Join our acclaimed department and learn from internationally recognized experts to gain the knowledge and hands-on experience needed to shape the future of psychological care.

Provide a brief description of career opportunities available for this program. ⓘ

Upon graduation, students will be able to work in private and hospital settings as mental health counselors. They could work with adults, children, couples and families on a range of mental health topics.

- Behavioral health clinician
- Counseling center therapist supporting students at universities
- Crisis intervention specialist
- Mental health professional
- Research scientist

Global Experience: Provide a brief description of global opportunities or experiences (study abroad, international internships) available for this program.

ONET/SOC Codes: Career Options ⓘ

21-1014.00 Mental Health Counselor 21-1029.00 Behavioral Health Specialist 31-9099.00 Health Care Support Worker (General)
19-4061.00 Human Behavior Researcher

Professional Licensure

The American Psychological Association has recently implemented a new master's-level accreditation due to the need to expand access to mental health care, as well as concerns about current training standards for master's-level behavioral health practitioners. The goal of this new accreditation is to increase the number of clinicians trained in the science of psychology and increase access to evidence-based psychological services. Master's level licensure is pending. Students will be able to apply for a master's-level license in "Health Service Psychology", a term that is used for accreditation and licensure of professionals in both clinical psychology and counseling psychology. The license does not currently exist in Arizona but a Master's Psychology license is currently being developed by the Arizona Board of Psychologist Examiners (and already exists in other states). Dr. Matt Meier (former member of the Arizona Board of Psychologist Examiners) is serving on a Stakeholder Committee for the Board to establish this license. The Board expects the Master's Psychology license to be implemented by 2028 which is in time for our first cohort of graduates. Furthermore, the American Psychological Association is leading advocacy efforts at the national level to establish such a license and states will follow suit. However,

it is possible not all states will have a master's-level license in place at the same time. Regardless, guidance on pursuing licensure will be offered to students within the PSY 680 Practicum course. The implementation of accreditation is the first step in this effort towards licensure, and our proposed MS in Clinical Psychology will be in place to capitalize on a path to licensure as soon as it is established at the state level.

If students decide not to peruse their license, they can provide mental health services within community agencies. They cannot practice independently (private practice) without a license.

Additional Professional Licensure Information

We can apply for accreditation from the American Psychological Association once we have two cohorts complete the program (May 2029).

Once we are accredited and the license exists in Arizona (and other states) then students will be able to apply for a license.

If students decide not to peruse their license, they can provide mental health services within community agencies. They cannot practice independently (private practice) without a license.

Degree Search Contact Information and Support

Building Code

Psychology Bldg. (PSY)

Room Number

203

Program Email Address ?

msclinical@asu.edu

Program Office Telephone Number ?

480-965-7598

Program Website Address

psychology.asu.edu

Keywords ?

Health BehaviorHealth CarePsychologyTherapyclinicalClinical Carecounseling

List New Keywords

Select one (1) primary area of interest from the list below that applies to this program

Social and Behavioral Sciences

Select one (1) secondary area of interest from the list below that applies to this program

Health & Wellness

Program Assessment

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE's approval of your assessment plan for this program. ?

- MS1721775653_UOEEE_received.pdf

Supporting Documents

Additional Supporting Documentation (Impact statements should be above under Collaboration and Impact)

Please describe the attached files and their relevance to the proposal.

Dependencies

Dependencies

There are no dependencies

From: [Kate Brown](#)
To: [Bradley Ryner](#)
Cc: [Julie Liss](#); [Stavros Kavouras](#)
Subject: Re: Impact Statement Request for MS Clinical Psychology
Date: Wednesday, August 6, 2025 12:55:29 PM
Attachments: [image.png](#)
[MS in Clinical Psychology New Program Proposal\[50\].pdf](#)

Sent on behalf of Julie Liss

Dear Bradley,

Thank you for the opportunity to review the proposal for the MS in Clinical Psychology to be offered by the College of Liberal Arts and Sciences at the Tempe campus and online.

After reviewing the proposal, our faculty have no concerns regarding overlap with our existing programs in the College of Health Solutions. The proposed program is clearly grounded in clinical psychology with an emphasis on licensure preparation aligned with APA accreditation standards, while our programs focus on integrated behavioral health and interdisciplinary healthcare delivery, rather than clinical licensure pathways for psychologists.

That said, we do see opportunities for collaboration, particularly around integrated care models and practicum placements. The proposal notes plans for community-based practicum experiences and integrated health training, which may align with initiatives already supported by DBH. We may also explore guest lectures, joint research, or community engagement projects, particularly where there is overlap in addressing behavioral health workforce and interdisciplinary healthcare delivery gaps nationwide.

Please let me know if there is interest in further dialogue and we will connect you with our faculty leaders in this area, but we are happy to indicate support with no concerns.

Kind regards,
Julie

Julie Liss, PhD CCC-SLP

Senior Associate Dean of Academic Success

Professor of Speech and Hearing Science

Senior Editor of Registered Reports, *Journal of Speech, Language, and Hearing Research*

Fellow, American Speech-Language-Hearing Association

Arizona State University | College of Health Solutions

550 N. 3rd Street, Phoenix, AZ 85004 | Health North|

For assistance or to request a meeting, please email Bernadette.Elliott@asu.edu

**Note: If you have received this email outside of your working hours, please don't feel obligated to respond before your next workday begins.*

| chs.asu.edu

From: Julie Liss <JULIE.LISS@asu.edu>
Sent: Monday, July 28, 2025 6:07 PM
To: Kate Brown <KateBrown@asu.edu>
Subject: FW: Impact Statement Request for MS Clinical Psychology

From: Bradley Ryner <Bradley.Ryner@asu.edu>
Date: Monday, July 28, 2025 at 3:58 PM
To: Julie Liss <JULIE.LISS@asu.edu>
Subject: Impact Statement Request for MS Clinical Psychology

Dear Julie,

The College of Liberal Arts and Sciences is proposing an MS Clinical Psychology. As part of this process, would you be able to review the attached proposal and provide a statement of impact / support in the next week? I apologize for the quick turnaround request, but The Graduate College has asked for statements by Aug. 6.

With best,

Bradley D. Ryner (he/him)
Associate Dean of Graduate Initiatives
The College of Liberal Arts and Sciences
Associate Professor, Department of English
Arizona State University

From: [Katherine Kenny](#)
To: [Bradley Ryner](#)
Subject: RE: Impact Statement Request for MS Clinical Psychology
Date: Friday, August 8, 2025 5:46:32 PM
Attachments: [image001.png](#)

Dear Bradley,

Thank you for asking Edon College to review and comment on your proposed MS Clinical Psychology. We have reviewed your proposal. This looks like an amazing and applicable degree. We see no duplication nor conflict with courses and programs offered at Edson College. We support your proposal and wish you're the best as you continue through the approval process(es).

Thank you.

Kathy

Katherine (Kathy) Kenny, DNP, RN, ANP-BC, FAANP, FAAN
Associate Dean of the Academic Enterprise
Clinical Professor



500 North 3rd Street | Phoenix, AZ 85004
Ph: 602.496.1719 katherine.kenny@asu.edu
<https://nursingandhealth.asu.edu>

From: Bradley Ryner <Bradley.Ryner@asu.edu>
Sent: Monday, July 28, 2025 3:58 PM
To: Katherine Kenny <Katherine.Kenny@asu.edu>
Subject: Impact Statement Request for MS Clinical Psychology

Dear Katherine,

The College of Liberal Arts and Sciences is proposing an MS Clinical Psychology. As part of this process, would you be able to review the attached proposal and provide a statement of impact / support in the next week? I apologize for the quick turnaround request, but The Graduate College has asked for statements by Aug. 6.

With best,

Bradley D. Ryner (he/him)
Associate Dean of Graduate Initiatives
The College of Liberal Arts and Sciences

Associate Professor, Department of English
Arizona State University

From: [Teresa Wu](#)
To: [Bradley Ryner](#)
Cc: [Sergio Quiros](#); [Jeremy Helm](#)
Subject: RE: Impact Statement Request for MS Clinical Psychology
Date: Tuesday, August 26, 2025 8:30:18 AM

Hi Bradley,

Jim passed the baton to me as he is in phased retirement.

Below is a summary of responses received from FSE Schools for the proposed MS in Clinical Psychology:

FSE School	Comments	Suggested Elective Courses
ECEE	No Objections	N/A
SBHSE	No Objections	BME 598: Management of Healthcare Technology BME 598: Technology for Global Health
TPS	No Objections	N/A
SCAI	No Objections	CSE 575: Statistical Machine Learning CSE 578: Data Mining DSE 501 Statistics for Data Analysts

Please let us know if you have any questions.

Teresa

Teresa Wu
Vice Dean, Academic and Student Affairs
President's Professor, School of Computing and Augmented Intelligence
Director, ASU-Mayo Center for Innovative Imaging
Ira A. Fulton Schools of Engineering
Arizona State University

From: Bradley Ryner <Bradley.Ryner@asu.edu>
Sent: Friday, August 8, 2025 10:21 AM
To: James Collofello <JAMES.COLLOFELLO@asu.edu>
Subject: Re: Impact Statement Request for MS Clinical Psychology

Dear Jim,

I wonder if you have been able to review our proposed MS Clinical Psychology? I don't anticipate that it could have a significant impact on FSE, but Graduate College requested that we submit an impact statement this week.

With best,
Brad

Bradley D. Ryner (he/him)
Associate Dean of Graduate Initiatives
The College of Liberal Arts and Sciences
Associate Professor, Department of English
Arizona State University

From: Bradley Ryner <Bradley.Ryner@asu.edu>
Date: Monday, July 28, 2025 at 3:58 PM
To: James Collofello <JAMES.COLLOFELLO@asu.edu>
Subject: Impact Statement Request for MS Clinical Psychology

Dear Jim,

The College of Liberal Arts and Sciences is proposing an MS Clinical Psychology. As part of this process, would you be able to review the attached proposal and provide a statement of impact / support in the next week? I apologize for the quick turnaround request, but The Graduate College has asked for statements by Aug. 6.

With best,

Bradley D. Ryner (he/him)
Associate Dean of Graduate Initiatives
The College of Liberal Arts and Sciences
Associate Professor, Department of English
Arizona State University

From: [Karen Schupp](#)
To: [Bradley Ryner](#)
Cc: [Amanda Osman](#)
Subject: Re: Impact Statement Request for MS Clinical Psychology
Date: Wednesday, July 30, 2025 4:58:10 PM

Dear Bradley:

The Herberger Institute for Design and the Arts supports the development of the proposed MS in Clinical Psychology.

In the spirit of collaboration and encouraging interdisciplinarity, we ask that you consider the inclusion of the following Music Therapy courses, offered by the School of Music, Dance and Theatre, as elective options:

MUE 441: Psychology of Music

MUE 501: Intro to Music Therapy

MUE 534: Health Rhythms Drum

MUE 572 Music Therapy Seminar (a music-based intervention done with community members to promote health and wellbeing which can include ASU community as participants)

MUE 574: Special Topics in Music (topics are related to advanced musicianship, community building, and wellness and sometimes aging and health)

For more information about the above courses, please feel free to contact me so that I can introduce you to our Music Therapy faculty.

Sincerely,

Karen Schupp

Karen Schupp, MFA (she/her)
Associate Dean of Curriculum and Academic Programs
Herberger Institute for Design and the Arts
Arizona State University

Professor of Dance
School of Music, Dance and Theatre
Arizona State University

Senior Global Futures Scholar
Julie Ann Wrigley Global Futures Laboratory
Arizona State University

Editor-in-Chief
[Journal of Dance Education](#)

Want to meet? Schedule an appointment via [Outlook](#) or [Calendly](#).

On Jul 28, 2025, at 3:58 PM, Bradley Ryner <Bradley.Ryner@asu.edu> wrote:

Dear Karen,

The College of Liberal Arts and Sciences is proposing an MS Clinical Psychology. As part of this process, would you be able to review the attached proposal and provide a statement of impact / support in the next week? I apologize for the quick turnaround request, but The Graduate College has asked for statements by Aug. 6.

With best,

Bradley D. Ryner (he/him)
Associate Dean of Graduate Initiatives
The College of Liberal Arts and Sciences
Associate Professor, Department of English
Arizona State University

<MS in Clinical Psychology New Program Proposal[63].pdf>

From: [Carole Basile \(Dean\)](#)
To: [Bradley Ryner](#)
Cc: [Alana Lackore](#)
Subject: Re: Impact Statement Request for MS Clinical Psychology
Date: Monday, July 28, 2025 4:36:08 PM

Bradley,

MLFC has no concerns. We wish you the best!

Carole G. Basile
Dean
Arizona State University
Mary Lou Fulton College for Teaching and Learning Innovation
[P.O. Box 871811, Tempe, AZ 85287-1811](#)

O: [480.965.3463](tel:480.965.3463) | M: [480.310.6887](tel:480.310.6887)

On Jul 28, 2025, at 3:58 PM, Bradley Ryner <Bradley.Ryner@asu.edu> wrote:

Dear Carole,

The College of Liberal Arts and Sciences is proposing an MS Clinical Psychology. As part of this process, would you be able to review the attached proposal and provide a statement of impact / support in the next week? I apologize for the quick turnaround request, but The Graduate College has asked for statements by Aug. 6.

With best,

Bradley D. Ryner (he/him)
Associate Dean of Graduate Initiatives
The College of Liberal Arts and Sciences
Associate Professor, Department of English
Arizona State University

<MS in Clinical Psychology New Program Proposal[78].pdf>

Brian Bottini

To: Dan Cox
Subject: RE: Impact Statement Request for MS Clinical Psychology

From: Dan Cox
Sent: 09 September 2025 20:50
To: Manuel Aviles-Santiago <maviless@asu.edu>
Subject: Re: Impact Statement Request for MS Clinical Psychology

Hi Manu

Circling back on this earlier inquiry to see if CISA had any further feedback on the response to the impact statement review.

We are very short on time so I am hoping we can get any further feedback CISA would like to share.

Best

Dan

Sent from my iPhone



Whitney Hansen <whansen@asu.edu>

Fw: Impact Statement Request for MS Clinical Psychology

Whitney Hansen <whansen@asu.edu>
To: Whitney Hansen <whansen@asu.edu>

Wed, Sep 10, 2025 at 1:39 PM

From: Dan Cox <danielc1@asu.edu>
Date: Thursday, August 14, 2025 at 2:19 PM
To: Manuel Aviles-Santiago <maviless@asu.edu>
Cc: Bradley Ryner <Bradley.Ryner@asu.edu>
Subject: Re: Impact Statement Request for MS Clinical Psychology

Dear Manu,

Completely understand, thank you. Look forward to stakeholder feedback.

Best

Dan

Dan Cox
Dean of Natural Sciences
The College of Liberal Arts & Sciences

Professor, School of Life Sciences
Arizona State University

Armstrong Hall, Suite 240
1100 S. McAllister Ave.
Tempe, AZ 85287
email: danielc1@asu.edu

Repeatedly ranked #1

From: Manuel Aviles-Santiago <maviless@asu.edu>
Sent: 14 August 2025 12:47
To: Dan Cox <danielc1@asu.edu>
Subject: Re: Impact Statement Request for MS Clinical Psychology

Dear Dan,

They are still finalizing the response. I apologize for the delay; some stakeholders are just returning from vacation. More details will follow soon.

Best,

Manuel Aviles-Santiago

Interim Dean and Professor
College of Integrative Sciences and Arts
Arizona State University

<image.png>

Co-author of *Spanish Language
Television: Cultural and Industrial
Transformations* (UT Press, 2025)

c: 480-280-8929

email: maviless@asu.edu

[Linkedin Instagram](#)

ASU #1 in the U.S. for global impact

—Times Higher Education

From: Dan Cox <danielc1@asu.edu>
Sent: Thursday, August 7, 2025 2:06 PM
To: Manuel Aviles-Santiago <maviless@asu.edu>
Subject: Re: Impact Statement Request for MS Clinical Psychology

Hi Manu,

I shared the concerns raised with Psychology and they have put together a response to those concerns which I am sharing in the attached file.

Could you forward to the faculty in CISA to evaluate how this information addresses (or not) concerns raised and whether this influences the prelim I impact statement from CISA?

Best

Dan

Response to the CISA Impact Statement on the Proposed MS in Clinical Psychology Program

Thank you for your thorough response outlining the potential impact of the proposed MS in Clinical Psychology program (MSCP) on the existing Master of Counseling (MC) program. We would like to address your concerns and explain the unique characteristics of the MSCP program that distinguish our program from the MC program and result in an additive impact on the Behavioral Health field, as opposed to a competitive or negative impact on the MC program.

The CISA impact statement identifies four areas of concern about the proposed MSCP program: program accreditation, pathway to licensure, availability of practicum sites, and competition for Arizona students. Here we explain how the MSCP program will not compete with the MC program in any of these domains.

Program Accreditation

First, congratulations on obtaining **MPCAC accreditation**. This is a substantial accomplishment and demonstrates the quality of the MC program. The proposed MSCP program will be pursuing an alternative accreditation from the American Psychological Association, which has established accreditation for **Master's-level Health Service Psychology programs**. Both the online and immersion programs will meet these accreditation requirements. The MC program will retain the distinction of being the only MPCAC-accredited program in Arizona.

Pathway to Licensure

The CISA impact statement noted that the MSCP program will not lead to a distinct Arizona license and would therefore be redundant to the MC program, which leads to the Licensed Professional Counselor (LPC) license. However, this is not the case. The MSCP program will not compete with the MC program, as we will not meet the educational requirements necessary for the LPC license, and our program description and marketing materials will clearly explain this. Instead, our program will prepare students to obtain the upcoming Master's Psychology license, which is currently being developed by the Arizona Board of Psychologist Examiners (and already exists in other states). Dr. Matt Meier (former member of the Arizona Board of Psychologist Examiners) is serving on a Stakeholder Committee for the Board to establish this license. The Board has set the following timeline for the implementation of the Master's Psychology license:

Task	Dates
Stakeholder Input	7/25 to 11/25
Legislation Preparation	1/26 to 12/26
Legislative Session	1/27 to 5/27
Administrative Implementation	6/27 to 10/28
Begin accepting applications	11/1/28

The proposed MSCP program would accept students in Fall 2026, and the earliest graduations would occur at the end of Spring 2028. Graduates must then complete two years of supervised practice before they can become licensed. Thus, the Arizona Master's Psychology license will be in place for our inaugural cohort. This pathway to licensure is distinct from the MC program and serves as a new licensure pathway that does not compete with the MC program trajectory to LPC licensure.

Practicum Site Availability

The proposed MSCP program will not compete with existing MC practicum sites. A similar concern was raised by CISA about our MS Addiction Psychology program. We agreed to not place students in their addiction-focused practicums, and we have held to this agreement. The vast majority of our MS Addiction students are located outside of the Phoenix Valley (and outside of Arizona) and complete their practicums at agencies where they live. The small number of local MS Addiction Psychology students complete their practicum at the Clinical Psychology Center, where they provide telehealth services for community agencies in rural Arizona, with a focus on serving Indigenous Communities. These placements do not overlap with MC practicums. We will use the same approach for MSCP practicums and will not be competing with the MC program for local practicum sites.

Competition for Arizona Students

The CISA impact statement notes that most of their online students are from Arizona. The focus of our proposed online program is to provide training at the national level. Enrollment in our online MS in Addiction Psychology program is primarily comprised of out-of-state students (71%), and the MSCP program will use a similar marketing approach to target students nationwide. Our immersion program will be limited to 5-10 students, will focus on developing expertise in research, and is tailored toward students seeking subsequent enrollment in Clinical Psychology PhD programs. Some Arizona students may decide to pursue the online MSCP program, but we seek to target a gap in training opportunities focused on clinical psychology, separate from students interested in the MC program and LPC licensure. Further, we are happy to include information about the MC program in our Arizona marketing efforts.

The MSCP and MC programs will have different accreditation, distinct training requirements, separate practicum sites, lead to different licenses, and be marketed to students with different training goals. We envision the MSCP program as being complementary to the MC program, similar to the collaboration between the PhD Clinical Psychology and PhD Counseling Psychology programs (students taking desired courses in the other program, Counseling students completing practicums at the Clinical Psychology Training Clinic, Counseling and Clinical students funded by the collaborative ASU HRSA Graduate Psychology Education grant, etc.).

On Aug 6, 2025, at 6:18 PM, Manuel Aviles-Santiago <maviless@asu.edu> wrote:

Dear Dan,

It was great seeing you during the retreat. Always energizing to be in conversation about the big-picture work we're all doing across our colleges.

I wanted to follow up on the proposed MS in Clinical Psychology and share a detailed impact statement prepared by our School Director. It outlines a number of concerns from the Counseling faculty about how this proposal could affect our accredited and well-established MS in Counseling.

My rule of thumb when reviewing impact statements is to be honest and balanced; some proposals truly have minimal or no impact, and we've said as much in the past. But this is not one of those cases. While I'm fully supportive of programmatic growth and innovation, this particular proposal raises structural concerns around duplication of licensure pathways, strain on an already saturated network of practicum and internship placements in Arizona, and potential confusion for prospective students.

Our MS in Counseling just received MPCAC accreditation (the only program in the state with that designation) and is experiencing significant growth in both immersion and online modalities. We're already feeling the pressure on clinical placement availability, and the addition of another program with similar training demands could create real challenges not just for our students, but across the behavioral health ecosystem.

The concerns we're raising today are consistent with feedback previously shared with the former dean, but we now have more context, including accreditation updates and enrollment trends, that give us a clearer picture of what's at stake. I've included the full statement for your review, and I'm happy to connect if a conversation would be helpful. I know we're all working toward the same goal of expanding access and impact, my hope is that we can do so in a way that builds on existing strengths rather than creating unintentional friction.

Warmly,

Manu

Dear Manu and Trisha,

We would like to continue expressing our concerns about the MS degree proposal in clinical psychology and its impact on our long-standing and highly successful MS degree in counseling. In addition to our impact statement from July 5, 2024, we want to emphasize two new developments and their importance.

- 1. We launched MS online degree in counseling during 2024-2025 academic year, and most of our students in this program are from Arizona. The launch of this program and rapid enrollment increase already puts pressure on internship placements in the Valley (please see below). The proposed MS degree in clinical psychology will have significant impact on internship placements for both counseling and clinical programs.*
- 2. Our MS immersion program in counseling received accreditation from the Masters in Psychology and Counseling Accreditation Council (MPCAC) on June 16, 2025. This was a multi-year process, and we are the **only program in the state of Arizona** with this accreditation. We have strict accreditation requirements regarding internship placements and clinical training.*

Please see below a summary of challenges that raise concerns about the potential impact of the proposed MS in Clinical Psychology. Rather than complementing existing programs, this new program presents significant risks to current graduate offerings, clinical training availability, and professional licensure pathways.

- 1. A key concern is that this program does not provide a unique licensure pathway distinct from the existing Master of Counseling program. The proposal acknowledges that the American Psychological Association (APA) does not currently provide licensure for master's-level Health Service Psychology practitioners. Without a clear and distinct licensing advantage, graduates of the MS in Clinical Psychology program would ultimately compete for the same professional roles and licensure as graduates of the Master of Counseling program, leading to unnecessary duplication rather than programmatic enhancement. While the proposal highlights APA's recent move to establish*

accreditation at the master's level, it is important to recognize that this accreditation does not currently translate into licensure eligibility. The proposal assumes that future licensure pathways will be developed, but this is speculative and not guaranteed at the state level. Until such a licensing structure is in place, students graduating from the MS in Clinical Psychology program will be in the same position as those from the Master of Counseling program, further reinforcing the redundancy of this proposed program.

2. The introduction of the MS in Clinical Psychology is likely to divert prospective students away from the well-established Master of Counseling program. Since both programs would lead to similar licensure outcomes, students who might otherwise enroll in the Master of Counseling program could instead opt for the new MS in Clinical Psychology, leading to lower enrollment and potential instability in the existing program. The proposal does not provide sufficient justification for why two similar degree pathways are needed when one fully accredited and recognized option already exists.

3. Another significant issue that the proposal does not adequately address is the strain this program would place on clinical training and practicum/internship placements. There are already significant limitations in the availability of quality supervised clinical training opportunities, particularly within community settings. The addition of another program that requires practicum placements will further increase competition for these sites, making it more difficult for students—both in the existing Master of Counseling program and the proposed MS in Clinical Psychology—to secure necessary placements. This could result in delayed graduation timelines and increased pressure on community-based training sites, which may not have the capacity to accommodate a growing number of students seeking supervised clinical experience. Please see below specific data regarding our concerns related to practicum/internship placements.

Rather than complementing existing programs, the proposed MS in Clinical Psychology risks undermining the sustainability of the Master of Counseling program, exacerbating clinical training bottlenecks, and creating confusion about licensure pathways. A more strategic approach would be to enhance and expand the existing Master of Counseling program, ensuring that students are well-supported, clinical training sites are not overwhelmed, and licensure pathways remain clear and stable. For these reasons, we strongly encourage reconsideration of this proposal.

MC student data and practicum/internship placements

MC online program:

Students:

1. Total number of students in Arizona for Fall '24 - Fall '25 for MC Online: 100, which is 2/3 of our total students.
2. Total number of Fall '24-Fall '25 students in the Phoenix area for MC Online: 80
3. Total number of applicants for Spring 2026 for MC Online from Arizona: 86
4. Total number of applicants for Spring 2026 for MC Online from Phoenix: 62
5. Total number of applicants for Spring 2026: 160

Clinical training requirements:

1. 3 semesters (1 year) of clinical fieldwork between practicum and internship.
2. Practicum requirements: 40 direct client hours and 100 total hours
3. Internship requirements: 120 direct client hours and 300 total hours per semester

MC immersion program (accredited by MPCAC):

Students:

1. Total number of students through Fall '25: 125
2. Fall '24 cohort: 34
3. Fall '25 cohort: 50

Clinical training requirements:

1. 2 semesters of clinical fieldwork for internship.
2. Practicum requirements: 40 direct client hours and 100 total hours
3. Internship requirements: 120 direct client hours and 300 total hours per semester

*** Total 280 direct client hours and 700 total hours for MC Online, 240 direct clients hours and 600 total hours for MC immersion. This meets AZBBHE standards for licensure.

Internship sites:

1. *Total number of approved sites in Arizona: 50*
2. *Total number of approved sites in Phoenix: 44*
3. *Number of approved sites since January 2025 in PHX area: 14*
4. *Number of sites that no longer offer internships/work with us since January 2025 in PHX area: 3*
5. **Supervision requirements:** *Every student must have at least 1 hour of individual or triadic supervision with their site supervisor every week. The supervisor must be a licensed professional counselor (LPC), clinical social worker (LCSW), marriage and family therapist (LMFT), or licensed psychologist. Additionally, the course instructor needs to be at a ratio of 1:8 students for weekly group supervision as per accreditation requirements.*

Projected practicum/internship numbers:

	<i>MC online practicum in Phoenix area</i>	<i>MC online and immersion internship in Phoenix</i>	Total
<i>Fall 2025</i>	13	32	45
<i>Spring 2026</i>	16	45	61
<i>Summer 2026</i>	20	66	86

Additional program placing students in these practicum/internship sites:

1. *ASU's Master of Social Work, immersion and online*
2. *ASU's Master of Marriage and Family Therapy, immersion*
3. *Grand Canyon University's Master of Counseling, immersion and online*
4. *Grand Canyon University's Master of Social Work, online*
5. *Ottawa University's Master of Counseling, immersion and online*
6. *Prescott College's Master of Counseling, online*
7. *Capella University's Master of Counseling, online*
8. *Capella University's Master of Social Work, online*
9. *University of Phoenix's Master of Counseling, immersion and online*
10. *NAU's Master of Counseling immersion program in PHX*

From: Dan Cox <danielc1@asu.edu>
Sent: Friday, August 1, 2025 5:25 AM
To: Manuel Aviles-Santiago <maviless@asu.edu>
Subject: Re: Impact Statement Request for MS Clinical Psychology

Thanks, Manu, we look forward to your response and opportunities to compliment existing programs.

Best

Dan

Sent from my iPhone

On Aug 1, 2025, at 5:02 AM, Manuel Aviles-Santiago <maviless@asu.edu> wrote:

Hi Dan,

I hope you're doing well! I wanted to touch base with you regarding the impact statement request. We've been diligently working on this. The school director of our Counseling and Counseling Psychology program is currently addressing it, considering the direct impact this might have on our PhD program. We'll make sure to provide you with a well-considered response by the requested deadline.

Best regards,

Manu Avilés-Santiago

Interim Dean

College of Integrative Sciences and Arts

Arizona State University

From: Dan Cox <danielc1@asu.edu>
Sent: Monday, July 28, 2025 4:08:11 PM
To: Manuel Aviles-Santiago <maviless@asu.edu>
Subject: Impact Statement Request for MS Clinical Psychology

Dear Manuel,

The College of Liberal Arts and Sciences is proposing an MS Clinical Psychology. As part of this process, would you be able to review the attached proposal and provide a statement of impact / support in the next week? I apologize for the quick turnaround request, but The Graduate College has asked for statements by Aug. 6.

Best,

Dan

Dan Cox
Dean of Natural Sciences
The College of Liberal Arts & Sciences

Professor, School of Life Sciences
Arizona State University

Armstrong Hall, Suite 240
1100 S. McAllister Ave.
Tempe, AZ 85287
email: danielc1@asu.edu

Repeatedly ranked #1

Brian Bottini

To: Dan Cox
Subject: RE: Watts College Impact Statement - MS Clinical Psychology

From: Dan Cox <danielc1@asu.edu>
Sent: 10 September 2025 15:00
To: Cynthia Lietz <clietz@asu.edu>
Subject: Re: Watts College Impact Statement - MS Clinical Psychology

Hi Cynthia,

Just checking in to see if there were any further feedback from the School of Social Work on the response on the proposed MS Clinical Psychology program.

Best

Dan

Dan Cox
Dean of Natural Sciences
The College of Liberal Arts & Sciences
Professor, School of Life Sciences
Arizona State University

Armstrong Hall, Suite 240
1100 S. McAllister Ave.
Tempe, AZ 85287
email: danielc1@asu.edu

Repeatedly ranked #1

From: Cynthia Lietz <clietz@asu.edu>
Sent: 28 August 2025 11:43
To: Dan Cox <danielc1@asu.edu>
Subject: RE: Watts College Impact Statement - MS Clinical Psychology

Great statement, please share my thanks. I will forward to our School of Social Work.

From: Dan Cox <danielc1@asu.edu>
Sent: Thursday, August 28, 2025 11:42 AM
To: Cynthia Lietz <clietz@asu.edu>
Subject: Re: Watts College Impact Statement - MS Clinical Psychology

Oops, my apologies, see attached.

Thank you!

Dan

Dan Cox

Dean of Natural Sciences
The College of Liberal Arts & Sciences
Professor, School of Life Sciences
Arizona State University

Armstrong Hall, Suite 240
1100 S. McAllister Ave.
Tempe, AZ 85287
email: danielc1@asu.edu

Repeatedly ranked #1

From: Cynthia Lietz <clietz@asu.edu>
Sent: 28 August 2025 11:37
To: Dan Cox <danielc1@asu.edu>
Subject: RE: Watts College Impact Statement - MS Clinical Psychology

Of course, is there an attachment?

From: Dan Cox <danielc1@asu.edu>
Sent: Thursday, August 28, 2025 11:34 AM
To: Cynthia Lietz <clietz@asu.edu>
Subject: Re: Watts College Impact Statement - MS Clinical Psychology

Hi Cynthia,

Hope your semester is starting off with a bang. I am sharing here a response from Psychology regarding the impact statement provided by Watts College faculty regarding the proposed MS Clinical Psychology degree.

Could you share with the relevant stakeholders in Watts?

Thanks very much.

Best

Dan

Dan Cox

Dean of Natural Sciences
The College of Liberal Arts & Sciences
Professor, School of Life Sciences
Arizona State University

Armstrong Hall, Suite 240
1100 S. McAllister Ave.
Tempe, AZ 85287
email: danielc1@asu.edu

Repeatedly ranked #1

From: Cynthia Lietz <clietz@asu.edu>
Sent: 20 August 2025 07:41
To: Dan Cox <danielc1@asu.edu>
Subject: RE: Watts College Impact Statement - MS Clinical Psychology

Thanks so much, see you at the new faculty lunch later today!

From: Dan Cox <danielc1@asu.edu>
Sent: Wednesday, August 20, 2025 7:39 AM
To: Cynthia Lietz <clietz@asu.edu>
Subject: Re: Watts College Impact Statement - MS Clinical Psychology

Hi Cynthia,

I appreciated getting to know you better and chat at the retreat as well. Thank you for the detailed response, I have shared with the unit to allow them to consider and respond. We agree that the goal is develop a program that is complimentary rather than competitive to address a severe shortage in mental health professionals.

Wishing you the best as we launch into fall.

Best

Dan

Sent from my iPhone

On Aug 20, 2025, at 7:29 AM, Cynthia Lietz <clietz@asu.edu> wrote:

Dear Dan,

It was a pleasure to get to know you better at the retreat. Thank you also for our discussion about your unit's request for an impact statement RE: your proposal to create a M.S. in Clinical Psychology. As we discussed, we have some concerns that this program could negatively impact our online Master of Social Work (MSW) degree. As stated in your program proposal, licensure is not currently available for graduates with a M.S. in psychology. However, licensure is available for our graduates with a MSW, and social workers are the primary providers of mental health services across the nation.

We worry that your program will not only hurt our enrollment, but more importantly, if not explained well at the recruitment level, students could end up accidentally confused into thinking this degree will allow them to move forward as clinicians which is not currently possible at mental health organizations unless they have an exemption to licensure.

Your statement does a wonderful job summarizing the serious workforce needs in mental health. If ASU were to advance this but not get it right in terms of our communication to new students, and students were to choose your new MS over the MSW, we could end up reducing graduates able to meet the current serious workforce needs. I know that is

absolutely not the intention of you or your faculty.

As you move forward in developing this degree, we would like to be kept informed about the curriculum and most importantly, how the program will be described. If it does end up being approved, we are requesting that we work together with EdPlus and ASU admissions to ensure our programs are clearly described, the differences are clearly articulated, and that we will together to ensure the success of both of our programs and grow the workforce needed to address the growing mental health needs. We might also consider creating a pathway for a joint degree. If we get this right, I think this can end up being good for both of our programs.

Looking forward to working with you on this. Please don't hesitate to reach out if you have any questions or want to talk this through.

I hope all is well as we launch the new academic year!

Cynthia

Cynthia A. Lietz, PhD, LCSW
Dean, Watts College of Public Service and Community Solutions
Vice Provost, Downtown Phoenix Campus
Ernest W. McFarland Arizona Heritage Chair in Public Policy &
President's Professor, School of Social Work
[\[cid:image001.png@01DC11A2.5585D2C0\]](#)



<MS in Clinical Psychology New Program Proposal[78][35].pdf>



Whitney Hansen <whansen@asu.edu>

FW: Impact Statement Request for MS Clinical Psychology

Whitney Hansen <whansen@asu.edu>
To: Whitney Hansen <whansen@asu.edu>

Wed, Sep 10, 2025 at 3:37 PM

From: "Todd Sandrin (Dean)" <Todd.Sandrin@asu.edu>
Date: August 21, 2025 at 4:06:56 PM MST
To: Dan Cox <danielc1@asu.edu>
Subject: Re: Impact Statement Request for MS Clinical Psychology

Thanks again, Dan. . .and great to see and converse with you yesterday!

I append below the unit's evaluation of the response. As you can see, a significant negative impact on enrollments in our programs is anticipated.

Best,

Todd

Thank you for your response to our impact statement; the additional detail was helpful. We recognize that our programs and the proposed MS in Clinical Psychology have different training goals and outcomes, and we agree that expanding the number of clinically trained mental health professionals is important.

That said, we must emphasize that the proposed program will directly and negatively impact our enrollments. Despite our clear statements that our programs do not lead to licensure, we consistently attract clinically oriented students who later pursue license-eligible programs and careers. The overlap extends to coursework as well—for example, we currently teach PSY 550: Advanced Social Psychology online, which is listed in the Clinical MS proposal as a restricted elective. If CLAS offers such courses online, our enrollments would decline further.

Our MS in Psychology programs—with concentrations in Industrial/Organizational, Positive, and Sport Psychology—generate significant student credit hours, have served as vital growth engines for New College, and are essential to advancing the goals of the West Valley Forward initiative and the Provost's and President's vision for campus and college growth.

While we appreciate the acknowledgement that Clinical MS students may be encouraged to take our electives, this would not offset the projected losses. To mitigate the impact on our established and highly successful programs, we strongly recommend that the proposed Clinical MS not be offered in digital modality.

Todd R. Sandrin, Ph.D.

Dean, New College of Interdisciplinary Arts and Sciences
Vice Provost, West Valley campus
Professor, School of Mathematical and Natural Sciences
Senior Global Futures Scientist - Julie Ann Wrigley Global Futures Laboratory



From: Dan Cox <danielc1@asu.edu>
Sent: Friday, August 15, 2025 9:06 AM
To: Todd Sandrin (Dean) <Todd.Sandrin@asu.edu>
Subject: Re: Impact Statement Request for MS Clinical Psychology

Hi Todd,

Hope you had a great week, I am attaching here Psychology's response to the impact statement provided by SIF. Would you be so kind to share with the unit to evaluate how the response addresses the points raised?

Thanks

Dan

Dan Cox
Dean of Natural Sciences
The College of Liberal Arts & Sciences

Professor, School of Life Sciences
Arizona State University

Armstrong Hall, Suite 240
1100 S. McAllister Ave.
Tempe, AZ 85287
email: danielc1@asu.edu

Repeatedly ranked #1

Response to the New College Impact Statement on the Proposed MS in Clinical Psychology Program

Thank you for your response from the School of Interdisciplinary Forensics (SIF) and School of Social and Behavioral Science (SSBS).

We appreciate the cautious support from SIF and look forward to learning more about their planned PsyD proposal (in collaboration with SSBS), which we expect will have emphases in the graduate domains already present in SIF and SSBS including forensics, positive psychology, I/O psychology and sports psychology. We would hope for additional conversations if the degree program was not planned to address these specific areas of psychology.

SSBS outlined the potential impact of the proposed MS in Clinical Psychology program (MSCP) on the existing New College MS in Psychology program (MSP). The impact statement identifies two areas of concern about the proposed MSCP program: the proposed program would have a significant negative **impact on enrollment** on the existing MSP program, and the proposed curriculum includes substantial **overlap of courses** the MSP program already offers.

The success and rapid growth of the MSP program is commendable, and we acknowledge its value to ASU's academic mission. We supported New College's development of the MSP program because it filled a curricular gap not addressed by our program. We have also supported the development of several other MS Psychology programs (Forensic Psychology, Positive Psychology, etc.). Our intent is not to diminish these programs but to expand opportunities for students and meet the critical need for licensed mental health professionals. We view these programs as complementary rather than competitive. The MSCP program will provide a unique educational experience and career path for ASU students that does not overlap with the MSP program's general focus on the field of psychology.

Impact on Enrollment

The primary distinguishing characteristic between the proposed MSCP program and the existing MSP program is that our program will prepare students [in an APA-accredited program](#) to pursue state licensure to provide psychological services. Our graduates will qualify for licensure by the Arizona Board of Psychologist Examiners, whereas the MSP program does not train students to provide psychological services and does not meet the educational requirements for licensure. The addition of the MSCP program will help address the Arizona and Nationwide shortage of licensed behavioral health professionals and does not overlap with the goals of the MSP program.

The MSP website states, "If you're interested in gaining additional knowledge in the field of psychology and pursuing a career in **non-clinical mental health**, nonprofits or marketing, this program may be a good fit for you. This program is rigorous and course-intensive, requiring writing and statistics. It's best suited for highly-motivated individuals interested in advanced coursework in the general field of psychology. **It's important to note that this program doesn't train or provide licensure to individuals for a career as a counselor or clinical psychologist.**"

The proposed MSCP program offers a terminal degree that prepares students for licensure and professional practice of psychology, whereas the MSP program prepares students for a "career in non-clinical mental health, nonprofits or marketing." Thus, our programs do not have overlapping training goals and will offer complementary career pathways, as opposed to competition for the same students.

Overlap of Courses

The ASU Psychology PhD (clinical) program has been continually accredited by APA since 1977, and we have offered courses in Psychopathology, Advanced Social Psychology, and Affective Aspects of Behavior/Emotions throughout the existence of our program. We supported SSBS in offering these courses, because the MSP program serves a different educational mission – providing general, non-clinical coverage of these topics at a master's level. While the course titles may be similar, the scope, focus, and learning outcomes are likely quite different, reflecting the distinct goals of each program.

That said, the Department of Psychology established these graduate-level courses and offers these courses on an ongoing basis as part of the training of our PhD students.

Our version of these courses focus on the practice of professional psychology. For example, our Psychopathology course trains students to make diagnoses based on the DSM-5 TR. The MSP program cannot legally provide training on diagnosis, as the program is not clinically focused and does not lead to licensure, which is required to make mental health diagnoses. Further, APA accreditation, which we will be pursuing, requires courses to be clinically focused and mandates that our program maintain oversight of both courses and instructional faculty. Thus, it is critical that we develop and maintain distinct versions of the courses. Our versions will only be offered to our MSCP students and should not reduce enrollment in the MSP courses.

Opportunities for Collaboration

The MSCP and MSP programs have distinct training goals that do not overlap, and the programs will appeal to students with different career interests. We envision the MSCP program as being complementary to the MSP program, with the potential for collaboration. The New College impact statement noted several courses (Psychology of Mindfulness, Attachment Theory, Child Bereavement/Resilience, and Cultural Intelligence) that might be appealing to students in the MSCP program, and we are happy to inform students of these courses and approve enrollment for elective credits, like our acceptance of MSP students in our addiction-focused courses.

We appreciate the opportunity to clarify the goals and structure of the proposed MSCP program. Our shared dedication to ASU's charter is evident when we work together to ensure that ASU students have access to high-quality, clearly defined academic pathways that align with their professional goals.

From: Todd Sandrin (Dean) <Todd.Sandrin@asu.edu>

Sent: 08 August 2025 18:11

To: Dan Cox <danielc1@asu.edu>

Subject: Re: Impact Statement Request for MS Clinical Psychology

Many thanks, Dan. I neglected to include the perspective of impact from our School of Interdisciplinary Forensics (appended below).

Have a great weekend.

Todd

Thank you for the opportunity to review the proposal for a new Master of Science in Clinical Psychology. This impact statement reflects the views of the leadership the School of Interdisciplinary Forensics (SIF).

We appreciate the Department of Psychology's efforts to expand access to mental health services, particularly for Arizona's underserved communities. Because our online MS in forensic psychology is not clinically focused, we do not anticipate that the proposed clinical MS will directly affect our current offerings.

That said, SIF is currently collaborating with the School of Social and Behavioral Science (SBS) to develop a Doctor of Psychology (PsyD) proposal. In contrast to the research-intensive clinical PhD offered by the Department of Psychology, the PsyD would emphasize applied, practitioner-focused training designed to prepare competent, ethical, and socially responsive clinical psychologists to meet the mental health needs of diverse populations.

The PsyD would offer two specialized tracks that leverage New College's interdisciplinary strengths and align with regional workforce needs. For SIF's part, we hope to prepare clinicians to work in legal contexts, including courts, correctional facilities, and law enforcement. This specialization builds on SIF's expertise at the intersection of forensics, psychology, and both civil and criminal justice.

Nationally, a shortage of behavioral health professionals, including forensic psychologists, continues to delay court proceedings and compromise access to timely evaluation services. For example, wait times for forensic assessments are often measured months. The Psychology Department's MS proposal would help address a part of Arizona's documented shortfall of licensed psychologists, but not in the key area on which SIF would focus its PsyD program. The forensic specialization could meaningfully expand the state's clinical capacity and help alleviate these bottlenecks.

If the PsyD were approved, we envision opportunities for strategic collaboration with the Department of Psychology to ensure complementarity and avoid duplication. As the MS proposal acknowledges, the need for licensed psychologists in Arizona remains pressing, particularly in rural and underserved communities. A PsyD program that includes forensic training would strengthen ASU's contribution to behavioral health by expanding the pipeline of qualified professionals across a range of practice settings, and further position ASU as a leader in interdisciplinary, socially impactful graduate education.

Because the intended area of specialization in the PsyD program we hope to develop is not currently available within the Department of Psychology's clinical PhD program or in the proposed MS degree in clinical psychology, we are cautiously supportive of the proposed MS program. We believe its success, and that of behavioral health training across ASU, will be best achieved through thoughtful coordination and mutual support among academic units across colleges. We look forward to continued collaboration with the Department of Psychology as we pursue our shared and complementary goals.

Todd R. Sandrin, Ph.D.

Dean, New College of Interdisciplinary Arts and Sciences

Vice Provost, West Valley campus

Professor, School of Mathematical and Natural Sciences

Senior Global Futures Scientist - Julie Ann Wrigley Global Futures Laboratory



From: Dan Cox <danielc1@asu.edu>

Sent: Friday, August 8, 2025 4:27 PM

To: Todd Sandrin (Dean) <Todd.Sandrin@asu.edu>

Subject: Re: Impact Statement Request for MS Clinical Psychology

Thank you, Todd, and was great to see you too. I will share the feedback with the PSYC faculty to determine if they have a response to the concerns.

Best

Dan

Sent from my iPhone

On Aug 8, 2025, at 6:18 PM, Todd Sandrin (Dean) <Todd.Sandrin@asu.edu> wrote:

Dear Dan,

It was great to see you and converse with you earlier this week!

Per our conversation, I share below our impact statement that includes our recognition of the need for degree programs to support the graduation of more mental health professionals as well as the significant negative impact this program would have on our enrollments (particularly if offered in the digital immersion modality).

Of course, I'm happy to converse further as helpful, Dan.

Best,

Todd

New College's School of Social and Behavioral Sciences understands the value of initiating this program for mental health workforce development and training. The public need is great, and the proposed program is an important response to the American Psychological Association's change of position. However, we cannot support the proposal in its current form. First, the proposed curriculum includes substantial overlap with courses we already offer. More critically, **the program would likely have a significant negative impact on enrollment in our existing campus and online Master's programs**, particularly those serving clinically inclined students. Given the size and strategic importance of our online offerings, this impact would be especially detrimental.

- Our campus-immersion terminal Master's program has a strong national reputation that attracts many clinically oriented students within a research-oriented framework (even given the explicit knowledge that it does not lead directly to licensure). Many have gone on to PhD programs in clinical psychology or other doctoral programs or employment in the field of mental health.

- Our digital-immersion Master of Science in Psychology program is large and highly ranked. Implemented in 2017, it attracts hundreds of students with clinical- and counseling-related interests and aspirations and has a track record of serving these students through coursework and professional development/field experiences.
- Accordingly, we have seven full-time doctoral-level clinical and counseling psychologists (both T/TT and CT) on our faculty who teach clinically oriented online and campus-immersion courses, as well as a Professional Field Experience (online) course and an Internship in Psychology course (presently administered via New College).
- In particular, we developed and regularly teach oCourses that overlap with the proposed program, most notably Psychopathology (PSY 573, listed as a required course in the proposal). This course enrolls 200-300 students in a given session within our online programs. We teach Advanced Social Psychology (PSY 550), which is a proposed elective in the Clinical MS. We offer Emotion (PSY 586), which was developed by a faculty member with a clinical psychology doctorate and overlaps with Affective Aspects of Behavior (PSY 591). Our range of oCourses developed and offered regularly includes other clinically-oriented courses (e.g., Psychology of Mindfulness [PSY 565], Attachment Theory [PSY 598], Child Bereavement/Resilience [PSY 598], and Cultural Intelligence [PSY 556]).

In the interest of closing the gap in clinical practitioners, we are working on a joint proposal with the School of Interdisciplinary Forensics that will allow us to broaden the clinical and consulting workforce. We hope that this proposal might create additional opportunities for collaboration with CLAS. We look forward to discussions regarding how course and program offerings in the New College and The College behavioral science programs can be complementary and even collaborative, such that we not only continue to place students (current and prospective) across programs to fit their needs but also draw new enrollments.

Todd R. Sandrin, Ph.D.

Dean, New College of Interdisciplinary Arts and Sciences

Vice Provost, West Valley campus

Professor, School of Mathematical and Natural Sciences

Senior Global Futures Scientist - Julie Ann Wrigley Global Futures Laboratory

<Outlook-whdefe3s.png>

From: Dan Cox <danielc1@asu.edu>

Sent: Monday, July 28, 2025 4:11 PM

To: Todd Sandrin (Dean) <Todd.Sandrin@asu.edu>

Subject: Impact Statement Request for MS Clinical Psychology

Dear Todd,

The College of Liberal Arts and Sciences is proposing an MS Clinical Psychology. As part of this process, would you be able to review the attached proposal and provide a statement of impact / support in the next week? I apologize for the quick turnaround request, but The Graduate College has asked for statements by Aug. 6.

Best,

Dan

Dan Cox

Dean of Natural Sciences
The College of Liberal Arts & Sciences

Professor, School of Life Sciences
Arizona State University

Armstrong Hall, Suite 240
1100 S. McAllister Ave.
Tempe, AZ 85287
email: danielc1@asu.edu

Repeatedly ranked #1

MS in Clinical Psychology

LM-College of Liberal Arts and Sciences - Natural Sciences

Mission

The Master of Science in Clinical Psychology pairs state-of-the-art research from internationally recognized experts in clinical psychology with clinical expertise from licensed psychologists. Our mission is to improve the transfer of scientific knowledge gained from psychological research to clinical practice, expand the use of evidence-based treatments to increase the effectiveness of psychological treatment, increase the quality of clinical training to better prepare students for professional careers as master's-level psychologists, and increase the number of qualified master's-level practicing psychologists both locally and nationally. The program mission aligns with ASU's mission to increase academic excellence and accessibility and enhance our local impact and social embeddedness to improve health outcomes.

Goals

The goals of the MS in Clinical Psychology are to teach the knowledge, attitudes, and skills necessary for students to provide evidence-based and ethical psychological treatment.

Outcome 1

Students will master discipline-specific knowledge related to the consumption of research and application of research to clinical practice.

Concepts

Process of conducting research, literature review of psychology topics, statistics and psychometrics, research-practice divide

Competencies

1. Demonstrate understanding of the scientific method;
2. Locate discipline-specific literature;
3. Analyze data using applicable statistical methods;
4. Critically evaluate relevant research and apply findings to clinical practice

Assessment Process

For measure 1.1, students will apply the skills and knowledge they learn in PSY 600 Research Methods to complete a final project, which is a research project proposal. The final project is graded using a faculty-developed rubric that measures the student's ability to demonstrate an understanding of the scientific method, the psychological research literature, statistical analysis, and application of research to clinical practice. The rubric will use a 4-point Likert scale, where: 1=minimal demonstration of competency in research domains; 2=moderate

demonstration of competency in research domains; 3=substantial demonstration of competency in research domains; and 4=excellent demonstration of competency in research domains. For those students who do not receive a 3 or higher on the final project in PSY 600 Research Methods, students will work with their advisor in the PSY 593 Applied Project course to improve the quality of their project. Data will be collected and analyzed by the program director. Data collected during the current assessment period will be used to adjust the curriculum as needed for continuous improvement in overall student success. The program director will specifically look at average rubric scores compared to historical data. Sustained dips in scores or survey results will prompt faculty to examine teaching methods and materials. Each year, the program director will use this evaluation to prepare an assessment report.

For Measure 1.2, the program will use survey results from the ASU Graduate and Law Student Report Card Survey, which is administered by the ASU University Office of Evaluation and Educational Effectiveness. The survey question, "How strong was your graduate program in providing training in each of the following areas? - Research skills and methods," will be used to assess students. The question is scored on a 5-point Likert scale (0=Not at All/Slightly, 1=Somewhat, 2=Moderately, 3=Mostly, 4=Very). Data will be collected and analyzed by the program director. Data collected during the current assessment period will be used to adjust the curriculum as needed for continuous improvement in overall student success.

Measure 1

PSY 609 Research Methods: Faculty-developed rubric for the final project

Performance Criterion 1

At least 80% of students will receive a 3 or higher on the rubric.

Measure 2

University student exit survey (Item from the Graduate and Law Student Report Card): How strong was your graduate program in providing training in each of the following areas?
"Research skills and methods."

Performance Criterion 2

At least 75% of survey respondents indicating a score of 3-"Mostly" or higher

Outcome 2

Students will resolve examples of ethical and legal dilemmas that occur in clinical practice.

Concepts

Ethical guidelines, state rules and statutes, resolve ethical dilemmas in case examples using ethical decision-making models, supervision and consultation

Competencies

1. Demonstrate understanding of the APA Ethical Principles and Code of Conduct and Arizona and other state rules and statutes related to the practice of professional psychology;
2. Apply ethical and legal standards to case examples using ethical decision-making models;
3. Collaborate with supervisors and consultants to resolve ethical dilemmas.

Assessment Process

For measure 2.1, students will demonstrate critical thinking skills and ethical decision-making by applying the knowledge they learn in the PSY 587 Ethics course to complete a final project, which requires students to analyze an ethical/legal case study and apply relevant ethical/legal principles. The final project is graded using a faculty-developed rubric that rates knowledge and application of ethical and legal standards using a 4-point Likert scale, where: 1=minimal demonstration of competency in ethics; 2=moderate demonstration of competency in ethics; 3=substantial demonstration of competency in ethics; and 4=excellent demonstration of competency in ethics. Data will be collected and analyzed by the program director. Data collected during the current assessment period will be used to adjust the curriculum as needed for continuous improvement in overall student success. The program director will specifically look at average rubric scores compared to historical data. Sustained dips in scores or survey results will prompt faculty to examine teaching methods and materials. Each year, the program director will use this evaluation to prepare an assessment report.

For Measure 2.2, the program will examine clinical supervisor ratings on two ethics questions from the APA Competency Benchmarks in Professional Psychology Rating Form. The questions "Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas" and "Conduct self in an ethical manner in all professional activities," will be used to assess students. Questions are scored on a 5-point Likert scale (0=Not at All/Slightly, 1=Somewhat, 2=Moderately, 3=Mostly, 4=Very) by the practicum supervisor, collected within PSY 680. Data will be collected and analyzed by the program director. Data collected during the current assessment period will be used to adjust the curriculum as needed for continuous improvement in overall student success.

Measure 1

PSY 587 Ethics: Faculty-developed rubric for the final project in the course.

Performance Criterion 1

At least 80% of students will receive a 3 or higher on the rubric.

Measure 2

Ethics items from the APA Competency Benchmarks in Professional Psychology Rating Form: "Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas" and "Conduct self in an ethical manner in all professional activities," scored on a 5-point Likert scale by the practicum supervisor, which is collected in PSY 680.

Performance Criterion 2

At least 75% of survey respondents indicating a score of 3 "Mostly" or higher

Outcome 3

Students will demonstrate readiness to practice in professional psychology through mastery of required knowledge in clinical theory and application of theory and research to clinical practice.

Concepts

Psychological treatment theories, psychotherapy, evidence-based practice, clinically-relevant research

Competencies

1. Demonstrate understanding of evidence-based psychological treatment theories;
2. Adapt evidence-based treatments for clinical populations;
3. Critically evaluate relevant psychological research and apply findings to clinical practice.

Assessment Process

For Measure 3.1, Students' mastery of psychological theories will be assessed by completing a practice licensure exam. Students are required to earn a score of 70% or higher, which is the cutoff score for licensure. Students who do not pass the practice licensing exam must develop a faculty-approved study plan and retake the exam. Data will be collected and analyzed by the program director. Data collected during the current assessment period will be used to adjust the curriculum as needed for continuous improvement in overall student success. The program director will specifically look at average rubric scores compared to historical data. Sustained dips in scores or survey results will prompt faculty to examine teaching methods and materials. Each year, the program director will use this evaluation to prepare an assessment report.

For Measure 3.2, students will demonstrate the ability to apply research to clinical practice through the completion of an Applied Project. To graduate, students are required to take two semesters of PSY 593 and successfully defend their project. Projects will be evaluated by students' project committee on a 4-point scale, where: 1=limited application of research to clinical practice; 2=moderate application of research to clinical practice; 3=substantial application of research to clinical practice; and 4=excellent application of research to clinical practice. Students who do not successfully defend their project will be required to complete revisions to meet a score of 3 or higher. Data will be collected and analyzed by the program director. Data collected during the current assessment period will be used to adjust the curriculum as needed for continuous improvement in overall student success. The program director will specifically look at average rubric scores compared to historical data. Sustained dips in scores or survey results will prompt faculty to examine teaching methods and materials. Each year, the program director will use this evaluation to prepare an assessment report.

Measure 1

PSY 680 Practicum: Students will complete a practice licensure exam, developed by program faculty.

Performance Criterion 1

80% of students will receive a passing score of 70% or higher

Measure 2

PSY 593 Applied Project: culminating Applied Project, completed over two semesters assessed using a faculty developed rubric

Performance Criterion 2

80% of students will receive a score of 3 or higher on the faculty developed rubric